

A discourse analysis of how Educational Psychologists talk about Trauma-informed Practice

Amy Hopkins

A thesis submitted for the degree of:  
Professional Doctorate in Child, Community and Educational Psychology

Department: Tavistock and Portman NHS Trust  
University of Essex  
May 2021

### **Impact of COVID-19**

This research was undertaken during the global pandemic of COVID-19. Since March 2020, the United Kingdom government provided ongoing guidance and legislation through the Coronavirus Act (2020) to help manage the spread of the virus. Measures such as social distancing, national lockdowns and school closures were in place during the recruitment, data collection and analysis stages of this research. Whilst the research remains ethically and methodologically sound in spite of these restrictions, some decision points were influenced by the national guidance in place at that time.

The potential impact of COVID-19 on this research are discussed in more detail within the relevant chapters of this writing. The main direct impacts include:

- Longer recruitment times due to national lockdown and availability of staff to respond.
- Reduced uptake during the recruitment process due to Educational Psychology Services reportedly feeling overwhelmed in their critical response to supporting schools during lockdowns.
- The need to conduct a focus group remotely to comply with social distancing legislation and essential travel.
- Restricted access to library resources and research texts which could not be accessed online.

Consistent with the social constructionist epistemology of this research, it exists within the context of the COVID-19 pandemic. When reviewing this research it is important to hold this in mind to understand the interactions between the research, pandemic,

participants and research to construct meaning of what this research tell us about Trauma-informed Practice.

### **Acknowledgements**

There is no doubt that the people around me have made me who I am and this writing what it is. To my cohort, participants, supervisors and all those who have given their time, feedback and well-wishes. To Rich, Mamma, Dad & Monty.

The journey was long and fraught with obstacles but you have stayed by my side and walked with me, every step. So thank-you all.

### **Abstract**

The legacy of the Adverse Childhood Experiences study has been an increased focus on the impact of trauma and adversity on children and young people's mental health. The United Kingdom government has pledged to transform the support offered for young people's mental health through initiatives such as National Health Service (NHS) England trailblazer sites (Department of Health & Department for Education, 2017). Trauma-informed Practice (TiP) emerged as a systemic approach to supporting young people who may have experienced trauma and adversity. Existing literature shows educational settings conceptualise TiP differently and how it is implemented varies across contexts. Despite being key professionals supporting young people and schools, Educational Psychologists' role and views on TiP have not yet been explored. This study used a social constructionist epistemology to explore how a group of Educational Psychologists talked about TiP. The research aims focused on what social actions were used when talking about TiP and how the group co-constructed what TiP means. A semi-structured focus group was conducted with four Educational Psychologists who had received training in TiP from their Local Authority. All participants were recruited from a single Local Authority, located within an NHS England trailblazer site. The focus group discussion lasted approximately 60 minutes and was audio-recorded and transcribed. Data was analysed using discursive psychology, a form of discourse analysis. Findings suggest EPs' co-constructed a unique version of TiP by making Extreme Case Formulations which helped perform peripheral social actions (allying and avoiding commitment) and core social actions (committing, disagreeing, promoting the EP role, blaming others and defending TiP). Findings were considered in the context of positioning theory, bioecological model and existing literature. Strengths and limitations of the research approach are discussed

alongside key implications for how the Educational Psychology profession move forward with TiP.

<b>Impact of COVID-19</b> .....	<b>2</b>
<b>Acknowledgements</b> .....	<b>4</b>
<b>Abstract</b> .....	<b>5</b>
<b>1 Introduction</b> .....	<b>12</b>
1.1 Chapter Overview .....	12
1.2 The Concept of Trauma.....	12
1.3 Prevalence of Trauma and Adversity in the United Kingdom .....	15
1.4 Impact of Trauma and Adverse Experiences .....	16
1.5 Current Treatment and Approaches to Trauma and Adversity .....	17
1.5.1 <i>Trauma-informed Practice</i> .....	19
1.6 A Theoretical Perspective for Trauma and Adversity .....	20
1.6.1 <i>Bioecological Model of Human Development</i> .....	20
1.7 Researcher's Interest in TiP .....	23
1.8 Research Rationale .....	23
1.8.1 <i>Trauma and Adversity in Greater London</i> .....	24
1.8.2 <i>The Role of the Educational Psychologist in TiP</i> .....	24
1.8.3 <i>Summarising the Research Area of Focus</i> .....	25
1.9 Research Paradigms, Aims and Questions .....	28
1.10 Chapter Summary.....	29
<b>2 Literature Review</b> .....	<b>31</b>
2.1 Chapter Overview .....	31
2.2 Approach to Review .....	31
2.2.1 <i>Existing Literature Reviews</i> .....	31
2.2.2 <i>Aims</i> .....	32
2.2.3 <i>Type of Review</i> .....	33
2.2.4 <i>Systematic Search</i> .....	33
2.2.5 <i>Evaluation Tools and Exclusions</i> .....	37
2.3 Review of the Literature.....	38
2.3.1 <i>Overview of the Literature</i> .....	39
2.3.2 <i>Research Aims</i> .....	39
2.3.3 <i>Context of Literature</i> .....	40
2.3.4 <i>Definition of TiP</i> .....	44
2.3.5 <i>Participants</i> .....	47
2.3.6 <i>Data Collection</i> .....	49
2.3.7 <i>Contextual Themes - TiP Training</i> .....	52
2.3.8 <i>Contextual Themes - Implementing TiP</i> .....	55
2.3.9 <i>Application of TiP</i> .....	57
2.4 Influence on Current Research .....	59

2.5 Chapter Summary.....	61
<b>3 Methodology and Data Analysis.....</b>	<b>62</b>
3.1 Chapter Overview .....	62
3.2 Research Aims and Questions.....	62
3.2.1 <i>Social Actions</i> .....	63
3.3 Research Paradigms, Epistemology, Ontology and Methodology .....	63
3.3.1 <i>The Objective World</i> .....	64
3.3.2 <i>The Individual World</i> .....	65
3.3.3 <i>The Socially Constructed World</i> .....	66
3.4 Methodology – a Qualitative Approach .....	67
3.4.1 <i>Interpretative Phenomenological Analysis</i> .....	68
3.4.2 <i>Grounded Theory</i> .....	69
3.4.3 <i>Discourse Analysis</i> .....	70
3.4.4 <i>Data Collection</i> .....	73
3.5 Current Study Design .....	75
3.5.1 <i>Participants</i> .....	75
3.5.2 <i>Recruitment</i> .....	77
3.5.3 <i>Impact of COVID-19 on Study Design</i> .....	78
3.5.4 <i>Pilot Study</i> .....	79
3.5.5 <i>Procedure</i> .....	80
3.6 Design Trustworthiness .....	81
3.7 Data Analysis.....	82
3.7.1 <i>Coding Data</i> .....	83
3.7.2 <i>Discursive Psychology Stages</i> .....	84
3.7.3 <i>Credibility and Coherence of Analysis</i> .....	91
3.8 Ethical Research.....	94
3.8.1 <i>Risk</i> .....	94
3.8.2 <i>Confidentiality</i> .....	95
3.8.3 <i>Informed Consent and Debrief</i> .....	96
3.9 Chapter Summary.....	98
<b>4. Findings.....</b>	<b>99</b>
4.1 Chapter Overview .....	99
4.2 Analysis Process .....	99
4.3 Summary of Findings.....	101
4.4 Peripheral Social Actions .....	102
4.4.1 <i>Allying with Others</i> .....	103
4.4.2 <i>Avoiding Commitment to Avoid an ‘Expert’ Label</i> .....	105
4.4.3 <i>Summary of Peripheral Social Actions</i> .....	108
4.5 Core Social Actions in How EPs Co-constructed Meaning of TiP .....	109
4.5.1 <i>Committing to a View on TiP</i> .....	110
4.5.2 <i>Disagreeing with a Perspective</i> .....	113
4.5.3 <i>Blaming Others to Protect the EP Role</i> .....	117



4.5.4 <i>Promoting the EP Role in TiP</i> .....	120
4.5.5 <i>Defending TiP</i> .....	127
4.5.6 <i>Summary of Core Social Actions</i> .....	130
4.6 Deviant Cases.....	131
4.6.1 <i>Managing Constructions of Psychological States</i> .....	132
4.6.2 <i>ECFs as Standalone Devices</i> .....	135
4.7 The Co-Construction of TiP .....	139
4.8 Chapter Summary.....	140
<b>5 Discussion.....</b>	<b>142</b>
5.1 Chapter Overview .....	142
5.2 Commentary on Findings .....	143
5.2.1 <i>Deviant Cases</i> .....	144
5.3 Emerging Literature on TiP .....	145
5.3.1 <i>A Brief Critique of Emergent Literature</i> .....	147
5.4 The First Research Question: Framing the EPs' Discourses Around TiP .....	149
5.4.1 <i>Avoiding an 'Expert' Label</i> .....	150
5.4.2 <i>Allying with Others</i> .....	154
5.5 The First Research Question: Social Actions Involved in Co-Constructing TiP .....	156
5.5.1 <i>Committing to a View on TiP</i> .....	156
5.5.2 <i>The EP Role in TiP</i> .....	158
5.5.3 <i>Whose Fault Is It? Blame and Protection</i> .....	161
5.5.4 <i>A Final Social Action - Disagreeing</i> .....	162
5.6 The Second Research Question: Co-construction and Interaction.....	163
5.6.1 <i>The Process of Interaction</i> .....	164
5.6.2 <i>The People Involved in TiP</i> .....	165
5.6.3 <i>Context</i> .....	168
5.6.4 <i>The Timing of the Discussion</i> .....	168
5.7 The Role of Reflexivity.....	170
5.8 Research Limitations .....	173
5.8.1 <i>Analytical Approach</i> .....	173
5.8.2 <i>Focus Group Limitations</i> .....	174
5.9 Research Implications and Next Steps .....	175
5.9.1 <i>Implications for TiP</i> .....	176
5.9.2 <i>Implications for Stakeholders</i> .....	177
5.9.3 <i>Implications for EPs</i> .....	178
5.9.4 <i>Next Steps</i> .....	179
5.10 Dissemination of Findings .....	180
5.11 Chapter Summary.....	181
<b>6 Conclusion .....</b>	<b>182</b>
<b>References .....</b>	<b>186</b>

<b>Appendix A</b> .....	<b>207</b>
<b>Appendix B</b> .....	<b>208</b>
<b>Appendix C</b> .....	<b>209</b>
<b>Appendix D</b> .....	<b>210</b>
<b>Appendix E</b> .....	<b>214</b>
<b>Appendix F</b> .....	<b>253</b>
<b>Appendix G</b> .....	<b>254</b>
<b>Appendix H</b> .....	<b>278</b>
<b>Appendix I</b> .....	<b>279</b>
<b>Appendix J</b> .....	<b>282</b>
<b>Appendix K</b> .....	<b>301</b>
<b>Appendix L</b> .....	<b>303</b>

### **Summary of Figures**

<b>Figure 1</b> Summary of Research Rationale .....	<b>27</b>
<b>Figure 2</b> Summary of Discursive Psychology Analysis Process.....	<b>100</b>
<b>Figure 3</b> Interaction and Influence of Social Actions on How TiP Was Co-constructed .....	<b>102</b>
<b>Figure 4</b> Extract from Jean at 18secs (Lines 4-7) .....	<b>103</b>
<b>Figure 5</b> Extract from Jesse at 1min 8secs (Lines 15-19) .....	<b>104</b>
<b>Figure 6</b> Extract from Sam at 3mins 20secs (Lines 55-57) .....	<b>105</b>
<b>Figure 7</b> Extract from Sam at 3mins 26 secs (Lines 57-63) .....	<b>106</b>
<b>Figure 8</b> Relationship between Peripheral Social Actions and Co-construction of TiP .....	<b>109</b>
<b>Figure 9</b> Extract from Jesse and Raz at 34mins 6secs (Lines 704-716).....	<b>111</b>
<b>Figure 10</b> Extract from Sam at 34mins 48secs (Lines 717-735) .....	<b>114</b>

**Figure 11** Extract from Jean at 5mins 56 secs (Lines 104-117) .....118

**Figure 12** Extract from Jean at 6mins 42secs (Lines 117-124) .....121

**Figure 13** Extract from Jean at 7mins 8secs (Lines 125-134) .....122

**Figure 14** Extract from Jesse at 13mins 21secs (Lines 236-240) .....124

**Figure 15** Extract from Jesse at 13mins 35secs (Lines 240-246) .....125

**Figure 16** Extract from Jesse at 44mins 59secs (Lines 946-964) .....127

**Figure 17** Relationship between Core Social Actions and Co-construction of TiP ..131

**Figure 18** Extract from Sam at 21mins 50secs (Lines 405-409) .....132

**Figure 19** Extract from Sam at 22mins 10secs (Lines 411-415) .....133

**Figure 20** Extract from Sam at 22mins 28secs (Lines 415-423) .....134

**Figure 21** Extract from Sam at 9mins 48secs (Lines 178-190).....136

**Figure 22** Interaction of Core and Peripheral Social Actions .....143

**Summary of Tables**

**Table 1** *Summary of Key Search Terms and Results from 11.06.20 Search*..... 34

**Table 2** Literature Inclusion and Exclusion Criteria..... 35

**Table 3** Approaches and Initiatives in the Included Literature..... 40

**Table 4** Participant Inclusion and Exclusion Criteria..... 76

**Table 5** Design Issues and Adaptations..... 81

**Table 6** Discursive Devices..... 86

**Table 7** Analytic Techniques by Potter and Wetherell (1987) Applied in this Research  
..... 93

**Table 8** Overview of Additional Literature..... 146

## **A Discourse Analysis of How Educational Psychologists Talk About Trauma-informed Practice**

### **1 Introduction**

#### **1.1 Chapter Overview**

This chapter provides a background to Trauma-Informed Practice (TiP)<sup>1</sup> and its relevance to this research. It presents contextual definitions of trauma and explores the prevalence, impact and current treatment approaches to trauma and adversity. It also illustrates the national and local contexts behind TiP and outlines the purpose, epistemological position and relevance of this research to the Educational Psychology profession. The chapter concludes with a summary of the research focus, aims and questions.

#### **1.2 The Concept of Trauma**

Multiple definitions exist for the term 'trauma,' varying across contexts and belief systems. The word 'trauma' derives from the Greek word for 'wound' (Oxford English Dictionary, 2020) and over time it has evolved from referring to physical trauma to describing the psychological and emotional 'wounds' individuals may experience. This presents trauma as an injury or impairment which, in a medical context, can be identified and diagnosed through the presence or absence of recognised symptoms.

The World Health Organisation (2020) and American Psychiatric Association (2013) provide clear diagnostic criteria for identifying post-traumatic stress disorder (PTSD), a condition associated with trauma. PTSD is defined as a disorder which "may develop

---

<sup>1</sup> A list of abbreviations and acronyms is provided in Appendix A

following exposure to an extremely threatening or horrific event or series of events,” (World Health Organisation, 2020, para. 1). Diagnostic criteria include re-living the event; avoiding thinking about or recalling the event and a lasting perception of danger, occurring across a minimum timeframe. The American Psychiatric Association (2013) outlines quantified inclusion criteria to diagnose PTSD such as at least one episode of avoiding trauma-related triggers. These medical definitions suggest trauma is seen as something which can be objectively judged or assessed by someone separate to the individual experiencing trauma.

Diagnostic criteria appears to require a judgement on whether a particular symptom is present. Arguably it is not possible to objectively ascertain what constitutes something as “extremely threatening or horrific” or “significant impairment,” (World Health Organisation, 2020, para. 1) as these are subjective interpretations of an event. McCann (2016) argues current diagnostic models ignore the interaction between individuals, their culture and changing conceptualisations about what mental illness is. An alternative perspective suggests mental illness is constructed through observations by both patient and doctor, based on their beliefs - influenced by individuals’ positions and roles - about what is true (Eisenberg, 1988). As constructions are subject to change over time, medical definitions may not fully represent the experience of all people who have experienced trauma.

Many agencies and services adopt the Substance Abuse and Mental Health Services Administration ([SAMHSA], 2014) definition of trauma:

“individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally

harmful or life threatening and that has lasting effects on the individual's functioning and mental, physical, social, emotional, or spiritual wellbeing." (p.7)

This emphasises how an individual's experience of an event is influenced by aspects such as cultural beliefs, developmental stage and protective factors. This conceptualises trauma as an intersubjective experience varying across individuals and circumstances, which may result in adverse effects on cognition, behaviour, emotional functioning or ongoing health and wellbeing. Unlike medical diagnoses, this perspective places agency for defining trauma in the individual who has experienced it.

In the context of children, the impact on development is considered to be a key part of conceptualising trauma. Van der Kolk (2005) argues traditional diagnoses do not recognise the extent to which trauma may impact early development, leading to comorbid diagnoses of other mental health difficulties without identifying trauma and adversity. Early experiences can shape how an individual views the world and relates to others (Bowlby, 2005) which can subsequently determine how they react or behave in their environment. Children's brains grow and assimilate new information rapidly meaning both constructive and adverse experiences can alter how the brain and body develop, affecting "emotional, behavioural, cognitive and social functioning," (Perry & Pollard, 1998, p. 33). These changes in physiological and psychological responses help conceptualise trauma in the context of children as *developmental trauma*, recognising the impact of "early, repeated trauma and loss which happens within the child's important relationships," (Lyons et al., 2020, p. 5).

Multiple perspectives clearly exist around what defines 'trauma' and these conceptualisations differ across time and contexts, appearing subject to change as language, thinking and understanding evolves. A definition of trauma is constructed for the context of this research, based on the viewpoints shared above. In this research, trauma is considered to be *a prolonged reaction or response to a perceived distressing or adverse experience(s) which has a lasting impact on how an individual relates to others and sees the world*. For this reason, trauma is herein referred to as trauma and adversity.

### **1.3 Prevalence of Trauma and Adversity in the United Kingdom**

Adverse Childhood Experiences (ACEs) is a commonly cited term taken from Felitti et al. (1998), used to describe associated risk factors for trauma experiences due to the perceived long-term effects on an individual's health and emotional wellbeing. ACEs include direct experiences in a young person's immediate environment such as abuse, neglect, parental substance abuse, mental health difficulties or criminal behaviour (Felitti et al., 1998). ACEs are indicators which highlight the possibility that an individual may have experienced trauma but are not necessarily causes of trauma. Exploring ACE risk factors provides an indication of how prevalent childhood trauma and adversity may be in society.

Trauma and adversity are pervasive issues in the United Kingdom (UK). Bellis et al. (2014) found 47% of 18-69 year olds ( $N=3,885$ ) in England had experienced at least one ACE. In childhood populations, Lewis et al. (2019) found 31.1% of 2,064 young people reported exposure to trauma and adversity in their first 18 years. Department for Education (2019) indicate abuse or neglect was the primary reason for assessment

for 54.4% of 399,500 children identified as Children in Need under the Children Act 1989. Where other reasons were identified, top factors involved included domestic violence, mental emotional abuse, substance abuse and neglect. This demonstrates how young people in the UK may be exposed to risk factors for trauma and adversity throughout their childhood.

#### **1.4 Impact of Trauma and Adverse Experiences**

Exposure to adversity can impact behavioural, neurobiological and physical development, particularly where adversity is experienced early on (Nelson et al., 2020). A National Health Service (NHS) survey on young people's mental health suggested exposure to adversity was more likely in those with a mental disorder compared to those without (NHS Digital, 2018). Young people with reported trauma exposure also appear to experience high rates of mental illness, difficulties such as self-harm and suicide attempts and high rates of functional impairment (Lewis et al., 2019). This suggests exposure to trauma and adversity has several potentially detrimental consequences for young people.

The impact from experiences of trauma may not be fully realised until much later in an individual's life. Trickey and Black (2000) propose in single-event trauma experiences, impact can be separated into immediate behavioural, emotional and cognitive changes or "secondary effects," (Trickey & Black, 2000, p. 263) which are delayed reactions occurring later on. Identified long-term effects on individuals' wellbeing in adulthood range from:

- increased prevalence of mental health difficulties (McLaughlin et al., 2009);



- increased risk of learning and behaviour problems and obesity (Burke et al., 2011);
- higher rates of drug use, suicidal ideation and attempts (Afifi et al., 2008); and
- higher death rates (Bellis et al., 2014).

This indicates the quality of life for young people experiencing adversity and possible trauma can be impacted beyond childhood.

The suggested growing patterns between exposure to adversity in childhood and subsequent difficulties in adulthood is a particular concern in the current climate. The Coronavirus (COVID-19) pandemic resulted in legislation for extended lockdown procedures including school closures (Coronavirus Act, 2020). Lockdown requirements appear to have created particular hardship for vulnerable children including those exposed to known risk factors for adversity such as neglect, abuse and serious harm; domestic abuse and parental mental health difficulties (Children's Commissioner for England, 2020). The severity of an adverse experience can have a greater impact than cumulative experiences (Schilling et al., 2008), suggesting there may be long-lasting consequences from adverse experiences, even without repeated exposure. This emphasises the current and immediate need for support to counteract some of the emotional impact of COVID-19 and reduce young people's exposure to trauma and adversity.

### **1.5 Current Treatment and Approaches to Trauma and Adversity**

The UK context highlights the demand for effective treatment and approaches which support those who have experienced trauma and adversity. National Institute for Care Excellence (2018) guidelines recommend treatment approaches for trauma care

such as providing a safe environment and avoiding contact with triggers through trauma-inducing environments. Clinical impact evidence highlights the merits in specific trauma-focused therapies such as Cognitive Behavioural Therapy or Eye Movement Desensitisation and Reprocessing Therapy for the treatment and prevention of PTSD in young people (National Guideline Alliance, 2018). However access to these treatments is restricted to those with a PTSD diagnosis who fall within a specified age range. Reznick (1998) argues that diagnosing psychiatric disorders relies on comparisons between subjective experiences against an objective criteria. This means many young people affected by trauma and adversity may not receive support if their subjective experiences do not match the objective criteria for PTSD.

Conrad and Barker (2010) argue "how a problem is defined affects how (or even if) society responds to the problem," (p. 76). Alternative therapeutic approaches have emerged aiming to support those with experiences of trauma and adversity, broadening availability to those without a PTSD diagnosis. Association for Play Therapy (2020) recommend play therapy for children displaying signs of PTSD as a collaborative approach to working with parents and carers, to children's needs with a robust evidence and theoretical base. Other approaches include narrative exposure therapy (American Psychological Association, 2017) or creative arts therapies (Green, 2011). However targeting support through direct intervention relies on identifying experiences of trauma and adversity. Current treatment approaches may not capture all young people who have experienced trauma and adversity and there seems a need for a more encompassing approach.

### **1.5.1 Trauma-informed Practice**

The existing approaches to supporting young people who have experienced trauma and adversity may not be sufficient given the prevalence of risk factors in the UK. TiP emerged as a relational approach to supporting individuals who have experienced trauma and adversity, aiming to change organisations and systems so they help reduce the risk of re-traumatisation. TiP involves creating supportive environments by recognising the impact trauma and adverse experiences can have on an individual's identity and how they make sense of the world (Harris & Fallot, 2001). Fundamental principles of TiP are *safety, trustworthiness, choice, collaboration and empowerment* where systems incorporate these elements across policies, practice and organisation (Fallot & Harris, 2001). TiP is underpinned by four assumptions: realising the impact of trauma; recognising signs and symptoms of trauma; responding to trauma through practice, procedures and policies and resisting re-traumatisation (SAMHSA 2014).

As with conceptualisations of trauma, specific understanding of what constitutes TiP varies across individuals, groups and settings. The Early Intervention Foundation's meta-analysis of trauma and adversity research acknowledged the differing conceptualisations and applications of TiP, concluding that "increased specification and further rigorous testing are therefore necessary before the potential of trauma-informed care for reducing symptoms of trauma can be fully understood," (Asmussen et al., 2020, p. 14). This demonstrates how further exploration is needed into how different organisations, settings and groups construct an understanding of TiP, so it is clear what is meant by TiP across different contexts.

Across literature TiP is referred to as an approach, practice or care with multiple terms used interchangeably: *trauma-aware*; *trauma-informed*; *trauma-sensitive*; *trauma-focused*. This research adopts the term *trauma-informed practice* as it links assumptions with action, recognising that being trauma-informed requires individuals to use their knowledge and awareness of trauma to inform how they think, act and behave.

## **1.6 A Theoretical Perspective for Trauma and Adversity**

In a review of TiP for responding to child sexual abuse and exploitation, the Department of Health and Social Care (2018) listed theories informing trauma-informed recovery including psychoanalysis, self-psychology, social constructionism, ecological theory, strengths-based practice, humanistic psychology and social pedagogy. It is beyond the scope of this research to explore each theory but an ecological systemic perspective holds particular relevance for TiP due to the focus on interactions and the environment. Trauma conceptualisations emphasise how experiences do not occur independently from events in an individual's environment, something similarly emphasised from an ecological systemic perspective.

### **1.6.1 Bioecological Model of Human Development**

Bronfenbrenner and Ceci's (1994) bioecological model concentrates on processes of interactions between individuals and their environment, known as proximal processes. These processes are viewed as "the primary mechanisms producing human development," (Bronfenbrenner & Morris, 2007, p. 795) which underpin psychological functioning. Bronfenbrenner and Ceci (1994) argued the influence of proximal processes varies across individuals and depends on: "(a)

proximal processes (b) their stability over time (c) the environmental contexts in which they take place (d) the characteristics of the persons involved, and (e) the nature of the developmental outcome under consideration,” (p.569). This model appears to explain trauma experiences as occurring through interactions with the environment where variation in how individuals experience events is dependent on the combination of process, person, context and time.

The bioecological model of human development highlights different influential factors within the process-person-context-time paradigm. Bronfenbrenner and Morris (2007) outline how characteristics and traits exist within an individual, impacting how they interact with proximal processes. Alongside individual dispositions, a person's internal resources such as past experiences, knowledge or skillset may influence how they make sense of a particular interaction. Moreover, demand characteristics such as age, gender or physical appearance “may influence initial interactions because of the expectations formed immediately,” (Tudge et al., 2009). This demonstrates the transactional nature of development where individual characteristics both influence and are influenced by the environment and those within. Therefore variations between trauma experiences could be understood in terms of differing proximal processes.

The bioecological model also emphasises the importance of the context where proximal processes occur. Context may be described as an individual's environment or the interrelated systems centred around an individual. Systemic contexts occur across different levels, each nested around an individual:

- *microsystem* – direct influences from an individual's immediate environment such as family, work or school;

- *mesosystem* – interactions occurring across different microsystems which impact an individual;
- *exosystem* – settings which indirectly influence an individual such as policy, community influences or factors affecting those close to an individual; and
- *macrosystem* – influences from cultural attitudes and beliefs, laws, customs or traditions (Bronfenbrenner, 1979).

These systems vary across time at a chronosystemic level and are shaped by changes in attitudes, beliefs and legislation (Bronfenbrenner, 1986). This highlights how individuals encounter interactions across systemic levels so development does not occur in isolation to the contexts people exist in.

The final aspect of proximal processes is time. Bronfenbrenner and Morris (2007) outline how time influences occur either directly within specific proximal processes (microtime), an individual's environment (mesotime) or across cultures and generations (macrotime). This represents the evolving nature of contexts, processes and people where individuals' experiences are only ever relative to a particular moment in time. Once again, this accounts for the variations in people's experiences of trauma as the particular moment in time an individual encounters an interaction can affect how they subsequently perceive it.

The bioecological model seemingly suggests development is not fixed and there is capacity for change if the type of interactions between an individual and their environment are modified. This aligns with a TiP perspective where the emphasis is on adapting the systems a young person encounters rather than focusing on direct individual treatment. Where trauma experiences arguably result from interactions with

the environment, its role in subsequent support cannot be ignored. Therefore the aim of TiP to reduce negative, re-traumatising interactions across systemic contexts and promote positive, collaborative and empowering interactions appears to fit with a bioecological systemic perspective.

### **1.7 Researcher's Interest in TiP**

My interest in TiP stems from my previous work as a primary school teacher and volunteer counsellor at Childline for 11 years. In these roles, I developed empathy with young people affected by trauma and adversity by observing the impact on their mental and emotional wellbeing when they did not receive targeted support from trauma services. As a trainee EP, I have grown increasingly aware of how I can use my position as an advocate for young people to effect meaningful change at a systems level so that all young people are supported irrespective of whether their difficulties are formally diagnosed. TiP aligns with my professional values as it moves away from a perspective where the difficulty is located within the child and instead focuses change within the environment and system. My belief that TiP is a way of targeting a wider audience of those affected by trauma and adversity has been a key driver in focusing my research in this area.

### **1.8 Research Rationale**

In 2017, the NHS proposed to introduce NHS trailblazer sites focused at transforming children and young people's mental health through new initiatives and approaches (Department of Health & Department for Education, 2017). These aimed to trial initiatives such as reducing waiting times, introducing mental health support teams in schools and appointing designated senior leads for mental health in schools.

Within Greater London, there are 19 Local Authorities (LAs) located within NHS trailblazer sites, creating a specific focus and interest in supporting young people's mental health within these LAs.

### ***1.8.1 Trauma and Adversity in Greater London***

Within the national context for trauma-informed research, Greater London is a geographical area of the UK where mental health of children and young people is of particular concern. Comparisons across England show significantly higher rates of low life satisfaction in 15 year-olds and significantly higher rates of hospital admission rates for mental health illnesses and prevalence of clinically significant mental health illness for 0-17 year olds (Public Health England, 2016). Lewer et al. (2019) mapped an ACE Index, ranking geographical locations within England according to relative frequency of ACEs with London ranking as one of the highest areas for ACEs. The impact of exposure to adversity described previously indicates London is an area where children are increasingly at risk of experiencing trauma and the long-term effects associated with it, meaning this research is particularly relevant to LAs within this region. Therefore London LAs within trailblazer sites were identified as the population for this research.

### ***1.8.2 The Role of the Educational Psychologist in TiP***

TiP targets support across multiple parts of a system. In the education system, Educational Psychologists (EPs) operate as part of the support offered to young people and are a group of professionals routinely interacting with young people. Their role in supporting pupils with mental health needs is perceived by teachers as an essential part of the system with schools relying on EPs to help identify areas of difficulty for pupils (Rothì et al., 2008). Furthermore there is a high expectation in schools for EPs



to work on an individual basis with young people (Boyle & MacKay, 2007). Considering the apparent prevalence of childhood trauma and its impact on wellbeing, EPs are likely to encounter young people who have experienced trauma making them a well-placed source of support for these young people. Moreover, Randall (2010) argues EPs can help create optimal learning environments for young people, based on their knowledge and understanding of relational theories which promote social, emotional and behavioural development. Where TiP focuses on changes to a young person's environment, it is a likely area of interest to the Educational Psychology profession.

EPs have an ethical and professional duty to “promote psychological wellbeing, social, emotional and behavioural development [in young people],” ([HCPC] Health and Care Professions Council, 2015, p. 26). Nevertheless the EP role is underemphasised in the NHS mental health trailblazer (O'Hare, 2017) even though EPs' knowledge of child development, mental health and the school context make them an ideal profession to support schools with mental health (Birchwood, 2018). As discussed in the next chapter, research to date has not looked at how EPs conceptualise, talk about and implement TiP. Instead research has focused on TiP within children's services such as youth justice, social care and schools. This demonstrates how the EP voice is missing in discussions around TiP and the value of their input and contribution to this area is potentially misunderstood and under-recognised.

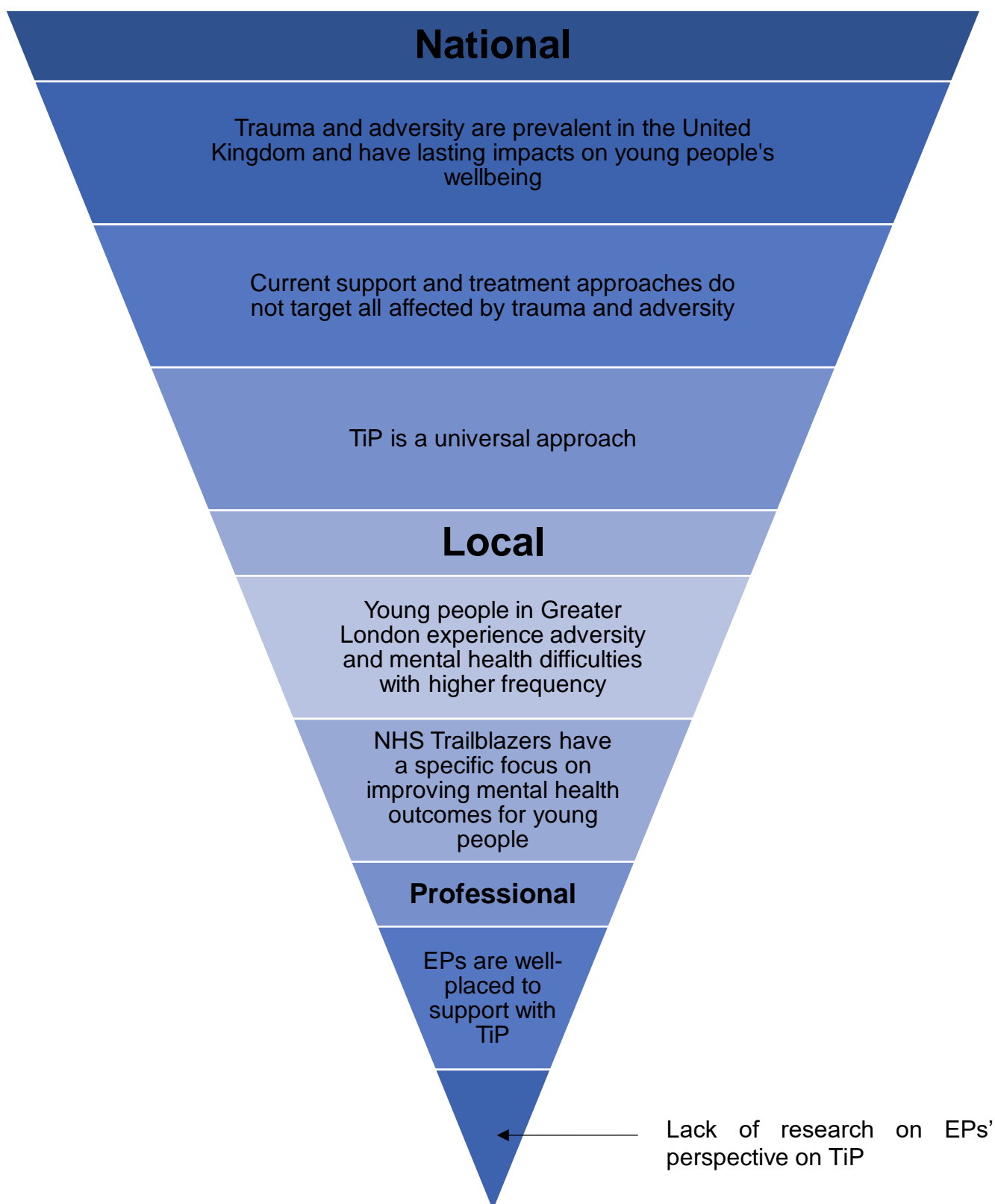
### ***1.8.3 Summarising the Research Area of Focus***

The national, local and professional contexts illustrate the need for further exploration into alternative mechanisms of support for those who have experienced trauma. TiP has the potential to positively impact a wider audience than traditional

trauma interventions and treatments, however it is currently an under-explored area, particularly in the Educational Psychology field. Figure 1 provides a summary of the rationale behind research which focuses on TiP in Educational Psychology.

**Figure 1**

*Summary of Research Rationale*



### **1.9 Research Paradigms, Aims and Questions**

This final section provides a brief overview of research paradigms, aims and questions. Although this is explored in more detail in Chapter 3, it is important to acknowledge how the ontology and epistemology of trauma and TiP underpin and influence the present research. As demonstrated, multiple perspectives and constructions exist for what is meant by trauma and TiP, varying across time and contexts. The conceptualisation of trauma as a dynamic, interactional phenomena (van der Kolk, 2005) aligns with a social constructionist position, suggesting that trauma-related research also sits within a constructionist epistemology where “social phenomena are not only produced through social interaction but are in a constant state of revision,” (Bryman, 2016, p. 29). For this reason, the research adopts a social constructionist view to explore TiP.

The social constructionist epistemology of this research works under the assumption that EPs construct their own reality of what TiP means through social interaction, relative to their profession and context. The idea that “meaning does not exist in its own right; it is constructed by human beings as they interact and engage in interpretation,” (Robson & McCartan, 2016, p. 24) is consistent with the EP role. Core aspects of EP practice such as consultation, assessment and training (Scottish Executive, 2002) and the social aspect of the role to “work appropriately with others,” (HCPC, 2015) involve co-constructing shared understandings of where a young person’s difficulties lie. This suggests a social constructionist perspective is congruent with how EPs work.

Language plays a fundamental role in communication and interaction. It serves as a precursor to thought and facilitates social action as a tool which helps construct a particular version of reality (Burr, 1995). Social actions are the consequences of talk (Wiggins, 2017) which suggests by exploring language and its links to social action, it is possible to see how a group of EPs co-construct meaning around what TiP is. This can be achieved through discourse analysis where the underlying principle is that “function involves construction of versions, and is demonstrated by language variation,” (Potter & Wetherell, 1987, p. 33). Examining different language used in discourse will provide insight into EPs’ version of TiP, something explored further in subsequent chapters.

Based on the epistemological position of this research, it aims to explore how TiP is talked about by a group of EPs, focusing on what social actions are used in discourses around TiP. It also explores how these social actions are used to co-construct meaning of what TiP, in the context of Educational Psychology practice. The research questions are:

1. What social actions are used by a group of EPs to talk about TiP?
2. How do EPs co-construct meaning of what TiP is?

### **1.10 Chapter Summary**

The UK context illustrates the barriers in supporting young people who have experienced trauma. Definitions can limit identification of trauma exposure and restrict access to support and treatment. Considering the long-term impact trauma can have on individuals, there is a need for support to take into consideration that individuals may experience trauma without formally identifying it as such. TiP is an approach with

potential to support young people affected by trauma and adversity in a holistic and systemic way.

TiP is currently applied across multiple contexts to support young people who have experienced trauma, including education. The next chapter explores how TiP is talked about across educational contexts in current literature to understand the present narrative around TiP and how EPs fit into this, as key professionals working in educational systems<sup>2</sup>.

---

<sup>2</sup> Section word count: 3,909

## **2 Literature Review**

### **2.1 Chapter Overview**

This chapter provides a review of literature related to TiP in educational settings. The first section examines existing literature reviews, informing the rationale for the current review's aims before giving details of systematic searches used to uncover relevant literature. The second section provides a review of the included literature using evaluation tools devised by Long et al. (2002a, 2002b) and Long and Godfrey (2004) grouped into the following contextual themes:

- TiP in the context of training;
- implementing TiP; and
- application of TiP.

Finally the chapter concludes with a discussion on how findings from the literature review contributed to the aims, methodology and analysis of the current research.

### **2.2 Approach to Review**

This literature review focuses on how TiP is talked about in the context of educational systems. As EPs also work in educational systems, exploring literature related to TiP and educational contexts is likely to have the most relevance to the research focus on how EPs talk about TiP. In forming a review question, a scoping search identified three existing systematic reviews on TiP in educational settings: Herrenkohl et al. (2019); Record-Lemon and Buchanan (2017); Zakszeski et al. (2017).

#### ***2.2.1 Existing Literature Reviews***

Both Herrenkohl et al. (2019) and Zakszeski et al. (2017) predominantly focused on trauma-informed interventions, only including research with defined interventions.

If TiP is viewed in the context of a holistic, systemic practice as suggested by SAMHSA (2014), focusing on interventions alone would arguably conflict with this view, as interventions restrict support to specific groups of students. By only looking at interventions these reviews do not consider how TiP is being talked about as a systemic approach and how it may influence change across the educational system.

Record-Lemon and Buchanan (2017) expanded their inclusion criteria beyond interventions, providing a broader range of papers looking at TiP in educational contexts. However they concluded there was an overrepresentation of cognitive-behavioural therapy approaches and intervention. This suggests the current narrative around TiP in educational settings may be dominated by a focus on interventions. The EP role stretches beyond intervention to include consultation, assessment, research and training (Scottish Executive, 2002) therefore if TiP is only conceptualised in educational settings based on trauma-informed interventions, this may not be helpful to educational professionals who work with young people in other ways. A broader focus on TiP literature could be useful in understanding how the educational system conceptualises TiP beyond interventions. This is something the current literature review aimed to address.

### **2.2.2 Aims**

The focus on trauma-informed interventions in the existing literature reviews may have skewed the narrative on TiP in educational settings. Shifting the focus from interventions to how TiP is applied as a systemic practice may inform further discussions about TiP. Therefore this review focused on how literature talks about TiP as a systemic practice in educational settings and aimed to answer the question: *how*



*does current literature talk about TiP in the context of educational settings for children and young people?*

### **2.2.3 Type of Review**

Siddaway et al. (2019) describe literature reviews as providing “a comprehensive synthesis of the available evidence to allow the researcher to draw broad and robust conclusions,” (p.751). To answer the review question, this literature review explored how TiP is currently being researched in educational contexts and identified gaps and next steps for subsequent research. Baumeister (2013) recommends narrative reviews over meta-analyses when combining different kinds of evidence to synthesise the information into a broad, theoretical formulation. In line with the social constructionist epistemology of the research questions which emphasises the importance of language and talk (Burr, 1995), the literature review is reported narratively.

### **2.2.4 Systematic Search**

Research literature was identified through a systematic search, conducted on 11.06.20 using three databases: PsychInfo, Education Source and SocIndex. These databases were selected as they represented a cross-section of databases with literature related to children and young people. Searches using the term *trauma* revealed a high proportion of results relating to medical or physical trauma therefore the phrase *trauma-informed* was chosen as the subject term as it was also the term used in the previous literature studies, mentioned above. The subject terms *practice*, *children* and *education* were also searched to help narrow the literature to populations and systems EPs mainly work with. Commonly associated key words found when

scouting literature on TiP were also searched alongside subject terms. Subject terms *trauma-informed* and *practice* searches were both conducted in 'Title' fields to ensure the main focus was TiP. All other terms were searched within 'All fields'. Table 1 give a summary of the key search terms and number of results.

**Table 1**

*Summary of Key Search Terms and Results from 11.06.20 Search*

Subject Term / Key Word(s)	Trauma-informed	Practice	Children	Education
Synonyms searched with 'OR'	'trauma-sensitive' 'trauma-aware' 'trauma-focused'	care approach	'young people' adolescents	school college nursery
Field Searched	Title	Title	All fields	All fields
Results	1,715	514,738	2,550,827	6,2828,691

The results for *trauma-informed* and *practice* were combined using 'AND' to provide 686 results. These were then combined with all other results using 'AND' giving 255 results which were then filtered to peer-reviewed papers as these include a broader perspective from unbiased peers. Literature was also limited to English, being my first language and translations may not accurately represent the original work. Duplicates were removed to give 139 results which were then cross-referenced against an inclusion/exclusion criteria (see Table 2 below). First titles were screened to give 54 results, then abstracts giving 23. Finally whole papers were compared against the

inclusion/exclusion criteria to give 8 papers (see Appendix B for an example of how the inclusion/exclusion criteria were applied)<sup>3</sup>.

A hand search of journals was conducted using the term *trauma-informed*. Journals were selected based on relevance to the field of education, Educational Psychology and child and adolescent trauma (see Appendix C for a list of searched journals). As a mechanism to broadly search for literature, GoogleScholar was searched using the subject terms *trauma-informed*, *practice*, and *education* to identify any papers not picked up through database searches. Finally a snowball search was conducted with special issues of journals on TiP from the original database search. An additional 5 papers met the inclusion criteria, creating an overall total of 13 papers for review<sup>4</sup>.

**Table 2**

*Literature Inclusion and Exclusion Criteria*

Area	Inclusion Criteria	Exclusion Criteria	Rationale
1. Literature type	First hand empirical studies, professional articles or books	Systematic literature reviews, meta-analyses, book reviews, introductions	Literature question focuses on first-hand accounts or discussions of TiP, not reviews

<sup>3</sup> The search was reconducted on 03.03.21 and uncovered additional papers relevant to this research. These are discussed in the Discussion chapter in light of the research findings.

<sup>4</sup> Herman and Whitaker (2020) was an account of further reflections from a previously conducted study by Whitaker et al. (2019). The original paper was sourced and matched against the inclusion criteria. In the critical appraisal, these papers were reviewed and critiqued together and are therefore counted as one paper in the total count.

Area	Inclusion Criteria	Exclusion Criteria	Rationale
2. Definition	Provides a definition, description or explanation of what TiP / approach / care is	Does not provide a definition, description of explanation of what TiP / approach / care is	Literature question focuses on TiP and how it is talked about
3. Practice	Focus is on TiP	Focus is on a theoretical approach, not associated with TiP	Literature question focuses on TiP
4. Intervention / treatment	<p>a) Focus is on TiP as a universal approach OR</p> <p>b) Focus is on training educational professionals working with young people on TiP</p>	<p>a) Focuses on specific trauma interventions or treatments on an individual or group basis</p> <p>b) Focus is on training professionals in TiP who do not work predominantly with young people</p> <p>c) Focus is on training non-educational professionals</p>	TiP is an approach to working, not an individual intervention or treatment; training is a core aspect of TiP and thus is not a discrete intervention

Area	Inclusion Criteria	Exclusion Criteria	Rationale
5. Population	<p>a) Focuses on children and young people (0-25)</p> <p>b) Ages are distinctly separable from adults (under 25s are referred to separately from adult populations) OR</p> <p>c) Focuses on educational professionals (e.g. teachers, school counsellors) providing services for children and young people (directly or indirectly)</p>	<p>a) Does not focus on children and young people (0-25)</p> <p>b) Over 18s are grouped with adult populations (e.g. 18-65 year olds)</p> <p>c) Does not focus on educational professionals providing services for children and young people (directly or indirectly)</p>	Literature question focuses on children and young people (0-25) specifically, the age range EPs work with; TiP is a systemic practice and educational professionals form part of the system
6. Setting	Focuses on TiP within educational settings (e.g. schools, colleges)	Focuses on TiP within other settings (e.g. social care; youth justice; home)	Literature review question focuses on how TiP is talked about within educational settings

### **2.2.5 Evaluation Tools and Exclusions**

The approach to critically appraising the selected literature involved evaluation tools for 'mixed methods' study designs, qualitative studies and quantitative studies, devised by Long et al. (2002a, 2002b) and Long and Godfrey (2004). These were selected due to the focus on context, an area which Record-Lemon and Buchanan (2017) identified as lacking in their findings and a limitation in their systematic review. Research type, data collections methodologies and participant samples were rated

using red, amber or green based on how well they aligned with the epistemological position of this research. Qualitative research focusing on in-depth explorations of multiple perspectives were given high value whereas quantitative research using restricted measures (e.g. closed question surveys) for data collection or single perspectives were of low value (see Appendix D for examples of how the critiquing tools and coloured rating system were applied to the literature).

The critical appraisal of Hallett et al. (2018) revealed a lack of information on the study design, sampling, methodology or outcome measures. Despite being one of the few papers to seek young people's views, this paper was subsequently omitted as it was not possible to evaluate the academic rigour of the research. Taylor and Barrett (2018) was also excluded during the appraisal process as the definition of TiP was embedded within a wider description of a brain-based, attachment-led, trauma-informed, community approach (Taylor & Barrett, 2018). The specific definition of TiP within this approach referenced discrete interventions which conflicted with the literature review focus.

### **2.3 Review of the Literature**

A thematic approach was used to review the 11 remaining papers against the review question: *how does current literature talk about TiP in the context of educational settings for children and young people?* An approach to presenting critical reviews thematically is provided by Aveyard (2019) where a full description of each study is given, followed by results grouped into emerging themes. To answer the review question, this next section describes and evaluates key features of the included literature before a critical appraisal across contextual themes of TiP training; TiP

implementation and TiP application. The review concludes with an overview of how the gathered information influenced the methodology for the present research.

### ***2.3.1 Overview of the Literature***

The earliest research was conducted in 2016 with the most recent in 2020. This limited time span demonstrates how TiP is a recently emerging practice and an area for investigation. Research included three qualitative studies (Berger et al., 2018; Brunzell et al., 2019; Donisch et al., 2016); four quantitative studies (Dorado et al., 2016; McIntyre et al., 2019; Parker et al., 2020; Shamblin et al., 2016) and four mixed methods (Barnett et al., 2018; Christian-Brandt et al., 2020; Perry & Daniels, 2016; Whitaker et al., 2019), indicating a range of epistemologies and approaches. The majority of research was exploratory, highlighting how TiP remains an area professionals are trying to investigate and understand.

### ***2.3.2 Research Aims***

Research aims varied according to epistemology and design type. Four evaluative studies looked at assessing the impact of specific training or implementation of TiP from a positivist perspective (Dorado et al., 2016; McIntyre et al., 2019; Parker et al., 2020; Shamblin et al., 2016; Whitaker et al., 2019). Two studies provided descriptive accounts of implementing TiP to schools (Barnett et al., 2018; Perry & Daniels, 2016) where the aims were broadly defined as reviewing or describing the process. The remaining reviewed literature comprised of exploratory studies, aiming to explore educational staff's perspectives of TiP, consisting of:

- Teacher perspectives of how a critical incident impacted on wellbeing, learning and teaching practices (Berger et al., 2018).

- How teachers' pedagogy changed during training on TiP (Brunzell et al., 2019).
- Child-service providers' conceptualisations of TiP systems (Donisch et al., 2016).
- Teacher characteristics connected to perceptions of TiP effectiveness and their intent to leave education (Christian-Brandt et al., 2020).

The range of research aims demonstrates the variation and breadth in how TiP is being talked about, from regarding it as something which can be objectively assessed and measured to something uniquely conceptualised according to educational settings and those within the setting.

### **2.3.3 Context of Literature**

The identified research occurred across a range of geographical contexts in the United States (US) and Australia. Many papers identified specific, named programmes for implementing TiP into the educational contexts where the research took place. A description of TiP initiatives and types of approaches are summarised in Table 3.

**Table 3**

#### *Approaches and Initiatives in the Included Literature*

Authors	Approach / Initiative	Description	Geographical area
Barnett et al. (2018)	Bespoke approach	A 3-year programme involving "needs assessment, leadership buy-in, train-the-trainer model, reflective practice group, staff incentives and evaluation" (p.95)	North-eastern US
Berger et al. (2018)	Unspecified	Approach based on Stokes and Turnball (2016) promoting self-regulation; positive attachment relationships; emotional intelligence and resilience; student engagement; personal strengths and values.	Morwell, Victoria, Australia



Authors	Approach / Initiative	Description	Geographical area
Brunzell et al. (2019)	Trauma-informed Positive Education	Combined TiP with positive education focusing on healing and growth with reflection cycles and questions designed to encourage reflection on practice	Melbourne, Victoria, Australia
Christian-Brandt et al. (2020)	Unspecified	Approach using staff training, coaching by behavioural specialists; interventions at a universal, targeted and clinical level and a social-emotional learning curriculum based on mindfulness and cognitive-behavioural therapy frameworks	Pacific Northwest, US
Donisch et al. (2016)	Unspecified	Refer to note	Midwestern state, US
Dorado et al. (2016)	Healthy Environments and Response to Trauma in Schools	Systemic programme focusing on increasing student wellbeing, engagement and success at school through a 3-tiered approach of school-wide, universal support; trauma-informed school procedures and support and intensive intervention for targeted students	Southeast San Francisco, California, US
Herman & Whitaker (2020) / Whitaker et al. (2019)	Enhancing Trauma Awareness	6 sessions relational-based training course, delivered over a 12-week period aimed at providing knowledge about trauma; effects on emotions; behaviours and biology and give basic skills for responding to those affected by trauma.	Philadelphia, Pennsylvania, US
McIntyre et al. (2019)	Unspecified	2-day foundation professional development training on TiP aimed at providing understanding of impact of trauma; key principles of TiP and its application; self-care and integration of TiP principles in the classroom to reduce the risk of re-traumatisation	New Orleans, Louisiana, US

Authors	Approach / Initiative	Description	Geographical area
Parker et al. (2020)	Compassionate Schools	3-day training programme aiming to “foster cultural and environmental conditions,” (p.218) for all children through understanding of ACEs; TiP instruction; promoting self-care; encouraging systemic engagement with education.	Spartanberg County, South Carolina, US
Perry & Daniels (2016)	New Haven Trauma Coalition	Coalition established to target professional development around negative effects of trauma and adversity on mental health and social wellbeing; impact and solutions to TiP in education and interactions; clinical service workshops and Cognitive Behavioural Intervention for Trauma in the Schools program	New Haven, Connecticut, US
Shamblin et al. (2016)	Early Child Mental Health Consultation / The Partnership Program	Consultative model promoting positive relationships between key professionals and families, alongside trauma-specific interventions through universal consultation; targeted consultation; intensive treatment; workforce development and evaluation	Appalachia, Eastern US

*Note: Donisch et al. (2016) presented TiP as a systemic practice and gathered multiple perspectives across child-service providers about TiP. It was included due to its focus on conceptualisations and identifying what TiP is.*

One of the main issues with research contexts is whether these studies were representative of how TiP is talked about across educational contexts. Research was primarily conducted in the US, with two studies conducted in Australia (Berger et al., 2018; Brunzell et al., 2019). Young people experience adversity in the context of where they live and the culture and values of that society meaning TiP may be talked about differently in UK educational contexts. This lack of TiP-talk is something for further investigation as educational systems in the UK differ to those in Australia and the US, suggesting TiP may be interpreted and applied differently across cultures.

Critical appraisal also raised questions about how representative the presented views were of professionals in educational settings. McIntyre et al. (2019) selected schools interested in TiP to receive training and Parker et al. (2020) were driven by a steering committee of professionals interested in implementing a trauma-informed framework. Similarly Perry and Daniels (2016) worked in a school district with an active interest in expanding TiP out across other schools. This may create a contextual bias within settings who have a positive interest in introducing TiP, perhaps influencing the perceived benefits and impact of TiP.

Another challenge around representativeness is the rationale for selecting a particular context. Some researchers provided little rationale for the geographical context (e.g. Whitaker et al., 2019) making it difficult to interpret results in the context of the selected population. Others selected localities and settings based on:

- high proportion of students with English as an Additional Language and low socio-economic status (Christian-Brandt et al., 2020);
- under-resourced neighbourhoods with high trauma-impact and disproportionate academic achievement across ethnicities (Dorado et al., 2016);
- communities within the lowest quartile of state measures for socioeconomic status (Brunzell et al., 2019); or
- specific organisational practices which may increase the risk of re-traumatisation or further harm in students (Barnett et al., 2018).

Arguably these contexts served populations where there was an increased likelihood of childhood adversity meaning the potential gains from implementing TiP could have been greater, compared to populations who were not as exposed to risk factors for trauma and adversity. From the research, it is unclear how characteristic these

localities were of other educational contexts and whether the same advantages could be expected in other contexts.

Selecting specific contexts creates ecological validity issues – issues or benefits arising in one educational setting may not extend beyond the particulars of that context. Shamblin et al. (2016) acknowledged the particular context of a rural location in US meant there was limited generalisability of their TiP model to other contexts. Moreover Barnett et al. (2018) purposefully devised a bespoke model as they felt TiP needed to be tailored to each setting's individual circumstances and context. Where context is enmeshed with how TiP is embedded, it could be argued research approaches aimed at generalising findings are not appropriate for exploring TiP. Berger et al. (2018) used qualitative measures to gather data in the context of a specific event through a TiP-lens where the school had already implemented TiP. They suggested findings may be useful to other settings but also acknowledge that their participants' experiences of TiP was unique to their individual contexts.

These issues of representation suggest further research may be needed to explore a wider range of contexts where TiP is talked about. The TiP narrative emerging from existing literature appears dominated by US-based and Australian-based contexts and there was no identified research in UK educational settings. The current research aims to contribute to existing knowledge about TiP in education by addressing issues of representation. By conducting UK-based research it can provide insight into how TiP is talked about in a context not previously represented in the literature.

#### ***2.3.4 Definition of TiP***

As discussed in Chapter 1, definitions and conceptualisations are key drivers in how TiP is talked about. This is why a fundamental part of the systematic search inclusion criteria was that researchers defined TiP in the context of their research. Definitions fell broadly into two categories: pre-established and bespoke.

Variations of the SAMHSA (2014) four 'Rs' definition – *realising, recognising, responding* and *resisting* re-traumatisation – were used by Donisch et al. (2016); Perry and Daniels (2016) and Herman and Whitaker (2020). Christian-Brandt (2020) also referred to the six key principles of TiP from SAMHSA (2014) of *safety, trustworthiness, peer support, collaboration and mutuality, empowerment* and *cultural, historical and gender issues*. Adopting established definitions helped create transparency and a clear consensus for what TiP is. Definitions by SAMHSA (2014) are also used outside of educational contexts suggesting there is a universal way to think about TiP, regardless of context. In this respect, how TiP is talked about in educational settings appears similar to how it is talked about in other settings.

Other papers emphasised the organisational nature of TiP suggesting settings may influence definitions. McIntyre et al. (2019) defined TiP as “implementing organisational practices and systems-change strategies that support trauma-exposed individuals,” (p.9), recognising that TiP is not a stand-alone practice and is something employed across the system. This view was echoed by Barnett et al. (2018) who emphasised how TiP involves organisational change and training aimed at developing staff culture, morale, practice and student outcomes. Definitions which stressed the role of the organisation in TiP recognised how conceptualisations are likely to differ across settings because the organisational culture, practice and aims will likewise be

different. These definitions illustrate how TiP is not defined as a practice employed on an individual basis but is something which is embedded throughout educational organisations to create a cultural shift.

Self-constructed definitions offer the flexibility to tailor them to a specific context. Dorado et al. (2016) expanded the SAMHSA (2014) principles to include “understand trauma and stress...foster compassionate and dependable relationships...promote resilience and social emotional learning...practice cultural humility and responsiveness,” (p. 166), introducing the idea that TiP may look different in an educational context. Moreover, Parker et al. (2020) defined TiP in the specific context of the studied programme as “an approach that assumes a high prevalence of such experiences and is consequently designed to foster resilience for all students,” (p. 218). These tailored definitions provided more situation-specific talk but still did not identify what is unique about TiP in educational settings.

Three papers specifically defined TiP in the context of educational settings: Berger et al. (2018); Brunzell et al. (2019) and Shamblin et al. (2016). These provided practical definitions for what TiP looked like in an educational context such as increasing self-regulatory abilities and relational capacities in children (Brunzell et al., 2019) and equipping them with “skills to regulate their behaviour and feel safe enough in the classroom to learn,” (Shamblin et al., 2016, p. 190). Berger et al. (2018) firmly placed TiP in the context of education, defining how TiP includes “replacing traditional disciplinary methods with strategies to reintegrate students back into the school community and limit re-traumatisation,” (p. 523). These self-constructed definitions

demonstrate how TiP can be tailored to specific educational contexts, however in the identified literature this was not the norm.

The variation in definitions illustrates the importance in gathering views from multiple perspectives. TiP appears to be discussed in different ways across educational contexts and depending on whose views are sought. Therefore exploring how EPs talk about TiP is important as they may offer an alternative perspective to those represented in the reviewed literature, relative to their professional role and position in the educational system. This is one reason why the current research focuses on EPs' talk around TiP as they form a part of the UK educational system.

### ***2.3.5 Participants***

The examined literature reported a variety of educational professionals' perspectives: teaching staff, leadership, support staff, school social workers, mental health consultants and administrators, highlighting how TiP is being talked about throughout the educational profession. Teachers were the most commonly defined role amongst participants with papers including teachers across all research samples. The included literature varied in the breadth of perspectives collected but where single perspectives were sought, these were from teachers.

Four studies collected data solely from teachers with sample sizes ranging from 18 to 183 (Brunzell et al., 2019; Christian-Brandt et al., 2020; McIntyre et al., 2019; Whitaker et al., 2019). Both Christian-Brandt et al. (2020) and McIntyre et al. (2019) collected teacher demographics such as ethnicity; years of educational experience; years in service; age; gender or educational level suggesting attempts to recruit representative

samples. However neither provided details of the research population making it difficult to ascertain how representative the samples were. As TiP is a systemic practice targeting educational settings as a whole, focusing only on teacher perspectives may not provide an accurate picture of how TiP is talked about in educational settings.

Most papers seemed to value gaining a range of perspectives and the remaining seven studies collected data from professionals across educational settings. This included:

- residential counsellors, programme managers, paraprofessionals, teachers and administrators (Barnett et al., 2018);
- students, teachers, administrators, school social workers, attendance counsellors, special educational professionals (Dorado et al., 2016);
- leadership, teaching and support staff (Berger et al., 2018; Donisch et al., 2016);
- teachers, school behavioural professionals, principals (Parker et al., 2020);
- teachers, school administrators, students (Perry & Daniels, 2016); and
- teachers, students, Early Child Mental Health Consultants (Shamblin et al., 2016).

Arguably incorporating a wider range of perspectives does not necessarily increase the representativeness of participants as other factors may affect the breadth of perspectives gathered. Technology issues led to incomplete recruitment from the target population in Parker et al. (2020) and some participants did not disclose their role in Barnett et al. (2018) leading to skewed data and questions as to whether the reported views are indicative of how the educational setting is talking about TiP. Underrepresentation was also an issue in Donisch et al. (2016) where teachers or education staff only represented 6% of the total 126 participants questioning whether larger samples would yield similar results.



Although three papers identified students in the target population, their views were only sought in one study (Perry & Daniels, 2016). Both Dorado et al. (2016) and Shamblin et al. (2016) collected student views through clinician-reported and teacher-reported measures, thus not providing students the opportunity to comment on TiP. This highlights gaps in the current literature of who is talking about TiP – as key stakeholders in TiP, students are ideal voices to hear from and this raises the question that if students are overlooked, which other key stakeholders have yet to contribute to the narrative around TiP in educational settings.

Reviewing participant-types in the literature revealed the absence of EPs and their contributions to the narrative on TiP in educational contexts. As discussed in the introduction, EPs are uniquely positioned to support with TiP so it seems important to ensure their views are represented when discussing TiP in educational settings. This offers a further reason for the current research's focus on EPs' perspectives as it provides a platform to share EPs' views on TiP.

### **2.3.6 Data Collection**

Surveys were the sole method of data collection in three studies: Christian-Brandt et al., (2020); McIntyre et al., (2019); Perry and Daniels, (2016). Despite most measures being clinically valid with good construct validity (Christian-Brandt et al., 2020), high validity and inter-test reliability (Perry & Daniels, 2016) and representative of standard practice measures (McIntyre et al., 2019), these measures relied on multiple choice or 5-point Likert scales which may have restricted participant responses and not allowed sufficient opportunities to elaborate or clarify their intent.

Moreover, adapting measures may have compromised the original validity and reliability. For example, McIntyre et al. (2019) adapted wording and amalgamated questions to create the 14-item multiple choice measure. Adequate and moderate internal consistencies were found for post-training knowledge and system climate with little variation between scores in post-training knowledge. This raises questions about the reliability of the combined measures and whether the results represent teachers' views consistently over time. To help fully understand whether the feedback participants are sharing reflects their attitudes towards TiP, more detailed and in-depth measures are perhaps needed.

Relying only on surveys as a method of data collection could be problematic as it may lead to inaccurate conclusions. Whitaker et al. (2019) illustrated this in their mixed methods design of a survey with follow-up focus groups. Their results highlighted contradictions between survey data and participant feedback suggesting relying solely on quantitative data may not provide accurate representations of participant views. Parker et al. (2020) measured participants' attitudinal change towards TiP following training from the Attitudes Related To Trauma-Informed Care (Baker et al., 2016) one of the only validated, standardised tools for TiP (Parker et al., 2020). Alongside this they used open-ended surveys, offering participants the opportunity to expand on their responses and avoid false conclusions. This emphasises the importance of collecting rich, detailed data across different mediums to help build a fair representation of how participants feel towards TiP.

Applying multiple methods of data collection does not necessarily ensure more in-depth conclusions. Barnett et al. (2018) and Dorado et al. (2016) collected data via

surveys and administrative data, however across both studies, different data collection methods were used to answer different questions, meaning it was not possible to triangulate the data as it was not comparable. Contrastingly, Shamblin et al. (2016) employed a variety of surveys and standardised assessment tools to collect data from multiple perspectives, allowing them to triangulate data, even though it was solely based on quantitative data. This demonstrates an important consideration is to collect data in a way that adds to the information being sought for TiP research.

In studies where qualitative measures were used, (Berger et al., 2018; Brunzell et al., 2019; Donisch et al., 2016), individual, group and focus group interviews allowed more detailed data to be collected. Using an Interpretative Phenomenological Approach (IPA), Berger et al. (2018) were able to produce detailed accounts of staff views on the impact of a critical incident, across a range of themes. Likewise using group interviews, Brunzell et al. (2019) were able to explore specific elements of what helped teachers implement TiP and how. Even in Donsich et al. (2016) where the sample size was small, focus groups and individual interviews allowed the researchers to explore different aspects of participants' conceptualisations, through questions which focused on certain aspects of TiP. This suggests qualitative methodologies may provide an alternative insight into how TiP is talked about in educational settings.

Qualitative methodologies are not flawless - there is a delicate balance between reflexivity and the involvement of the researcher. As demonstrated in Berger et al. (2018), too little involvement during data collection, transcription and initial analysis may make the researcher too removed from the data to interpret it sufficiently. This can be problematic where participants are not given the opportunity to review and comment

on transcriptions or analyses, as in Brunzell et al. (2019). Moreover researchers tended to group responses together making it difficult to attribute responses and ideas to particular individuals or groups of individuals. In Donisch et al. (2016), educational professionals' views were often reported within other child service providers' views. Similarly in Berger et al. (2018) experiences were grouped together making it difficult to know how many participants the responses represented. It could be argued if individual participants are being analysed and reported as a group, a group methodology for data collection would be more sensical. This illustrates how methodology is important but so is transparency and consistency when it comes to analysing and reporting results.

### ***2.3.7 Contextual Themes - TiP Training***

Training was discussed as a foundation for building TiP knowledge and awareness amongst educational staff. McIntyre et al. (2019) found staff demonstrated significant increases in measures for knowledge growth following professional development training in TiP. Despite the above arguments around the trustworthiness of single measures, similar results were reported by Parker et al. (2020) where 57% of 133 participants reported knowledge and cognitive changes following training. The most important aspect learnt identified as ACEs and trauma impact; warning signs of maltreatment and trauma-informed skills. Moreover Barnett et al. (2018) reported staff "being more aware of the signs when a student/resident has a traumatic background," and an "increased understanding of how student and resident behaviour is a way of communicating needs," (p. 107). These results suggest upskilling staff and increasing knowledge of TiP and the impact of trauma are important for educational contexts as

it helps reframe and contextualise student behaviour by introducing new information into the system.

Knowledge growth and increasing awareness were also linked to changes in staff practice and classroom relationships. Following training under the Trauma-Informed Positive Education model, staff reported employing strategies linked to attachment and unconditional positive regard to reframe interactions and build classroom relationships with pupils who may have experienced trauma (Brunzell et al., 2019). Contrastingly, Whitaker et al. (2019) found no statistically significant effects of training on relational trust or health and wellbeing measures, although teachers expressed “greater empathy, emotion regulation and mindfulness,” (p.8) through focus groups. No changes to other aspects of educational practice such as policies or administrative processes were reported in the reviewed literature, perhaps reflecting the dominant voice of teachers, despite training cohorts involving other educational roles. In the context of training, the identified literature talks about TiP as influencing teacher practice and classroom relationships.

Training may also influence staff perceptions and attitudes towards TiP. Even where staff initially demonstrated positive attitudes towards TiP, training was shown to enhance these further at a statistically significant level (Parker et al., 2020). Similar interactions were found in measures for knowledge growth, acceptability and system fit (McIntyre et al., 2019) and trauma skills, feelings of safety and job satisfaction (Barnett et al., 2018) highlighting the impact educational systems can have on staff perceptions. Where training helps staff recontextualise trauma (Whitaker et al., 2019),

perceptions of TiP as a working practice, relative to educational contexts may help improve attitudes and perceptions.

Although increased knowledge perhaps provides more contextual understanding, McIntyre et al. (2019) argued this may highlight discrepancies between the current systems' practices and the values of TiP. Indeed systems can be a barrier to staff perceptions and subsequent implementation of TiP as an approach – Barnett et al. (2018) found staff reported time and resources were a barrier to implementing their learnings from training. Barriers reported in Parker et al. (2020) indicated time, money, culture and support or 'buy-in' were perceived barriers although only a small proportion of their staff identified this. Brunzell et al. (2019) found "teachers wanted the commitment of their leadership and teaching peers to refine the strategies they had created," (p.609) highlighting how even though training introduces knowledge and change to one part of the educational system, TiP remains a systemic practice.

Nevertheless staff did find ways of applying their learning in practice. Herman and Whitaker (2020) suggested a relational-based approach to learning can help staff feel emotionally safe, encouraging self-awareness and self-reflection. Similar training approaches were shown to help staff apply training in practice and "alter curriculum to address student need," (Brunzell et al., 2019, p. 609). The approach to training is important as although increasing knowledge may increase acceptability of TiP, it can also impact how well staff perceive TiP as fitting with their current system (McIntyre et al., 2019). Staff perceptions and attitudes appear to bridge the divide between obtaining knowledge and putting it into practice, if facilitated through a guided, reflective process.

### ***2.3.8 Contextual Themes - Implementing TiP***

Themes around staff changes in practice and attitudes were also identified where the appraised literature discussed training as part of a holistic approach to implementing TiP. Shamblin et al. (2016) found reductions in teachers' negative attributes significantly reduced over the year the Early Child Mental Health Consultation partnership was implemented. Emerging changes were also found in Perry and Daniels (2016) where after a year, the majority of staff were able to identify specific areas of changes to their practice such as change in attitude towards students; use of self-care techniques and changes to routines. This suggests there can be also be staff changes in practice where training is not just a stand-alone approach but is embedded as a more systemic approach to implementing TiP in educational contexts.

However these results do not appear to represent proactive or actual change in staff practice. For Shamblin et al. (2016) positive attributes did not differ significantly between pre- and post- measures suggesting teachers did not feel they were actively promoting adaptive behaviours. Moreover Perry and Daniels (2016) only measured teachers' intent to adapt their practice and data does not show whether this was followed-through or not. This raises questions as to whether moving beyond TiP training to wider implementation of TiP in educational settings creates any additional changes in staff practice as even where TiP is described in the context of implementing change, actual changes to staff practice have not been measured.

It could be argued that long-term, proactive changes were more difficult to detect in these studies as measures were only collected after a year's implementation of the

programme. For lasting systemic changes to be explored, data collection may need to occur over a longer time frame. Dorado et al. (2016) collected data over a five year period and found significant increases in staff perception of change in knowledge and practice across a wide body of staff, including a 49% increase in TiP. This suggests that change in practice is possible but may be a slower journey than what can be captured over the course of a year. This highlights how implementing TiP is an ongoing process in schools and takes time to embed it in a system.

Whilst educational systems wishing to embed TiP may be deterred by the potentially long timescales needed to detect noticeable change in staff practice, they may be encouraged by the immediate, positive impact for students over a shorter time discussed in the selected literature. Shamblin et al. (2016) found child resiliency scores improved in comparison to other, less holistic practices such as consultation as-needed models. Immediate impact of TiP was also found in Dorado et al. (2016) where student incidents of physical aggression decreased by 43% after one year of the Health Environments and Response to Trauma in Schools programme. This percentage increased to 86% after 5 years and school suspensions were reduced by 95%. Other long-term impacts included staff-perceived increases in students' ability to learn, time spent on tasks and time spent in the classroom and attendance (Dorado et al., 2016). These results suggest TiP may be seen as something capable of improving outcomes for children and young people and there may be short-term, positive benefits to adopting TiP.

The staff-reported nature of data in Dorado et al. (2016) and Shamblin et al. (2016) arguably did not demonstrate actual changes in students' wellbeing and behaviour but



staff's perceptions of these aspects. To ascertain whether there is actual change, student perspectives would need to be gathered to triangulate these with staff perceptions. Only one study talked about students' perspectives on changes to their wellbeing – Perry and Daniels (2016) found positive changes in students' wellbeing with over 90% of 62 students reporting better understanding of how to relax, trusting others and worrying less following classroom workshops aimed at upskilling students to cope with current symptoms. This highlights the continued need to gather perspectives about TiP across the system to reduce the potential for misinterpretation on the efficacy and impact of certain aspects of TiP programs.

One of the main ways the reviewed literature talks about implementing TiP is in discrete sections. Individual components of the wider programme or practice are discussed but these are thought about as a collective. The danger is that splitting TiP into individual aspects, monitored separately with views only collated from individuals on single components, means that perspectives on TiP as a whole are not collected. This may indicate how information and perspectives need to be gathered across all aspects of TiP from all stakeholders to triangulate data and understand how staff change their practice and the resulting impact on students, an aspect which EPs, in their consultative roles, could support with.

### ***2.3.9 Application of TiP***

Two studies looked specifically at settings where TiP had already been implemented (Berger et al., 2018; Christian-Brandt et al., 2020) and one study looked at staff conceptualisations of TiP (Donisch et al., 2016), with all discussing similar themes about the role of organisational structure and operation. Christian-Brandt et al.

(2020) measured teacher perceptions of TiP following the second year of implementation. Teachers who rated their compassion satisfaction highly and burnout rate low perceived TiP as more effective. Burnout and compassion satisfaction predicted staff's intention to leave the profession, which was most associated with age. This suggests TiP could affect organisational structure in terms of staffing. However the study did not control for other organisational factors which may affect teacher wellbeing and the perceived benefits of and investment in TiP, so direct links between TiP and organisational structure cannot necessarily be drawn.

Berger et al. (2018) also looked at staff perceptions but through IPA, offering a more in-depth exploration of staff perceptions of TiP. A community-wide critical incident required a school which had previously implemented TiP to relocate premises. They found staff reported increased physical and mental health difficulties in students; increased workload and anxiety of staff and issues relating to new timetable; student behaviour; managing learning and engaging vulnerable students. In relation to TiP, although staff were aware of the impact of the incident, they reported feeling unable to implement some aspects of TiP. Berger et al. (2018) concluded that using a TiP model helped increase staff awareness about potential difficulties for students when relocating sites but there also needs to be clearer guidance on how to apply the TiP model for community-wide disaster or individual experiences. This demonstrates how even with an open platform to discuss TiP, themes around organisational structures and operation emerged, suggesting these are important aspects of TiP in educational contexts.

Donisch et al. (2016) was the only research to focus on conceptualisations of TiP although the sample size relating to education consisted of 8 participants out of 126 of the total population. Despite this, Donisch et al. (2016) found staff recognised “the importance of TiP, and the need for a coherent plan for its implementation,” (p.131) irrespective of service. Educational staff in particular highlighted the importance of distinguishing TiP from other approaches and the need to carefully plan the application of TiP to the wider for community to ensure resources are sufficient and existing practices are included. These findings appear consistent with themes around organisational structure as again, even with an open platform through focus groups, these themes arise across professionals. Even where TiP has been implemented, there is a continued potential for further exploration to consider the structural and operational aspects of educational practice, to ensure TiP remains an effective and supportive practice for all involved.

## **2.4 Influence on Current Research**

This review considered how TiP is currently talked about in educational contexts. There is evidence to suggest there are positive perceptions of TiP (e.g. Barnett et al., 2018, 2018; Berger et al., 2018; Brunzell et al., 2019; Christian-Brandt et al., 2020; McIntyre et al., 2019; Parker et al., 2020) and its perceived impact on supporting young people who have experienced trauma in educational settings (e.g. Dorado et al., 2016; Perry & Daniels, 2016; Shamblin et al., 2016). Subsequently the review of literature has influenced the current research in a number of ways. Firstly the lack of research in UK-based contexts illustrates a gap in the literature and it is not clear how TiP may apply to contexts beyond the US and Australia. Considering the

variation in educational contexts across cultures and countries, this appears an important issue to address in the current research.

Secondly, the narrative around TiP in educational settings predominantly comes from teachers. Although there are some attempts to include the voice of other professionals within educational settings, there was no literature identified which included EPs' views and where they fit into educational settings' TiP. The research highlights barriers to implementing TiP such as staff burnout and secondary traumatic stress (Christian-Brandt et al., 2020; Donisch et al., 2016); organisational support and commitment (Berger et al., 2018; Parker et al., 2020) and whilst they have begun to tailor TiP to their specific context, there is a continued need for guidance and support in how to do this in meaningful and manageable way. These are areas which could be supported through the EP role, emphasising the importance of hearing from this group of educational professionals.

The review also revealed limited qualitative data with transparent approaches to data analysis providing in-depth exploration of staff and student perspectives. Over-reliance on single measure approaches, single perspectives and assumed connections through quantitative measures means there is a gap in understanding how staff views have formed and the rationale for why staff take up certain perspectives. By selecting a qualitative methodology and providing a clear, detailed explanation of the analysis process, the current research can address this limitation and provide robust conclusions about how EPs talk about TiP.

Finally research findings emphasises the importance of training, implementation and application of TiP. This influences the current research's methodology in seeking views from EPs who have received training in TiP and exploring how they talk about TiP in the context of their own practice. As key figures in supporting schools to implement and apply a systemic approach such as TiP, this will align the current research with existing views on TiP in educational settings and enhance what has already been identified.

## **2.5 Chapter Summary**

This chapter has provided an overview of how TiP is currently talked about in the educational profession. Through this it has highlighted the lack of the EP voice in TiP and provided a clear rationale for focusing the present research on this population. The review has also highlighted the need for a robust, transparent and consistent approach to data collection to ensure views are represented in sufficient detail to draw conclusions about how TiP is talked about. There appears a need for more in-depth analysis of participant views to fully understand how TiP is being talked about in educational contexts, particularly from EPs' positions. This has influenced the present research which uses a qualitative methodology to provide a deepened exploration of professionals' views and this is outlined in further detail in the next chapter<sup>5</sup>.

---

<sup>5</sup> Section word count: 6,838

### **3 Methodology and Data Analysis**

#### **3.1 Chapter Overview**

This chapter outlines the selected methodology for this research. It begins by presenting the research aims and questions with definitions of key terms. Following this, there is a discussion around research paradigms and how ontological and epistemological arguments helped position the research. The chapter also explains how the social constructionist positioning of this research influenced the choice of a discursive psychological approach over other methodologies and types of discourse analysis. A description of data collection techniques, research design and analysis method is given before considering the ethical implications for participants. The chapter concludes with a discussion around measures taken to design and analyse a robust piece of research in terms of trustworthiness.

#### **3.2 Research Aims and Questions**

The research aims emerged as a result of the literature review findings. The review indicated the Educational Psychology profession has yet to share its views on TiP. With this in mind, a useful starting point for research into EPs' perspectives on TiP is to explore how EPs are talking about TiP. The literature review also found that conceptualisations of TiP differ across educational contexts. Where the Educational Psychology context has not yet been explored, it will be useful to discover how such conceptualisations emerge through talk.

The research aims to explore how a group of EPs talk about TiP and co-construct meaning of what it is, relative to their profession. Two research questions are posed:

1. What social actions are used by a group of EPs to talk about TiP?

2. How do EPs co-construct meaning of what TiP is?

### **3.2.1 Social Actions**

The concept of social actions is based on the premise that language has a performative role where “*all* utterances state things *and* do things,” (Potter & Wetherell, 1987, p. 17). This representation of language suggests that interaction helps to achieve action as a result of what is said. This involves interactions “actively producing the forms of knowledge...[so] when people talk to each other, the world gets constructed,” (Burr, 1995, p. 5). Based on my understanding of others’ perspectives, I have constructed a definition of social action for the purposes of this research:

- *social action* - that which is achieved, accomplished or performed through and as a result of talk and interaction, contributing towards a co-constructed version of reality.

The above research aims and questions have also been influenced by the relativist ontology and social constructionist epistemology the research is positioned within. Different research paradigms may have created a different aim and purpose for the research therefore the next section provides the rationale for why these paradigms were chosen.

### **3.3 Research Paradigms, Epistemology, Ontology and Methodology**

It is suggested that research exists within three distinct worlds: the objective world, the socially constructed world and the individual world (Fox et al., 2007; Willig, 2015). Selecting a researcher position involves reflecting on ontological and epistemological questions, namely “what reality is (ontology)...what can be accepted as real (epistemology),” (Hart, 2018, p. 85). Epistemology is also concerned with “the

nature of the relationship between the knower...and what can be known,” (Guba & Lincoln, 1994, p. 108). This research was positioned in a relativist ontology with a social constructionist epistemology. A summary of the main arguments for these paradigms is:

- Multiple perspectives for trauma, adversity and TiP mean there is no single reality for what these phenomena are.
- Definitions of TiP emerge and evolve across time, context and groups.
- TiP itself is a systemic practice and EPs operate within these cultural, legal and historical systems.

This section considers TiP in the context of each suggested research world as a succinct way of providing further justification for positioning TiP in a socially constructed world.

### ***3.3.1 The Objective World***

The objective world is based on a realist ontology, which regards reality as existing independently from human thought, uninfluenced by time and context (Guba & Lincoln, 1994). If considered from a position of realism, TiP would have a single, definable truth about what it is which remains consistent across people and contexts. This would mean that TiP would look the same, irrespective of the context it is applied in. In an epistemological sense, knowledge and understanding about TiP would occur through observation with any gathered data representing the reality of what TiP is. The relationship between the researcher and data collection is likened to that of a detective, using “his or her skills, knowledge and experience to uncover what is really going on,” (Willig, 2013, p. 15), emphasising the researcher’s objectivity and independence from



the data. This suggests in the objective world, the reality of what TiP is exists and simply needs to be uncovered.

The overarching aim of TiP is to apply key principles across organisational cultures to support those who may have experienced trauma at every level of interaction (SAMHSA, 2014). Despite this named objective for TiP, the literature review demonstrated differences in how TiP was defined, applied and conceptualised across different educational contexts and professionals. This arguably conflicts with an objective lens as TiP does not seem to operate independent to the context it is implemented in or to the people involved with its application. Therefore placing this research in an objective world does not appear to align with the principles of TiP.

### ***3.3.2 The Individual World***

The introductory chapter highlighted how experiences of trauma and adversity may vary across individuals. As a subjective experience, trauma could fall within a relativist ontology, which Robson and McCartan (2016) describe as recognising multiple realities exist based on multiple experiences. Relativism involves differing perspectives about reality where either all versions of reality are regarded as true or no description of reality can be true (Smith, 2011). Either perspective emphasises how the phenomenological experience of an individual's thoughts, feelings and perceptions are what constitutes their experience and this is the focus of research (Willig, 2013). Priya (2015) suggests trauma is rooted in cultural concepts of the self. This emphasis on the self aligns with a constructivist epistemology, where the individual interacts with the social world and then creates meaning and understanding from this experience.

Therefore it could be argued that as a practice informed by knowledge and understanding of trauma, TiP is best positioned in the individual world.

Viewing TiP as an individualistic practice may not sufficiently acknowledge the reciprocal influence of society and culture. Conrad and Barker (2010) argue illnesses are embedded in cultural meaning but their construction is based on how society responds to them. SAMHSA (2014) emphasises the importance of experiencing positive relationships and interaction, suggesting society's response is through TiP altering the environment, informed by a knowledge and understanding of how individuals perceive and encounter the environment. Therefore it is both the individual *and* society whose perceptions and understanding are influenced through the interaction, suggesting an individual world is not the most appropriate paradigm for this research.

### ***3.3.3 The Socially Constructed World***

Like the individual world, a socially constructed view of the world emphasises the relativist ontology that multiple realities exist. Where this world differs is the epistemological stance on how reality is discovered: in a socially constructed world, knowledge and reality are co-constructed through social interaction, occurring across time, culture and context. As highlighted by Conrad and Barker (2010), experiences affecting mental health such as trauma vary in their constructions based on culture and society's response. Gergen (2015) suggests therapeutic approaches are likewise socially constructed based on how they have evolved over time, moving away from an external authority establishing cause and effect through diagnosis, towards a co-constructed understanding of a problem between individuals and those around them.

This would suggest TiP as a therapeutic approach can also be viewed as a socially constructed practice.

From a social constructionist perspective, TiP is applied across different settings by different groups of professionals. These groups co-construct a reality of what they understand TiP to be through social interaction and their interpretation of it in the social context they exist in (Burr, 1995). As EPs are a group of professionals operating in a specific context with different contextual influences, they may hold alternative perspectives to the professionals reported in the literature review, even though EPs operate within the same broader context of education. Viewing TiP through a social constructionist lens helps acknowledge differing perspectives and the importance of gathering additional perspectives to understand more about TiP.

Based on the ontological and epistemological positions explored through the objective, individual and social worlds, it appears that the principles of TiP align most closely with a socially constructed world. For this reason, I positioned this research in a relativist ontology with a social constructionist epistemology and used this to inform the research aims and questions presented at the beginning of the chapter. These positions have also influenced the methodology and research designed, described in the sections below.

### **3.4 Methodology – a Qualitative Approach**

Research methodology can broadly be categorised as either producing quantitative data, qualitative data or a combination of both. A quantitative methodology produces numerical data which the researcher may use to test or verify theories and

explanations (Creswell & Creswell, 2018). Typically, quantitative approaches are underpinned by postpositivist philosophical assumptions as data collection occurs through observing and measuring identified variables, positioning the researcher as independent to the research. As this research adopted the view that TiP is not a pre-determined or observable phenomenon, quantitative methodologies were unlikely to be an appropriate choice. The aims and social constructionist focus of the research therefore suggested a qualitative methodology might be more consistent with where this research was positioned.

The research used a discursive psychological approach, a form of discourse analysis as outlined by Wiggins (2017). Several methodological approaches were considered in selecting one most appropriate to answering the research question. These included IPA; Grounded Theory; Conversational Analysis and Discourse Analysis. This next section examines why certain methodologies were discounted for this research and present a rationale for why discourse analysis - in particular discursive psychology - was deemed most suitable.

### ***3.4.1 Interpretative Phenomenological Analysis***

IPA focuses on three key areas: experience, idiography and interpretation (Eatough & Smith, 2017). As a methodology, IPA is broadly believed to provide a “detailed examinations of personal lived experience,” (Osborn & Smith, 2015, p. 41). Rooted in phenomenology, IPA aims to clarify a particular phenomenon by unpicking preconceptions and biases to uncover how the phenomenon informs us about an individual’s lived experience (Eatough & Smith, 2017). Smith et al. (2009) describe the focus of IPA as making sense of an experience through knowing “in detail what the

experience for *this* person is like, what sense *this* particular person is making of what is happening to them," (p.3).

On the face of it, IPA offers useful information to explore EP perspectives on TiP. The emphasis on obtaining detailed accounts of individual experiences recognises the level of subjectivity and contextual influences which may exist when EPs talk about TiP. Moreover using a homogenous group in the sense that all participants were EPs, working within the same professional context could help to uncover the unique interpretations across individuals. However EPs are social psychologists, interacting with others and working at the individual, group and organisational level in schools and community settings (Fallon et al., 2010) – a factor which influenced the social constructionist positioning of this research. The focus of IPA on individual experiences would not necessarily facilitate social interaction between individual EPs or provide insight into how they co-construct an understanding of a social practice, such as TiP. Based on the current literature, it is reasonable to suggest that the next step in research is understanding how TiP is talked about as a construct before individual experiences of TiP can be explored.

### **3.4.2 Grounded Theory**

Grounded theory was another consideration for this research's methodology. Birks and Mills (2015) describe grounded theory as an exploratory approaches which aims to generate new theory from data. It has been highlighted as a useful approach in applied areas of research, particularly those which are emerging or where a theoretical approach is not established (Robson & McCartan, 2016). Starks and Brown Trinidad (2007) also highlight how grounded theory focuses on understanding basic

social processes through observing participants in multiple ways where these processes occur. This raised grounded theory as a potential methodology to explain processes in EPs' perspectives about TiP.

The literature review intimated there was a potentially limited understanding or knowledge of how EPs conceptualise TiP. Although Robson and McCartan (2016) suggest grounded theory is useful where limited knowledge and understanding exists, at present how EPs form constructions of TiP has not been explored so it would be difficult to take the next step and theorise why constructs form in a particular way. Where the aim of this research is more about generating knowledge through exploration as opposed to generating theory, grounded theory was not selected as a methodological approach.

### ***3.4.3 Discourse Analysis***

The social constructionist epistemology which underpins this research emphasises the role of interaction and communication in constructing versions of reality (Burr, 1995). Language is a tool for communication and is inseparable from thinking and reasoning (Potter & Wetherell, 1987) therefore exploring language and interaction can provide insight into how TiP is constructed by a group of EPs. As seen in the literature review, there are a multitude of ways of looking at representing TiP. The apparent lack of literature focusing on EPs' perspectives around TiP suggests little is known about how TiP is represented for this group of educational professionals. Burr (1995) suggests it is "through daily interactions between people in the course of social life that our own versions of knowledge become fabricated," (p. 3). Therefore a methodological approach which focuses on discourse and interaction, linking talk to

action could be useful in exploring a version of how TiP is talked about in the educational psychology profession.

Discourse analysis is “the primary arena for action, understanding and intersubjectivity,” (Wiggins & Potter, 2007, p. 93) focusing on what is said and achieved through discussion. Discourse analysis offers a way of examining explicit and implicit action behind language where variations of language lead to constructions of versions of the social world (Potter & Wetherell, 1987). As psychologists working within social contexts, EPs routinely use language as a form of social interaction, something recognised by the professional standards for practitioner psychologists “to be able to communicate effectively,” (HCPC, 2015, p. 9) and a need to be aware of how language may differ across contexts, individuals and cultures. Therefore the assumption is the EPs’ discussion will lead to a co-constructed representation of TiP. This representation is not considered to be a single definition of TiP for EPs but will highlight a version constructed by a group of EPs. As discourse analysis is a methodological approach which acknowledges variance, it lends itself well as being suitable for this research. As several types of discourse analysis exist, the main aims and areas of focus of each type were considered to determine the applicability to research on TiP

#### 3.4.3.1 Foucauldian and Critical Discourse Analysis.

Foucauldian discourse analysis “links discourse with institutions and social practices,” (Willig, 2015, p. 115). Whilst the role of culture and social practices are not to be ignored, the extent to which they influence EPs’ discourses around TiP is hard to establish, when currently little is known about how EPs talk about TiP in general. With such an approach, there could be a risk of preconceived ideas around influences on

EPs' discourses and researcher bias or expectations that EPs will talk about TiP in a particular way. Critical discourse analysis was also discounted as it focuses on the effect of power relationships and inequalities and how these are represented through ideologies (Fairclough, 2013). As a previously unexplored area, it is difficult to gauge whether issues of power exist in TiP-talk suggesting critical discourse analysis may not be an appropriate approach in a preliminary explorative study.

#### 3.4.3.2 Conversational Analysis.

Conversational analysis "focuses on the structure and organisation of talk and on how actions are achieved through the careful arrangement of talk, gesture, eye gaze and objects," (Wiggins, 2017, p. 36). This concentration on how talk is generated and subsequently leads to action could be useful in exploring how EPs talk about TiP. Wooffitt (2005) outlines key features of conversational analysis: studying language as social action; systematic organisation and sequences of "talk-in-interaction," (p. 13) and the use of naturally-occurring interactions. Therefore conversational analysis could be helpful in uncovering how EPs' talk about TiP links with social action and its implementation in educational contexts.

The chosen research topic posed some restrictions on opting to use conversational analysis. As the literature search illustrated, TiP is not a naturally-occurring discourse, even within specialist fields so there was likely to be limited availability of data sources. Furthermore, the current understanding around TiP-talk within Educational Psychology practice perhaps indicates simply focusing on the order and organisation of interactions will not be informative enough about how a particular group of EPs construct TiP and link this to action in their practice.



#### 3.4.3.3 Discursive Psychology.

Discursive psychology was selected as a methodological approach due to its focus on discourse as a way to facilitate social action (Potter & Wetherell, 1987). Much like conversational analysis, discursive psychology emphasises how language is a topic within its own right and examines the detail of how language is used (Wooffitt, 2005). An important difference relevant to this research is that whilst preferable, naturally-occurring discourse is not a prerequisite for discursive psychology and it may involve examining written and recorded texts.

Unlike conversational analysis, the focus of discursive psychology is on action orientation – how particular actions are justified and how versions of a psychological concept are generated through talk (Wooffitt, 2005). Discursive psychology focuses on “the construction of psychological issues within discursive practices, and the consequences of these constructions for both theory and practice in psychology,” (Willig, 2015, p. 41). TiP can be regarded as a psychological issue due to its theoretical underpinnings so exploring how it is talked about through discursive psychology can help link this to EPs' use of TiP in practice.

#### **3.4.4 Data Collection**

Data was collected through a single focus group. Quantitative measures for eliciting people's views such as surveys or scaled questionnaires were discounted as the use of closed questions may have restricted the level of detail participants could provide. Like many qualitative approaches, focus groups collect data in a person-

centred, interactive process (Puchta & Potter, 2004), providing rich, detailed data which is relevant to the participants involved.

Focus groups align with a social constructionist perspective, offering opportunities for group interaction, where participants can react to and build on others' responses (Oates, 2011). This provides a degree of feedback and diversity to ideas as participants may need to explain, justify or challenge theirs and others' views providing a degree of accountability, not as prominent in individual interviews. Moreover there is a social aspect to group interaction which facilitates group norms to arrive at a consensus through group social processes (Kitzinger, 1994). This positions individuals as active participants in the research process who construct reality rather than reporting it (Speer, 2002). This emphasis of interaction and co-construction makes focus groups a preferred method for data collection in a social constructionist paradigm, as opposed to individual interviews.

In the current study, the focus group was used as a tool to generate discourses around TiP. Naturally-occurring discourse is valued in discourse analysis due to the breadth of accounts which may vary or be challenged over time (Potter & Wetherell, 1987). However the practicalities of obtaining naturally-occurring discourses around TiP alongside ethical considerations for participants' informed consent meant focus groups were a more viable alternative. Nevertheless the homogeneity of the group (all EPs working within a single service) meant the focus group replicated natural social interactions EPs may experience. Kitzinger (1994) argues pre-existing groups represent clusters of people who might naturally discuss topics and the focus group offers the opportunity to access this in a similar way to naturally-occurring data. EPs

are a group of professionals likely to discuss psychological concepts or approaches. Arguably in this context, a focus group would not be a contrived way of generating discourse around TiP.

### **3.5 Current Study Design**

This exploratory research had a flexible design, using semi-structured questions with a focus group of 6-8 EPs from a single LA. This next section describes the process of selecting a target population, recruitment and influences on the final sample of participants. It also provides details about how the study was conducted - including use of a pilot study – as an open and transparent reflection of the research.

#### **3.5.1 Participants**

The target population for this research was EPs and trainee EPs working within an LA. EPs have a professional role in fostering inclusive and collaborative learning environments for young people, working at an organisational level to understand structures and systems around young people (HCPC, 2015). This means facilitating organisational change in schools could be regarded an area of expertise for EPs. As this research focused on a specific practice, EPs with prior knowledge and understanding of TiP were targeted. This allowed exploration of EPs' constructions at a sufficient level of depth. Participants were eligible to participate based on the inclusion/exclusion criteria outlined in Table 4. In terms of focus group size, there appears to be little consensus on the optimum group size for focus groups. Suggestions vary from 6-12 participants (Stewart et al., 2007) and 6-10 (Cameron, 2005; Oates, 2011). The chosen focus group size was 6-8 EPs as this would allow a

sufficient breadth of perspective without restricting how easily participants could share their views in a group situation.

**Table 4**

*Participant Inclusion and Exclusion Criteria*

Included	Excluded	Rationale
1a. Participant is a qualified EP, registered with the HCPC	1a. Participant is not a qualified EP registered with the HCPC	Research aims to explore EPs'/trainee EPs' understanding of trauma-informed practice and its application in EP services
<b>or</b>	<b>or</b>	
1b. registered on a British Psychological Society (BPS)-accredited doctoral training course	1b. is not a trainee EP registered on a BPS accredited doctoral training course	
2. Participant received trauma-informed training within their LA within the last 2 years	2a. Participant has not received trauma-informed training within their LA	Ensures participants have a notion of what TiP is but reduces the potential dialogue being a replication of what they learnt through training
	2b. Participant received trauma-informed training less than 6 months ago	
	2c. Participant has received trauma-informed training more than 18 months ago	
3. Participant must be working for/on placement with an LA within the NHS trailblazers	3a. Participant does not work for a LA	TiP is an approach aimed at supporting mental health. NHS trailblazers have a priority focus on mental health so the research will be particularly relevant / of interest
	3b. Participant works for a LA which is not part of the NHS trailblazer bid	

### **3.5.2 Recruitment**

Participants were recruited from a single Educational Psychology Service as the literature review suggested constructions of TiP may vary across organisations. There is also wide variation in contexts and models of service delivery across LAs (Lee & Woods, 2017), meaning EPs from different LAs might struggle to find commonality in how they conceptualise TiP. Therefore recruiting from a single LA allowed a degree of homogeneity within the group as participants shared a working context.

As identified in Chapter 1, NHS trailblazer sites aim to implement and trial new initiatives and approaches to support young people's mental health (Department of Health & Department for Education, 2017). A pragmatic approach involved recruiting participants from LAs located within 23 London trailblazer sites; the mental health focus meant participants were potentially more likely to have received TiP training. Recruitment emails were sent to 19 LAs in Greater London, located within the 23 trailblazer sites. After two weeks, recruitment was extended to 57 LAs within 60 trailblazer sites.

The initial recruitment wave resulted in one LA which expressed an interest although subsequent discussions revealed there were not enough participants who met the inclusion criteria. The second recruitment wave resulted in four interested LAs; one was excluded as interest came from an individual EP and therefore could not form a group discussion within a single LA. The remaining three LAs were provided with further details via a Participant Consent Form, Participant Information Sheet and a LA Information Sheet (for copies of recruitment information and consent forms, please see the ethical application in Appendix E) and the participating LA was recruited on a first-

come, first-serve basis to avoid over-recruitment. The LA circulated the Participant Information Sheet and Consent Form to EPs and trainee EPs within the service.

### ***3.5.3 Impact of COVID-19 on Study Design***

During the data collection period, the UK was experiencing a global pandemic of COVID-19 and a second, nationwide lockdown was instructed under COVID-19 (2020) legislation. As a result the government advised against all non-essential travel and to observe social distancing, including gatherings within workplaces, for all non-keyworkers. For education and childcare, keyworkers were defined as “childcare, support and teaching staff, social workers and those specialist education professionals who must remain active during the COVID-19 response,” (Cabinet Office & Department for Education, 2020, para. 10). The major impact this had was that it was no longer possible to collect data via a face-to-face focus group. Therefore video conferencing software was used to conduct and record the focus group, the effects of which are described in the ethical implications section.

An additional impact was on recruitment and the initial inclusion criteria. Many responses from LAs indicated a lack of available time to participate in research. LAs which expressed interest were unable to recruit a sample of 6-8 EPs who had received TiP training in the last 6-18 months. Therefore the training requirement for EPs to have received TiP training was expanded to ‘within the last 2 years,’ increasing the number of eligible LAs. It was felt expanding the timeframe would not compromise EPs’ capacity to discuss TiP, especially with the revised focus on young people’s mental health in light of the pandemic.

To further aid recruitment, the number of EPs required for the focus group was reduced from 6-8 EPs to 3-5 EPs. Wilkinson (2003) suggests a focus group can involve as few as two participants and smaller groups appear to be used within research designs which involve online platforms to collect data - Moore et al. (2015) recruited 3-4 participants per focus group when facilitating focus groups through online chat forums. Krueger and Casey (2015) suggest smaller groups are preferable if participants are likely to have had "intense or lengthy experiences," (p. 68). As participation remained restricted to those who had received TiP training, the recruited EPs arguably fell in this bracket, justifying the smaller group size.

The final group comprised of four EPs. No other descriptive characteristics of participants were collected as the research focused on collaborative constructions within the group discussion meaning individual characteristics were only seen as relevant, if identified by group members themselves.

#### **3.5.4 Pilot Study**

A pilot was conducted with two trainee EPs to check the clarity, suitability and appropriateness of questions and prompts. It also provided the opportunity to trial video conferencing software and consider the impact of this platform on the discussion. Members of the pilot group were separate to the focus group to avoid participants pre-constructing meaning of TiP and no data was collected from the pilot group. The pilot trialled the use of two questions to aid discussion about TiP. This included an opening question of *tell me what prompted you to participate in this research*, and a follow-up question of *what does TiP look like for an EP?* Prompts were based on

recommendations from Kruegar and Casey (2015) and Litosseliti (2003), designed to provide further clarification and expansion on specific topics, as needed.

Robson and McCartan (2016) suggest pilot studies help test a research design and raise inevitable problems which may interfere with data collection. Therefore the pilot replicated the research design in terms of script, interview schedule and prompts. Feedback from the pilot indicated the opening questions generated a sufficient amount of discussion without participants feeling restricted in what they could discuss. Feedback and reflection suggested prompts were helpful in guiding the discussion, particularly when the participants' discussion slowed.

### **3.5.5 Procedure**

At the start of the focus group, participants were briefed about the aims, structure and format of the focus group using the Interview Schedule and Participant Information Sheet (see appendices within ethical application, Appendix D). Participants were provided with the interview schedule, a copy of ground rules and briefed about how the group would operate, based on recommendations from Morgan (1997). Next the researcher defined their role as a facilitator for the group and advised on timings before beginning the audio recording equipment and asking participants the opening question. The discussion was free-flowing apart from occasional prompts from the researcher during extended pauses to encourage participants to expand on previously discussed points. The researcher concluded the discussion after approximately 60 minutes when participants confirmed they felt they had reached a natural conclusion.



At the end of discussion, the researcher stopped the recording equipment and participants were debriefed as a group and provided with a Participant Debrief Form (see appendices within ethical application, Appendix E). Participants were reminded of their right to withdraw consent for the use of quotations in subsequent analysis or writing. Participants were also asked to provide a pseudonym for use in transcription, quotations and the written thesis. Participants were thanked for their time and reminded they could request a follow-up telephone check-in up to two weeks after the focus group. The researcher also remained available for 30 minutes for optional individual debriefing, however this was not requested by any participant.

### 3.6 Design Trustworthiness

Noble and Smith (2015) recommend qualitative research considers the trustworthiness of the design that is, how much trust there is that the research design represents the findings. Guba (1981) suggests considering the truth value, consistency and neutrality and applicability of qualitative designs. Table 5 outlines potential design issues which linked to these concepts alongside the measures taken to help overcome these.

**Table 5**

*Design Issues and Adaptations*

Design issue	Guba (1981) concept	Design adaptation
Participants may misinterpret questions used in focus group	Consistency and neutrality	<ul style="list-style-type: none"> <li>Conduct pilot group to check suitability of questions</li> </ul>

Design issue	Guba (1981) concept	Design adaptation
EPs' discourse cannot be generalised beyond the context of this focus group	Applicability	<ul style="list-style-type: none"> <li>• Research aims to present a version of reality about TiP to encourage questions and reflections about TiP for the Educational Psychology profession</li> </ul>
Participant responses may not be recalled accurately or reflect what was said	Truth value	<ul style="list-style-type: none"> <li>• Audio record focus group provide a detailed transcript to allow for accuracy-checking</li> <li>• Participants will have the opportunity to review the transcription</li> </ul>
Researcher may have unconscious biases which affect analysis, where the interpretation does not reflect participants' intended meaning	Truth value Consistency and neutrality	<ul style="list-style-type: none"> <li>• Transcript will be reviewed by participants</li> <li>• Codes and analysis will be peer-reviewed by a third parties</li> <li>• No pre-determined codes will be used</li> </ul>
Participants may lose focus	Truth value	<ul style="list-style-type: none"> <li>• Session will be limited to 60-90 minutes</li> </ul>
Researcher may unconsciously affect participant responses or guide discussion	Neutrality	<ul style="list-style-type: none"> <li>• Conduct pilot group to trial prompt questions</li> </ul>

### 3.7 Data Analysis

Before formally analysing the data, Wiggins (2017) emphasises the importance of familiarisation with the data through transcription and coding. Following data collection, I transcribed the recording by listening to multiple playbacks of the audio at half-speed and then noting down what was said. This included noticeable pauses, repetitions, laughter and overlapped speech. Wiggins (2017) recommends initially transcribing data to an orthographic, words-only level to help identify sections of the transcript to focus in more detail. To protect participants' identities, pseudonyms

chosen by the participants were used, which included the use of gender neutral pronouns. I checked the transcription for other identifying details and highlighted these before sending a secure copy of the transcription to participants electronically to review and comment on any information they wished to anonymise to protect their identity. No comments were received from participants.

During the analysis process, a Jefferson transcript (Jefferson, 2004) was created for each section identified in the coding stage (see below), to provide more detail for analysis, as suggested by Wiggins (2017). The transcription process followed the same procedure for the initial transcription. A copy of Jefferson (2004) notation is provided in Appendix F and a full copy of the orthographic transcript can be found in Appendix G.

### **3.7.1 Coding Data**

Wiggins (2017) describes coding as a process of organising data into manageable sections based on phenomena relevant to the research question. Huma et al. (2020) identifies three main approaches for building data collections in discursive psychology: searching for key psychological topics; searching for examples of specific linguistic techniques and looking for examples of participants 'doing' the topic of interest. As this research focuses on how EPs talk about TiP, the terms *trauma* and *trauma-informed* were searched for in the transcript to collate examples where the discussion centred around TiP.

The audio was played back and an electronic transcript with sections which described TiP were timestamped, creating 23 individual extracts for later analysis. Potter and

Wetherell (1987) state the coding stage has a pragmatic goal as opposed to an analytic goal in that it aims to be as inclusive as possible when collating extracts. Therefore I examined what was said immediately prior to and following references to TiP, to provide an interactional context.

### **3.7.2 Discursive Psychology Stages**

Wiggins (2017) outlines six stages of analysis for discursive psychology:

- Stage 1: Read the data.
- Stage 2: Describe the data by looking at *what* is happening, *how* it is happening and *when* it is happening for different parts of the discourse.
- Stage 3: Examine the transcript for discursive devices to help identify specific social actions and their links to psychological constructs related to TiP.
- Stage 4: Choose a specific analytical issue to focus on.
- Stage 5: Gather other instances of the identified analytical issue.
- Stage 6: Refine analysis looking for patterns or anomalies.

Discursive psychology is not a linear process and “the relationship between transcription, coding and analysis is an iterative one,” (Wiggins, 2017, p.108). It often involves revisiting and repeating stages to ensure there is sufficient evidence to support conclusions made about how action is achieved through talk. Therefore although the sections are described sequentially, I revisited stages several times throughout analysis to increase the likelihood of a coherent and comprehensive understanding of participants’ data.

#### **3.7.2.1 Stages 1 and 2: Reading and Describing Data.**

In the first two stages, I worked with a paper copy of the Jefferson-transcribed sections. This involved playing back the audio and providing the context for each section before annotating and colour-coding the transcript with descriptions about what was occurring. Based on guidance from Wiggins (2017), each section was annotated in the following way:

- *what* – describing what participants were referring to in their talk such as contextual phrases, types of words (e.g. adjectives, pronouns), topics of talk;
- *how* – describing how participants spoke particular words and phrases such as using elongated sounds, pauses, inflections, changes in pitch, speed or volume; and
- *when* – describing the context talk occurred in such as in relation to another participant's talk, word order, speaking order.

This offered an opportunity to familiarise and immerse myself in the data to understand what was going on. An example of Stage 2 can be found in Appendix H.

### 3.7.2.2 Stage 3: Identifying Discursive Devices and Social Actions.

The third stage involved exploring the Jefferson transcripts for examples of discursive devices. Discursive devices are considered to be “ways of making arguments which may achieve (or can be seen at least as attempting to achieve) some kind of action orientation, that *accomplishes* something in the interaction,” (Goodman, 2017, p. 148), examples of which are outlined in Table 6 below. In this sense, discursive devices can be regarded as mechanisms to identify what social action is being performed and how.

Wiggins (2017) categorises discursive devices into basic, intermediate and advanced, based on the regularity and frequency they occur in discourse. Although there are many discursive devices used in everyday discourse, I opted to focus on basic and intermediate devices only due to time and my personal level of expertise. This follows a recommendation from Wiggins (2017) and the limitations to placing restrictions are discussed in later chapters. These devices were identified on the transcript and colour-coded by hand (see example in Appendix I).

**Table 6**

*Discursive Devices*

Device	Type	Description	Possible functions (based on Wiggins, 2017)
Affect displays	Intermediate	Displays of emotion (e.g. laughter, crying, sighing)	Used to manage psychological business related to where and when they are located
Assessments	Basic	Judgements or evaluations of an event made by a speaker (1 <sup>st</sup> assessment) and potentially responded to by a second speaker (2 <sup>nd</sup> assessment)	Present the speaker's account of an event
Consensus and corroboration	Intermediate	Describing reported agreement from another or support from an independent source	Can manage the speaker's accountability or generate support for an account
Detail or vagueness	Intermediate	Describing an account providing additional details or being unclear and vague about an event	Can add credibility and reliability to an account or downplay the speaker's investment / stake in what is said

Device	Type	Description	Possible functions (based on Wiggins, 2017)
Disclaimers	Intermediate	Providing an initial statement which denies or contradicts what follows next (e.g. using <i>not, but</i> )	Can deny responsibility or enhance someone's credibility
Extreme Case Formulations (ECFs)	Basic	Use of extreme language (e.g. superlatives, adjectives or adverbs) to provide the strongest assertion about an object, person or event	Can strengthen an argument or giving credibility to the speaker
Footing shifts	Basic	Switching between pronouns	To shift the agency for what is said
Hedging	Basic	Doubting language or utterances (e.g. <i>might, erm</i> )	May suggest disagreement with an account or highlighting the delicacy of an issue
Hesitancy	Basic	Intentional pauses or elongated phrases	May express uncertainty or doubt about an assessment
Lists and contrasts	Basic	Lists of attributes or examples in an assessment/presenting alternative versions using contrasting language (e.g. <i>but, however, not</i> )	Can add credibility to a speaker's account
Metaphor	Intermediate	A figurative comparison to describe how something/someone is	Can create categories or assessments of the world
Minimisation	Basic	Qualifying assessments with minimising language (e.g. <i>just, a bit, only</i> )	Can downplay the impact or significance of a statement

Device	Type	Description	Possible functions (based on Wiggins, 2017)
Narrative Structure	Intermediate	Using narrative techniques such as setting a scene, giving timescales and sequencing	Can be used when there is a personal investment or to manage the speaker's accountability or involvement
Pauses	Basic	Stops or rests in talk	Can indicate trouble in interactions
Pronouns	Basic	Words that replace a nominal noun (e.g. <i>I, you, he, she</i> )	Can indicate where responsibility for an action or assessment lies
Reported Speech	Intermediate	Indirect speech which locates another person as the source of what is said	Can produce a detailed account, provide support for an account or reduce the speaker's involvement with what is said
Script formulations	Intermediate	Presenting behaviour or events as though they were a regular occurrence, through qualifying language such as modal verbs or adverbs	Can normalise an account

By exploring how the discursive devices were used together across talk, I was able to pick out different social actions used by the group. Van Leeuwen (2020) describes how social action can be thought of as either 'doing' something or 'meaning' something and either having a "material purpose or effect," (p. 89) or not. Therefore I considered *why* a particular device was used in talk and *what is subsequently achieved* by using a particular device. This aligns with Burr's (1995) account that social construction of the world "brings with it, or invites, a different kind of action from human beings," (p. 5). Descriptive labels for each social action were chosen and then collated into a table (see Appendix J), alongside the discursive devices used, relevant sections from the transcript and links to analytic techniques for credible and coherent research, as



outlined by Potter and Wetherell (1987). Further description of what these analytic techniques entail and their application in this research is provided later in this chapter in section 3.7.3.

Wiggins (2017) advises to analyse a “reasonable amount of your data in this manner,” (p.128) suggesting that the purpose of this stage is to identify possible areas for further analysis. As such, I explored just under half of the data set (10 coded extracts from the first 26 minutes of interaction) before moving onto the fourth stage as this had generated a number of social actions to work with in selecting an analysis focus.

#### 3.7.2.3 Stages 4 and 5: Selecting Analysis Focus and Gathering Further Examples.

The identification of social actions within the EPs' discourses during Stage 3 posed potential analytical issues to explore in more detail. Although these issues merited further exploration in their own right, it was important to select an analytic focus which had relevance to the existing literature outlined in Chapter 2 and would help answer the research questions. Mindful of my own interests and investment in this research area, I discussed the list of analytical issues (see Appendix K) in supervision to challenge any potential over-interest or preference for particular issues. Several issues related to group dynamics and identity and were discounted on this occasion as it was felt these were not unique to discourses around TiP and would not provide sufficient insight into the second research question.

During the previous stages, it became clear from the extracts that Extreme Case Formulations (ECFs) were a lesser used discursive device in the EPs' discourse. This

was comparative to the use of vagueness which appeared as a repeatedly used device. ECFs are believed to manage individuals' investment and commitment within discourse (Pomerantz, 1987) whereas vagueness can be a way of avoiding commitment to an account or idea. Previous literature had highlighted a lack of commitment or assertiveness in defining TiP so this felt like a useful focus to explore in what contexts EPs took up a committed viewpoint in TiP using ECFs and how does this transpire in the co-construction of what TiP is. Further examples of ECFs were gathered from the remaining coded data and Stage 3 was re-performed using all of the extracts to identify additional discursive devices and how these helped perform social actions.

#### 3.7.2.4 Stage 6: Refining Analysis.

The identified ECFs broadly fell into two categories: those occurring at the beginning of a speaker's turn and those falling within the emerging discourse. ECFs at the beginning of speakers' turn appeared to relate to expressing agreement or consensus with a previous talker. These ECFs were omitted from further focus as they seemed to centre around building consensus and group dynamics, not co-constructing meaning around TiP. Moreover the search across all extracts for other instances of vagueness uncovered multiple occasions where the group spoke vaguely about an idea, consistent with what was found in Stage 3. Therefore I opted to concentrate on instances where ECFs around TiP were used alongside vagueness as the interplay between these two discursive devices felt important to explore further, examining where EPs' commitment to TiP switches between vagueness and extremes.

To refine the analysis, social actions achieved in the discourses were noted, forming the areas of focus for write-up. These were considered alongside measures to ensure credibility and coherence and the analysis was subsequently drafted and peer-reviewed through supervision.

### ***3.7.3 Credibility and Coherence of Analysis***

Qualitative research is often suggested to be less rigorous compared to traditional research methods (Potter & Wetherell, 1987). The need to generate a credible and coherent analysis is important to support the implications of qualitative research in relevant fields. The credibility at the analysis stage is reliant on establishing trustworthiness and robustness across the research process as a whole. In this sense, I have aimed to be as transparent as possible in my analysis approach to enable others to understand how I have arrived at my findings.

The formulation of open, exploratory research questions helped to generate a bottom-up approach to analysis as it focused on identifying what social actions were found within the data, rather than searching for specific instances. Moreover the steps described previously to maximise the data's consistency and neutrality, truth value and applicability (Guba & Lincoln, 1994), helped ensure the data presented for analysis was trustworthy. These created the foundations for credibility and coherence within the analysis stage.

Williams and Morrow (2009) describe reflexivity as remaining "self-reflective and able to identify as clearly as possible, what comes from the participant and what comes from the researcher," (p.579). They recommend the use of journaling as a way of

encouraging reflexivity and helping to recognise whether interpretations originate from the researcher or the participants and their data (Williams & Morrow, 2009). Therefore I kept a research diary centred on some of the sources which could potentially influence interpretations:

- *Participant social and cultural context* – as a group of EPs working within the same LA, the participants brought a pre-established language and way of communicating. This was important to hold in mind to avoid misinterpreting the purpose behind particular discursive devices and participants' intentions when communicating (for example where a description of a psychological concept was vague, whether this was due to an assumed knowledge within the group).
- *Researcher social and cultural context* – as a trainee EP with an interest in TiP, I could easily align myself with participants and their views. Remaining mindful of perceived similarities between myself and participants was important to avoid over-identifying with participants and merging perspectives.
- *Research bias* – I hold my own knowledge and interpretation of what TiP means to an EP and have an active interest in promoting the use of TiP within educational contexts. As a result, there was a risk that I may selectively analyse data with a positive lens, filtering out data which may have been critical or unfavourable of TiP.

These reflections were discussed through research and peer supervision, using extracts from data where I felt these issues could be influencing the interpretation. This allowed alternative perspectives to be introduced into the analysis stage, consistent with the social constructionist epistemology of the research.

O'Reilly et al. (2020) have suggested that the iterative process of discursive psychology itself helps to generate a coherent and credible analysis. This is supported by Huma et al (2020) who identify how this iterative process encourages an in-depth understanding of the data, grounding any interpretations in empirical observations. This immersive approach to analysis helped ensure a sufficient number of social actions were initially identified before identifying further examples which helped answer the research questions.

A final strategy to promote the credibility and coherence of analysis was to adopt four analytic techniques outlined by Potter and Wetherell (1987). These are aimed at validating analysis and findings in discourse analysis using the discourse itself as supporting evidence. These consist of *coherence*, *participants' orientation*, *new problems* and *fruitfulness* (Potter & Wetherell, 1987). A description of these alongside the actions this prompted the researcher to take during analysis are described in Table 7.

**Table 7**

*Analytic Techniques by Potter and Wetherell (1987) Applied in this Research*

Technique	Description	Researcher Actions
Coherence	Ensuring analysis is coherent within the context of the discourse	<ul style="list-style-type: none"> <li>• Examine discourse for exceptions to a particular phenomenon</li> <li>• Illustrate analysis with direct quotations from the transcript</li> </ul>
Participants' orientation	How participants distinguish meaning through their interactions and orientations	<ul style="list-style-type: none"> <li>• Examine how participants respond to interactions</li> </ul>

New problems	Linguistic resources can both solve problems and generate problems	<ul style="list-style-type: none"> <li>• Identify problems arising through or as a result of the social actions performed</li> </ul>
Fruitfulness	How the analysis makes sense of discourse and creates new explanations	<ul style="list-style-type: none"> <li>• Identify the implications for EP practice</li> <li>• Identify the implications for TiP</li> </ul>

### 3.8 Ethical Research

The final section of this chapter outlines the measures taken to conduct ethical research as outlined by the British Psychological Society (2014) in the Code of Human Research Ethics. Identified key issues were mitigated against by adopting the measures outlined below.

#### 3.8.1 Risk

The main aspect of risk associated with this research was to participants' emotional wellbeing. The topic of TiP was likely to result in participants drawing on their own experiences, reflections and/or previous casework. Although this may have stirred up uncomfortable feelings for participants, this was not considered to be greater than those encountered in everyday practice as an EP. Professional standards from the HCPC (2015) require EPs to:

- “be able to reflect on and review practice,” (p. 12);
- “recognise the value of case conferences or other methods of review,” (p.12); and
- “be able to reflect critically on their practice and consider alternative ways of working,” (p.12)

Furthermore EPs are required to understand theories and contextual factors which may affect an individual's emotional wellbeing and subsequently its impact on learning

and education. A discussion on TiP was considered to fall within the professional remit of an EP.

This focus group invited free-flowing discussion around TiP which limited the degree to which the interviewer or participants could know or control what information was disclosed. There was potential that participants could disclose information or discuss topics beyond the main focus of the research creating a risk participants could become part of a discussion they did not anticipate. Following recommendations from Sim and Waterfield (2019), the consent form identified this risk to participants. As an additional precaution, the interview schedule included a reminder of the right to withdraw during the group and the researcher piloted prompt questions to guide the discussion back to the main topic, if necessary.

### ***3.8.2 Confidentiality***

In line with General Data Protection Regulation 2018 [GDPR], measures were taken to ensure participants' personal information was kept securely. This included only collecting information necessary for the research and storing data securely using password protected files on an encrypted USB, which was then stored in a locked cabinet. As the research was conducted online, participants were made aware of the software developer's terms and conditions relating to privacy and data sharing and how they could withdraw data collected through the company's platform. Data was not transferred outside of the European Economic Area and was only reviewed by the researcher, a peer group for analysis purposes and participants themselves, through a password-protected file which had been anonymised.

To protect anonymity, participants were able to choose a pseudonym for transcription, analysis and reporting. Where participants were referred to in discussion by name, the researcher automatically anonymised this information in the transcript, including gender pronouns. Where participants named the LA or colleagues, these were anonymised to [LA] and [name]. Sim and Waterfield (2019) warn of the risk of deductive disclosure whereby participants may reveal information about their colleagues which they may not wish to be shared. As participants belonged to the same LA, they were asked to avoid disclosing information about others and were later given the opportunity to review the transcript and amend any identifying details to ensure anonymity. Participants were also made aware that this meant sharing the transcription and data with the group as a whole and that their comments would be seen by other members of the group.

### ***3.8.3 Informed Consent and Debrief***

Ethical research requires transparency and openness to ensure participants are fully informed about the research, potential costs and benefits from participating. Participants received a Participant Information Sheet and Consent Form prior to the focus group which highlighted their participation was voluntary and potential risks from participating in the research, as described above.

One element of informed consent is allowing participants the right to withdraw without justification or reasoning (British Psychological Society, 2014). However the nature of a focus group and the research emphasised the importance of co-construction of ideas between group members. This meant it would not be possible to remove an individual participant's contributions from the discourse and still have meaningful data so if an



individual withdrew their data, the entire data set would be void. Aside from the practicalities of destroying the data, doing so would compromise the researcher's moral obligation to the other participants who would have consented to take part in the research under the assumption they could share their views. If individual participants withdrew their data, removing all data would compromise others' views.

Sim and Waterfield (2019) recommend offering participants the freedom to withdraw themselves or their data up to the end of the focus group. To respect the right to withdraw alongside the consent of other participants, all participants were given the option to opt out of being quoted in the written analysis. A reminder of this right was therefore given during the debrief and conclusion to the focus group. This allowed the researcher to use the data whilst respecting that individual participants may wish to withdraw their contributions.

The researcher also ensured the debriefing of participants made them aware of the various platforms available through which they can speak to someone, if they felt they needed to. This included signposting to:

- individual supervision through their LA;
- counselling/therapeutic support through registered bodies; and
- Samaritans Helpline.

The researcher remained present for 30 minutes after the focus group, offering a platform to address any concerns or issues raised in the discussion. A two week follow-up check-in via telephone was also offered to support participant wellbeing.

In light of the measures put in the place to protect participants from harm, this research was approved by the Tavistock and Portman NHS Foundation Trust Research Ethics Committee in May 2020 (see Appendix L). The research also received approval from the participating LA's research governance process. The researcher was supervised by a qualified EP who was a member of the Tavistock and Portman NHS Foundation Trust research team.

### **3.9 Chapter Summary**

This chapter has outlined the process of designing and conducting research to help answer the posed research questions, which align with the relativist ontology and social constructionist epistemology the research was positioned in. Justifications for decisions demonstrated the thought process behind why certain approaches were adopted in favour of others. The chapter has also described the data collection and analysis stages in a transparent and concise way that allows others to replicate the process. Finally it has demonstrated that this was an ethical piece of research with due consideration for participants' wellbeing and anonymity. The next chapter discusses the findings from data collection and the outlined analysis process<sup>6</sup>.

---

<sup>6</sup> Section word count: 8,071

## **4. Findings**

### **4.1 Chapter Overview**

This chapter describes the findings and interpretations from the analysis process relating to the two research questions posed:

1. What social actions are used by a group of EPs to talk about TiP?
2. How do EPs co-construct meaning of what TiP is?

It begins with an overview of the analysis process and its application in the context of this research. Next it explores the preliminary findings from Stage 3 of analysis which prompted the focus in Stage 4 on the discursive devices of vagueness and ECFs. The social actions discovered during the latter stages of the analysis process are presented in turn, using representative extracts to outline how the EPs co-constructed meaning of what TiP is through their discourses. Following this, deviant cases which did not fit the patterns or analytical interpretations are described, helping to illustrate credibility and coherence for the analysis process. Finally a summary of the EPs' co-construction of TiP is provided and the findings are discussed as responses to the research questions.

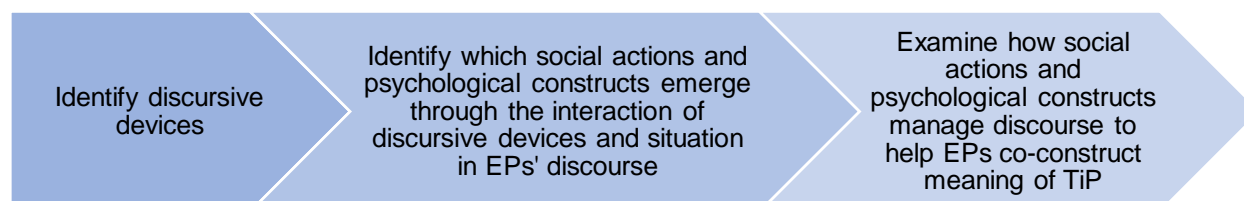
### **4.2 Analysis Process**

Chapter 3 outlined the analysis process used to examine the data. Figure 2 summarises my interpretation of this process, in the context of this research. The iterative nature of discursive psychology offers continual opportunities to familiarise with and immerse in the data (Wiggins, 2017). By continually re-examining the data, I was able to identify several social actions performed through the interplay of discursive devices. It is beyond the scope of this research to present every single action

performed in the EPs' discourses therefore those social actions which helped EPs co-construct meaning about TiP are the focus for this chapter.

### **Figure 2**

#### *Summary of Discursive Psychology Analysis Process*



#### **4.2.1 Interactional Contexts**

Discursive psychology primarily focuses on how indexicality contributes to meaning - that is, how discourses are situated within the context of the interaction (Wiggins, 2017). From a social constructionist perspective, the discourses around TiP exist within broader interactional and systemic contexts and therefore may influence and be influenced by these. To aid understanding of the interactional context for the focus group, a full copy of the transcript is provided in Appendix G. It is important to hold in mind the wider context of the EPs' discussion as this has relevance for how their discourses are interpreted; EPs working within the same LA, discussing their ideas around TiP in a focus group. Moreover, although the discussion did not directly involve other people, the group were aware that their talk would be analysed and the interpretation reported as a thesis and potentially to the wider education profession.

The EPs' discourses considered the successes and failings of implementing TiP in schools, achieved through examples from EPs' own experience and practice or through reflection and hypothesising. During the focus group, a number of social actions were performed which helped the EPs to talk about TiP. These were often

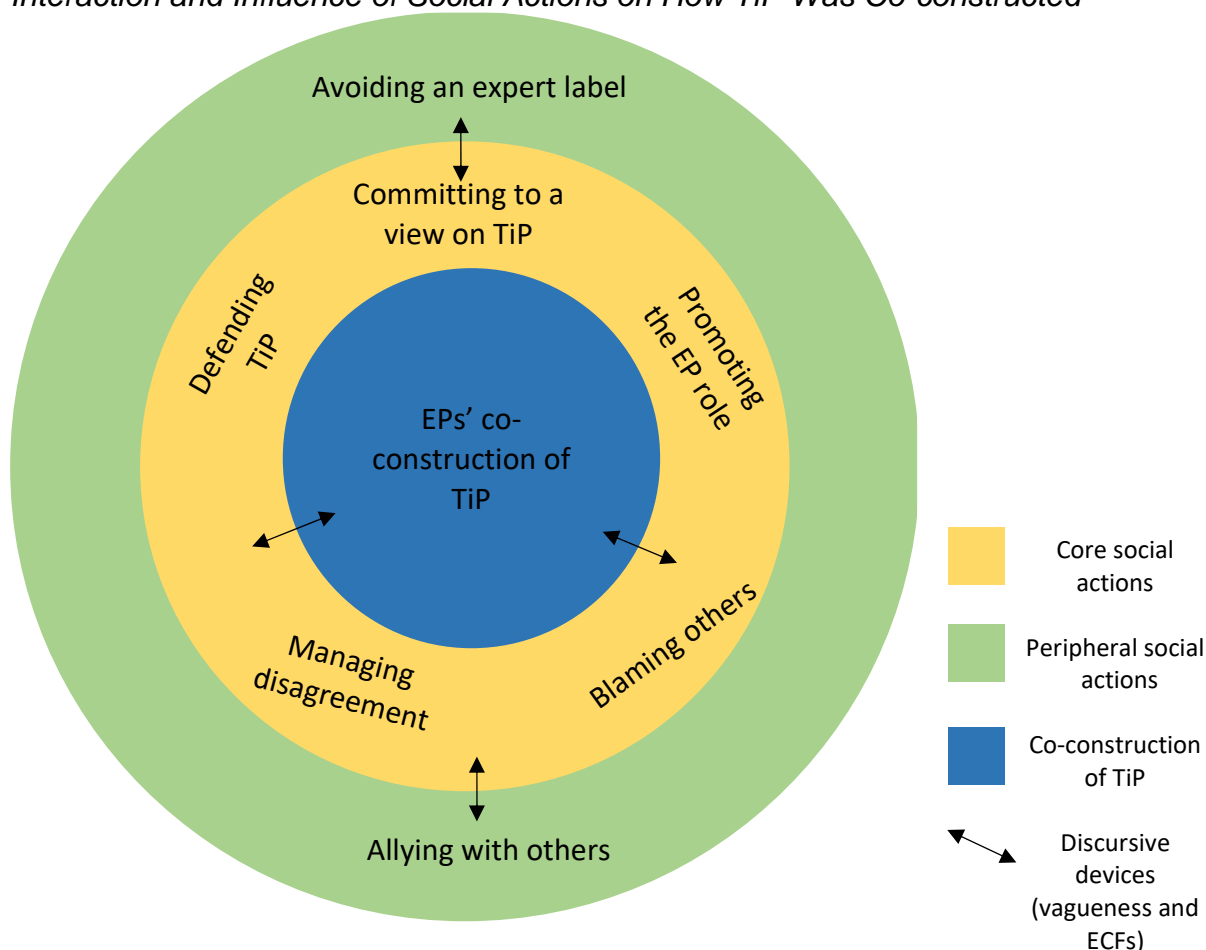
repeated over different sections of discourse. Single examples have been chosen to provide a cross-section of the discourses and avoid reporting examples from only one discourse. Additional extracts can be found in Appendix I with analysis notes on the quality assurance measures taken from Potter and Wetherell (1987), as described in Chapter 4.

### 4.3 Summary of Findings

The analysis process identified social actions performed by the EPs in their discourses around TiP, which were grouped into two types: *core social actions* and *peripheral social actions*. Core social actions seemed to directly contribute towards the version of reality about TiP the EPs co-constructed, through the use of specific discursive devices whereas peripheral social actions appeared to guide how the EPs interacted with one another. The peripheral social actions also seemed to generate a need to speak vaguely or make ECFs to accomplish the core social actions, creating an indirect influence on the EPs' co-construction of TiP. For this reason, the interaction of these discursive devices is bidirectional – their use both influences and is influenced by the social actions performed and version of TiP constructed by the EPs. These findings are summarised in Figure 3 where the circles represent the interactional context of the focus group discussion. Each element of Figure 3 is explained in further detail in the subsequent sections of this chapter<sup>7</sup>.

---

<sup>7</sup> In-text quotes have been punctuated to aid readability

**Figure 3***Interaction and Influence of Social Actions on How TiP Was Co-constructed*

#### 4.4 Peripheral Social Actions

Social actions operate in an interactional way meaning not only are they the product of interaction (Wiggins, 2017) but also help manage and alter the interaction. The initial identification of social actions in Stage 3 highlighted two of particular relevance when thinking about the EPs in this research as a group: allying and avoiding expert labels. Whilst these social actions did not directly influence how TiP was constructed, they provided indirect influences by shaping the EPs' interactions with one another and their discourses.

#### 4.4.1 *Allying with Others*

At times the group appeared to discuss TiP with a sense of conformed agreement where no single member presented absolute ideas or opinions. This was an important aspect of how the group interacted as it could influence how the group co-construct an agreed meaning around TiP. This is illustrated in the opening interactions between Jean and Jesse, (Figure 4) in response to the question *what motivated you to participate in this research?* This seemed to set a precedence for the interactional context of the focus group<sup>8</sup>:

#### **Figure 4**

*Extract from Jean at 18secs (Lines 4-7)*

```
4 Jean: Heh I can ↑start, (0.5)erm(0.8)I gue::ss erm for me I=suppose it's
5 because we:'re in [LA] we .pt a:re erm .pt rolling ↓out a a project around
6 trauma-informed(.)practice and supporting the schoo:ls .h and h
7 different services as=↑well...
```

As the first speaker in the opening interaction, Jean is potentially placed in a vulnerable position as they must share their opinions without having a marker for how the group may feel or react. Jean's hedging and hesitancy of "I guess, erm..." (line 4) expresses doubt, possibly linked to presenting their motivation for participating in the research. Jean's use of the 1<sup>st</sup> person plural in their assessment that "we are erm rolling out a project" (line 5) places agency within the group, enabling Jean to align with them. By avoiding committing to their assessment fully, there is scope for Jean to back away

---

<sup>8</sup> Extracts from the transcript are presented as screenshot figures to help ensure the line numbers continue to correspond accordingly, as per the original transcript. They are presented in the font used in the Jefferson (2004) transcript for clarity and consistency.

from their assessment, if later challenged by the group. This is indicative of an allying action although it is not fully clear at this point, whether Jean has accomplished this.

Jesse's response to Jean's discourse (Figure 5) also contributes to an allying social action:

### **Figure 5**

*Extract from Jesse at 1min 8secs (Lines 15-19)*

15 (5.4)

16 Jesse: Yeah I would I would say similar things to Jean, er:m yeah it's

17 really interesting ↑topic and and(0.4)as as Jean said we're we're

18 doing a=lot of .hh er >trauma-informed work running<(1.1)running

19 trainings and and and(0.2)helping schools to ↓think about it

The long pause in line 15 appears mainly linked to turn-taking conventions rather than hesitancy, as Jesse's 2<sup>nd</sup> assessment expresses agreement with Jean. The response that "I would say similar things to Jean," (line 16) supports the idea that Jean was seeking allyship as Jesse's consensus helps orientate Jesse to what Jean has said. Next Jesse corroborates their account with Jean's ("as Jean said," line 17), demonstrating a shared viewpoint and possible allying. These devices mean that when Jesse mirrors Jean's pattern of interaction by using 1<sup>st</sup> person plural to describe how "we're doing a lot of, er trauma-informed work," (lines 17-18), it reinforces the notion that these assessments belong to the group, helping to align Jesse with Jean and hopefully the wider group.



The social action *allying with others* helps bring the group together, creating a sense of unity and enabling the group to interact in a way that later helped them co-construct ideas through consensus. Allying with the group also helps members avoid becoming isolated, enabling them to perform their discourses as a group of EPs. In this sense, allying serves as an important social action in talking about TiP.

#### **4.4.2 Avoiding Commitment to Avoid an 'Expert' Label**

Another important social action in the EPs' talk was avoiding commitment to their statements. The question of *what does TiP mean to an EP?* invited the group to share their perspectives and speak within the role of an EP. This perhaps positioned the group as experts on TiP, carrying a possible assumption that this group would speak on behalf of all EPs. In their talk, the EPs seemed to avoid committing to their assessments about TiP, possibly helping to avoid this label. This is illustrated in the extract in Figure 6 where Sam was the first responder to the facilitator's question:

#### **Figure 6**

*Extract from Sam at 3mins 20secs (Lines 55-57)*

55 ...an:d for me  
56 it's sort of(0.6)<tr:ying to:(1.2)create a shared understanding(1.2)within the  
57 people we work with.>

Sam emphasises their 1<sup>st</sup> person position in line 55, helping ensure the group and researcher know that this is their perspective and not necessarily one held by other EPs. This assessment is subsequently caveated with a doubtful, uncertain assessment of what TiP means to an EP, something which Sam describes as “sort of, trying to create a shared understanding” (line 56). Prior to the assessment, Sam hedges and

pauses briefly in line 56, suggesting they may be struggling with formulating a response. Sam's assessment is encompassed by two long pauses of 1.2 seconds each, possibly indicating Sam's trouble with the assessment before and after they make it. This helps Sam avoid making a formative assessment of what TiP means to an EP and portrays them as someone who is unsure and doubtful about what they are saying, reducing the likelihood that Sam is seen as an expert on TiP.

This pattern of hesitancy and doubt continues through Sam's discourse as demonstrated in the continued extract (Figure 7):

### **Figure 7**

#### *Extract from Sam at 3mins 26 secs (Lines 57-63)*

57 ...and .pt=I=sort=of say people and not just  
 58 schools kind of anyone we come into contact with. erm(0.4)coz >I feel  
 59 like maybe w:e<(0.8)as part of our training have some of that  
 60 understandi<sup>ng</sup>(0.5)so it's sort=of trying to:(0.8).pt don't know almost(0.6)not  
 61 create a ripple e<sub>l</sub>ffect but share some of what we've learnt and  
 62 cry try and create that(0.6)joint approach with(.)whether it's it's  
 63 families or schools or °other services°(1.1)

Sam's subsequent assessments are punctuated with tentative language: "I sort of say" (line 57); "I feel like, maybe we..." (line 58); "so it's sort of trying to..." (line 59), meaning Sam continues to avoid committing to their perspective. Sam also shifts the footing to 1<sup>st</sup> person plural in line 59, moving the responsibility to the group for the subsequent assessment around the EP role that "we, as part of our training, have some of that understanding." This seems to reduce Sam's stake and commitment in what is being

said and avoids an expert role by appearing less credible than someone who took ownership of the assessment and spoke without hesitation.

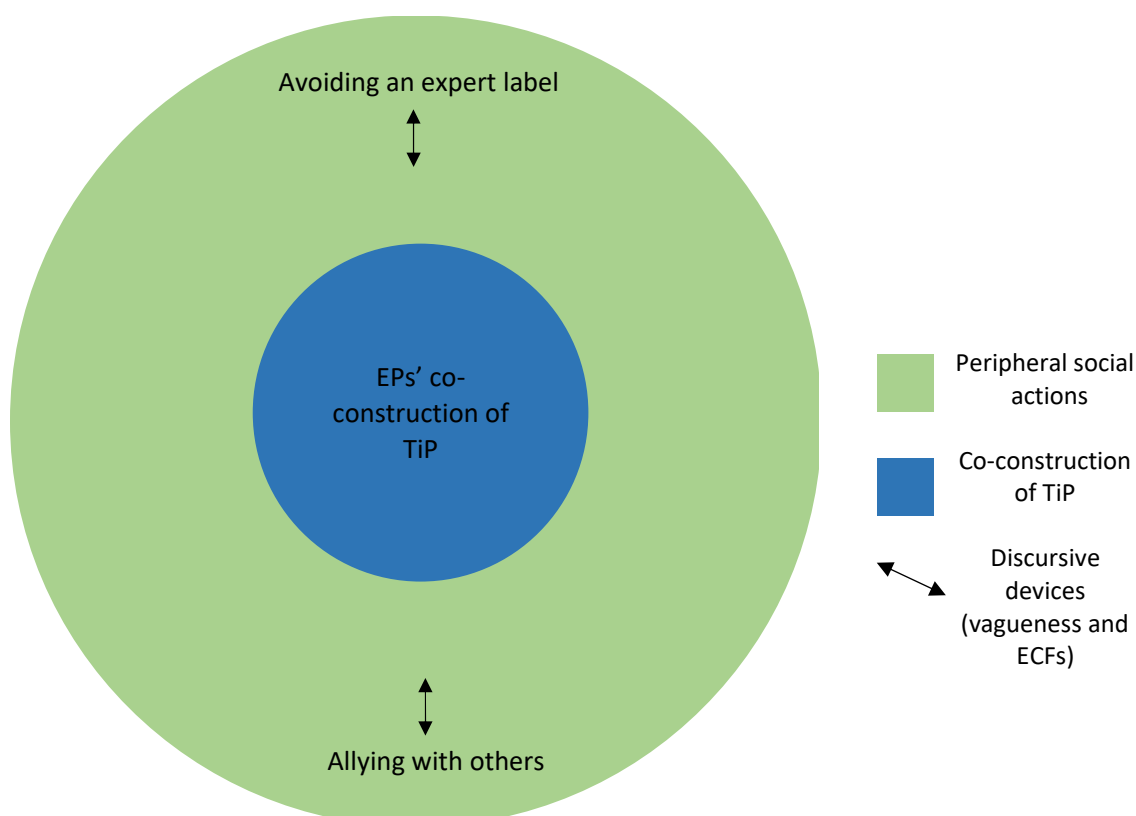
It could be argued that Sam is not avoiding an expert role as they do commit to naming what TiP means to an EP with their description in lines 60-63. Sam explains that TiP is not about simply EPs disseminating information from their training from one person to another by "creating a ripple effect," (line 61). This is contrasted with describing how TiP is about EPs sharing their knowledge to create a joint approach. This presents Sam as a credible source as they are able to clearly describe what constitutes TiP and what does not. Moreover the use of the ripple effect metaphor creates a rich description of TiP, suggesting Sam has a strong understanding of what TiP looks like in practice. On their own, these statements could inadvertently cast Sam into an expert role as they are responding to the facilitator's question in a convincing way.

The indexicality of Sam's statements around TiP is important as they are situated amongst many hesitant comments. Both prior to and after naming what TiP is and is not, Sam speaks with a cautious tone. Initially it appears that Sam will conclude with a powerful list of three groups TiP can involve: schools, families and other services (line 63). However the phrase 'other services,' expressed quietly, is vaguer in comparison to the other groups in the list. This seems to distance Sam from the firm position they held moments before, meaning despite using a committed phrase, Sam avoiding the expert position the initial question invited. This highlights how the context of Sam's talk contributes to the social action accomplished.

The final indication there is a social action around avoiding commitment comes from the group's response to Sam's discourse. Jean responds with a quiet "mmm" (line 65), followed by Raz expressing agreement through a quiet "yeah" (line 68). After negotiating turn-taking through silences, Jesse offers a 2<sup>nd</sup> assessment to Sam's account, "that's definitely a key part of it," (line 69) which seems to validate what Sam has shared. This indicates that Sam's overall account is potentially interpreted by the group as being uncertain as they respond with support, despite Sam presenting their actual definition of TiP with commitment.

#### **4.4.3 Summary of Peripheral Social Actions**

Stage 3 helped discover some of the ways in which TiP-talk was managed by the group allying and avoiding committing to ideas around TiP. Figure 8 illustrates the relationship of peripheral social actions to both the interactional context and the EPs' overall co-constructions of TiP. The peripheral social actions generated a need to speak vaguely and be cautious in making ECFs, contributing to a context where EPs may have avoided speaking too affirmatively around TiP, either to ensure they remained part of the group or to avoid being labelled as an expert. By uncovering this aspect of how EPs talked about TiP, it created an analytic focus of looking at when the EPs *did* commit to statements around TiP, helping to identify core social actions.

**Figure 8***Relationship between Peripheral Social Actions and Co-construction of TiP*

#### 4.5 Core Social Actions in How EPs Co-constructed Meaning of TiP

This next section focuses on core social actions, achieved through the EPs' use of vagueness and ECFs. ECFs are regarded as a way of committing to an idea and can support people in complaining, accusing, justifying or defending accounts (Pomerantz, 1986). In this sense, ECFs appear to have a contrasting effect to vagueness so exploring how these were used together to accomplish social actions provided useful insight into how EPs co-construct a meaning of what TiP is.

Re-conducting Stage 3 identified further discursive devices in the EPs' discourses. When used alongside ECFs and vagueness, these devices helped the EPs commit to an idea and perform social actions throughout their discussion on TiP. The following core social actions were found to occur:

- committing to a view on TiP;

- disagreeing;
- blaming;
- promoting the EP role in TiP; and
- defending TiP.

A common pitfall in discourse analysis is creating circular arguments about what is discovered (Antaki et al., 2003). Arguably this analysis has a circular nature as it only looks at specific devices within the discussion. By opting to focus on selected devices (vagueness and ECFs), the analysis becomes self-fulfilling – those social actions identified exist because they were searched for. In response to this, I would argue that the focus of the research questions was about exploring *some* of the social actions involved in talk around TiP and understanding *some* of the ways in which EPs co-construct meaning, demonstrated by the question wording of *what social actions are used* as opposed to *what are all the social actions used*. Moreover the relativist ontology of this research means the aim is not to uncover all social actions or all approaches to how EPs co-construct meaning as this would suggest there is a single truth and reality about what social actions exist or are used (Guba & Lincoln, 1994). Therefore focusing on a selection of devices used in discourse serves as a way of honing in on the EPs' talk, providing an example of some of the social actions used and ways they co-construct meaning about TiP.

#### **4.5.1 Committing to a View on TiP**

Within the sections of discourse focusing on TiP-talk, there seemed to be occasions where EPs committed to a specific view on what TiP means, either describing it directly or naming associated components. One example is where this clarification on TiP occurred in an interaction between Jesse and Raz halfway through

the discussion, where Jesse presented an interpretation of what a nurturing-role looks like through a trauma-informed lens. Prior to Jesse's turn, Raz named challenges around practicalities of embracing a nurturing role in secondary schools. This appeared to prompt Jesse to emphasise the importance of relationships, as seen in Figure 9:

### Figure 9

*Extract from Jesse and Raz at 34mins 6secs (Lines 704-716)*

704 Jesse: I think it does it does go back to relationships.(0.5)and <someone>  
 705 (1.2)y'know that nurturing approach, needs(.)someone to go the  
 706 extr:a(0.5)the extra mile. and >if you like< f:or  
 707 Raz: °Yeh°  
 708 Jesse: For kids affected by trauma, (0.3)and it takes=someone=in that s-  
 709 school's system.(1.2)to to either take the extra ↑time to do  
 710 that(.)or to be given(.)the extra time to do that.(0.9)erm  
 711 Raz: °Mmm°  
 712 Jesse: .pt And=I think that that can obviously be be=a challenge, for  
 713 schools but(0.2)i:s(.)yeah it=is absolutely crucial for(0.5)that °kind=of° (.)  
 714 Raz: °Mmm°  
 715 Jesse: Nurturing approach(0.4)°that people° are the the child feels like  
 716 (1.8)↑someone is willing t:o .h put the extra time in.

In this section of discourse, Jesse constructs an ideal that TiP involves needing someone to invest in developing a relationship with a young person. Jesse emphasises the importance of relationships through their 1<sup>st</sup> assessment that “I think it does, it *does* go back to relationships,” (line 704) where the emphasis on ‘does’ sounds affirmative as though Jesse is declaring this as a fact. However there is an avoidance in naming specific individuals involved in these relationships. Jesse expresses vagueness about who might be the person involved in supporting a young person, merely identifying that “someone” (lines 704; 705; 708) performs particular roles in TiP. This could be an

indicator that Jesse is avoiding challenge from the group about who is best suited to that role. Naming a specific role could position Jesse as having the comprehensive knowledge of the school system needed to decide which staff members are able to take up that role. By being non-committal, Jesse is able to simultaneously avoid an expert label and present an ideal without placing demands on particular staff members, arguably performing a protecting social action.

This protection of the school system is also seen in the metaphor of needing someone to go “the extra mile” (line 705-706). Raz’s interjection of “yeh” (line 707) appears to express quiet agreement with Jesse’s point as it is not spoken loud enough to halt Jesse’s assessment. This allows Jesse to remind the group that this is in service to “kids affected by trauma” (line 708). The ‘extra mile’ metaphor seems to create a category of those invested in TiP and those who are not so naming specific individuals could place unrealistic expectations on school staff to perform a particular role. This hesitancy may be explained by some of the constraints Jesse describes about time. The contrast “to either take the extra time to do that, or to be given the extra time to do that,” (lines 709-710) emphasises the lack of power some may have in allocating resources or taking up the invested relationship role Jesse describes. Raz’s “mmm” serves as a 2<sup>nd</sup> assessment after a hesitation, implying they agree with Jesse and enabling Jesse to continue their thought. When Jesse acknowledges “that can obviously be, be a challenge for schools,” (lines 712-713) it suggests it is important to name this challenge to the group, even though it is a given that schools will experience difficulty. This implies a sense of empathy with the schools is possibly being constructed, creating a desire or need to protect them. Jesse’s vagueness helps manage this state alongside protecting the school staff as it stresses the importance



that someone is involved without directly placing that responsibility on a specific individual.

The ECF which follows provides a contrasting tone to the vagueness in Jesse's previous assessments. The response that "it is absolutely crucial for that kind of nurturing approach," (lines 713-714) emphasises the importance of relationships and commits Jesse to this idea for TiP. Jesse's preceding assessment about the school's challenges alongside the ECF shows the contrast in reality of TiP in schools with a desired reality. Therefore by making a committed statement in the context of a contrasting statement, Jesse is showing their investment in the approach but managing this alongside their empathy for how schools operate and avoidance of an expert role. Jesse's subsequent orientations reinforce this notion as Jesse concludes with further vagueness about who will take up the role stating that "someone is willing to put the extra time in" (line 716). This helps emphasise that it is the relationship, not the person that is crucial to supporting the young person in TiP.

Performing the social action of committing to a view helps the group to develop an idea around TiP involving relationships. This inadvertently appears to create a secondary problem of who is accountable for these relationships. Given Jesse's apparent knowledge and understanding of the school systems, a need to protect schools from unmanageable expectations arises. Jesse accomplishes this through a second social action of protecting schools by appearing vague in their description, helping them to commit to a perspective without placing additional demands on specific individuals or being seen as an expert in TiP.

#### ***4.5.2 Disagreeing with a Perspective***

The difficulty with committing to a particular perspective is that it opens up the possibility of challenge. The peripheral social action of allying potentially influences how this challenge is subsequently expressed and managed by the group. When Jesse performed the social action of committing to their view on TiP, this generated a new problem where Sam disagreed. This can be seen in Sam's immediate response to Jesse's conclusion in Figure 10:

### **Figure 10**

*Extract from Sam at 34mins 48secs (Lines 717-735)*

717 Sam: I think that's a barrier it's  
718 Raz: °Mmm°  
719 Sam: A barrier in itself, it's ne- it's a necessity. to have people  
720 that are, sort of taking the lead and °having that role within the  
721 school.°(0.5)well=I suppose what we're trying to do also is have  
722 everyone.(0.6)to(.)take on that role. and I think that's what=I  
723 sometimes see in schools is that(0.9)you do have so- for  
724 some people who really live for this.(.)this is(0.5)why they get up  
725 and they will put in(.)that extra t:ime and go above and beyond  
726 what they need to for these children. .h erm .pt b:ut(1.4)I  
727 don't know just heh(0.8)would work loads=of things(0.8)and  
728 >I erm I suppose I'm< questioning the idea of having(.)like you said  
729 the people that take the lead on that. .h it's needed(0.2)but then(.)does=  
730 it divert some of the responsibility.(0.5)away from every  
731 single person=in the school coz what we(.)ideally want from a  
732 trauma-informed(0.7)approach is=that(0.4)y'know the person  
733 working on(0.3)at lunch, o:r the receptionist everyone=is(0.8)is  
734 someone who can provide that relationship and someone who can  
735 °provide that support°

Sam states “that’s a barrier,” (line 717) in response to Jesse’s previous assessment. This suggests there is a flaw in Jesse’s assessment and helps manage Sam’s disagreement without directly denouncing Jesse’s account. As this could risk conflict amongst the group, there is arguably a need to express disagreement sensitively. This is seen in how Sam continues to present their alternative perspective tentatively, describing a necessity to “sort of, taking the lead” (line 720). Sam next presents their contrasting view through the ECF that “what we’re trying to do also is have everyone to take on that role” (lines 722-723). In this sense, the ECF manages Sam’s commitment to the view that it is not *someone* who needs to take on the role, as suggested by Jesse, but *everyone*. However this is also précised with hesitant language that “I suppose what we’re trying to do,” (line 721) indicating Sam may be cautious about expressing their opposing viewpoint too forcefully.

At this stage, although Sam has committed to a viewpoint, this is seemingly outweighed by their management of not appearing too provocative. Sam begins recounting their own experiences in line 722, preparing the group for evidence to back up their perspective. This is also presented cautiously as the vagueness that this is “what I sometimes see in schools,” (lines 722-723) and there are “some people who really live for this,” (line 724) who go “above and beyond what they need to,” (lines 725-726) avoids committing to naming what this looks like. The idea that Sam’s experience describes *some* people creates a sense that conversely there are other people who do not conform with Sam’s experience. This helps Sam express their disagreement whilst maintaining an integrated perspective which does not reject Jesse’s viewpoint entirely but gently suggests an alternative may exist.

Nevertheless Sam needs to present a firm commitment to their view on TiP otherwise it may not receive sufficient consideration from the group; the consequence of being vague could devalue the strength of Sam's argument (Channell, 1985). Sam continues to manage a possible awkwardness around disagreeing by drawing in breath, hesitating, tutting, elongating sounds before pausing in line 726. This is followed by a negative assessment that "I don't know," (lines 726-727) and a short burst of laughter, suggesting Sam is grappling with how to present their next assessment. What helps Sam to navigate this is by shifting their footing to the 2<sup>nd</sup> person and linking their account to Jesse's that it is "like you said" (line 728). This orientates Sam's disagreement to what Jesse shared – their view is not entirely dissimilar to Jesse's meaning they are not completely disagreeing or devaluing this.

The social action of expressing disagreement culminates in Sam's question of "does it divert some of the responsibility away from every single person in the school?" (lines 729-731). By presenting an ECF as a rhetorical question, Sam is able to express their disagreement openly but conveys it as a suggested point for reflection rather than locating the assessment in Sam. The reminder of "what we ideally want from a trauma-informed approach..." (lines 731-732) locates Sam's assessment of TiP in the group, suggesting the disagreement comes from the group's values, rather than Sam's. This appears to enable Sam to commit to further evidence of this perspective by listing specific roles of who could be involved in line 733 before re-emphasising that it involves everyone. The final ECF that "everyone is someone," (lines 733-734) combines Sam's view with the language Jesse used, again helping to manage the disagreement by involving Jesse's perspective alongside Sam's and maintaining the group's allyship.

The interplay of social actions between Jesse and Sam facilitated a co-construction of what TiP involves. In response to Sam's discourse, Jesse agreed and consequently re-constructed their meaning of TiP that "in an ideal world, yeah, we'd have everyone yeah, as you say," (lines 738-739). This demonstrates the direct influence of these core social actions on the version of TiP constructed by the group as well as the indirect influence of allying social actions on the discursive devices which helped manage how the core social actions were performed.

#### ***4.5.3 Blaming Others to Protect the EP Role***

The question *what does TiP mean to an EP?* invited the group to describe their interpretations in turn. For some, this involved justifying TiP as a helpful approach in schools, arguing that trauma is "such a big um, area of need in schools," (Jesse, lines 73-74) which does not get talked about in schools; "often goes unnoticed in schools" (Jesse, lines 81-82); or it helps "ensure that the most vulnerable are perhaps better protected," (Raz, lines 97-98). This led to EPs to reflect on the success of their own implementation of TiP, as illustrated in the extract below where Jean reflects on how well TiP has been received in schools, following Raz's account, in Figure 11:

**Figure 11***Extract from Jean at 5mins 56 secs (Lines 104-117)*

104 ... um(.) I ↑suppose as an EP as well working in schools(0.9)

105 no:w, for kind=of 10 years I- I- although it's something <that has

106 been> I suppose known about and(.) for want of a better term 'out

107 there.' .h but er:m .pt I sometimes you felt like you were kind=of(1.4)

108 er:m you have >there's a lot of< barriers especially in secondary

109 schools. or in some of the(0.2) settings where(0.3.) you'd feel like you

110 were kind of saying the same s- things around trauma='n f- around

111 attachment, and and=around emotional wellbeing, an you >could it

112 was kind=of< not being picked up or not .h >you=didn't=I=kno- I=

113 always felt like aw< you=know this is not wha- people aren't

114 really taking it on board.

115 Amy: °Mmm°

116 Jean: >Or they fe- or they are< but then they're feeling restricted in

117 the systems they're working in so(0.7).h ...

Narrative structures can help demonstrate an individual's investment in their account (Wiggins, 2017). Jean's personal investment in TiP seems evident from their opening narrative structure that "as an EP, as well in schools now for kind of 10 years," (lines 104-5) which sets the context for how long they have been thinking about TiP. Their investment is reiterated through their affect display of "aw" (line 113) which seems to manage their disappointment that people do not appear responsive to TiP. The negative assessments that TiP is "not being picked up" (line 112) and "people aren't really taking it on board" (line 113-114) could raise questions about whether TiP is useful thus questioning the EP role.

Jean's next orientation indicates they may have concerns that others might question why TiP has not been received in the way the EPs had hoped. Jean appears to manage their possible disappointment with schools by directing the blame at schools. Their

objective assessment in line 108 that “there’s a lot of barriers,” shifts the agency to the schools and locates the problem within secondary schools. The vagueness of what these barriers may be seems to go unchallenged by the group suggesting complicity that the barriers are located within the school. Likewise the vagueness that it is “some of the settings” helps locate blame whilst avoiding directly naming which schools. The script formulation in line 110 of “saying the same things” seemingly implies repeated attempts by EPs to engage schools in TiP and the list of discussion points offered by EPs in lines 110-111 adds credibility to the idea that they have provided lots for the schools and are therefore not the source of the problem.

The idea that blaming others to manage disappointment is reiterated through Jean’s ECF that “I always felt...people aren’t really taking it on board” (lines 112-114). The commitment that this is a feeling Jean has always had suggests there may have been doubts about whether the secondary schools would take up TiP and Jean suspected that they may not. The added use of the metaphor of ‘taking things on board’ creates categories of those who listen about TiP and those who do not, with the implication being that schools fall into one category and the EPs into the other. This strengthens Jean’s assessment that the schools are the category of non-listeners suggesting blame for any TiP-related failures lies within the school, not the EPs.

The social action of blame appears to help manage Jean’s disappointment but appears to generate a new problem within Jean’s discourse: a possible construction of guilt. There appears something hesitant in Jean about locating blame within the schools as throughout their discourse, Jean shifts footing between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, almost as if they were struggling to work out where to locate blame. The shift in “I sometimes,

you felt like you were,” (line 107) between 1<sup>st</sup> and 2<sup>nd</sup> person illustrates how Jean seems to try and shift the responsibility away from themselves but has difficulty in finding a source to locate it within as it is not clear who ‘you’ refers to. When the blame is eventually placed in schools, this is accompanied by lots of expression of doubt through hedging: “I suppose” (line 106); “but, erm, I sometimes” (line 107); “you were kind of, erm” (lines 107-8). This suggests Jean may feel uneasy about blaming schools and perhaps explains the disclaimer in line 116 where schools are blamed but then justified in their behaviour by shifting the blame to the system’s restrictions. Nevertheless this blaming action ultimately protects the EP role as it suggests that TiP could be helpful, if it were not for the barriers encountered in schools when trying to implement it.

The social action of blame aided the EPs’ co-construction of TiP as it arose through a consideration of how TiP is ideally received versus how it has actually been received. In assessing this and locating blame in the schools, Jean is creating a new discourse around what challenges may exist through their experience for others to consider from their own experiences.

#### ***4.5.4 Promoting the EP Role in TiP***

A central focus of this research was exploring EPs’ role within TiP. From the peripheral social actions, it became clear that the group may not identify with an expert role, creating an influence on the type of role the EPs did promote. Discourses around what EPs’ role is within TiP and how EPs add value or facilitate schools in implementing TiP frequently emerged throughout the discussion. Whilst several aspects of the EPs’ role were discussed, the social action of promoting EPs’ role in TiP



occurred in some of the few instances where a member of the group committed to an idea. This next example in Figure 12 follows on from Jean's description of how schools had not shown the anticipated investment in TiP, as discussed above.

## Figure 12

*Extract from Jean at 6mins 42secs (Lines 117-124)*

117 ...but what-I feel=is  
118 happening now >more and more ove'< the last(0.3)kind=of year=or so er  
119 now we've been doing this work as=well is that .h people are  
120 >becoming really i-< more interested in it. so services like even .h  
121 the police wh:o are kind of contacting=us and saying we want to  
122 know more about it we want to work in schools, 'n we want to(0.3)  
123 understand trauma y'know want=to understand the young people in  
124 that frame in that framework...

Jean's switch to a narrative structure that "what I feel is happening now, more and more over the last kind of year or so," (lines 117-118) sets the scene for a change in events and presents the current situation. Contrastingly to the preceding section, Jean uses the 1<sup>st</sup> person alongside a positive assessment that "people are becoming really i- more interested in it" (lines 119-120). By emphasising the work "we've been doing" (line 119) and that now "we're really going somewhere" (line 128), the accountability for the positive impact of TiP is located in EPs. This enables Jean to begin promoting the EP role by highlighting the change that has occurred as they are placing the agency for change within themselves and EPs.

Across this discourse, a case is built for the value and need for TiP. Jean's revelation of the police's consensus in line 121 adds weight to the argument that TiP is needed

as interest is being expressed by others. Goffman (1981) describes how when speaking, people can speak as the author, principal or animator and these can help show an individual's relationship to what is being said. Jean's reported speech around what the police want to know (lines 122-124) uses the 1<sup>st</sup> person plural to enable Jean to speak as animator, giving the sense that the requests are coming from others. This helps increase the factuality of the benefits to TiP as the argument for it is not just Jean's perspective. Listing these adds further credibility to Jean's account as the detail helps demonstrate their understanding and knowledge about how others talk about TiP, creating the belief that that this is an accurate representation of reality.

The conclusion for Jean's discourse in Figure 13 helps embed the need for EPs in TiP and safeguards future work by outlining how schools have changed as a result of EP involvement.

### Figure 13

*Extract from Jean at 7mins 8secs (Lines 125-134)*

125 ... and the fact that schools are now using the terminology and  
126 it's becoming part embedded in the schools so I think(.)as an EP  
127 I feel like .h suddenly all that- all those kind of barriers are  
128 starting to drop. and we're really(0.4)going somewhere in terms of(0.4)  
129 understanding young people. .h e:rm(1.2)through that lens erm and=then=  
130 also(0.6)schools are really(0.5)y'know they they always have their=  
131 resources in in place but actually using those in a slightly  
132 different way so that=they can support the children=and=young  
133 people. .h so yeah for me I guess it's(0.4)>as an EP< it's the shift(0.5) that  
134 I've seen.

Jean continues their use of vague language, seemingly referring to ideas the groups are familiar with. Jean talks about the "terminology" (line 125) and refers again to the

“barriers” (line 127) they previously alluded to. Again, this vagueness could create a sense of doubt about Jean’s insight into the situation but it seems more about the group possessing a shared knowledge about what the terminology and barriers are thus meaning there is no need to elaborate further. Whilst not an ECF, Jean’s précis that it is a “fact that schools are now using the terminology,” (line 125) functions in a similar way as it presents Jean’s experience as a certainty and undisputable. This supports the notion that on this occasion, vagueness helps Jean align with the group.

Jean lists ways schools have changed their thinking across lines 125-129, adding weighting to their account that there has been change. Jean’s reference to their role “as an EP” (line 126) reminds the group of the context they have had involvement with the school. By restating their role before emphasising the “the shift that I’ve seen” (lines 133-134), Jean implicitly suggests that the role has relevance and importance to the scenario they are describing – in this instance, their view as an EP has helped facilitate change. Furthermore the metaphor of a trauma “lens” (line 129), repeated from the facilitator’s question, emphasises the categories of those who ‘see’ trauma and those who do not. Within this, it generates a need for EPs to help transform the people who do not ‘see’ trauma as whilst this category continues to exist, there is a need for EPs in TiP.

The ECF that schools “always have their resources in place” (lines 130-131) helps Jean commit to promoting the EP role. It gives the schools the benefit of the doubt that they have always been in a position to offer TiP but alludes this may not have always occurred. This is enhanced by contrasting how resources are now being used, following EP support to “actually using those in a slightly different way” (line 131). This

comparison of past and present helps cement the idea that EPs were instrumental in the change for schools. Even though it is not clear what the change is, Jean's discourse accomplishes promoting the EP role as it portrays them as agents of change.

*Promoting the EP role* is performed elsewhere during the EPs' discussion with similar contrast in vagueness and ECFs to help the speaker, (in this case, Jesse) to commit to a statement. In the extract in Figure 13, Jesse shares their interpretation of what a trauma-informed lens involves by describing the types of referrals EPs receive. Prior to this extract, Sam, Raz and Jean have already shared their viewpoints and Jesse is now returning to an earlier statement made by Sam about asking 'what happened the young person?' when looking through a trauma-informed lens.

#### Figure 14

*Extract from Jesse at 13mins 21secs (Lines 236-240)*

236 person. .hh erm >I think I think< so often we get (0.5) referrals. as an EP  
237 I- I've just had lots of referrals. where it's been ↑literacy  
238 or it's been about ↑attention or it's been about >learning=in  
239 general< or .h all of these <different aspects that that we get  
240 referrals for.<(1.1)...

Jesse orients the discourse to the group and the role of the EP by declaring "so often we get referrals," (line 236) using the 1<sup>st</sup> person plural to highlight the relevance of the following example to the group. This then switches to Jesse's personal experience that "as an EP, I- I've just had lots of referrals" (lines 236-237). This reorients the example to Jesse's personal experience in the role of an EP, adding credibility to the account that follows as a real-life experience.

As part of their experience, Jesse goes on to name specific types of referrals for literacy and attention, helping contextualise their perspective, again portraying them as a credible source. However the impact of listing referrals is somewhat diminished by the vagueness of the third referral-type for “learning in general” (lines 238-239). This could be vagueness in an effort to avoid challenge from the rest of the group. However, the equally vague statement that follows of “all these different aspects that we get referrals for,” (lines 239-240) creates an alternative function. The continued use of the 1<sup>st</sup> person plural implies an assumed knowledge in the group that they share similar experiences to Jesse and there is no need for them to elaborate further. An aligning social action is performed through this, which is important to the co-construction of what TiP is.

The discourse continues with more examples in Figure 15 from Jesse’s experience.

### Figure 15

*Extract from Jesse at 13mins 35secs (Lines 240-246)*

240 ...and then when you spend a bit of time speaking  
241 with the parent or or someone drops in that there was a ↑social  
242 care referral at some point >towards the end of a meeting< and  
243 and and it can change(0.3) you >understanding of the young person<  
244 when the details of trauma come out. .h so it’s it’s just  
245 so often .h ↑yeah that >that role that we have as EPs<(0.6)to erm .pt  
246 take that curious stance and really u- ask(0.3)a a lot more

The ‘it’ (line 243) refers to additional information EPs receive about a young person and the emphasis on how this changes an understanding emphasises the importance

of sharing information. The idea that information is only revealed when “someone drops in that there was a social care referral at some point,” (lines 241-242) creates a need for a role which actively uncovers this information, rather than relying on chance encounters. Jesse normalises this behaviour through the script formulation that “it’s just so often,” (lines 244-245) emphasising how usual this is to EP practice, helping to promote their role in TiP as this is work that is familiar to EPs.

Jesse goes on to present an ideal role for EPs in TiP by aligning it to their current practice. Jesse orients this section of discourse to their position as an EP, using the 1<sup>st</sup> person plural to associate with the group in “that role that we have as EPs” (line 245). This helps contextualise Jesse’s assessments as relevant to this role before linking the it to “that curious stance” (line 246). The determiner ‘that’ again implies a shared knowledge amongst EPs of the phrase ‘curious stance’ which, from my own experience, is a phrase used in EPs’ practice. In the subsequent section of discourse, Jesse describes therapeutic models, which again link to Educational Psychology practice, helping embed this link between the relevancy of EPs’ work and TiP, through social action.

The idea that vagueness helps a group member to align with others is important, given the connotations being vague can generate. Vagueness can help avoid challenge on an issue because it can be associated with either a lack of investment or a lack of knowledge about an event (Channell, 1985). Where Jesse has situated their discourse in the context of EPs as a professional role, there is a risk that the profession is discredited, through the association Jesse makes. In their discourse, an indirect function of being vague is the additional emphasis given to the ECF that there is a

need to explore a young person's "whole, their whole life" (line 248). The stark contrast in committing to a phrase emphasises the extent of what TiP involves. This creates an idea that there is so much more that an EP can explore in a young person's life and the scope of their role in TiP extends beyond the normalised role of exploring "literacy or, or their, whatever it might be," (line 249). This further promotes the EP role in TiP, helping accomplish this social action.

The social action of promoting a specific role for EPs supported the group in co-constructing an idea of what TiP involves. The underlying implication was if EPs are well-suited to support with TiP, there must be aspects of it which align with the EP role. By emphasising the EP role through ECFs, the group are able to begin co-construct an idea of what TiP might mean to in the context of the EP role.

#### ***4.5.5 Defending TiP***

Towards the end of the discussion, the discourses gravitated towards considering the costs involved in TiP. This was something that had been hinted at in various discourses and was reflected on by the facilitator, triggering a consideration of the balance between costs and gains for those involved in TiP. What emerged in these discourses appeared to be a social action around defending TiP. In the extract in Figure 16, Jesse refers to a previous point raised by Raz about the costs to teachers and how it "might feel overwhelming coz you're letting go too many things that are already considered safe practices" (lines 895-897):

#### **Figure 16**

*Extract from Jesse at 44mins 59secs (Lines 946-964)*

946 Jesse: ↑No no that's that's that's I I I agree. .h .hh I think I=was I=  
947 was just gonna build on what Raz was saying about cost and and  
948 (0.6).h(0.40)y'know e- e- everything in that we do in schools has the  
949 cost in someways doesn't it, y'know if you focus on ↑reading and  
950 ↑spelling it has a(.)cost in terms of time and planning and .h if we  
951 focus on .h y'know whatever=else PE and physical exercise  
952 that has(0.3)similar(0.)y'know >requirement for planning< and takes  
953 time .h I think for me it's about getting schools to think(1.0)  
954 we've got(.)all these resources y'know we see kids for six  
955 plus hours a ↑day.(0.4)and how much(.)of that(.)time do w- and energy do  
956 we want to u:se to work=in=a >trauma-informed way<(.)h (h)a:nd I  
957 think heh heh fthe answer we would have is well we need to put  
958 some time to that(0.4)so(1.1)yeah that will have some  
959 Raz: [Mmm]  
960 Jesse: [Cost.] (0.7)but(0.4)the=outcomes will be beneficial as=a  
961 result .h and and the ↑also the other thing that Raz was reminding  
962 me of .h is is something that [name](1.1)always says h ↑which=is asking  
963 the question of schools is is the current way=of working,(0.6)  
964 working. Or(.)↑is it [working]

Jesse pauses and hesitates in line 948, indicating trouble with their next assessment. This assessment is presented as an ECF that “everything in that we do in schools has the cost in someways, doesn't it?” (lines 948-949). This ECF seems to emphasise the risk involved in EP work, normalising the costs involved and suggesting TiP is no more costly than other approaches or suggestions EPs might make. Jesse's next orientation suggests there is an effort to commit and build credibility for an argument. Jesse presents a hypothetical situation of how schools might redirect time and the potential cost involved. By presenting these as listed examples of how schools might focus on “reading and spelling” (lines 949-950) or “PE and physical exercise” (line 951), Jesse



adds credibility to their formulation. This demonstrates that several areas involve potential costs for schools. This supports the notion that Jesse's initial assessment can be viewed as an ECF as they are building an argument for why TiP carries the same level of cost as other areas of focus.

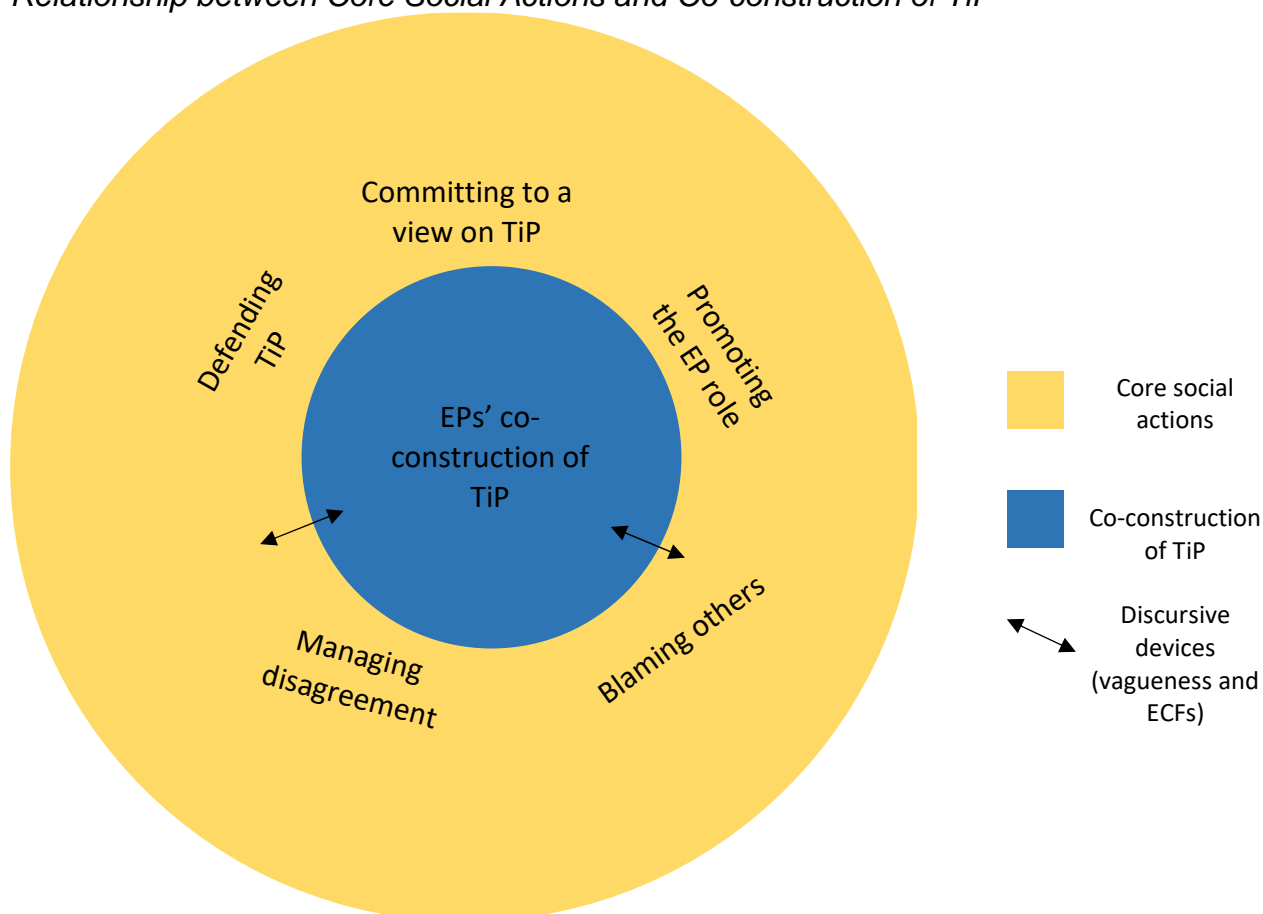
Jesse shifts footing to the 1<sup>st</sup> person plural in line 954, conveying a sense that they are speaking in the role of the school. When speaking in this role, Jesse's tone appears vaguer in contrast to the commitment shown earlier when defending TiP. This possibly helps Jesse to manage their knowledge of schools' specific circumstances. The phrase "we've got all these resources," (line 954) helps communicate the idea that schools have a lot of tools available, thus counteracting the idea that TiP can be costly in some way. This could arguably be viewed as an ECF as the predeterminer 'all' has a hyperbolic effect in creating a picture of an almost endless pool of resources schools could draw from. However this is perhaps mitigated by the vagueness in what these resources are which helps Jesse avoid challenge by not naming specific resources. A similar effect occurs when Jesse declares "we need to put some time to that," (lines 957-958) as it avoids a commitment in naming how much time is involved in TiP, preventing others from assessing how costly TiP could potentially be.

Even as Jesse acknowledges costs, there is a disclaimer "but the outcomes will be beneficial" (line 960). This gives the impression that any costs are negligible compared to how supportive the subsequent outcomes will be. Although Jesse is vague and avoids naming what the specific outcomes are, their defence of TiP is affirmed in their final reflection of "is the current way of working, working?" (line 963-964). This reflection is corroborated with Raz as something that they valued "that Raz was reminding me

of' (lines 961-962). Jesse's accountability for the phrase is further managed through the ECF that "[name] always says" (line 962) this phrase, strengthening the importance of this assessment as it is something that others in the service are always asking. For me, this hints at an argument that if a school is questioning their current situation then there is a need for change, even if that change holds cost. In this respect, Jesse appears to accomplish a social action of defending TiP, in response to Raz's earlier account.

#### ***4.5.6 Summary of Core Social Actions***

The core social actions helped the EPs in their co-construction of TiP through naming what TiP is; promoting the EPs' role in TiP; defending TiP against criticism; blaming others for TiP failings and managing disagreement within the group. The combination of these social actions allowed the EPs to co-construct a version of TiP, relative to their interaction and experiences as a group. Figure 17 shows how vagueness and ECFs helped the EPs in their co-construction of TiP but the emerging result also influenced where and when the EPs' spoke with vagueness or through ECFs.

**Figure 17***Relationship between Core Social Actions and Co-construction of TiP*

#### 4.6 Deviant Cases

Potter and Wetherell (1987) described how deviant cases can support the coherence of analysis. Wicks (2010) suggest this helps to show all data has been accounted for by testing interpretations against cases which do not fit the patterns of interaction. In my commitment to credible and coherent analysis, some examples of deviant cases are given below to represent how these did not conform to the analytical interpretations or patterns of interaction. Deviant cases appeared to fit into two categories: those where ECFs were used to manage how psychological states were constructed and those where ECFs were used as standalone devices without any instances of vagueness. These are considered below in terms of how they support the existing findings.

#### **4.6.1 Managing Constructions of Psychological States**

For the core social actions, ECFs were primarily used to accomplish social actions which altered how the EPs represented TiP. In some instances however, ECFs did not appear to contribute to the EPs' co-construction of TiP and instead seemed to be used as a way of managing how individuals constructed possible psychological states. Edwards and Potter (2005) suggest discursive psychology can be used to explore how individuals construct possible psychological states – the thoughts, emotions and intentions achieved through discourse. On these occasions, ECFs appeared to accomplish social actions which helped manage possible psychological states constructed during discourses, helping the EPs to continue their discussion.

At one point during the discussion, the discourse shifted to discussing zero-tolerance behaviour policies within schools and how some schools opt for these over TiP. Zero-tolerance policies are used in schools to apply sanctions and consequences to pupils' behaviour, "regardless of the gravity of the behaviour, mitigating circumstances, or situational context," (Skiba et al., 2008, p. 852). In the extract in Figure 18, Sam continues a discussion where the group previously criticised this preference:

#### **Figure 18**

*Extract from Sam at 21mins 50secs (Lines 405-409)*

405 Sam: [I kind of wonder] how the schools are perceived by(0.7)  
406 others and(0.6)I mean I know with the students particularly  
407 secondary,(.)the students that I've worked with who've  
408 experienced trauma, .h u:m .pt normally what's on(.)the head or SLT's mind  
409 is how other parents perceive that pupil and their behaviour.

Sam presents their view as a tentative reflection about the influence of “others” (line 406). The emphasis in Sam’s speech highlights ‘others’ as an important factor in schools’ decision-making around zero-tolerance, even if Sam does not name these stakeholders specifically. Sam’s following script formulation that “normally, what’s on the head or SLT’s [Senior Leadership Team] mind is how other parents perceive that pupil and their behaviour,” (line 408) is preceded by an assertive “I know” (line 406). This presents Sam as a believable source as it is not something they suspect is occurring, it is something they know occurs implying they have first-hand experience of this. There is a hint of a psychological state emerging for Sam in their assessment of the head and SLT but this is not clear until their next orientation, shown in Figure 19.

### Figure 19

*Extract from Sam at 22mins 10secs (Lines 411-415)*

411 Sam: Erm .pt and I’m wondering if th- the idea of(0.8)y’know if if  
412 parents go and visit a school and(0.9)there’s no(0.7)  
413 negative behaviours sort=of everything’s ticking along 'n  
414 it looks like(1.8)£they sort=o- I don’t, I dn’t know they want  
415 to send their children there >£y’know what I mean< ...

Sam hesitates before returning to a position of reflective wondering in line 411 about schools’ motivations for favouring zero-tolerance policies. This perhaps indicates an uneasiness about any subsequent assessments so presenting ideas as a hypothesis opens up the possibility for alternative perspectives, if challenged. The narrative structure across lines 411-415 helps set the scene for the schools’ ideal scenario, emphasised with the ECF of “no negative behaviours,” where “everything’s ticking

along" (lines 412-413). By describing an idyllic hypothetical environment, Sam emphasises the falseness of the schools' vision which is then met with affect displays of laughter from Sam in lines 414 and 415 as they describe the outcome of such an environment that "they want to send their children there" (lines 414-415). This appears to go against Sam's own attitude as they grapple with having to describe it, shifting footing to "y'know" in lines 411 and 415 implying there is no need to describe the scenario in more detail as the group already knows, suggesting the ECF is helping to manage Sam's disapproval.

This disapproval of the school's attitude emerges further in Figure 20 as Sam describes an experienced example of a school sending children offsite when parents visit.

## Figure 20

*Extract from Sam at 22mins 28secs (Lines 415-423)*

415 ...I mean I can't  
416 say any names for this but was at a secondary school(.)e:rm  
417 previously and they actually suggested(0.6)moving(.)some of(0.3)  
418 some children ↑f~~off~~. the school site when they had parents  
419 visiting  
420 Raz: Heh heh heh  
421 Sam: So taking them elsewhere so that they(1.1)didn't see their  
422 behav[iours]  
423 Jean: [Yeah]

Sam laughs whilst speaking in lines 415-416, possibly to manage their own discomfort with the school's actions. As Sam provides the account, they hesitate repeatedly either elongating sounds in 416 or pausing briefly in line 417. Not only does this show Sam's

difficulty in formulating their assessment but the repeated short pauses in line 417 punctuates their account, emphasises the gravitas of the school's actions. Whilst it could be argued that Sam's hesitancy is due to awkwardness, the changes in inflection whilst recounting the school's behaviour (line 418) suggests they may be mocking the school. The laughter helps communicate Sam's disapproval by presenting the school's behaviour as something laughable, therefore discrediting the school's actions. This is seconded by Raz's affect display in line 420 of laughter, acting as a 2<sup>nd</sup> assessment and reinforcing that the idea that Sam's line of thinking is agreed with. Although a social action appears to be being performed, this is not on account of the ECF and instead seems to help Sam manage their disapproval.

In this case, the main function of the ECF appears to be helping to manage Sam's possible constructed psychological state and as such, does not directly contribute to the group's co-construction of TiP. Instead it appears to be helping Sam to maintain a level of regulation to enable them to continue participating in this discussion. In this regard, the ECF has not revealed anything new or altered the group's construction of TiP, unlike those seen in previous examples. Nevertheless it remains important to consider as only by managing the construction of psychological states can the group continue to discuss TiP and co-construct meaning.

#### **4.6.2 ECFs as Standalone Devices**

In some instances, the use of ECFs did not fit the interactional pattern of using vagueness to avoid appearing too committed to a statement or as part of an assumed knowledge about a concept. In the extract below, Sam responds to a request from the facilitator to say more about what looking at things through a trauma-informed lens

means to a group of EPs. Several ECFs are used to commit to a viewpoint on TiP, however there are no instances of vagueness, as demonstrated in Figure 21.

## Figure 21

*Extract from Sam at 9mins 48secs (Lines 178-190)*

178 Sam: One of the key questions that we(0.5)use is <'what happened to the  
179 child'. rather than what's wrong with °them.°>(0.7)so .for me  
180 that's what it is it's looking at(0.8)everything that's gone on in  
181 their life up until ↓now(0.5)erm(.)and sort of seeing(0.6)I don't know  
182 like you have the lens and you see everything else that's  
183 behind them everything that's behind the behaviour.(0.3)everything  
184 that's contributed to it.(0.7)erm yeah(.)so the focus=is not(0.4)on them  
185 (0.9)↑I mean there's I think as EPs we're always try=  
186 'n(0.2)move away from that within-child as well but this is really(0.3)  
187 seeing their experience as(.)>something that's  
188 contributing to the behaviour. so<(0.5)yeah the idea of  
189 what's happened to them rather than what's wrong with them.(0.5)and  
190 the focus on needs

Sam's talk is constructed as a credible and factual response to the question. Sam commits to a definition of a trauma-informed lens using ECFs describing it as "everything that's gone on in their life up until now," (lines 180-181). This emphasises the totality of a trauma-informed lens creating a sense that nothing is exempt from potentially influencing a young person's life; TiP is not an approach which examines a few aspects of a child's experiences but considers the whole picture. Sam's committed stance is echoed in the repeated use of ECFs that "you see everything else that's behind them everything that's behind the behaviour everything that's contributed to it" (line 182-184). This presents a strong argument for what a trauma-informed lens looks



like as the list adds further weighting Sam's assessment whilst emphasising the breadth and impact of using a trauma-informed lens.

Sam's commitment to a view on TiP is different to the other instances where this occurs. Their account is not preceded or caveated with vagueness nor does there appear to be an assumed shared knowledge amongst the group. It could be argued the vagueness of "the lens" (line 182) is an example of shared knowledge if this were not a reference to the facilitator's earlier language of a 'trauma-informed lens.' This invites the question of what it is about how the discourse is situated that allows Sam to feel in a position to make firm commitments to a perspective, without the need to present these tentatively or avoid challenge.

The difference appears to lie in the indexicality of where this discourse is situated. Sam is the first speaker in response to the facilitator's question and therefore is the first to present their argument to the group. Unlike the accounts previously described, Sam is not having to manage presenting a contrasting perspective as no other accounts have been shared in response to this question. Moreover this interaction occurred after several occasions where the group have presented views and attempted to align with one another. This suggests there may be less risk for Sam in taking up a firm position, compared to the opening interaction where Jean spoke hesitantly as the first speaker for the entire discussion. This position of the discourse could account for why Sam is in a position to make ECFs, without downplaying their effect with vagueness.

Although Sam is in a position to argue their case, they still must manage their membership of the group. The immediate use of 1<sup>st</sup> person shows that the group own

the statement “what happened to the child” (line 178) which Sam refers to. By opening their turn with a statement referenced to the group, Sam aligns themselves and confirms their membership. This contrasts the subsequent assessment made where Sam emphasises that this is their perspective with “for me” (line 180). As previously outlined, speaking on behalf of the group carries a certain degree of risk as members may disagree with what is being said or whether it represents the group’s idea as a whole. Therefore it is important for Sam to build a strong justification for their argument, in case it is disagreeable to the group and challenges their collective perspective.

At the end of their assessment, Sam shifts the footing on line 185 back to the group, referencing them “as EPs we’re...” This helps locate Sam alongside other EPs so if there were questions or doubts about Sam’s alliance, their status is reaffirmed through this phrase. The subjective assessment in line 186 that “we’re always try ‘n move away from that within-child” further aligns Sam alongside others by locating the agency and responsibility within the EPs as a group. Sam’s concludes their discourse by repeating the EPs’ question in line 189-190, speaking as an animator. This once again reinforces the idea that Sam shares the group’s views and helps perform the social action of protecting their status to sustain group membership.

This deviant case may be seen as supporting my original analysis as it highlights the importance of positioning and indexicality in how EPs co-construct a meaning around TiP. Being the first speaker in the interaction, Sam is able to present absolute statements about what TiP involves and it is only through the group’s response to this do can the meaning be co-constructed. The focus of the analysis is on the interactions within the group and how they build on each other’s commitments or respond to social

actions. As a deviant case, this example does not follow this interactional pattern and emphasises the role of the peripheral social actions in the subsequent discourses.

#### **4.7 The Co-Construction of TiP**

The aim of this research was on the process of how EPs co-construct a representation of TiP. Whilst not the specific focus, the version of this approach created by the EPs offers an emerging perspective of what EPs say about TiP. Therefore this final section is dedicated to summarising the main areas of a possible co-construction which materialised from the EPs' discussion and social actions.

1. TiP is a relational approach involving everyone who might interact with a young person. This aspect of TiP arose through the core social actions of avoiding committing to a viewpoint and disagreeing as it was through Jesse taking up a position and presenting their views on TiP that invited Sam to disagree. Sam's expression of disagreement influenced a different perspective on what Jesse had previously stated around TiP and who it involved, resulting in a new construction that TiP involves everyone. The peripheral social action of allying also contributed to this co-construction as it influenced the group to seek consensus on what TiP means.
2. EPs use a 'curious stance' to help schools view a child through a trauma-informed lens. This evolved through the EPs promoting their role as something other than an expert in TiP and highlighting where TiP had influenced a situation. The core social action of blame was also important in this as it helped divert criticism and doubt away from EPs, locating possible failings of TiP in other parts of the system thus protecting the EP role.

3. TiP involves costs necessary for change. This arose through the core social action of defending TiP, performed during the EPs' discourses around what challenges and barriers it can present. Whilst defending TiP, the group acknowledged the costs involved but reasoned these were appropriate and necessary relative to the change TiP can bring to a young person or educational setting. This co-constructed TiP as a worthwhile investment for schools in supporting young people.

This overview of the EPs' co-construction provides some insight into what they considered to be TiP. This was influenced by the social actions performed as well as the interactional context suggesting other EPs could co-construct TiP in a different way. Nevertheless this is one of the ways EPs have sculpted their role and contribution to TiP to help schools recognise that costs involved in TiP are necessary to ensure young people are viewed through a trauma-informed lens so they experience positive interactions with everyone they encounter in the school environment.

#### **4.8 Chapter Summary**

The analysis of the EPs' discussion using discursive psychology provided a helpful insight into how EPs talk about TiP. The first research question sought to explore what social actions were used when EPs talk about TiP and the findings showed seven social actions played an important role:

- allying with others;
- avoiding an expert label;
- promoting the EP role in TiP;
- blaming;
- disagreeing;

- defending TiP; and
- committing to a view on TiP.

The second research question focused on how the EPs co-constructed meaning of what TiP was. This was found to occur through the influence of the two peripheral social actions (allying and avoiding) which highlighted how unusual it was for EPs to commit to statements around TiP. The core social actions were accomplished using ECFs to help the EPs make committed statements about what TiP was. This in turn enabled them to co-construct a version of TiP, which emphasised the EP role in supporting schools to view young people through a trauma-informed lens and recognise there are costs involved in fostering relationships which promote positive interactions with everyone a young person encounters. This demonstrates the dynamic and interactive nature of the EPs' talk and how their constructions around TiP developed through their participation in a focus group and the influence of group dynamics on their interactions with one another<sup>9</sup>.

---

<sup>9</sup> Section word count: 9,819

## 5 Discussion

### 5.1 Chapter Overview

This chapter discusses the contribution of the findings to the trauma-informed world of EP practice in relation to the two research questions:

1. What social actions are used by a group of EPs to talk about TiP?
2. How do EPs co-construct meaning of what TiP is?

The chapter begins by offering potential explanations for why these findings may have been discovered by linking existing literature, theory and current constructs of TiP. Emerging social actions are considered in turn before discussing how combined together they contribute to our understanding about how EPs co-construct meaning of TiP. This includes a reflection on my role as researcher and its possible influence on identifying the social actions performed. Aspects of my approach to this research are acknowledged openly as potential limitations before discussing the implications for key stakeholders and suggesting recommendations for EP practice and future research. Finally the route for dissemination is outlined as a way of cementing the contribution of this research to both trauma-informed and EP practice.

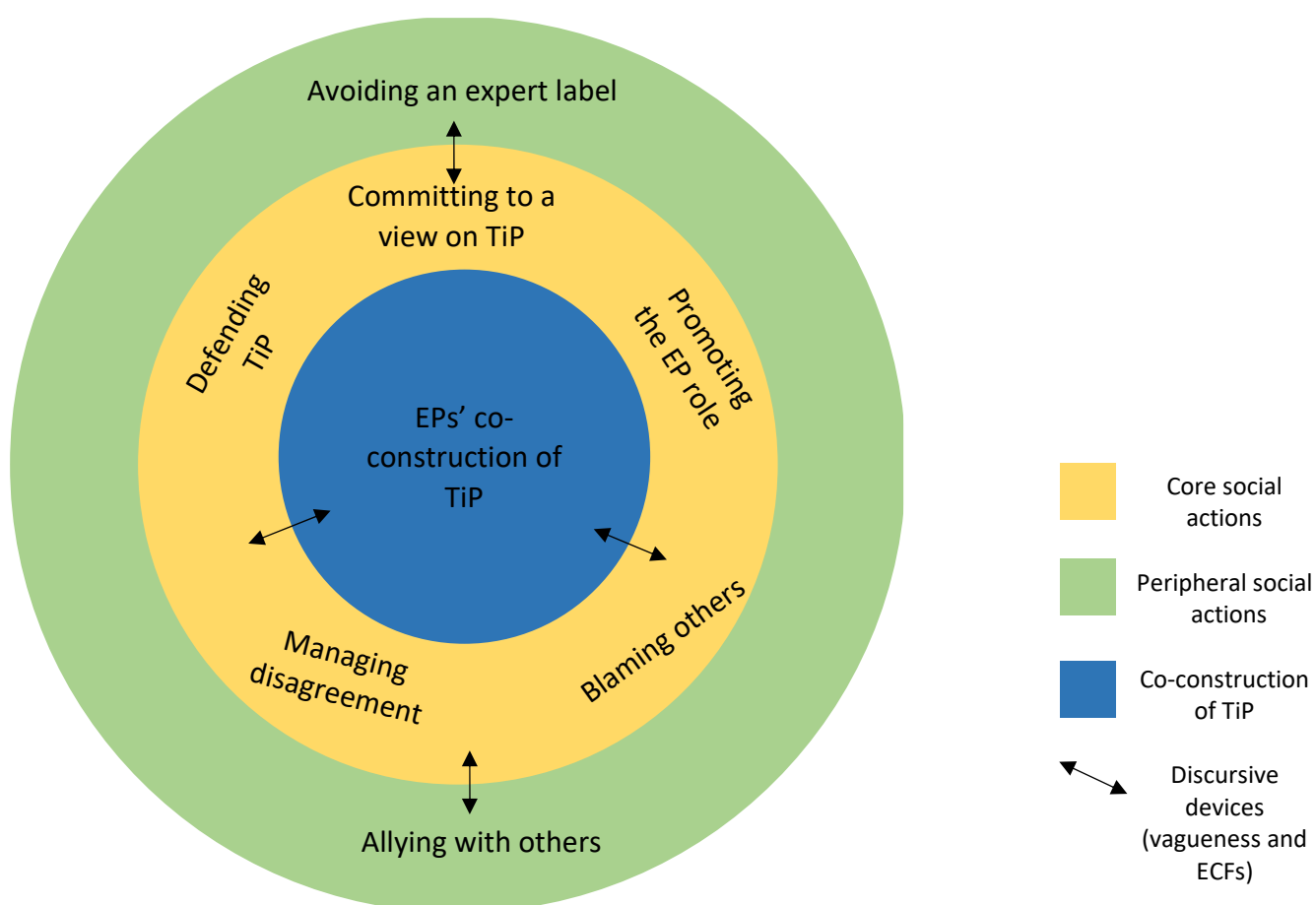
Since the initial literature review there has been an increase in published articles on TiP. Having re-run the literature search and reapplied the inclusion/exclusion criteria, an additional six research papers were found to talk about TiP in the context of education. One of the resulting effects of COVID-19 appears to be an increased focus on TiP with special editions on trauma of key educational psychology journals being published. This discussion chapter therefore acknowledges this new literature in the context of the research findings and comparative links are drawn whilst posing potential explanations for the findings.

## 5.2 Commentary on Findings

The analysis uncovered core and peripheral social actions performed within the focus group discussion, contributing to the overall co-construction of what TiP means. These were achieved through a combination of vagueness and ECFs which helped managed the EPs' commitment to statements around TiP. The identified core and peripheral social actions are summarised again in Figure 22.

**Figure 22**

*Interaction of Core and Peripheral Social Actions*



Peripheral social actions influenced the interactional context by creating a need for vagueness and ECFs. The social action *allying with others* was important in how the EPs co-constructed meaning as it aided the group's interaction with one another and how they built consensus and cohesion. Another pertinent social action was *avoiding*

*being labelled as 'experts'* in TiP as it accounted for the increased use of vagueness in comparison to ECFs, in the EPs' discourses around TiP. This created an analytic focus around when ECFs were performed alongside other discursive devices to help the EPs take up an affirmative position when discussing TiP, demonstrating their commitment and belief in what they were saying. This helped identify the role of core social actions in how the EPs actively committed to statements about TiP:

- committing to a view on what TiP involves;
- managing disagreement between group members around what TiP involves;
- promoting the EP role in TiP;
- blaming others for the failings of TiP (e.g. schools, other professionals) to protect the EP role;
- and defending TiP as an approach.

Even within the EPs' use of ECFs to demonstrate strong commitments to TiP, the discursive device of vagueness also appeared, arguably downplaying the EPs' commitment in what they were saying. This appeared to almost be used as a way of ensuring the EPs did not speak too authoritatively about TiP, highlighting the importance of the peripheral social action *avoiding an expert label*. This in turn influenced how others responded to what was said, aiding the group's overall co-construction of what TiP is.

### **5.2.1 Deviant Cases**

Deviant cases were examined as a way of supporting a coherent analysis. By exploring examples which did not align with how the peripheral and core social actions arose, the deviant cases helped emphasise the importance of the interactional context



in eliciting these social actions. Deviant cases were found where EPs used ECFs as a way of managing a possible psychological state compared to performing a social action. One example of this was to manage disapproval of a school's perspective when relating an example from the EPs' own practice. Deviant cases were also found where EPs committed to statements without speaking vaguely which appeared to occur at the beginning of a speaker's turn. This highlights the importance of the EPs aligning themselves with other group members as when speaking first, there is no precedence set for how the group think. These cases helped strengthen the argument that the EPs' co-construction of TiP did not occur through ECFs alone and this was influenced by the indexicality of where the discourses were situated and how they evolved. This reiterated how EPs co-constructed their meaning of TiP through peripheral and core social actions, using a combination of both vagueness and ECFs.

The next section will provide possible explanations for the findings in relation to each research question. In terms of the first research question, this will involve using theoretical frameworks and evidence from existing literature to suggest why these particular social actions may have been performed in the EPs' discourses around TiP. For the second research question, the interplay between the different social actions are discussed in relation to how they appear to have helped the EPs co-construct meaning of what TiP is.

### **5.3 Emerging Literature on TiP**

Since the literature review, data collection and analysis stages, new literature has been published on TiP in education. This appears to have occurred in response to the COVID-19 pandemic with requests from journals for further articles on TiP. A repeat

of the original search strategy outlined in Chapter 2 identified a further 6 papers which met the inclusion and exclusion criteria. Whilst it is beyond the scope of the discussion chapter to critique papers to same level of depth as in the previous review, I recognise the value of this emergent literature in contributing to the narrative of TiP in education. Therefore an overview of the research is provided in Table 8 followed by a brief critique of the research designs. The findings of the literature are discussed in the context of this research's findings, in subsequent sections.

**Table 8**

*Overview of Additional Literature*

Authors	Research Design	Participant Sample	Geographical Area	Data Collection Method
Gubi et al. (2019)	Quantative	82x school psychologists	US	Surveys using items from the ARTIC (Baker et al., 2018), 4-point Likert scales and multiple choice
Gubi et al., (2021)	Quantative	48x school psychologists	New Jersey, New York & Connecticut, US	Surveys using items from the ARTIC (Baker et al., 2018), 4-point Likert scales and multiple choice
Jacobson (2021)	Qualitative	1x secondary teacher 1x social worker 1x provincial educator	Ontario, Canada	Semi-structured interviews with descriptive and in-vivo coding

Loomis & Felt (2020)	Quantative	111x pre-school staff (lead teachers, assistant teachers and staff)	Mountainwest State, US	ARTIC (Baker et al., 2018); 5-point Likert scales and Single-Item Stress Question
Quinn et al. (2021)	Qualitative	44x school leaders	Surrey, UK	World Café method (The World Café Community Foundation, 2021)
Wall (2021)	Qualitative	7x teachers 1x principal 1x community liaison	South California, US	Focus group; questionnaire; individual interview

### **5.3.1 A Brief Critique of Emergent Literature**

The new literature provides further contributions to the narrative around TiP in the context of education. Since the previous literature review, research has begun to provide insight into how EPs talk about TiP by collecting views of school psychologists through surveys and adapted measures in a pilot and follow-up study (Gubi et al., 2019, 2021). Critique of the previous literature in Chapter 2 questioned the breadth and depth of gathered perspectives through quantitative measures and validity issues in adapting established measures such as the ARTIC. However as seemingly one of the first pieces of research on EP perspectives, this approach arguably helped to target a broader range of views as it allowed for larger participant samples compared to a qualitative approach.

Loomis and Felt (2020) likewise used a quantitative approach to gather pre-school staff's perspectives on TiP. By targeting a large cross-section of pre-school staff and using multiple data collection measures, their approach seemingly addresses

limitations of previous quantitative designs which used restricted research populations or did not triangulate data. Loomis and Felt (2020) acknowledged the lack of standardised measures for TiP, raising questions around the validity and reliability of the measures used. Although a quantitative design allowed for greater numbers of participant responses, their views may not be accurately reflected if the questions did not measure what the researchers intended to measure.

Both Jacobson (2021) and Wall (2021) appeared to seek an in depth understanding of participant perspectives on TiP by triangulating qualitative data. Although their research design offered opportunities to collect rich, detailed data, the limited descriptions on the analysis process echo a previous criticism in Chapter 2 on the transparency of qualitative research. Without understanding how researchers identified and selected themes, it is difficult to separate the researchers' influence from participant information in the reported findings.

Perhaps one of the more unique pieces of research to recently emerge came from Quinn (2021) as it formed one of the first UK-based studies on TiP in an educational context. Moreover by focusing on school leaders as a research population, it provides insight into some of the organisational aspects of TiP, arguably sharing a new perspective on TiP in education. However it could be argued that the use of the World Café method (The World Café Community Foundation, 2021) to gather data did not mitigate for the influence of group dynamics on participants' reflections. This is potentially further confounded by the lack of detail in how the researchers analysed the data and whether this was a consideration when reporting findings. This once again

highlights the importance of transparency in qualitative research to understand where interpretations stem from.

From the additional literature, it appears as though research designs have developed to include a broader cross-section and greater depth of perspectives on TiP in the context of education. Whilst these address some of the criticisms from previous literature review in Chapter 2, this brief overview of new literature suggests:

- There continue to be limitations associated with using surveys and adapted measures.
- There is limited detail on analytical approaches in qualitative research designs.
- Research appears to have a continued focus on teacher perspectives in TiP.
- There is still limited research on EPs' perspectives on TiP.

#### **5.4 The First Research Question: Framing the EPs' Discourses Around TiP**

The peripheral social actions were important because of how they framed the EPs' subsequent discourses around TiP. Participants were recruited because they identified as EPs and had received training in TiP. This context is important as it possibly carried some underlying assumptions and expectations about how the group may discuss TiP. These assumptions may have been present both within the group for themselves and as a perception of how others may assume the EPs would interact. Therefore exploring these factors in the context of theory and research could offer a potential explanation for why social actions around *avoiding an expert label* and *allying with others* could have occurred in this discussion.

### **5.4.1 Avoiding an 'Expert' Label**

*"I feel like maybe...we, as part of our training, have some of that understanding," -*

Sam

The quote from Sam represents the type of language seen in a recurrent peripheral social action *avoiding an expert label* by avoiding committing to concrete statements around what TiP is. This appeared to enable the EPs to avoid being labelled as experts on TiP, reflecting a possible conflict within the EP profession. The EP role has been regarded as pivotal in identifying young people's needs (Roth et al., 2008), carrying implicit assumptions and expectations from school staff about how EPs work with young people (Boyle & MacKay, 2007). The notion of EPs as 'experts' seems to stem from how schools have interpreted the role, either seeing EPs as experts who provide specialist cognitive or psychological assessments (Lee & Woods, 2017) or who have capacity to take up the role of an expert witness in court proceedings (Ireland, 2008). Despite this expert role being reported as one of the valued aspects of the EP role, this is contrary to how EPs regard themselves (Ashton & Roberts, 2006). This could offer an explanation for why EPs may have avoided committing to views on TiP, as a way of distancing themselves from this label.

Positioning theory (Davies & Harré, 1990) offers an explanation on how this dichotomy of perspectives on the EP role or 'position' may affect the way the group made social meaning of what was said within their TiP discourses. A speaker's position firstly relies on the creation of categories and deciding who is included or excluded from a particular category (Davies & Harré, 1990). Through discourse, meaning becomes attributed to

particular categories allowing individuals to position themselves within certain categories and enabling them to recognise themselves as possessing characteristics which are representative of that category (Davies & Harré, 1990). The disparity between how the EPs identify their role and how it is defined by others goes some way to explain why their discourses avoided committing to ideas around what TiP is. If EPs do not identify themselves as possessing characteristics of an expert position, they may try to avoid being positioned in such a role in their discourses.

In the EP profession, EPs' day-to-day practice provides some insight into how they do position themselves. When describing the work of EPs, Larney (2003) notes that three principal models of consultation are used: those of process consultation (e.g. Schein, 1999), mental health consultation (e.g. Caplan, 1963) and behavioural problem-solving models. These actively promote consultants taking an open, collaborative approach to consulting and avoiding what Caplan (n.d.) describes as the "God-like omnipotent role," (p.13) consultees can cast consultants into. As a social group, EPs seem to have avoided positioning themselves as 'expert' through their models of consultation and approaches to working with young people and schools. It seems as though there is a conflict between how EPs are being positioned by others as experts and how they may prefer to position themselves.

This tendency for EPs to distance themselves from being named as experts appears to have also occurred in recent research on TiP. Following the data collection period, new research in the US has emerged, concentrating on EPs' self-evaluations on their preparedness to focus and engage in TiP, following training. Despite receiving training, only 8.3% of 48 students rated themselves as an expert (Gubi et al., 2021) with 34.2%

feeling adequate to deliver trauma-related consultation. Similar results were found in the associated pilot study conducted by Gubi et al., (2019) with only 1.2% of 82 EPs describing themselves as working at an expert level for TiP and 2.4% having an expert level of confidence in their knowledge about TiP. This highlights how even with professional training, EPs still appear to struggle with identifying and naming themselves as experts. This appears consistent with how the EPs responded in this research as they also seemed to speak vaguely about what TiP involved and avoided committing to specifics around TiP, through this social action.

The different positionings of the EP role can make it difficult to agree clear expectations for that role. Where the EPs may have previously been positioned as experts by others, there is a tacit, assumed position, forming “a cluster of beliefs with respects to the rights and duties of the members of a group to act in certain ways,” (Harré & Van Langenhove, 2010, p. 196). Categorising and positioning requires individuals to develop an emotional commitment to the category and the moral system involved with belonging to that category (Davies & Harré, 1990) meaning this can be problematic for a group who do not identify with the role others are positioning them in. This is further confounded by EPs' professional and ethical obligations to act with integrity, be honest and trustworthy and operate within the limits of their knowledge and skills (British Psychological Society, 2019; Health and Care Professions Council, 2015), suggesting EPs could only take up an expert position if they could ensure they continued to adhere to these guidelines. This therefore places EPs in a difficult position where there may be external expectations for their work which they cannot meet, which could explain their social action of avoiding an expert label.



The focus group involved a homogenous group of professionals - all EPs, from a single LA, with training - so it could be argued that where there were no outside perspectives to position the EPs into an expert role, there was no need for them to counter against this positioning. However positioning is not a discrete occurrence only relevant to one interaction as when people interact with others, they bring their history as a subjective being and their experience of past positions or discourses to the discussion (Davies & Harré, 1990). Positioning theory can be conceptualised as a triadic interaction between position, storyline and the social force of speech (Harré & Van Langenhove, 2010) meaning where this discrepancy in EPs' positioning has seemingly occurred over time to form part of their storyline, it is likely to influence their subsequent interactions. In this instance, the expert position seems to influence the EPs' discussion around TiP, even though they are a homogenous group in terms of their profession.

In their discussion, the EPs appeared to bring these past categorisations as experts alongside their reflexive position of not being experts. The added influence that EPs were invited to take part in the research as having received training could also have reinforced this expert position. Where the position taken or assigned by others can generate a moral duty to say certain things within social contexts (Hirvonen, 2016), it may be that the EPs needed to be vague as a way of highlighting that they do not belong to this predefined expert role. With this in mind, it could perhaps be expected that a social action aimed at avoiding committing to ideas and sounding too absolute would be performed.

Social interaction is a way of constructing social products, which unfold through the speakers' interpretations and how they make meaning of what is said (Davies & Harré,

1990). One consequence or social force of trying to avoid an expert label is it can diminish the strength of the EPs' argument for TiP or how they define it. Consequently a need to commit to certain statements arises, offering an explanation for the ongoing switch between ECFs and vagueness. Positioning theory would argue that these devices were ways of managing the historical and past storylines the EPs brought to the discussion from their experience of identifying and belonging to the social category of EPs. This helps to situate the EPs' discourse in the context of their past and present experiences, helping to explain why this social action occurred and its relevance to the co-construction of what TiP means.

#### **5.4.2 *Allying with Others***

*"...we ourselves have used the group of us to keep ourselves, kind of moving and, and looking after each other. So it's kind of togetherness here as well, which I think we've kind of demonstrated in the way we've been talking...well that's how it felt to me anyway...I kind of connect."* - Raz

The above quote from Raz demonstrates an assumption that the EPs have worked collaboratively in their discussion around TiP. The thinking behind positioning and how individuals categorise themselves can also be helpful in considering the social action *allying with others*. Groups are difficult contexts to navigate, particularly when issues around category membership and belonging are considered. Tajfel and Turner (2004) suggested that a person's social identity is based on the social groups they identify as belonging to. Intergroup behaviour is influenced through social comparison where individuals may compare theirs and their group's attributes to in-groups and out-

groups (Tajfel & Turner, 2004). This suggests that groups may strive for a degree of homogeneity to establish clear similarities and differences between one another. This may explain the EPs' tendency to agree and concur with one another through an allying social action as it reinforces the similarities in how this social group thinks.

Further support for the group's allying behaviour can be gathered by linking back to the idea of categorisation from positioning theory. The EPs identified themselves as belonging to the category of EPs through their use of the pronoun 'we' and phrases which named them as such for example, Sam's statement that "*I think as EPs we always try 'n to move away from that within-child,*" (lines 185-186). This means individual group members may have brought a tacit, assumed idea for how EPs as a group would think about TiP and an expectation that group members were allies. In identifying as a professionally homogenous group, there may also have been the assumption that the group would be expected to reach a consensus due to the research focus on the views of EPs as a collective. The language of the research questions on co-constructing meanings around TiP potentially also carried an assumption that a consensus would be agreed and that as a group, the participants would reach a joint agreement about what EPs mean by the term *TiP*. This offers a possible explanation for why allying social actions were accomplished throughout the EPs' discourses.

The peripheral social actions described above were accomplished throughout the EPs' discourses, helping to frame their subsequent interactions and influencing how the interaction occurred. Without allying with one another, it is hard to conceive how the group may have reached a consensus, allowing them to co-construct a concept

through talk. Avoiding an expert label was also an influential peripheral social action as it highlighted the weighted use of vagueness in EPs' talk compared to ECFs, helping create the analytical focus for when EPs did commit to ideas around TiP.

## **5.5 The First Research Question: Social Actions Involved in Co-Constructing**

### **TiP**

The findings chapter identified core social actions which were performed in the EPs' discourses specifically focused on TiP. These were discovered by examining situations where the EPs used ECFs as a way of managing their commitment towards naming what TiP is and exploring how this device helped accomplish certain social actions, alongside vagueness. These occurred within the context of the peripheral social actions, offering further insight into what social actions were used by the EPs when talking about TiP.

#### **5.5.1 Committing to a View on TiP**

*“You have the lens and you see everything else that’s behind them, everything that’s behind the behaviour,” - Sam*

Positioning theory offers an explanation for why the EPs may have attempted to avoid an expert label. The social force of the EPs' positions and storylines (Harré & Van Langenhove, 2010) holds additional relevance when looking at the product of speaking in a vague and non-committal way. Reflexive positioning involves how the EPs re-positioned themselves as non-experts through their talk (Davies & Harré, 1990). However in doing so, there are potential negative consequences: the EPs may

not appear knowledgeable or credible about TiP and it is unclear exactly what it involves. For this reason, instances where the EPs committed to views on TiP and risked repositioning themselves in the expert role were important area of focus, as demonstrated in the above quote from Sam. Understanding what TiP is could only occur where EPs committed to naming, identifying or describing what TiP was or was not, making commitment an important social action in understanding how EPs co-constructed the meaning of TiP.

The occasions where EPs committed to naming or identifying what TiP involves were important because of the existing ambiguity around what constitutes TiP. The need for greater specification about what TiP involves (Asmussen et al., 2020) was reflected in the literature review where definitions around TiP varied from setting to setting. It is perhaps unsurprising that EPs found it difficult to make firm commitments and name the specifics of what TiP looks like – Barnett et al.'s (2018) findings highlighted the importance of developing bespoke models of TiP, relative to the setting, its demographics and needs. If each setting EPs encounter are unique and apply TiP in different ways, it stands to reason that their definitions may be limited or unspecific in some way. This makes it even more poignant when the group did commit to specifying how TiP is viewed as they are potentially naming something which is a common aspect of TiP for EPs across settings.

More recent research into TiP has once again stressed the importance of relationships and the need for staff to be positive whilst forming initial relationships with those who may have experienced trauma and adversity (Jacobson, 2021). This appears consistent with one of the ways the EPs co-constructed their perception of what TiP

involves and, as Jesse identifies that *“it does go back to relationships and someone y’know that nurturing approach,”* (lines 704-705). These types of committed statements occurred through the combination of other social actions which helped manage the psychological business of promoting TiP, defending it against criticism and general management of group dynamics and consensus-building.

The balance of naming what TiP involves in a credible way alongside managing the EPs’ position in past, present and future discourses was an important finding in this research. Instances where EPs committed to a view on TiP provide an idea of their co-constructed reality of what it means to them as a group. At first it may seem unusual for the EPs to commit to statements about TiP through ECFs in the midst of more vague statements as these may downplay the significance of the EPs’ account. However when viewed in the context of the peripheral social action *avoiding an expert label* and the EPs’ prior positioning by others as experts, this combination of discursive devices is more comprehensible.

### **5.5.2 The EP Role in TiP**

*“...that role that we have as EPs to...erm...take that curious stance and really u- ask a a lot more questions about a young person’s experience” - Jesse*

One of the distinguishing factors about this research which differentiated it to existing research was the focus on hearing about TiP from EPs. It is clear from the discussion above that the group may not identify with taking up an expert role in TiP so there is a question about what is the EP role in TiP. The above quote from Jesse

highlights one aspect of the EP role in TiP which developed through the EPs' discourses. EPs play a crucial role in establishing positive learning environments which foster young people's emotional wellbeing (Randall, 2010) which perhaps explains why a social action around describing and promoting a role for EPs in TiP arose.

There is a need for a range of roles when establishing TiP in educational settings. Potential alternatives to the expert position for EPs include a role in planning and implementing TiP (Donisch et al., 2016) or leadership to support the application of TiP (Brunzell et al., 2019). The emphasis on developing a bespoke model of TiP depending on the educational setting and community (Barnett et al., 2018) implies there may be a role for EPs in helping to adapt TiP to the uniqueness of each context. This perhaps explain why EPs may have promoted their own role within TiP during the discussion, demonstrating the versatility and flexibility of the EP role.

Findings from more recent research has generated some other potential roles for EPs in TiP. Loomis and Felt (2021) found that staff training on TiP promoted self-reflection where "trauma-informed attitudes tap into a teacher's ability to reflect on student behaviours and their own responses to these behaviours," (p. 119). Quinn et al. (2021) emphasised the need for trauma-informed values to become embedded in a school's system, policies and communications suggesting the possibility of an evaluative or reviewing role for EPs. This systemic focus was similarly emphasised by Wall (2021) who noted a need for professional learning, skill-building and staff collaboration in helping to make "a systemic change away from behaviourist models of punishment," (p.155). Whilst not explicitly naming roles, these findings suggest the potential for EPs to facilitate self-reflection both at an individual and systemic level, as supporting

change at organisations and systems level is a core competency for practitioner psychologists (HCPC, 2015). This reinforces the idea that EPs can make a valid contribution to TiP in educational settings because of their ability to work proactively and preventatively to promote psychological wellbeing (HCPC, 2015).

EPs are ideally placed to support a systemic practice such as TiP as they operate at the individual, group and organisational level (BPS, 2019). They offer a distinct contribution through adopting psychological perspectives to help understanding a problem and factors which influence it (Cameron, 2005). This is often achieved through evidence-based practice or promoting psychologically-informed models of working (Cameron, 2005; HCPC, 2015). As a profession which has arguably been overlooked in previous initiatives to support young people's mental wellbeing (O'Hare, 2017), it is reasonable to expect EPs to promote their role and services in a new initiative such as TiP, especially as mental wellbeing is a key area of focus in their work (BPS, 2019; HCPC, 2015).

Since this research, there appears to be wider recognition of the EP role in supporting young people's mental wellbeing, demonstrated in the country's response to COVID-19. EPs are an instrumental part in continuing support for schools and young people and were recognised as critical workers under the Coronavirus Act 2020 (Association of Educational Psychologists, 2021). Additional funding was granted to LAs through the wellbeing for return (DfE, 2020) with EPs helping with delivery, training and emotional support for schools. The shift in recognising EPs' contribution to supporting young people's mental health in the wake of COVID-19 highlights how the EP role was previously underrecognised. This supports the idea that EPs have needed to promote



their role and advertise the relevancy of their skills, thus helping to explain why *promoting the EP role* is a likely social action to have occurred within the EPs' discussion around TiP.

### **5.5.3 Whose Fault Is It? Blame and Protection**

*“There’s a lot of barriers, especially in secondary schools or in some of the settings where you’d feel like you were kind of saying the same things around trauma” – Jean*

The EPs' use of examples from their own practice highlighted a number of challenges and barriers involved in implementing TiP in schools. Reflections suggested that there were discrepancies between how the EPs' envisaged TiP being adopted and the reality of how it had been received. This platform seemed to generate some of the social actions such as *defending TiP* and *blaming others to protect the EP role* when their examples perhaps did not demonstrate the efficacy of taking a trauma-informed approach. If the EPs are unable to name tangible outcomes, it arguably weakens the arguments in favour of adopting TiP. As EPs who are part of a group and part of an LA invested in TiP, it is therefore understandable that self-protective social actions such as blaming and defending could emerge through discourses and contribute to the co-construction of meaning. This suggests the group may have had concerns that people could question the value of TiP or the EP role within TiP.

One of the challenges the EPs face is the difficulty of creating identifiable change in TiP (Shamblin et al., 2016). This could be problematic for EPs whose profession actively promotes the use of evidence-based practices and psychologically-informed

interventions (BPS, 2019; HCPC, 2015). Moreover where current guidance for treatment continues to promote the use of individual therapies such as Cognitive Behavioural Therapy and Eye Movement Desensitisation and Reprocessing Therapy (NICE, 2018), there is a risk of criticism and doubt about whether TiP is an effective approach, compared to established evidence bases of such therapies (National Guideline Alliance, 2018). When considering the long-term commitments, change and learning involved in TiP (Quinn et al., 2021), it would be reasonable for schools to look for reassurance that an investment in TiP would achieve the results desired. By describing examples where this has not been the case, the EPs risk criticism that TiP is not an effective practice, indicating how systemic pressures may have fuelled a protective response to defend TiP.

The social action *blaming others* similarly appeared to arise when noting some of the challenges and barriers the EPs faced in taking a trauma-informed stance to their work. Consistent with the literature, this research showed how time, money and support are factors for consideration when implementing TiP in schools (Parker et al., 2020). This further reinforces the finding that systemic factors can play a key role in influencing staff's perceptions and uptake of TiP (Barnett et al., 2018). The suggestion that so many systemic challenges exist provides the EPs with opportunities to locate blame in others where their work has not achieved the results they hoped for. This subsequently protects the EP role by suggesting that the challenges were inevitable.

#### **5.5.4 A Final Social Action - Disagreeing**

The core social actions discussed above were identified as important to the co-construction of how EPs regard TiP. These were explored due to the influence of how

ECFs were used alongside vagueness to manage the EPs' commitment to named ideas around TiP. An automatic bi-product of committing to an idea can be it opens up the possibility for others to disagree. Before an idea can be disagreed with, it needs to have been expressed and named. This feels pertinent in the context of self-categorisation, positioning and the influence on group membership, as described above, as disagreeing may carry a risk that other group members may ostracise or reject a group member.

Disagreeing was an important social action in the co-construction of TiP as it helped challenge existing views and offered a different perspective on what TiP means. The social actions, whilst described individually, were not performed in isolation. Disagreeing and allying provide one example of how social interactions were influenced by one another and understanding this relationship is important in answering the second research question about how EPs co-construct meaning of TiP.

### **5.6 The Second Research Question: Co-construction and Interaction**

The second research question – *how do EPs co-construct meaning of what TiP is?* – involved exploring instances where the EPs committed to a view on TiP, through the use of ECFs. This occurred in partnership with the other social actions performed, which the EPs used to manage their discourse around TiP. Accomplishing these social actions helped change the interactional context by influencing the EPs' reactions and responses and altering the direction of subsequent discourses. This illustrates how it was not just the individual social actions performed which contributed to an understanding about how EPs constructed a meaning of what TiP is. Instead it was

how they were performed within the context of this interaction which enabled the EPs to commit to statements around TiP.

Discursive psychology focuses on where discourses are situated within the examined interaction (Wiggins, 2017). This indexicality concentrates on what is achieved within the discourse in a specific interactional context, which for the purposes of this research, involved a focus group discussion between a group of EPs. The theoretical frameworks and evidence from the literature suggest that the social actions occurring within this interaction may have been influenced by experiences which occurred outside of the focus group. This creates a possible need to explore the indexicality of the interactional context itself – what has come before and what comes after the interaction and how these influences may have shaped the interactional process where the EPs co-constructed their reality of TiP.

This next section returns to Bronfenbrenner and Ceci's (1994) bioecological model as way of explaining how EPs' co-constructed meaning through the combination of the identified social actions. The model regards development and learning as occurring as a result of the interaction between process, person, context and time (Bronfenbrenner & Ceci, 1994). The power to influence development is impacted by and will vary as a result of time, the people involved and the context they occur in (Bronfenbrenner & Morris, 2007). This means that by considering the accomplished social actions in the context of the processes, people, context and time involved, it can build a greater understanding of how the group co-constructed meaning of what TiP is.

### ***5.6.1 The Process of Interaction***

The preliminary findings suggested two social actions were particularly relevant to how the EPs interacted in the focus group: *allying with others* and *avoiding an expert label*. Possible explanations for why these social actions emerged were due to how the EPs positioned or categorised themselves as EPs and the values and morals adopted as a result. From a bioecological perspective, these positions are likely to have developed through the systematic interactions or proximal processes which occurred over time (Bronfenbrenner & Ceci, 1994). This suggests that the EPs' interactions within the focus group were influenced by their previous exposure to identifying as EPs and experiencing others positioning them as experts.

As suggested previously, certain assumptions around how EPs are positioned in the educational field may have occurred prior to the focus group. For proximal processes to materialise, these interactions are likely to have been encountered on more than one occasion, across different contexts. Certainly there has been a positioning of EPs as experts through a medicalised view of special educational needs where EPs assess young people as specialist practitioners (Love, 2009). Moreover from the EPs' discourses it became clear that they had shared similar experiences of being positioned as knowledge-holders in their practice. Jesse's examples of types of referral they have received for literacy and attention (lines 237-238) are suggestive of how schools seek information and solutions from EPs. Therefore previous experiences of interactions with schools may have influenced assumptions about the EP role and the subsequent discourses during the focus group.

### ***5.6.2 The People Involved in TiP***

Each participant in the focus group is likely to have influenced how the group co-constructed TiP. When social actions are performed there are consequences for the social context, influencing how other members of the discourse react and respond. From a bioecological perspective, these reactions are likely to be influenced by the individual characteristics of the people involved. A person consists of individual forces, internal and external resources and demands which can influence how proximal processes are initiated and sustained in interactions (Bronfenbrenner & Morris, 2007). Therefore exploring some of the individual traits of the participants can help understand how they co-constructed TiP through the performing of the identified social actions.

Personal characteristics vary from person to person and like most aspects of the bioecological model, are believed to develop over the course of time, through encountered interactions. Bronfenbrenner and Morris (2007) suggest that certain behavioural dispositions are needed to set proximal processes in motion. Characteristics such as curiosity and engagement were arguably a necessary part of the EPs' talk in the focus group, as for the discussion around TiP to occur, there needed to be a certain degree of interest to generate discussion in the first place. This helps explain how the EPs devised a platform for interaction which enabled them to begin co-constructing a reality around TiP.

Establishing an interactional platform was an important starting point for how the EPs co-constructed TiP. Sustaining such an interaction to enable co-construction relied on other dispositions or directive beliefs, as termed by Bronfenbrenner and Morris (2007). This could include influences such as the EPs' individual sense of belonging within the group or their propensity for conflict resolution, demonstrating how personal

characteristics may have affected EPs' responses when social actions such as disagreeing or protecting the EP role were performed. Therefore individual natures and personalities of the EPs participating in the discussion around TiP may have influenced how they interacted as a group and the social actions which emerged from their interaction.

A final aspect of people in the co-construction of TiP is the influence of individual and demand characteristics. Burnham (1986) highlights that "each named difference can be regarded as being part of, and making a contribution to, the construction of social realities," (p. 142). The social reality of what TiP is from an EP's perspective, alongside the social actions which helped construct this particular version is heavily influenced by the individual characteristics of the EPs participating in the group. This is because these characteristics can shape an individual's identity, influence their positioning within social relationships and carry cultural or societal assumptions (Burnham, 1986). Although little data was gathered about specific characteristics of participants, they were a homogenous group in the sense that they were all EPs, operating within the same context.

The way in which the EPs interacted in a group context may have been influenced by factors such as their age, experience, position within the service and prior interactions with one another. This could potentially influence some of the social actions linked to developing a sense of belonging within the group, for example how they align with the group and manage disagreement. Depending on the EPs' perceptions of similarities and differences between themselves and other members of the group, this may have affected how they expressed disagreement or how readily they aligned with one

another's perspectives. This emphasises how the influence of personal characteristics may have contributed to the social actions which were accomplished by affecting how the EPs responded to one another.

### **5.6.3 Context**

In a bioecological sense, the context has also played a fundamental role influencing how the EPs co-constructed an idea of what TiP is. The discourses which emerged provided an insight into interactions occurring at different systemic levels. For example, Jesse's discourse around *"when we use the word 'trauma' when it is appropriate to use it and when it's not"* (Jesse, lines 1352-1353) arguably reflects a macrosystemic influence around societal views of trauma and how individuals name something as 'trauma'. Furthermore, the EPs' use of examples from their own practice illustrate the exosystemic influences such as secondary schools and their use of zero-tolerance policies. As Raz identifies *"when you're confronting a system which has got a zero-tolerance for behaviour you're running into a very very difficult er change and or a lack of that"* (Raz, lines 364-370). These experiences of interactions with different parts of the EPs' own systemic contexts and the systemic context around TiP are likely to have also influenced how the EPs co-constructed meaning of what TiP is.

### **5.6.4 The Timing of the Discussion**

The final influence on the EPs' interaction is time. Bronfenbrenner and Morris (2007) state that changes over time *"are not only products but also producers of historical change,"* (p.822). For this discussion, timing may have influenced how the EPs promote the EP role as there is currently little research around what the EP role in TiP involves. Where further research may emerge in the future, talk around TiP may



evolve and discussions around the EP role may also change. Moreover, as Raz identified, *"I think the er as er mentioned before we're fairly early in our journey,"* (Raz, lines 901-902) meaning the group's views on TiP and the EP role may change over time. This could then influence how the group co-construct a view on what TiP means as depending on the experiences they have had to date, their response to social actions may vary.

Furthermore the influence of time can affect other aspects of the bioecological model at a chronosystems level. For example, at the time of the focus group, the UK was experiencing the impact of COVID-19. This was something acknowledged by Raz in as part of their motivation for participating in the research where *"trauma-informed work seems to me to be pretty crucial and e- even more so now that we're suffering this kind of pandemic,"* (lines 33-35). As highlighted previously, COVID-19 has already seen changes to government strategy around young people's mental wellbeing (Department for Education, 2020) and suggestions have been made about how TiP can support educational settings in a post-pandemic era (Chafouleas et al., 2021). Therefore the social actions identified have occurred as a result of the wider context and its place in time, highlighting how influences from outside the discussion may have contributed to how EPs co-constructed TiP.

The bioecological model proposes that the EPs co-constructed an understanding of TiP through the interplay of process-person-context-time. More specifically, this construction of TiP happened as a result of the specific interactions between process-person-context-time which occurred prior to and within this focus group, with these participants, at this time. If one aspect were to change, then the process of how EPs

co-construct meaning might also change as it is suggested that the social actions performed by the group only emerged as a result of the specific circumstances within the discussion. This highlights the interactional nature of discourse and constructions of reality and the importance of not relying on a single version of reality as an indicator of how EPs talk about TiP.

### **5.7 The Role of Reflexivity**

Reflexivity is an important aspect of transparent research, requiring the researcher to reflect on how their assumptions, intentions or actions may have affected the outcome of the research investigation (Yardley, 2000). This research was positioned within a relativist ontology which views the researcher as an influential, connected part of the research process. As seen in the bioecological model, people can affect interactions in terms of their personal and demand characteristics. Moreover, as positioning theory indicates, individuals' positioning of themselves and by others can also affect interactions. The measures taken to encourage reflexivity were outlined in the methodology chapter so this section considers my own influence on the research process, primarily the focus group discussion and the subsequent interpretation of data.

Reflexivity involves remaining "self-reflective and able to identify, as clearly as possible, what comes from the participant and what comes from the researcher," (Williams & Morrow, 2009, p. 579). Parker (2013) likens this process in qualitative research to a tell all, confessional-style declaration. For me, this involves recognising the influences from my own motivation and interest in TiP. As someone who promotes a trauma-informed way of working in educational contexts, I have undoubtedly

approached this research with an element of bias. Where the literature review demonstrated the limited spotlight on TiP as a whole and, specifically on the EP perspective towards TiP, I am mindful that I am likely to have been driven to frame TiP in a positive light to others. This research is one of the first opportunities to share views on TiP from the EP profession which may have affected how I viewed the EPs' discourses and identification of the social actions performed through their discussion. This emphasises the importance of peer supervision, review and referencing the data to ensure what I believed I was seeing was truly there and not a false interpretation.

I have wondered about the influence of my position as a trainee EP on the group's interaction and my subsequent interpretation of their discourses. At the time of data collection, I was unqualified but had been working within the educational psychology field for nearly two and a half years. As such there was a degree of similarity between myself and the group which may have carried a set of assumed similarities on both sides such as the EP role, views around TiP, interpretations of educational contexts and language. An example of this is when I reviewed the transcript I could see that like the other participants, I had often interjected the EPs' dialogue with quiet affirmative 'mmms' and 'yesses'. This may have been interpreted by the group as agreement or support for their viewpoints when, at the time, I intended them as indications that I was actively listening to what was being shared.

Another consideration for the influence of my role as a trainee EP is how I interpreted the data, in particular the group's use of vagueness. Here I drew on my own experience of using tentative language in consultation and report-writing and interpreted this as a way of managing commitment to an idea. This is because I identify with the

professional tendency to avoid presenting myself as an expert through committed statements. However a researcher from a different professional background may view the EPs' use of vagueness as a lack of understanding or observation about TiP, providing a different interpretation of how the EPs' co-construct meaning of TiP. Once again this highlights the importance of not relying solely on my interpretations and using the data to cross-reference social actions against one another.

Reflexivity is not a unidirectional process, only focusing on how the researcher may have influenced the research. Willig (2013) describes personal reflexivity as considering "how the research may have affected and possibly changed us, as people and as researchers," (p.55). One of the main reflections I took away from the findings was this professional use of vagueness and how in my own experience, I have noted the tentative language used by many EPs in report writing and how strategies and advice are often framed as recommendations rather than directives. Even when reporting concrete data such as through standardised assessment, there may still be caveats on the validity and representativeness of a young person's scores. Until now, I had not considered the impact of this use of language on others and how as a result, others may doubt or disbelieve my investment in what is being shared.

My reflexivity as a researcher highlights the different ways I may have unintentionally influenced the research process and conclusions. This emphasises the importance of not relying on my initial reactions or ideas but reflecting and evaluating whether these offer the best explanations. Paramount to this has been the use of individual supervision, peer supervision and peer reflection to introduce other perspective and viewpoints which do not hold the same positional influences that I may have had. This

cycle of reflection has been ongoing throughout the research process, giving me confidence that whilst I have undoubtedly influenced the research process, this has not been in detriment to the truth value, consistency and neutrality, critical to qualitative research designs (Guba & Lincoln, 1994).

## **5.8 Research Limitations**

Research is not infallible and there will be limitations, depending on the reader's own experiences ontology and epistemology. In service of honest and transparent research, I acknowledge that this research is no exception and through reflection, identify two potential limitations: the analytical approach and the use of focus groups. Each area is considered in terms of how they may have influenced the research findings and analytical interpretations.

### ***5.8.1 Analytical Approach***

The social constructionist epistemology has arguably been a strength throughout the research design. The belief that there are multiple realities and that individuals co-construct representations of these realities has underpinned the methodology, analysis and interpretation of findings. From a positivist or post-positivist perspective, taking an analytical approach such as discursive psychology may feel too subjective. This argument would limit the relevance and applicability of the research to the context of this group of EPs. As social research involving social beings, there is much variation between people in terms of their individual characteristics, contexts and experiences for any research to ever be wholly representative of a population's circumstances. Therefore I would counter that no social research process can be

directly translatable to other contexts but would offer insight into a way in which a phenomenon may transpire.

The other possible limitation with the analytical approach is around choosing which analytical issue to focus on. By only honing in on particular analytical issues and certain discursive devices, there is a risk that other salient conclusions could be drawn. The difficulty is that it is never going to be possible to analyse every instance of interaction and Wiggins (2017) talks about how datasets can generate numerous possibilities for future analysis in discursive psychology. With this in mind, there will always be alternative perspectives which is one of the key aspects of the social constructionist epistemology. Therefore it feels sufficient to recognise that others may construct different realities or use the data in a different way to how I have presented my analysis. This acknowledges that there is no single, 'correct' approach to discursive psychology whilst appreciating the diversity it can generate as an analytical approach.

### ***5.8.2 Focus Group Limitations***

The methodology chapter outlined my justification for selecting focus groups as a platform for data collection and how constraints of COVID-19 at the time meant obtaining natural discourse was not possible. It could be argued that the online platform with the focus group may have altered the way participants interacted and subsequently affected the findings of how EPs co-construct TiP. My own experience of discourses via online platforms is that it can produce scripted exchanges which follow distinct turn-taking conventions not necessarily representative of how individuals talk in face-to-face interactions. Unlike natural discourse, online discourses can occur in a very slow, formulaic way where speakers appear very respectful to turn-taking

conventions, resulting in less overlap once it is established whose turn it is. This was certainly seen in this data where the EPs often held their turn long enough to speak without interruption and the only interjections which occurred seemed to be in the form of quiet affirmations. Although this may be seen as a limitation, the data collection actually reflects the current reality of more interactions occurring through online platforms, due to COVID-19. Therefore it could be argued that where the EP role has had to adapt to online measures whilst schools are closed, these discourses are natural discourses within the context of a global pandemic.

A further limitation is around participant numbers as the focus group was smaller than originally anticipated. A larger group of EPs would have involved more people within the interaction and I wonder whether having four participants meant it was inevitable there would be a consensus because there was not enough variation in perspectives. Although the focus group generated a sufficient amount of data to help answer the research, I recognise that it would have been helpful to have included more EPs to introduce a broader range of perspectives, in line with a social constructionist epistemology. Nevertheless this would have raised the question that at what point would it feel there were a 'sufficient' range of perspectives. A data saturation point is based on the idea that there is no new themes or information likely to be discovered (Faulkner & Trotter, 2017). This seems more indicative of a realist ontology that there exists a definitive number of participants which would not generate any new perspectives.

## **5.9 Research Implications and Next Steps**

A distinctive aspect of this research is how it offers one of the first insights into how EPs are talking about TiP. This means it provides a unique contribution to the academic field in terms of knowledge-base around TiP as well as how discursive psychology can be used to explore a conceptualised phenomenon, such as TiP. The key findings from the analysis were:

- *Allying with others* and *avoiding an expert label* were important peripheral social actions contributing to the interactional context of the EPs' discussion around TiP.
- *Committing to a view on TiP; promoting the EP role; managing disagreement; blaming others* and *defending TiP* were core social actions which provided a direct influence on how the EPs co-constructed TiP.
- TiP was constructed as a relational approach involving everyone a young person may encounter where the EP role is about using their curious stance to help schools to view young people through a trauma-informed lens. Although there are costs involved in TiP, these are outweighed by the potential positive changes.

Based on these findings, there are implications across three main areas:

- implications for TiP as a framework;
- implications for key stakeholders; and
- implications for the EP profession.

### **5.9.1 Implications for TiP**

This research demonstrates the power of interactions by describing how seven social actions influenced the version of TiP co-constructed by the EPs. With this



amount of work achieved through a single focus group discussion, it suggests that a TiP focus on establishing safe environments and fostering relations is a helpful way of supporting those affected by trauma and adversity. Bronfenbrenner and Morris (2007) argue that “to be developmentally effective, activities must continue long enough to become increasingly more complex,” (p. 798). This suggests that it is not enough for individuals to receive one-off interactions such as discrete interventions as they need to experience multiple interactions which counteract their experiences of trauma. The implication for TiP is that in order to offer support effectively, greater emphasis on applying TiP principles at each systemic level is needed to provide the best chance for young people to experience the power of positive interactions.

Another important implication for TiP is the power of language in co-constructing meaning. This research demonstrated that language has the power to ally, avoid, blame, defend, disagree and commit through interaction. With this in mind, TiP frameworks perhaps need a greater focus on the role of language in how young people construct their experiences. Language does not feature in the SAMHSA (2014) principles even though the emphasis is on interaction. As this research demonstrates, language is a key part in facilitating interaction, implying that viewing TiP through a social constructionist lens may be a helpful way of implementing it in the future. From this perspective, TiP can be seen as a way of helping young people with experiences of trauma to co-construct a more helpful social representation of their world through language and environmental interactions.

### ***5.9.2 Implications for Stakeholders***

A range of stakeholders are invested in TiP and in the context of this research, which includes EPs, the LA, teachers, school staff, young people, parents, managers and leaders. The EPs' co-construction of TiP emphasised the importance of relationships and viewing a young person through a trauma-informed lens at every level of the educational system. For stakeholders, this may seem a daunting prospect as any lasting systemic change can take time to examine, implement and embed. However, the EPs' co-construction also described how TiP is a collaborative approach involving everyone a young person encounters. This is consistent with the notion that every interaction has the potential to be an intervention (Treisman, 2016). Therefore the implication for stakeholders is that whilst embedding TiP may be a timely process with some costs, immediate changes in how members of the educational system interact with young people can have the potential to foster positive relationships with those affected by trauma and adversity.

This research revealed a co-construction of TiP from the perspective of a group of EPs. This new contribution to the narrative around TiP in education highlights its dynamic nature and how conceptualisations are ever-evolving to reflect changes over time. For stakeholders in TiP, this indicates there is a need to continually review and regather perspectives as the context TiP is applied in will probably also change over time. This means stakeholders are likely to need ongoing reflection on how TiP is being implemented, as where the context and narrative for TiP changes, so will its application in educational settings.

### ***5.9.3 Implications for EPs***

The final group this research has implications for are EPs themselves. This research suggests that despite EPs' efforts, they continue to feel positioned as an expert-in-role by others. This positioning appears reinforced across different systemic levels from the direct interactions EPs have with schools to the professional guidelines they operate within. The EPs' discussion also highlighted the fragility that can occur with taking too much of a tentative role – there is a desire to step away from the 'expert' category but in doing so, this could risk appearing less credible and could create a need to defend one's role or blame others for failures.

In an emergent practice such as TiP, there is perhaps a need to step out of this cautious, tentative role and commit to definitions and concrete example. By naming what TiP is and what it is not may help build others' confidence and belief in the practice by providing a clear delineation of what constitutes TiP. This suggests the way to persuade others to commit to an approach is for EPs to commit to the approach themselves and, as this research highlights, this may involve taking up an expert position.

#### **5.9.4 Next Steps**

Wiggins (2017) describes the main aim of discursive psychology as examining “how psychological constructs are enacted and made relevant in interaction and the implications of these for social practices,” (p.42). In light of the findings, the following next steps are recommended as a way of honouring what has been discovered and facilitating EP practice and the growth of TiP in supporting young people's mental wellbeing. It is recommended that:

- EPs could reflect on their use of language across different aspects of the EP role and remain mindful of the different perceptions of using tentative language.
- LAs provide possible guidance for schools on how TiP may look across different systemic levels (e.g. policy wording; day-to-day interactions).
- Professional bodies provide recommendations to EPs on adopting a formal position on TiP, possibly including a definition of TiP in the context of EP practice.
- Further research is explored on TiP from the perspective of the EP profession – helpful areas might include identifying how widespread TiP is in EP practice; examples of TiP in EP practice and supporting and hindering factors in implementing TiP.

### **5.10 Dissemination of Findings**

There are four key audiences to this research: the participating LA; EPs; educational professionals and those with an interest in TiP. The aim for dissemination is to make the findings and implications of this research as visible as possible to as many audience members as possible. To do this, I shall offer feedback to the participating LA through a presentation, as part of the agreement with the LA's research and ethic committee. This shall be organised after the thesis has been approved by the Board of Examiners and the content will be decided in negotiation with the LA.

New research around TiP appears to be published on an ongoing basis, particularly in light of the COVID-19 pandemic. This feels like an opportune moment to disseminate this research further afield so longer-term plans may involve publication in a

professional journal, linked to Educational Psychology. This could provide a platform for sharing this research with EPs and educational professionals. Until that time, the thesis will be made publicly available on the University and Trust repositories meaning those who hold an active and searching interest in TiP are likely to encounter the research, prior to any formal publication.

### **5.11 Chapter Summary**

This discussion has explored how the findings can be interpreted within the context of existing research and theoretical frameworks. Whilst positioning theory and a bioecological systemic lens were applied to the findings, others may find connections with alternative psychological theory as a way of sense-making. Even though the findings may be interpreted through different perspectives, this does not detract from the uniqueness of this research compared to previous research on TiP. This has highlighted the potential implications for EPs and TiP and enabled recommendations across different systemic levels, aimed at supporting with the next step on implementing TiP in educational settings<sup>10</sup>.

---

<sup>10</sup> Section word count: 9,668

## 6 Conclusion

This research sought to explore what social actions were used by a group of EPs when talking about TiP and how they co-construct what it means. Using a discursive psychological approach to focus analysis, this group of four EPs appeared to use discursive devices of vagueness and ECFs to perform five core social actions:

- committing to a view on TiP;
- disagreeing;
- blaming;
- promoting the EP role in TiP; and
- defending TiP.

Alongside this, peripheral social actions of allying and avoiding an expert label may have influenced the interactional context, shaping how the EPs talked about TiP, potentially creating an indirect influence on the resulting co-construction of TiP. This helped answer the two research questions, informed by a social constructionist epistemology:

1. What social actions are used by a group of EPs to talk about TiP?
2. How do EPs co-construct meaning of what TiP is?

Furthermore it has provided one of the first insights into TiP from the perspective of EPs.

Existing literature on TiP in educational settings seemingly created a particular narrative on how TiP was defined in the context of education. The literature review indicated that this narrative seemed to stem mainly from teachers' and educational staff's perspectives on TiP training; implementation and application. Where EPs appear to have not contributed to this existing narrative, the version of TiP co-

constructed in this research through the EPs' use of core and peripheral social actions may be helpful in understanding their views, even though it was not necessarily the primary aim of the research.

In this interactional context, with this group of EPs, talking about TiP through performing these peripheral and core social actions, the EPs appear to have co-constructed TiP in the context of their role as:

- A relational approach involving everyone a young person might interact with in their educational settings.
- EPs can take a curious stance to help schools to view a young person through a trauma-informed lens.
- TiP can involve costs but these are relative to the positive change involved for young people.

This research has helped contribute to the existing narrative around TiP in education by illuminating the previously unheard voices of EPs. This is important given the promise TiP shows as a holistic, systemic approach with the potential to target support for those affected by trauma and adversity on a much wider scale, compared to traditional therapies and treatment options, which rely on identifying and formally diagnosing trauma.

The foundation of this research lies in the prevalence of childhood trauma and adversity in the UK. Young people's exposure to ACEs can have a lasting impact on childhood development, potentially affecting their life outcomes beyond childhood into adulthood. There appears to be a real need for alternative mechanisms for supporting

young people who have experienced trauma and adversity and whilst TiP has emerged as a promising approach to this, it remains a relatively new and under researched area, particularly in the field of education.

EPs are one group of professionals who may be available to support with adapting and implementing TiP across schools through consultation and training to develop approaches with teachers, school leadership and other key stakeholders. This may inadvertently position EPs as experts in TiP, a label some may prefer to avoid. The findings from this research suggest EPs might find it helpful to reflect on the potential usefulness of taking up an expert position in certain situations, such as when trying to embed a new initiative such as TiP. In my own practice, I see the value in using assertive language and committed phrases around TiP as a way of helping to inspire confidence and clear direction to the schools I work with. I feel this could be particularly beneficial for a novel approach such as TiP to help promote its widespread use in education and plan to be more open to embracing an expert position in the future.

This research also highlighted the potential for EPs to take up unique roles in TiP, extending beyond consultancy and training to include research. With an applied, working knowledge of the UK education system, the Educational Psychology profession could offer a distinct perspective around implementing TiP in the context of education. There is scope for EPs to use their research skills alongside organisational work to build the evidence-base and exemplify how TiP could be applied in UK school contexts. Through further contributions to the existing literature, EPs could have the potential to become leading edge practitioners in TiP and key stakeholders in managing the development of TiP across UK educational systems.



Having undertaken this research, I can see great potential for the EP role in promoting and developing TiP. As a result the findings, recommendations and implications of this research are likely to influence my own practice as an EP and in how I promote TiP. In sharing my work, the hope is that it inspires others to reflect on current ways of working and appreciate how TiP can be a useful step towards the ultimate goal of facilitating lasting positive change for every young person affected by trauma and adversity.<sup>11</sup>

---

<sup>11</sup> Section Word Count: 558; Total Word Count: 38,863

## References

- Afifi, T. O., Enns, M. W., Cox, B. J., Asmundson, G. J., Stein, M. B., & Sareen, J. (2008). Population attributable fractions of psychiatric disorders and suicide ideation and attempts associated with adverse childhood experiences. *American Journal of Public Health, 98*(5), 946–952.  
<https://doi.org/10.2105/AJPH.2007.120253>
- American Psychiatric Association. (2013). Trauma and stress-related disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.).  
<https://doi.org/10.1176/appi.books.9780890425596.dsm07>
- American Psychological Association. (2017). *Clinical practice guideline for the treatment of Posttraumatic Stress Disorder (PTSD) in adults*.  
<https://doi.org/10.1037/e501872017-001>
- Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse Analysis means doing analysis: A critique of six analytic shortcomings. *Discourse Analysis Online, 1*, 1–36.
- Ashton, R., & Roberts, E. (2006). What is valuable and unique about the Educational Psychologist? *Educational Psychology in Practice, 22*(2), 111–123.  
<https://doi.org/10.1080/02667360600668204>
- Asmussen, K., Fischer, F., Drayton, E., & McBride, T. (2020). *Adverse childhood experiences: What we know, what we don't know and what should happen next*. Early Intervention Foundation. <https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next>.
- Association for Play Therapy Board of Directors. (2020). *Why play therapy is appropriate for children with symptoms of PTSD: 6 reasons why play therapy*

*is an effective treatment choice for children with trauma.* Association for Play Therapy.

[https://cdn.ymaws.com/www.a4pt.org/resource/resmgr/publications/Why\\_Play\\_Therapy\\_is\\_Appropri.pdf](https://cdn.ymaws.com/www.a4pt.org/resource/resmgr/publications/Why_Play_Therapy_is_Appropri.pdf)

Association of Educational Psychologists,. (2021). *Updated guidance during the Covid-19 outbreak: January 2021.* Association of Educational Psychologists.

<https://www.aep.org.uk/members-home/current-issues-guidance-resources/>

Aveyard, H. (2019). *Doing a literature review in health and social care: A practical guide* (4th ed.). McGraw-Hill Education.

Baker, C. N., Brown, S. M., Wilcox, P., Verlenden, J. M., Black, C. L., & Grant, B.-J. E. (2018). The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods case study. *Psychological Trauma: Theory, Research, Practice, and Policy*, 10(6), 666–674. <https://doi.org/10.1037/tra0000327>

Baker, C. N., Wilcox, P., D., Overstreet, S., & Arora, P. (2016). Development and psychometric evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) scale. *School Mental Health*, 8, 61–76. <https://doi.org/10.1007/s12310-015-9161-0>

Barnett, E. R., Yackley, C. R., & Licht, E. S. (2018). Developing, implementing, and evaluating a trauma-informed care program within a youth residential treatment center and special needs school. *Residential Treatment for Children & Youth*, 35(2), 95–113. <https://doi.org/10.1080/0886571X.2018.1455559>

Baumeister, R., F. (2013). Writing a literature review. In M. J. Prinstein (Ed.), *The portable mentor: Expert guide to a successful career in Psychology* (2nd ed., pp. 119–132). Springer. <https://doi.org/10.1007/978-1-4614-3994-3>

- Bellis, M. A., Hughes, K., Leckenby, N., Perkins, C., & Lowey, H. (2014). National household survey of adverse childhood experiences and their relationship with resilience to health-harming behaviours in England. *BMC Medicine*, *12*(7).  
<https://doi.org/10.1186/1741-7015-12-72>
- Berger, E., Carroll, M., Maybery, D., & Harrison, D. (2018). Disaster impacts on students and staff from a specialist, trauma-Informed Australian school. *Journal of Child & Adolescent Trauma*, *11*(4), 521–530.  
<https://doi.org/10.1007/s40653-018-0228-6>
- Birchwood, J. (2018, October 10). *Mental health: What have Educational Psychologists got to do with it?* Edpsychuob;  
<https://edpsychuob.com/2018/10/10/mental-health-what-have-educational-psychologists-got-to-do-with-it/>.
- Birks, M., & Mills, J. (2015). *Grounded theory: A practical guide* (2nd ed.). SAGE Publications Ltd.
- Bowlby, J. (2005). *A secure base*. Routledge.  
<https://doi.org/10.4324/9780203440841>
- Boyle, J. M. E., & MacKay, T. (2007). Evidence for the efficacy of systemic models of practice from a cross-sectional survey of schools' satisfaction with their Educational Psychologists. *Educational Psychology in Practice*, *23*(1), 19–31.  
<https://doi.org/10.1080/02667360601154733>
- British Psychological Society. (2014). *Code of human research ethics*. British Psychological Society.  
<https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf>

- British Psychological Society. (2019). *Standards for accreditation of doctoral programmes in educational psychology in England, Northern Ireland & Wales*. British Psychological Society.  
<https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Educational%20Accreditation%20Handbook%202019.pdf>
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723–742. <https://doi.org/10.1037/0012-1649.22.6.723>
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101(4), 568–586. <https://doi.org/10.1037/0033-295x.101.4.568>
- Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of Child Psychology: Theoretical Models of Development* (pp. 793–828). John Wiley & Sons. <https://doi.org/10.1002/9780470147658.chpsy0114>
- Brunzell, T., Stokes, H., & Waters, L. (2019). Shifting teacher practice in trauma-affected classrooms: Practice pedagogy strategies within a Trauma-Informed Positive Education model. *School Mental Health*, 11(3), 600–614.  
<https://doi.org/10.1007/s12310-018-09308-8>
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Burke, N. J., Hellman, J. L., Scott, B. G., Weems, C. F., & Carrion, V. G. (2011). The impact of adverse childhood experiences on an urban pediatric population.

*Child Abuse and Neglect*, 35(6), 408–413.

<https://doi.org/10.1016/j.chiabu.2011.02.006>

Burnham, J. (1986). *Family therapy: First steps towards a systemic approach*.

Routledge. <https://doi.org/10.4324/9780203404379>

Burr, V. (1995). *An introduction to social constructionism*. Taylor and Francis.

<https://doi.org/10.4324/9780203133026>

Cabinet Office, & Department for Education,. (2020). *Coronavirus COVID-19*

*maintaining educational provision: Guidance for schools, colleges and local authorities on maintaining educational provision*. Gov.UK.

[https://www.gov.uk/government/publications/coronavirus-covid-19-](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)

[maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)

Cameron, J. (2005). Focussing on the focus group. In I. Hay (Ed.), *Qualitative*

*Research Methods in Human Geography* (2nd ed., pp. 83–101). Oxford

University Press.

Caplan, G. (1963). Types of mental health consultation. *American Journal of*

*Orthopsychiatry*, 33(3), 470–481. [https://doi.org/10.1111/j.1939-](https://doi.org/10.1111/j.1939-0025.1963.tb00381.x)

[0025.1963.tb00381.x](https://doi.org/10.1111/j.1939-0025.1963.tb00381.x)

Caplan, G. (n.d.). *Principles of Mental Health Consultation* [Unpublished].

Downloaded from [tavistockandportman.ac.uk](http://tavistockandportman.ac.uk), Tavistock and Portman NHS

Trust. [https://docstore.tavistockandportman.ac.uk/files/e-](https://docstore.tavistockandportman.ac.uk/files/e-pamphlets/CAPLAN_Principles_of_mental_health_consultation.PDF/)

[pamphlets/CAPLAN\\_Principles\\_of\\_mental\\_health\\_consultation.PDF/](https://docstore.tavistockandportman.ac.uk/files/e-pamphlets/CAPLAN_Principles_of_mental_health_consultation.PDF/)

Chafouleas, S. M., Pickens, I., & Gherardi, S. A. (2021). Adverse Childhood

Experiences (ACEs): Translation into action in K12 education settings. *School*

*Mental Health*, 1, 1–12. <https://doi.org/10.1007/s12310-021-09427-9>

- Channell, J. (1985). Vagueness as a conversational strategy. *Nottingham Linguistic Circular*, 14, 3–24.
- Children's Commissioner for England. (2020). *We're all in this together? Local area profiles of child vulnerability*. <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-were-all-in-this-together.pdf>
- Christian-Brandt, A. S., Santacrose, D. E., & Barnett, M. L. (2020). In the trauma-informed care trenches: Teacher compassion satisfaction, secondary traumatic stress, burnout, and intent to leave education within underserved elementary schools. *Child Abuse & Neglect*, 110(3), 1–8.  
<https://doi.org/10.1016/j.chiabu.2020.104437>
- Conrad, P., & Barker, K. K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior*, 51(1), 67–79.  
<https://doi.org/10.1177/0022146510383495>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). SAGE Publications Ltd.
- Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20(1), 46–63.  
<https://doi.org/10.1111/j.1468-5914.1990.tb00174.x>
- Department for Education. (2019). *Characteristics of children in need: 2018 to 2019 England*. <https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2018-to-2019>
- Department for Education,. (2020, August 25). *£8m programme to boost pupil and teacher wellbeing* [Press release]. <https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing>

Department for Health and Social Care. (2018). *A trauma-informed health and care approach for responding to child sexual abuse and exploitation: Current knowledge report*.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/712725/trauma-informed-health-and-care-approach-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/712725/trauma-informed-health-and-care-approach-report.pdf)

Department of Health & Department for Education. (2017). *Transforming children and young people's mental health provision: A Green Paper*.

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>.

Donisch, K., Bray, C., & Gewirtz, A. (2016). Child welfare, juvenile justice, mental health, and education providers' conceptualizations of trauma-informed practice. *Child Maltreatment, 21*(2), 125–134.

<https://doi.org/10.1177/1077559516633304>

Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health: A Multidisciplinary Research and Practice Journal, 8*(1), 163–176.

<https://doi.org/10.1007/s12310-016-9177-0>

Eatough, V., & Smith, J. A. (2017). Interpretative Phenomenological Analysis. In Willig, Carla & W. Stainton Rogers (Eds.), *The SAGE Handbook of Qualitative Research in Psychology* (pp. 193–209). SAGE Publications Ltd.

<https://doi.org/10.4135/9781526405555>



- Edwards, D., & Potter, J. (2005). Discursive psychology, mental states and descriptions. In H. te Molder & J. Potter (Eds.), *Conversation and Cognition* (pp. 241–259). Cambridge University Press; Cambridge Core.  
<https://doi.org/10.1017/CBO9780511489990.012>
- Eisenberg, L. (1988). The social construction of mental illness. *Psychological Medicine*, 18(1), 1–9. <https://doi.org/10.1017/S0033291700001823>
- Fairclough, N. (2013). *Critical Discourse Analysis: The critical study of language*. Routledge.
- Fallon, K., Woods, K., & Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice*, 26(1), 1–23. <https://doi.org/10.1080/02667360903522744>
- Fallot, R., & Harris, M. (2001). Trauma-informed services: A self-assessment and planning protocol. In *New directions for mental health service: Using trauma theory to design service systems* (Vol. 1–9, pp. 23–32).  
<https://www.homelesshub.ca/sites/default/files/attachments/Creating%20Cultures%20of%20Trauma-Informed%20Care.pdf>
- Faulkner, S. L., & Trotter, S. P. (2017). Data saturation. In J. Matthes, C. S. Davis, & R. F. Potter (Eds.), *The International Encyclopaedia of Communication Research Methods* (pp. 1–2). Wiley.
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. *American Journal of Preventative Medicine*, 14(4), 245–258. [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)

- Fox, M., Martin, P. J., & Green, G. (2007). *Doing practitioner research*. SAGE Publications Ltd.
- Gergen, K. J. (2015). The helping professions: Co-construction in action. In *An Invitation to Social Construction* (3rd ed.). SAGE Publications Ltd.  
<https://doi.org/10.4135/9781473921276>
- Goffman, E. (1981). *Forms of talk*. University of Pennsylvania Press Inc.
- Goodman, S. (2017). How to conduct a psychological discourse analysis. *Critical Approaches to Discourse Analysis across Disciplines*, 9(2), 142–153.
- Green, A. (2011). Art and music therapy for trauma survivors. *Canadian Art Therapy Association Journal*, 24(2), 14–19.  
<https://doi.org/10.1080/08322473.2011.11415547>
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Technology Research and Development*, 29(2), 75–91.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). SAGE Publications.
- Gubi, A. A., Denicola, G., Kosecki, O., Bocanegra, J. O., Strait, J. E., Wycoff, K., & Giordano, K. (2021). Knowledge of trauma-informed care among graduate students in School Psychology. *Contemporary School Psychology*, 1, 1–12.  
<https://doi.org/10.1007/s40688-020-00342-5>
- Gubi, A. A., Strait, J., Wycoff, K., Vega, V., Brauser, B., & Osman, Y. (2019). Trauma-informed knowledge and practices in School Psychology: A pilot study and review. *Journal of Applied School Psychology*, 35(2), 176–199.  
<https://doi.org/10.1080/15377903.2018.1549174>

- Hallett, R. E., Westland, M. A., & Mo, E. (2018). A trauma-informed care approach to supporting foster youth in Community College: A trauma-informed care approach to supporting foster youth. *New Directions for Community Colleges*, 2018(181), 49–58. <https://doi.org/10.1002/cc.20291>
- Harré, R., & Van Langenhove, L. (2010). Varieties of positioning. In L. Van Langenhove (Ed.), *People and Societies: Rom Harré and designing the social sciences* (pp. 106–120). Routledge.
- Harris, M., & Fallot, R. D. (2001). Envisioning a trauma-informed service system: A vital paradigm shift. *New Directions for Mental Health Services*, 2001(89), 3–22. <https://doi.org/10.1002/yd.23320018903>
- Hart, C. (2018). *Doing a literature review* (2nd ed.). SAGE Publications.
- Health and Care Professions Council. (2015). *Standards of proficiency for practitioner psychologists*. <https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-practitioner-psychologists/>.
- Herman, A. N., & Whitaker, R. C. (2020). Reconciling mixed messages from mixed methods: A randomized trial of a professional development course to increase trauma-informed care. *Child Abuse & Neglect*, 101, 1–6. <https://doi.org/10.1016/j.chiabu.2019.104349>
- Herrenkohl, T. I., Hong, S., & Verbrugge, B. (2019). Trauma-informed programs based in schools: Linking concepts to practices and assessing the evidence. *American Journal of Community Psychology*, 64(3–4), 373–388. APA PsycInfo. <https://doi.org/10.1002/ajcp.12362>
- Hirvonen, P. (2016). Positioning theory and small-group interaction: Social and task positioning in the context of joint decision-making. *SAGE Open*, 1, 1–15. <https://doi.org/10.1177/2158244016655584>

- Huma, B., Alexander, M., Stokoe, E., & Tileaga, C. (2020). Introduction to Special Issue on Discursive Psychology. *Qualitative Research in Psychology*, 17(3), 313–335. <https://doi.org/10.1080/14780887.2020.1729910>
- Ireland, J. L. (2008). Psychologists as witnesses: Background and good practice in the delivery of evidence. *Educational Psychology in Practice*, 24(2), 115–127. <https://doi.org/10.1080/02667360802019172>
- Jacobson, M. R. (2021). An exploratory analysis of the necessity and utility of trauma-informed practices in education. *Preventing School Failure: Alternative Education for Children and Youth*, 65(2), 124–134. <https://doi.org/10.1080/1045988X.2020.1848776>
- Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner, *Conversation analysis: Studies from the first generation* (pp. 13–31). John Benjamins Publishing Company.
- Kitzinger, J. (1994). The methodology of focus groups: The importance of interaction between research participants. *Sociology of Health and Illness*, 16(1), 103–121. <https://doi.org/10.1111/1467-9566.ep11347023>
- Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications Ltd.
- Larney, R. (2003). School-based consultation in the United Kingdom: Principles, practice and effectiveness. *School Psychology International*, 24(1), 5–19. <https://doi.org/10.1177/0143034303024001518>
- Lee, K., & Woods, K. (2017). Exploration of the developing role of the educational psychologist within the context of “traded” psychological services. *Educational Psychology in Practice*, 33(2), 111–125. pbh. <https://doi.org/10.1080/02667363.2016.1258545>

- Lewer, D., King, E., Bramley, G., Fitzpatrick, S., Treanor, M. C., Maguire, N., Bullock, M., Hayward, A., & Story, A. (2019). The ACE Index: Mapping childhood adversity in England. *Journal of Public Health, 42*(4), 487–495.  
<https://doi.org/10.1093/pubmed/fdz158>
- Lewis, S. J., Arseneault, L., Caspi, A., Fisher, H. L., Matthews, T., Moffit, T. E., Odgers, C. L., Stahl, D., Teng, J. Y., & Danese, A. (2019). The epidemiology of trauma and post-traumatic stress disorder in a representative cohort of young people in England and Wales. *Lancet Psychiatry, 6*(3), 247–256.  
[https://doi.org/10.1016/S2215-0366\(19\)30031-8](https://doi.org/10.1016/S2215-0366(19)30031-8)
- Litosseliti, L. (2003). *Using focus groups in research*. Continuum.
- Long, A. F., & Godfrey, M. (2004). An evaluation tool to assess the quality of qualitative research studies. *International Journal of Social Research Methodology, 7*(2), 181–196. <https://doi.org/10.1080/1364557032000045302>
- Long, A. F., Godfrey, M., Randall, T., Brettle, A., & Grant, M. J. (2002a). *Evaluation tool for mixed method studies*.  
[https://usir.salford.ac.uk/id/eprint/13070/1/Evaluative\\_Tool\\_for\\_Mixed\\_Method\\_Studies.pdf](https://usir.salford.ac.uk/id/eprint/13070/1/Evaluative_Tool_for_Mixed_Method_Studies.pdf)
- Long, A. F., Godfrey, M., Randall, T., Brettle, A., & Grant, M. J. (2002b). *Evaluation tool for quantitative research studies*.  
[http://usir.salford.ac.uk/id/eprint/12969/1/Evaluation\\_Tool\\_for\\_Quantitative\\_Research\\_Studies.pdf](http://usir.salford.ac.uk/id/eprint/12969/1/Evaluation_Tool_for_Quantitative_Research_Studies.pdf)
- Loomis, A. M., & Felt, F. (2021). Knowledge, skills, and self-reflection: Linking trauma training content to trauma-informed attitudes and stress in preschool teachers and staff. *School Mental Health, 13*(1), 101–113.  
<https://doi.org/10.1007/s12310-020-09394-7>

- Lyons, S., Whyte, K., Stephens, R., & Townsend, H. (2020). *Developmental trauma close up*. Beacon House Therapeutic Services & Trauma Team.  
<https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf>
- McCann, J. J. (2016). Is mental illness socially constructed? *Journal of Applied Psychology and Social Science*, 2(1), 1–11.
- McIntyre, E. M., Baker, C. N., & Overstreet, S. (2019). Evaluating foundational professional development training for trauma-informed approaches in schools. *Psychological Services*, 16(1), 95–102. <https://doi.org/10.1037/ser0000312>
- McLaughlin, K., Green, J., Gruber, M., Sampson, N., Zaslavsky, A., & Kessler, R. (2009). Childhood adversities and adult psychopathology in the National Comorbidity Survey Replication (NCS-R) III: Associations with functional impairment related to DSM-IV disorders. *Psychological Medicine*, 40(5), 847–859. <https://doi.org/10.1017/S0033291709991115>
- Moore, T., McKee, K., & McCoughlin, P. (2015). Online focus groups and qualitative research in the social sciences: Their merits and limitations in a study of housing and youth. *People, Place and Policy Online*, 9(1), 17–28.  
<https://doi.org/10.3351/ppp.0009.0001.0002>
- Morgan, D. L. (1997). *Focus groups as qualitative research*. SAGE Publications.
- National Guideline Alliance. (2018). *Post-traumatic stress disorder: Evidence reviews for psychological, psychosocial and other non-pharmacological interventions for the treatment of PTSD in children and young people*.  
<https://www.nice.org.uk/guidance/ng116/evidence/evidence-review-b-psychological-psychosocial-and-other-nonpharmacological-interventions-for-the-treatment-of-ptsd-in-children-and-young-people-pdf-6602621006>

National Institute for Care and Excellence. (2018). *Post-traumatic stress disorder*.

(NICE Guideline NG116).

<https://www.nice.org.uk/guidance/ng116/chapter/Recommendations#principles-of-care>.

Nelson, C. A., Bhutta, Z. A., Burke Harris, N., Danese, A., Samara, M., & Scott, R. D.

(2020). Adversity in childhood is linked to mental and physical health

throughout life. *BMJ*, 371. <https://doi.org/10.1136/bmj.m3048>

NHS Digital. (2018). *Mental health of children and young people in England, 2017:*

*Summary of key findings*.

<https://files.digital.nhs.uk/F6/A5706C/MHCYP%202017%20Summary.pdf>

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research.

*Evidence-Based Nursing*, 18(2), 34–35. [https://doi.org/10.1136/eb-2015-](https://doi.org/10.1136/eb-2015-102054)

102054

Oates, C. (2011). The use of focus groups in social science research. In D. Burton

(Ed.), *Research Training for Social Scientists* (pp. 186–195). SAGE

Publications Ltd.

O'Hare, D. (2017, January 10). Where are the EPs? Theresa May, mental health and

schools. *The Edpsy Blog*. [https://edpsy.org.uk/blog/2017/eps-theresa-may-](https://edpsy.org.uk/blog/2017/eps-theresa-may-mental-health-schools/)

[mental-health-schools/](https://edpsy.org.uk/blog/2017/eps-theresa-may-mental-health-schools/)

O'Reilly, M., Kiyimba, N., Lester, J. N., & Edwards, D. (2020). Establishing quality in

discursive psychology: Three domains to consider. *Qualitative Research in*

*Psychology*, 1–20. <https://doi.org/10.1080/14780887.2020.1810373>

Osborn, M., & Smith, J. A. (2015). Interpretative phenomenological analysis as a

useful methodology for research on the lived experience of pain. *British*

*Journal of Pain*, 9(1), 41–42. <https://doi.org/10.1177/2049463714541642>

- Oxford English Dictionary. (2020). 'Trauma'. In *Oxford English dictionary*. Retrieved from <https://www.oed.com/view/Entry/205242?redirectedFrom=trauma>
- Parker, I. (2013). Discourse Analysis: Dimensions of critique in psychology. *Qualitative Research in Psychology*, 10(3), 223–239. <https://doi.org/10.1080/14780887.2012.741509>
- Parker, J., Olson, S., & Bunde, J. (2020). The impact of trauma-based training on educators. *Journal of Child & Adolescent Trauma*, 13(2), 217–227. <https://doi.org/10.1007/s40653-019-00261-5>
- Perry, B. D., & Pollard, R. (1998). Homeostasis, stress, trauma and adaptation: A neurodevelopmental view of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America*, 7(1), 33–51. [https://doi.org/10.1016/S1056-4993\(18\)30258-X](https://doi.org/10.1016/S1056-4993(18)30258-X)
- Perry, D. L., & Daniels, M. L. (2016). Implementing trauma—Informed practices in the school setting: A pilot study. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 177–188. <https://doi.org/10.1007/s12310-016-9182-3>
- Pomerantz, A. (1986). Extreme case formulations: A way of legitimizing claims. *Human Studies*, 9(2–3), 219–229. <https://doi.org/10.1007/BF00148128>
- Potter, J., & Wetherell, M. (1987). *Discourse and Social Psychology: Beyond attitudes and behaviour*. SAGE Publications Ltd.
- Priya, K. R. (2015). On the social constructionist approach to traumatized selves in post-disaster settings: State-induced violence in Nandigram, India. *Culture, Medicine and Psychiatry*, 39(3), 428–448. <https://doi.org/10.1007/s11013-014-9423-6>



Public Health England. (2016). *The mental health of children and young people in London*.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/583866/Mental\\_health\\_of\\_children\\_in\\_London.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583866/Mental_health_of_children_in_London.pdf)

Puchta, C., & Potter, J. (2004). *Focus group practice*. SAGE Publications Ltd.

<https://doi.org/10.4135/9781849209168>

Quinn, K., Mollet, N., & Dawson, F. (2021). The Compassionate Schools Framework: Exploring a values-driven, hope-filled, relational approach with school leaders. *Educational and Child Psychology, 38*(1), 24–36.

Randall, L. (2010). Secure attachment in the future: The role of educational psychology in making it happen. *Educational & Child Psychology, 27*(3), 87–99.

Record-Lemon, R. M., & Buchanan, M. J. (2017). Trauma-informed practices in schools: A narrative literature review. *Canadian Journal of Counselling and Psychotherapy, 51*(4), 286–305.

Reznek, L. (1998). On the epistemology of mental illness. *History and Philosophy of the Life Sciences, 20*(2), 215–232.

Robson, C., & McCartan, K. (2016). *Real world research* (4th ed.). Wiley.

Roth, D. M., Leavey, G., & Best, R. (2008). Recognising and managing pupils with mental health difficulties: Teachers' views and experiences on working with educational psychologists in schools. *Pastoral Care in Education, 26*(3), 127–142. <https://doi.org/10.1080/02643940802246419>

Schein, E. H. (1999). *Process consultation revisited: Building the helping relationship*. Addison-Wesley.

- Schilling, E. A., Aseltine, R. H., & Gore, S. (2008). The impact of cumulative childhood adversity on young adult mental health: Measures, models, and interpretations. *Social Science & Medicine*, *66*(5), 1140–1151. <https://doi.org/10.1016/j.socscimed.2007.11.023>
- Scottish Executive. (2002). *Review of provision of educational psychology services in Scotland* (Vol. 2). Scottish Executive Education Department. <https://www2.gov.scot/resource/doc/158375/0042905.pdf>.
- Shamblin, S., Graham, D., & Bianco, J. A. (2016). Creating trauma-informed schools for rural Appalachia: The Partnerships Program for Enhancing Resiliency, Confidence and Workforce Development in Early Childhood Education. *School Mental Health*, *8*(1), 189–200. <https://doi.org/10.1007/s12310-016-9181-4>
- Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology*, *70*(1), 747–770. <https://doi.org/10.1146/annurev-psych-010418-102803>
- Sim, J., & Waterfield, J. (2019). Focus group methodology. *Quality and Quantity*, *53*, 3003–3022. <https://doi.org/10.1007/s11135-019-00914-5>
- Skiba, R., Reynolds, C. R., Graham, S., Sheras, P., Close Conoley, J., & Gracia-Vazquez, E. (2008). Are zero tolerance policies effective in the schools?: An evidentiary review and recommendations. *American Psychologist*, *63*(9), 852–862. <https://doi.org/10.1037/0003-066X.63.9.852>
- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. SAGE Publications Ltd.

- Smith, M. J. (2011). Relativism. In V. Jupp (Ed.), *The SAGE Dictionary of Social Research Methods*. SAGE Publications Ltd.  
<https://dx.doi.org/10.4135/9780857020116>
- Speer, S. A. (2002). 'Natural' and contrived' data: A sustainable distinction? *Discourse Studies*, 4(4), 511–525.  
<https://doi.org/10.1177/14614456020040040601>
- Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of Phenomenology, Discourse Analysis, and Grounded Theory. *Qualitative Health Research*, 17(10), 1372–1380.  
<https://doi.org/10.1177/1049732307307031>
- Stewart, D., Shamdasani, P., & Rook, D. (2007). *Focus groups: Theory and practice*. SAGE Publications Ltd. <https://doi.org/10.4135/9781412991841>
- Stokes, H., & Turnbull, M. (2016). *Evaluation of the Berry Street Education Model: Trauma informed positive education enacted in mainstream schools*. Youth Research Centre. Stokes, H., & Turnbull, M. (2016). Evaluation of the Berry Street Education Model: Trauma informed positive education enacted in mainstream schools. Melbourne: University of Melbourne, Youth Research Centre Retrieved from: [http://education.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0007/1962718/User\\_croftsj\\_Stokes\\_26\\_Turnbull\\_Final\\_Web\\_18-5-16.pdf](http://education.unimelb.edu.au/__data/assets/pdf_file/0007/1962718/User_croftsj_Stokes_26_Turnbull_Final_Web_18-5-16.pdf).
- Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept and guidance for a trauma-informed approach*.  
[https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf)

- Tajfel, H., & Turner, J. (2004). An integrative theory of intergroup conflict. In M. J. Hatch & M. Schultz (Eds.), *Organisational identity: A reader* (pp. 56–65). Oxford University Press.
- Taylor, L., & Barrett, W. (2018). Developing a trauma-informed approach to closing the poverty-related attainment gap. *Educational and Child Psychology, 35*(3), 64–75.
- The World Café Community Foundation. (2021). *The World Café*.  
<http://www.theworldcafe.com>
- Treisman, K. (2016). *Working with relational and developmental trauma in children and adolescents*. Routledge.
- Trickey, D., & Black, D. (2000). Long-term psychiatric effects of trauma on children. *Trauma, 2*(4), 261–268. <https://doi.org/10.1177/146040860000200403>
- Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory and Review, 1*(4), 198–210.  
<https://doi.org/10.1111/j.1756-2589.2009.00026.x>
- van der Kolk, B. A. (2005). Developmental Trauma Disorder: Toward a rational diagnosis for children with complex trauma histories. *Psychiatric Annals, 35*(5), 401–408. <https://doi.org/10.3928/00485713-20050501-06>
- van Leeuwen, T. (2020). Representing social action. *Discourse & Society, 6*(1), 81–106. <https://doi.org/10.1177/0957926595006001005>
- Wall, C. R. G. (2021). Relationship over reproach: Fostering resilience by embracing a trauma-informed approach to elementary education. *Journal of Aggression, Maltreatment & Trauma, 30*(1), 118–137.  
<https://doi.org/10.1080/10926771.2020.1737292>

- Whitaker, R. C., Herman, A. N., Dearth-Wesley, T., Smith, H. G., Burnim, S. B., Myers, E. L., Saunders, A. M., & Kainz, K. (2019). Effect of a trauma-awareness course on teachers' perceptions of conflict with preschool-aged children from low-income urban households: A cluster randomized clinical trial. *JAMA Network Open*, *2*(4), 1–14.  
<https://doi.org/10.1001/jamanetworkopen.2019.3193>
- Wicks, D. (2010). Deviant case analysis. In A. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 1–0, pp. 290–291). SAGE Publications Ltd. <https://methods.sagepub.com/reference/encyc-of-case-study-research>
- Wiggins, S. (2017). *Discursive psychology: Theory, method and applications*. SAGE Publications Ltd.
- Wiggins, S., & Potter, J. (2007). Discursive psychology. In C. Willig & W. Stainton Rogers (Eds.), *The SAGE handbook of qualitative research* (2nd ed., pp. 93–109). SAGE Publications Ltd.
- Wilkinson, S. (2003). Focus groups. In J. A. Smith, *Qualitative psychology: A practical guide to research methods* (pp. 185–206). SAGE Publications Ltd.
- Williams, E. N., & Morrow, S. L. (2009). Achieving trustworthiness in qualitative research: A pan-paradigmatic perspective. *Psychotherapy Research*, *19*(4–5), 576–582. <https://doi.org/10.1080/10503300802702113>
- Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). McGraw-Hill Education.
- Willig, C. (2015). Discourse analysis. In J. A. Smith (Ed.), *Qualitative Psychology: A Practical Guide to Research Methods* (pp. 143–167). SAGE Publications Ltd.

Wooffitt, R. (2005). *Conversational analysis and discourse analysis: A comparative and critical introduction*. SAGE Publications Ltd.

World Health Organisation. (2020). Post traumatic stress disorder. In *International classification of diseases for mortality and morbidity statistics* (11th ed.).

<https://icd.who.int/browse11/l-m/en#/http://id.who.int/icd/entity/2070699808>

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology & Health*, 15(2), 215–228. <https://doi.org/10.1080/08870440008400302>

Zakszeski, B. N., Ventresco, N. E., & Jaffe, A. R. (2017). Promoting resilience through trauma-focused practices: A critical review of school-based

implementation. *School Mental Health*, 9(4), 310–321.

<https://doi.org/10.1007/s12310-017-9228-1>

## Appendix A

### Acronyms and Abbreviations

ACE(s)	Adverse Childhood Experience(s)
COVID-19	Coronavirus
ECF(s)	Extreme Case Formulation(s)
EP(s)	Educational Psychologist(s)
GDPR	General Data Protection Regulation
HCPC	Health and Care Professions Council
IPA	Interpretative Phenomenological Approach
LA(s)	Local Authority(ies)
NHS	National Health Service
PTSD	Post-traumatic stress disorder
SAMHSA	Substance Abuse and Mental Health Services Administration
TiP	Trauma-informed Practice
UK	United Kingdom

### Appendix B

**Figure A1** Screenshot of How the Inclusion/Exclusion Criteria Were Applied in Literature Review

	A	B	C	D	E	F	G
1	Reference	Date	Included at title screening?	Included at abstract screening?	Obtained paper	Included at selection?	Reason for exclusion (as per area in Table 2)
2	Alisic, Eva; Tyler, Mark P.; Giummarra, Melita J.; Kassam-Adams, Ral	2017	No				6
3	Anyikwa, Victoria A.	2016	Yes	No			5, 6
4	Ashby, Bethany D.; Ehmer, Amelia C.; Scott, Stephen M.	2019	No				5,6
5	Azeem, Muhammad Waqar; Aujla, Akashdeep; Rammerth, Michelle	2011	No				6
6	Azeem, MuhammadWaqar; Aujla, Akashdeep; Rammerth, Michelle;	2017	No				6
7	Báez, Johanna Creswell; Renshaw, Kristen J.; Bachman, Lauren E. M.	2019	Yes	Yes	Yes	No	4
8	Bailey, Cate; Klas, Anna; Cox, Rachael; Bergmeier, Heidi; Avery, Julie	2018	No				1
9	Barnes, Jacqueline S.; Andrews, Morgan	2019	No				6
10	Barnett, Erin R.; Yackley, Cassie R.; Licht, Elizabeth S.	2018	Yes	Yes	Yes	Yes	N/A
11	Bartlett, Jessica Dym; Barto, Beth; Griffin, Jessica L.; Fraser, Jenifer C	2016	Yes	No			2,3
12	Bartlett, Jessica Dym; Griffin, Jessica L.; Spinazzola, Joseph; Fraser, J	2018	No				6
13	Bath, Howard	2008	Yes	Yes	Yes	No	6
14	Benner, Gregory J.; Garcia, Joshua J.	2019	Yes	No			1,2
15	Berardi, Anna; Morton, Brenda M.	2017	Yes	Yes	Yes	No	1
16	Bergholz, Lou; Stafford, Erin; D'Andrea, Wendy	2016	Yes	No			6
17	Berliner, Lucy; Kolko, David J.	2016	Yes	No			1, 6
18	Bright, Charlotte Lyn; Raghavan, Ramesh; Kliethermes, Matthew D.;	2010	No				4,6
19	Brown, Samantha M.; Bellamy, Jennifer	2017	No				4,6
20	Brown, Steven M.; Baker, Courtney N.; Wilcox, Patricia	2012	No				6



## Appendix C

### List of Searched Journals for Handsearch in Literature Review

British Journal of Educational Psychology  
Contemporary School Psychology  
Educational and Child Psychology  
Educational Psychology in Practice  
Educational Psychology Review  
Handbook of International School Psychology  
Journal of Child and Adolescent Trauma  
Journal of School Psychology  
Psychology in the Schools  
School Mental Health  
School Psychology  
School Psychology Review  
Trauma and Loss: Research and Interventions

### Appendix D

#### Example Applications of How Literature Was Critiqued

Three examples of how the literature was critiqued are given. These include an example of literature using qualitative (Figure D1 - Brunzell et al., 2019), quantitative (Figure D2 – Christian-Brandt et al., 2020) and mixed methods (Figure D3 – Barnett et al., 2018) designs. A copy of the coloured rating system used when critiquing literature is also provided for Dorado et al., (2016) to illustrate how this approach was used to determine how the design fit with the epistemology of the present research.

Figure D1 Critique of Brunzell et al. (2019)

Critique questions taken from Long and Godfrey (2004)		Comments
Phenomena Studied and Context	Phenomena under study What is being studied?	Changes in teachers' pedagogy during training for TIP positive education
	Context: Theoretical	TiPE combines aspects of TIP with positive education and wellbeing-informed teacher practice. TiPE focuses on healing and PE on growth. Practice aims to increase self-regulatory abilities; increase relational capacities and increase psychological resources for student wellbeing TIP and Positive Education / Well-being-informed practice alongside pedagogical frameworks for teaching
Study and Context (settings, sample and outcome measurement)	Framework How do the authors locate the study within the existing knowledge base?	This study combines aspects from both frameworks so that teachers develop an understanding (based on knowledge around trauma) combined with practical strategies to promote character strengths and growth mindset
	What theoretical framework guides or informs the study?	Program appears designed to incorporate reflection cycles and questions designed to encourage reflection on practice
	Context: Setting How do the authors locate the study within the existing knowledge base?	A rural community and outer suburb community in Melbourne / Victoria state, Australia
	What is the rationale for choosing this setting?	Schools were identified as located in communities within the lowest quartile of the state socio-economic indicators
	Is the setting appropriate and/or sufficiently specific for examination of the research question?	Two contrasting communities are selected to increase breadth of experiences / contexts; this demonstrates how TiPE is universal and whether it has applicability across multiple contexts
	Is sufficient detail given about the setting?	Site 1 - small primary school in a rural community where 24% of Aboriginal descent; 30% known to DoHHS and 72% in lowest quartile of socio-economic status indicators. Site 2 - large outer suburb all-through school with 42% EAL and 40% lowest quartile
	Over what time period is the study conducted?	11 months (across a school year); different aspects of the training were delivered termly with follow-up questions
	How was the sample (events, persons, times and settings) selected?	Principals of eligible schools opted in. Unclear how individual teachers were recruited (assumption is purposive sampling)
	Is the sample (informant, settings and events) appropriate to the aims of the study?	Teachers were the targeted recipients of TiPE
	Is the sample appropriate in terms of depth (intensity of data collection, individuals, settings and events) and width across time, settings and events? (e.g. to capture key persons and events, and to explore the detail inter-relationships)	Data was collected across multiple points;
What are the key characteristics of the sample (events, persons, times and settings?)	Unknown how representative teaching staff was of wider state population	
Context: Outcome Measurement What outcome criteria were used in the study?	Aimed to explore in what ways teachers shifted their own practice pedagogy after training and how these changes helped them address challenges within their own practice	
Ethics	What perspectives are addressed (professional, service user, carer?) Is there sufficient detail (e.g. comments by two or more perspectives) and where (e.g. interviews, focus groups, etc.)?	Professional -teachers Only teacher views were obtained University of Melbourne and State of Victoria
	Ethics Was the Ethical Committee approval obtained? Was informed consent obtained from participants of the study? Have ethical issues been adequately addressed?	Yes Yes Unknown
Data Collection, Analysis and Potential Researcher Bias	Data Collection What data collection methods are used to obtain and record the data (e.g. provide insight into: data collected, appropriateness and availability for independent analysis)	Semi-structured group interviews to facilitate discussion and group interaction allowed for differing perspectives
	Is the information collected with sufficient detail and depth to provide insight into the meaning and perception of informants?	Interviews were conducted within each cycle of instruction, meaning up to 8 group interviews in total
	Is the process of fieldwork adequately described? (e.g. account of how the data were elicited; type and range of questions; interview guide; length and timing of observation work; note-taking)	Clarification on the duration and focus of each group interview could be given and whether all participants remained present at each interview. Specific questions are not provided but the interview focus is given
	What role does the researcher adopt within the setting?	Researchers interviewed, transcribed, coded and analysed data although unclear whether researchers delivered the TiPE content too
	Is there evidence of reflexivity, that is, providing insight into the relationship between the researcher, setting, data production and analysis?	Written journals were kept by teachers and formed part of the analysis; interviews were transcribed, independently audited for transcription and intercoder agreement. Software was used to derive themes and IPA. content analysis was used to explore experience, actions and reflections
Data Analysis	How are the data analysed?	IPA
	How adequate is the description of the data analysis (e.g. to allow reproduction; steps taken to guard against selectivity)	Main codes, axial codes and secondary scores are provided. A clear plan of cross-checking and re-reading data is provided
	Is adequate evidence provided to support the analysis (e.g. includes original / raw data extracts; evidence of iterative analysis; representative evidence presented; efforts to establish validity - searching for negative evidence, use of multiple sources, data triangulation); reliability / consistency (over researchers, time and settings; checking back with informants over interpretation)	Analysis revealed 2 main themes with sub-themes. Teachers adapted practice through attachment-based understanding (co-regulation); ongoing reflection helped move from theory to practice; reframing interactions with unconditional positive regard; reframing how they saw situations; encouraging self-reflection and personal growth in students (character strengths)
Researcher's Potential Bias Are the researcher's own position, assumptions and possible biases outlined (indicate how these could affect the study, in particular, the analysis and interpretation of the data)	In the context of Kennedy's (2015) five dynamic challenges for teachers (curriculum; participation; student thinking; behaviour and personal need)	
Policy and Practice Implications	To what setting are the study findings generalisable (e.g. is the setting typical or representative of care settings and in what respects? If the setting is atypical, will this present a stronger or weaker test of the hypothesis?)	Yes - iterative process used to note potential research bias; participants cross-checked transcriptions although participants did not check codes and analyses
	To what population are the study's findings generalisable?	As this explore phenomenological experiences of teachers, the results do not necessarily represent all teachers, in all contexts at all times
	Is the conclusion justified given the conduct of the study (e.g. sampling procedure, measures of outcome used and results achieved?)	Provides an example to other settings looking to implement TIP training of considerations
	What are the implications for policy?	Training helped improve pedagogy around nurturing classroom relationships and increasing psychological resources for wellbeing. TiPE also increased capacity to meet the five challenges identified by Kennedy To consider investing time in relational understanding before academic content; ensuring funding for continued training to shift teacher practice
What are the implications for service practice?	Highlights merit in investing additional time for reflection and learning when implementing new strategies	
Other Comments	Other Comments What are the total number of references used in the study? Are there any other noteworthy features of the study? List other study references	88 N / A
	Reviewer Name of reviewer Review date	Amy 5.8.20

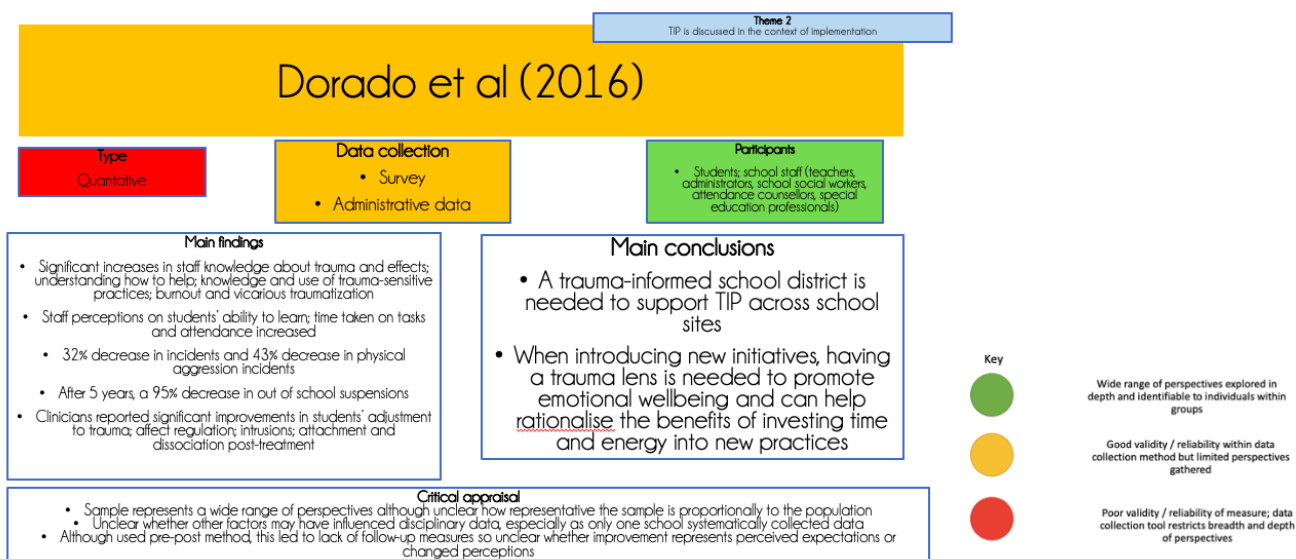
Figure D2 Critique of Christian-Brandt et al. (2020)

		Questions from Long et al. (2002)	Comments	
Study Overview	Purpose	What are the aims of this paper? <i>If the paper is part of a wider study, what are its aims</i>	The study aimed to explore teacher characteristics connected to perceptions of TIP effectiveness and their intent to leave education	
	Key Findings	What are the key findings?	Teachers rated high compassion satisfaction and secondary traumatic stress and lower burnout were associated with how the effectiveness of TIP was perceived. Older teachers and lower compassion satisfaction / higher burnout were more likely to report intentions to leave	
	Evaluative Summary	What are the strengths and weaknesses of the study and theory, policy and practice implications? What type of study is this? What was the intervention?	This study highlights the importance of teacher occupational wellbeing in retention among teachers and their 'buy-in' to TIP Exploratory A district-wide intervention is described, which is based on three main elements (teacher training coaching from behavioural specialists and universal, targeted and clinical intervention with a social-emotional learning curricula based on mindfulness and CBT) No comparison intervention	
Study, Setting, Sample and Ethics	The Study	Is there sufficient detail given of the nature of the intervention and the comparison intervention?	An overview of the focus for training is provided. Additional staff and their role are described and the universal, targeted and clinical interventions are described in terms of what the focus, theoretical-base was	
		What is the relationship of the study to the area of the topic review?	The study explores teacher characteristics associated with perceived effectiveness to extend existing research that teachers report value and benefit from TIP training	
		Setting	Within what geographical and care setting is the study carried out? Over what time period is the study conducted?	Pacific Northwest elementary schools in a school district serving a high percentage of EAL and low socio-economic status Within the second year of TIP implementation. It is unclear over how long the survey was conducted
	Sample	What was the source population?	224 Elementary teachers within a single school district	
		What were the inclusion criteria?	Specific inclusion criteria was not provided	
		What were the exclusion criteria?	Specific exclusion criteria was not provided	
		How were subjects allocated to the groups?	N/A	
		What was the size of the study sample, and of any separate groups?	163 participants responded	
		Is the achieved sample size sufficient for the study aims and to warrant information provided on loss to follow up?	High response rate of 72.77% providing a high No	
		Is the sample appropriate to the aims of the study?	The aims of the study specifically focus on teachers	
	Ethics	What are the key sample characteristics in relation to the topic area being reviewed?	Teacher characteristics of age, years of experience (in educational and current position), gender and ethnicity are obtained	
		Ethics	Was the Ethical Committee approval obtained? Was informed consent obtained from participants of the study? How have ethical issues been adequately addressed?	Not explicitly stated Informed consent was obtained with description of the risks and benefits and voluntary nature of the study Data was collected anonymously
Group Comparability and Outcome Measurement		Comparable Groups	If there was more than one group analysed, were the groups comparable before the intervention? In what respects were they comparable and in what were they not? How were important confounding variable controlled (e.g. matching, randomisation, or in the analysis stage)?	N/A N/A
	Was this control adequate to justify the author's conclusions? Were there other important confounding variables controlled for in the study design or analyses and what were they?		N/A Study did not examine organisational determinants of teacher wellbeing	
	Did the authors take these into account in their interpretation of the findings?		Authors acknowledged this as a direction for future studies	
	Outcome Measurement		What outcome criteria were used in the study?	Study measured rates of secondary traumatic stress, burnout and compassion satisfaction
			What outcome measures were used?	Trauma-informed care survey measured across 5-point Likert scale; Professional Quality of Life Scale, tool with good construct validity among helping professionals
		Are the measures appropriate, given the outcome criteria?	Measures are directly related to the outcome criteria	
		What other (e.g. process, cost) measures are used?	Informal survey focusing on experience with TIP	
		Are the measures well-validated?	Professional Quality of Life Scale has reported good construct validity; unclear on internal validity of trauma-informed care survey as this has not been standardised and there was no evidence of a pilot	
		Are the measurements of known responsive to change?	Reliability of tests are unreported although ProQoL 5 reported as stable across time so scores reflect changes in the person	
		Whose perspective do the outcome measures address (professional, service user, carer)? Is there a sufficient breadth of perspective?	Professional perspectives - teachers Study only focuses on teacher perspectives although TIP is a systemic process so not only implemented by teachers	
	Are the outcome criteria useful/appropriate within routine practice? Are the outcome measures useful/appropriate within routine practice?			
	Time Scale of Measurement	What was the length of the follow-up and at what time points was outcome measurement made? Is the period of follow-up sufficient to see the desired effects?	No follow-up was undertaken No follow-up was undertaken	
Policy and Practice Implications		To what setting are the study findings generalisable (e.g. is the setting typical or representative of care settings and in what respects? If the setting is atypical, will this present a stronger or weaker test of the hypothesis?) To what population are the study's findings generalisable?	The setting experiences common difficulties amongst schools (e.g. proportion of EAL students, students with low socioeconomic status) and potential prevalence of trauma. As population came from several schools, there is generalisability across a wider range of school types Elementary schools / whole-school districts	
	Is the conclusion justified given the conduct of the study (e.g. sampling procedure, measures of outcome used and results achieved)? What are the implications for policy? What are the implications for service practice?	Conclusion identified compassion satisfaction as a potential protective factor and highlights the links between burnout and intention to leave. As organisational factors are not explored and through lack of a control group, it is difficult to attribute cause and effect This study highlights the impact on teachers, particularly for those teaching in lower-income, higher minority communities and the need for teacher support Further research on teacher occupational outcomes and TIP is needed to promote better buy-in and teacher retention		
	Other Comments	What are the total number of references used in the study? Are there any other noteworthy features of the study? List other study references	57 N/A N/A	
		Reviewer	Name of reviewer Review date	Amy Hopkins 16.7.20

Figure D3 Critique of Barnett et al. (2018)

	Questions from Long et al. (2002)	Barnett et al (2018)
Purpose	What are the aims of this paper? If the paper is part of a wider study, what are its aims	The research aimed to describe the process of developing, implementing and evaluating a trauma-informed care program, with a main focus on workforce development N/A
Key Findings	What are the key findings?	Moderately higher levels of self-perceived Felt Safety, Job Satisfaction and Trauma Skills Trauma skills was significantly correlated with number of training and supervision groups attended Consistent positive themes around awareness of signs of trauma and perceptions of tools to support these students Common negative themes around time and resources to implement learning and lack of concrete guidance for interactions with students Critical incidents decreased by 22% over 17 months 11% staff turnover during the study period
Evaluative Summary	What are the strengths and weaknesses of the study and theory, policy and practice implications?	Although a cross-section of staff were interviewed, some roles are underrepresented (e.g. teachers 5% or no response 35%) No evidence-base is provided in how TIP training may lead to reduction in critical incidents so conclusions from the secondary measures is assumed by the researchers A number of concurrently running initiatives may have impacted on findings Only one item looked at job satisfaction so this is not an adequate measure
The Study	What type of study is this?	This is a descriptive study which describes the outcomes of implementing a trauma-informed program
	What was the intervention?	A 3-year trauma-informed program including a needs assessment, leadership buy-in, train-the-trainer model, reflective practice group, staff incentives and evaluation
	What was the comparison intervention?	N/A
	Is there sufficient detail given of the nature of the intervention and the comparison intervention?	The program outlines which literature-informed elements of TIP implementation are drawn open. The program occurs across 4 tiers and each of these is described in chronological order and identifies purpose of stage; who was involved; what was involved (including quantification of delivered sessions) and any immediate outcomes (e.g. convincing agency administrators and board of directors to support the program)
Context: Setting	What is the relationship of the study to the area of the topic review?	It is argued that young people in youth residential settings have high levels of exposure to traumatic events. The structure and working practices in these settings have the potential for further harm or re-traumatisation (e.g. seclusions, restraints, staff changeover, sense of safety around others)
	Within what geographical and care setting is the study carried out?	North-eastern United States in a youth residential facility and accompanying day school
	What is the rationale for choosing this setting?	School and residential facility were viewed as one institution due to shared trainings and initiatives and cross-setting staff.
Context: Sample	Is the setting appropriate and/or sufficiently specific for examination of the research question?	The paper identifies the significance of trauma histories amongst youth in residential settings
	What were the inclusion criteria?	Specific inclusion criteria is not given but the focus appears to be staff within the residential and school facility and administrative staff from the broader agency
	What were the exclusion criteria?	This is unspecified
Context: Outcome Measurement	How was the sample (events, persons, times and settings) selected?	Survey participants were self-selecting from email recruitment circulated to school, residential and agency administrative staff (n=589)
	Is the sample (informant, settings and events) appropriate to the aims of the study?	The sample is taken from a youth residential facility with attached SEND school. Whilst this is appropriate and relevant to the study, it is difficult to say whether the staff sample is appropriate. Turnover of staff may vary amongst staff groups and uptake / attendance to different aspects of the program may differ
	If there was more than one group of subjects, how many groups were there and how many people were in each group? Is the achieved sample size sufficient for the study aims and to warrant the conclusions drawn?	N/A 30% response rate for surveys
	What are the key characteristics of the sample (events, persons, times and settings)?	Sample was predominantly female (60%). Range of roles (residential counsellor, program manager, paraprofessional, teacher, administrator) were recruited however non-representative sampling means some roles underrepresented (e.g. teacher - 5%)
Ethics	What outcome criteria were used in the study?	Primary outcomes include staff sense of felt safety, self-reported trauma-informed skills and job satisfaction. Secondary outcomes include staff turnover and critical incident frequency. Specific wording on hypotheses / research question are not provided, possibly due to the evaluative / descriptive nature of the research
	Whose perspectives are addressed (professional, service user, carer)?	Staff perspectives were obtained through surveys. Student views and views from other stakeholders were not obtained
	Is there sufficient breadth (e.g. contrast of two or more perspectives) and depth (e.g. insight into a single perspective)?	Views are only sought from setting staff. Although administrative data was collected, there is no evidence-base to link this perspective with staff views meaning any links for the secondary outcomes are assumed by the researchers
Comparable Groups	Was the Ethical Committee approval obtained?	Ethical approval was granted by Dartmouth Committee for the Protection of Human Subjects and by the Institutional Review Board of the agency
	Was informed consent obtained from participants of the study?	Staff were recruited through email which included an electronic consent form. It is unclear whether this was informed consent or not
	How have ethical issues been adequately addressed?	No particular ethical issues were identified
Data Collection Methods	Is there more than one group analysed, were the groups comparable before the intervention? In what respects were they comparable and in what were they not? How were important confounding variable controlled (e.g. matching, randomisation, or in the analysis stage)? Was this control adequate to justify the author's conclusions?	There was no comparison group meaning it is difficult to establish whether the program is effective or not No details are provided N/A
	Were there other important confounding variables controlled for in the study design or analyses and what were they?	The study outlines a number of concurrently running initiatives within the agency which could have impacted on findings including: implementation on a nonviolent approach for helping people with SEND; employment of two specialised staff to support education and training on critical incidents; introduction of behaviours rounds (wrap-around meetings to present and reflect on specific cases); exclusions of identified groups of pupils; trainings and consultation for two evidence-based practices for youth trauma and trauma-focused cognitive-behavioural therapy
	Did the authors take these into account in their interpretation of the findings?	Authors acknowledged how the policy change around youths with conduct diagnosis disorder may have affected the number of critical incidents. Other confounding variables were not considered
	What data collection methods were used in the study?	Open-ended surveys; administrative data
Data Analysis	Is the process of fieldwork adequately described (e.g. account of how the data were elicited; type and range of questions; interview guide; length and timing of observation work; note-taking)?	Survey data was only collected 12 months into the program; administrative data was collected over 6x6-month periods (critical incidents) and over 12-month period (staff turnover) with definitions for key terms provided. Surveys were modified from an existing surveys but it was unclear how they were modified or the existing validity of such measures
	How were the data analysed?	Bivariate correlations to correlate participation and survey responses; qualitative analysis through coding for qualitative responses
	How adequate is the description of the data analysis? (e.g. to allow reproduction; steps taken to guard against selectivity)	No details are provided on how content of qualitative responses were analysed (i.e. how codes were derived and by whom). This raises questions about researcher bias
Researcher's Potential Bias	Is adequate evidence provided to support the analysis (e.g. includes original / raw data extracts; evidence of iterative analysis; representative evidence presented; efforts to establish validity - searching for negative evidence, use of multiple sources, data triangulation); reliability / consistency (over researchers, time and settings; checking back with information over interpretation)	Internal consistency between survey items was explored, revealing significance for felt-safety and trauma skills. Only one survey item looked at job satisfaction. Data is not triangulated between data types. Surveys are modified meaning any existing reliability / validity is not applicable. Data responses are not cross-referenced with participants
	Are the findings interpreted within the context of other studies and theory?	The authors identify other studies where there have been improvement in trauma skills following training in similar settings.
	What was the researcher's role? (e.g. interviewer, participant observer)	Positivist perspective - researcher remained independent from participants and data collection but were involved in the planning and contracting of the program
Implications	Are the researcher's own position, assumptions and possible biases outlined (indicate how these could affect the study, in particular, the analysis and interpretation of the data)	Researchers do not outline own position but brought own assumptions about a link between TIP and its impact on number of critical incidents within the setting. This led this to be a key aspect of data collection without any evidence-base that critical incidents are linked to TIP
	To what setting are the study findings generalisable (e.g. is the setting typical or representative of care settings and in what respects? if the setting is atypical, will this present a stronger or weaker test of the hypothesis?)	This appears a unique setting and is not clear whether the organisational structure is representative of other youth residential facilities (e.g. having a specialist provision attached, collaborative involvement of administrators). Researchers also acknowledge the individuality of TIP and how set programs are not necessarily generalisable as they need to be tailored to each setting's individual circumstances and context
	To what population are the study's findings generalisable? Is the conclusion justified given the conduct of the study (e.g. sampling procedure, measures of outcome used and results achieved)?	This study provides suggestions on areas TIP might foster change in a residential and educational setting Although reduction in critical incidents is seen as a distal effect, links are still made to the implementation of TIP, despite confounding variables
	What are the implications for policy?	Conclusions emphasise the importance in incorporating emotional support for staff to manage their own experiences of trauma and secondary traumatic stress
Other Comments	What are the implications for service practice?	The conclusions provide some suggestions about how to implement TIP (e.g. financial and pride incentives). It also highlights the importance in considering prevalence of trauma in school staff
	What are the total number of references used in the study?	25
	Are there any other noteworthy features of the study?	N/A
Reviewer	List other study references	N/A
	Name of reviewer Review date	Amy Hopkins 16.7.20

**Figure D4** Example of Coloured Rating System for Dorado et al. (2016)



**Appendix E**  
**Application for Ethical Approval and Corresponding Appendices to the**  
**Tavistock and Portman NHS Foundation Trust Ethics Committee**

The Tavistock and Portman   
 NHS Foundation Trust

**Tavistock and Portman Trust Research Ethics Committee (TREC)**

**APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS**

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))

**SECTION A: PROJECT DETAILS**

<b>Project title</b>	Educational Psychologists' Understanding of Trauma-Informed Practice		
<b>Proposed project start date</b>	April 2020	<b>Anticipated project end date</b>	June 2021

**SECTION B: APPLICANT DETAILS**

<b>Name of Researcher</b>	Amy Hopkins
<b>Email address</b>	<a href="mailto:ahopkins@tavi-port.nhs.uk">ahopkins@tavi-port.nhs.uk</a>
<b>Contact telephone number</b>	07500334734


**SECTION C: CONFLICTS OF INTEREST**

<p><b>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?</b>  <b>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>          If YES, please detail below:</p>
N/A
<p><b>Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>          If YES, please detail below:</p>
N/A

**FOR ALL APPLICANTS**

<p>'Is your research being commissioned by and or carried out on behalf of a body external to the trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA <input type="checkbox"/></p>
<p>If <b>YES</b>, please supply details below: N/A</p>	
<p>Has external* ethics approval been sought for this research? <b>(i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee)</b>  *Please note that 'external' is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC)  If <b>YES</b>, please supply details of the ethical approval bodies below <b>AND</b> include any letters of approval from the ethical approval bodies:</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A</p>
<p>If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research? N/A</p>	
<p>Do you have local approval (this includes R&amp;D approval)?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA <input type="checkbox"/>  Local approval will be sought once an appropriate Local Authority has been identified through recruitment</p>

**SECTION D: SIGNATURES AND DECLARATIONS**


<p><b>APPLICANT DECLARATION</b></p> <p>I confirm that:</p> <ul style="list-style-type: none"> <li>• The information contained in this application is, to the best of my knowledge, correct and up to date.</li> <li>• I have attempted to identify all risks related to the research.</li> <li>• I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants.</li> <li>• I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research.</li> </ul>	
<p><b>Applicant (print name)</b></p>	<p>Amy Hopkins</p>
<p><b>Signed</b></p>	
<p><b>Date</b></p>	<p>30.3.20</p>

**FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY**

<b>Name of Supervisor</b>	Dale Bartle
<b>Qualification for which research is being undertaken</b>	Child, community and educational psychology doctorate (M4)


**Supervisor –**

- Does the student have the necessary skills to carry out the research?  
**YES**
- Is the participant information sheet, consent form and any other documentation appropriate?  
**YES**
- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?  
**YES**
- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?  
**YES**

<b>Signed</b>	
<b>Date</b>	30.3.20

**COURSE LEAD/RESEARCH LEAD**

- Does the proposed research as detailed herein have your support to proceed?  
**YES**  **NO**

<b>Signed</b>	
<b>Date</b>	03.04.2020

**SECTION E: DETAILS OF THE PROPOSED RESEARCH**

**1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words) 435**

The purpose of this research is exploratory. It aims to explore what social actions a group of Educational Psychologists (EPs) use to talk about trauma-informed practice, following training. It also explores how EPs use social action to co-construct meaning about what trauma-informed practice is.

Trauma-informed practice is an approach aimed at supporting those who have experienced trauma. Harris and Fallot (2001)<sup>12</sup> outline 5 key principles of trauma-informed practice: establishing a sense of safety, trustworthiness, choice, collaboration and empowerment. Trauma-informed practice seeks to reduce the risk of re-traumatisation by creating understanding of the impact of trauma then altering the wider systems encountered by those who have experienced trauma.

---

<sup>12</sup> Harris, M. & Fallot, R. D. (2001). Envisioning a trauma-informed service system: a vital paradigm shift. *New Directions for Mental Health Services*, (89), 3–22. <https://doi.org/10.1002/yd.2332001890>



This research aims to explore discourse about trauma-informed practice from 6-8 EPs and/or trainee EPs within a single Local Authority (LA), through a focus group. Participants will be required to take part in a single 60-90 minute discussion about trauma-informed practice. All participants must provide consent through a consent form (see Appendix 1). To ensure a clear sense of purpose and direction for the focus group, there will be a set of 'ground rules' (see Appendix 1) for how the focus group will be conducted<sup>13</sup>. Participants will be asked open-ended questions to aid discussion about trauma-informed practice (see Interview Schedule, Appendix 2). As the sample is from a single LA, participants must participate in a discussion with Educational Psychology colleagues whom they work with and may have pre-existing relationships.

The focus group is a free-flowing discussion with prompts from the researcher to stay on topic. Participants will be asked to share views and responses to the researcher and other's questions. Although active participation is encouraged, all other disclosure will be at participants' discretion. There is no requirement to gather personal information beyond names of participants and contact details.

Participants' views will be audio recorded to allow transcription. Audio recordings of focus groups are recommended to ensure accuracy<sup>1415</sup>. This transcription will be provided to participants during analysis to check for accuracy and amend any identifying details to ensure anonymity. Therefore participants will be required to have their data shared amongst members of the focus group, through the transcription. Feedback for the transcript will be optional but participants will be asked to provide a contact email address so the data can be sent.

Data will be coded and analysed using the discursive psychological approach outlined by Wiggins (2017). This involves reading and describing the data to identify social actions and psychological constructs related to EPs' constructed meaning of what trauma-informed practice is. As a doctoral piece of research, participants' data and analysis will be used for the written thesis.

**2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words) 694**

This research aims to explore **social actions and psychological constructs used in discourse** by a group of EPs to talk about trauma-informed practice. It also aims to find out **how a group of EPs use discursive devices to co-construct meaning of what trauma-informed practice is**. The following questions are posed:

3. *What social actions are used by a group of EPs, following training, to talk about trauma-informed practice?*
4. *How do EPs co-construct meaning of what trauma-informed practice is?*

Research in trauma-informed practice has significance due to the prevalence of trauma. Definitions of trauma vary; in this research, trauma is *a prolonged reaction/response to a perceived distressing experience(s) which has a lasting impact on how an individual relates to others and sees the world*. Adverse Childhood Experiences (ACEs) are risk factors for trauma due to the long-term effects on an individual's health and emotional wellbeing. In themselves they are not causes of trauma but are indicators suggesting trauma may occur. ACEs include direct experiences in a young person's immediate environment such as abuse, neglect, parental substance abuse, mental health or criminal behaviour<sup>16</sup>.

<sup>13</sup> Morgan, D.L. (1997). *Focus groups as qualitative research*. London: Sage Publications

<sup>14</sup> Robson, C. & McCartan, K. (2017). *Real world research*. (4<sup>th</sup> ed.). Chichester: Wiley & Sons Ltd.

<sup>15</sup> Wiggins, S. (2017). *Discursive psychology: theory, method and applications*. London: Sage Publications

<sup>16</sup> Felitti, V.J., Anda, R.F., Nordenberg, D., Williamson, D.F., Spitz, A.M., Edwards, V., ... Marks, J.S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: the Adverse Childhood

Trauma is a pervasive issue. 47% of 18-69 year olds in England have experienced at least one ACE<sup>17</sup>. Other recognised risk factors for trauma include severe maltreatment which occurs in 1 in 5 children in the United Kingdom<sup>18</sup>. Lewis et al. (2019)<sup>19</sup> found 31.1% of young people reported exposure to trauma in their first 18 years. Individuals who have experienced trauma need support however this is currently restricted to those with a formal diagnosis of post-traumatic stress disorder<sup>20</sup>. Not all individuals who experience trauma will meet the diagnostic criteria for post-traumatic stress disorder and therefore are at risk of not receiving support. To fully support those affected by trauma, a more universal approach is needed.

Trauma-informed practice is a relational approach grounded in realising the impact of trauma, recognising signs and symptoms of trauma, applying principles of trauma-informed practice and avoiding re-traumatisation<sup>21</sup>. Trauma-informed practice has been researched across different settings and professions including social care<sup>22</sup>; youth criminal justice systems<sup>23</sup>; educational settings<sup>24</sup>; therapeutic settings<sup>25</sup> and a youth sports setting<sup>26</sup>. Research has focused on how professionals conceptualise trauma-informed practice in the context of their system. This is problematic for professions which have not constructed meaning about trauma-informed practice as its application is unique to each profession. EPs are a group of professionals who are likely to encounter young people affected by trauma, thus they are well-placed to adopt trauma-informed practice. However research has not looked at how EPs talk about trauma-informed practice and how it is implemented in their systems. Therefore this research aims to provide insight into how EPs talk about trauma-informed practice and conceptualise its meaning in the context of their role.

This research furthers knowledge and understanding of trauma-informed practice across three levels: national, local and professional.

- *National level* - potentially challenges current perceptions of trauma, seeking to explore an approach which targets support at a systemic level. Trauma-informed practice has the potential to positively impact a wider audience than traditional interventions and treatments for trauma, supporting individuals overlooked by a diagnostic-approach and accounting for individual reactions to trauma.

---

Experiences (ACE) study. *American Journal of Preventative Medicine*, 14 (4), 245-258. doi.org/10.1016/S0749-3797(98)00017-8

<sup>17</sup> Bellis, M.A., Hughes, K., Leckenby, N., Perkins, C. & Lowey, H. (2014). National household survey of adverse childhood experiences and their relationship with resilience to health-harming behaviours in England. *BMC Medicine*, 12(7). <https://doi.org/10.1186/1741-7015-12-72>

<sup>18</sup> Radford, L., Corrai, S., Bradley, C., Fisher, H., Bassett, N., Howat, N. & Collishaw, S. (2011). *Child abuse and neglect in the UK today*. London: NSPCC

<sup>19</sup> Lewis, S.J., Arseneault, L., Caspi, A., Fisher, H.L., Matthews, T., Moffit, T.E., ... Danese, A. (2019). The epidemiology of trauma and post-traumatic stress disorder in a representative cohort of young people in England and Wales. *Lancet Psychiatry*, 6, 247-56. doi.org/10.1016/S2215-0366(19)30031-8

<sup>20</sup> National Institute for Care and Excellence. (2018). *Post-traumatic stress disorder: quality standards (QS116)*. Retrieved from <https://www.nice.org.uk/guidance/ng116/chapter/Recommendations#principles-of-care>

<sup>21</sup> Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's Working Concept of Trauma and Framework for a Trauma-Informed Approach. Retrieved from <https://store.samhsa.gov/system/files/sma14-4884.pdf>

<sup>22</sup> Atwool, N. (2019). Challenges of operationalizing trauma-informed practice in child protection services in New Zealand. *Child & Family Social Work*, 24(1), 25-32. doi: 10.1111/cfs.12577

<sup>23</sup> Griffin, G., Germain, E. J., & Wilkerson, R. G. (2012). Using a trauma-informed approach in juvenile justice institutions. *Journal of Child & Adolescent Trauma*, 5(3), 271-283. doi: 10.1080/19361521.2012.697100

<sup>24</sup> Berardi, A., & Morton, B. M. (2017). Maximizing academic success for foster care students: a trauma-informed approach. *Journal of At-Risk Issues*, 20(1), 10-16.

<sup>25</sup> Champine, R. B., Matlin, S., Strambler, M. J., & Tebes, J. K. (2018). Trauma-informed family practices: toward integrated and evidence-based approaches. *Journal of Child & Family Studies*, 27(9), 2732-2743. doi: 10.1007/s10826-018-1118-0

<sup>26</sup> Bergholz, L., Stafford E. & D'Andrea, W. (2016). Creating trauma-informed sports programming for traumatized youth: core principles for an adjunctive therapeutic approach, *Journal of Infant, Child, and Adolescent Psychotherapy*, 15(3). 244-253, doi: [10.1080/15289168.2016.1211836](https://doi.org/10.1080/15289168.2016.1211836)

- *Local level* - aims to provide examples of how EPs talk about a concept, following training and the processes used. This provides insight into how EPs talk as a group about abstract concepts and approaches.
- *Professional level* - current literature has not explored EPs' talk about trauma-informed practice; the lack of research in this area indicates it is an under-explored topic and the proposed research builds on the existing literature around trauma-informed practice. Although constructions are unique to the group and context, it provides an example of how EPs talk about trauma-informed practice, informing other professionals and encouraging reflection of their own constructions of what trauma-informed practice is. The research provides a platform for EPs to share meaning and implementation of trauma-informed practice in a way not previously offered through research. Moreover the transferability of their discussion to the wider EP profession means EPs may gain insight into how trauma-informed practice is conceptualised and implemented in a meaningful and relevant way to their field.

**3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words) 500**

The proposed research is a qualitative design, held in a relativist ontology and a social constructionist epistemology. Data will be collected from a single focus group of 6-8 EPs and/or trainee EPs through a discussion around trauma-informed practice. Open-ended questions/prompts will be piloted with a group of 2-3 EPs/trainee EPs to check clarity, suitability and appropriateness of questions and prompts. Members of the pilot group will be separate to the focus group to avoid participants pre-constructing meaning of what trauma-informed practice is. Both the pilot and focus group will be conducted by the researcher.

#### Methodology

- At the start of the focus group, participants will be briefed about the aims, structure and format of the focus group using the Interview Schedule and Participant Information Sheet (see Appendix 4). Participants will be provided with the interview schedule, including a copy of ground rules and briefed about how the group will operate.
- The researcher will begin the audio recording equipment and ask participants the opening question. Participants will discuss their views and the researcher will listen, asking follow-up questions/prompts as required (see Appendix 5). The interview lasts approximately 60-90mins with a 10-minute warning to avoid overrunning. At the end of discussion, the researcher will stop the recording equipment.
- Participants will be debriefed as a group and provided with a Participant Debrief Form (see Appendix 6). They will be asked to provide a pseudonym for use in transcription, quotations and the written thesis. The researcher will remain available for 30 minutes for individual debriefing, if requested by participants. Participants will be thanked for their time and reminded they can request a follow-up telephone check-in up to 2 weeks after the focus group.

#### Analysis

- The research uses a discursive psychological approach, as outlined by Wiggins (2017). Discourse analysis is "the primary arena for action, understanding and intersubjectivity," (27p. 93), focusing on what is said and achieved through discussion. Discursive psychology is the most appropriate analysis because it focuses on discourse as a way to facilitate social action<sup>28</sup>

<sup>27</sup> Wiggins, S. & Potter, J. (2007). Discursive psychology. In C. Willig & W. Stainton Rogers (Eds.), *The SAGE handbook of qualitative research in psychology* (2<sup>nd</sup> ed., pp. 93-109). Thousand Oaks, California: SAGE Publications Ltd

<sup>28</sup> Potter, J. & Wetherell, M. (1987). *Discourse and Social Psychology: beyond attitudes and behaviour*. London: Sage Publications Ltd.

- The researcher will transcribe the recording and send the transcription to participants electronically to check for identifying details
- Wiggins (2017) outlines 6 stages of analysis for discursive psychology:
  - Stage 1: read the data
  - Stage 2: describe the data looking at *what*, *how* and *when* for different parts of the discourse
  - Stage 3: examine transcript for discursive devices to identify social actions and their links to psychological constructs related to trauma-informed practice
  - Stage 4: Choose a specific analytical issue to focus on
  - Stage 5: Gather other instances of the specific analytical issue
  - Stage 6: Refine analysis in terms of patterns or anomalies
- Analysis will be conducted by the researcher then peer-reviewed by a third party, independent to the focus group
- Discursive psychology analysis is not a linear process; analysis may require revisiting previous stages to gather further information or revise ideas. Therefore the researcher aims to collect data May 2020 – July 2020, allowing transcription and analysis of data through to October 2020

**SECTION F: PARTICIPANT DETAILS**

**4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criteria is in place. (Do not exceed 500 words) 420**

The research aims to recruit 6-8 EPs and/or trainee EPs from a single LA. This allows exploration of EPs' constructions at a sufficient level of depth. A larger group may compromise opportunities for participants to contribute to the discussion.

This research looks at how trauma-informed practice is discussed within an EP Service. Literature suggests constructions of trauma-informed practice vary across organisations hence EPs will be from a single LA. Furthermore, as trainee EPs contribute to the service delivery, they are included in the recruited sample.

National Health Service (NHS) trailblazer sites were introduced to transform young people's mental health through new initiatives and approaches<sup>29</sup>. Therefore a pragmatic approach is recruiting participants from LAs located within 23 London trailblazer sites; the mental health focus means they are potentially more likely to have received trauma-informed practice training.

The researcher will contact the trailblazer LAs using the template in Appendix 7. To be included, LAs must have received trauma-informed practice training in the last 6-18 months. Outside of these timeframes, LAs will be excluded. LAs will be made aware of practical and other requirements through the information sheet in Appendix 8. Selection will be on a first-come, first-serve basis to avoid over-recruitment. Should a LA still not be recruited, the search will widen to the remaining 59 trailblazer sites in the United Kingdom, using the same rolling approach.

Once a LA is identified, EPs and trainee EPs will be provided with the Participant Information Sheet about the research with the option to participate on a first-come, first-serve basis to avoid the group being too large.

The following inclusion/exclusion criteria will be used to recruit participants:

Inclusion	Exclusion	Rationale
-----------	-----------	-----------

<sup>29</sup> Department of Health & Department for Education. (2017). *Transforming children and young people's mental health provision: a Green Paper*. Retrieved from <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

<p>a. Participant is a qualified EP, registered with the Health and Care Practice Council (HCPC)</p> <p style="text-align: center;"><b>or</b></p> <p>b. registered on a British Psychological Society (BPS)-accredited doctoral training course</p>	<p>a. Participant is not a qualified EP registered with the HCPC</p> <p style="text-align: center;"><b>or</b></p> <p>b. is not a trainee EP registered on a BPS accredited doctoral training course</p>	<p>Research aims to explore EPs'/trainee EPs' understanding of trauma-informed practice and its application in EP services</p>
<p>Participant received trauma-informed training within their LA at least 6 months ago but no more than 18 months.</p>	<p>a. Participant has not received trauma-informed training within their LA</p> <p>b. Participant received trauma-informed training less than 6 months ago</p> <p>c. Participant has received trauma-informed training more than 18 months ago</p>	<p>Ensures participants have a notion of what trauma-informed practice is but avoids dialogue being a replication of what they learnt through training.</p>
<p>Participant must be working for/on placement with an NHS trailblazer LA</p>	<p>a. Participant does not work for a LA</p> <p>b. Participant works for a LA which is not part of the NHS trailblazer bid</p>	<p>Trauma-informed practice is an approach aimed at supporting mental health. NHS trailblazer's have a priority focus on mental health so the research will be particularly relevant / of interest</p>

**5. Will the participants be from any of the following groups? (Tick as appropriate)**

- Students or staff of the Trust or the University. – *as participants have not been recruited yet, this is a possibility but not certain*
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)<sup>1</sup>
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults<sup>2</sup> with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the **National Offender Management Service (NOMS)**.
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent<sup>3</sup> relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

<sup>1</sup>If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability<sup>3</sup>, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

<sup>2</sup> 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

<sup>3</sup> Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

**6. Will the study involve participants who are vulnerable? YES  NO**

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose. Please consult [Health Research Authority \(HRA\)](https://www.hra.nhs.uk/) for guidance: <https://www.hra.nhs.uk/>

**6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?**

If **YES**, the research activity proposed will require a DBS check. (NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>)

N/A

**7. Do you propose to make any form of payment or incentive available to participants of the research? YES  NO**

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

N/A

**8. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words) 197**

Participants are recruited from the EP profession and thus must be registered with the HCPC. As a professional requirement, EPs must "be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5" (<sup>30</sup>p. 9). Therefore it is assumed potential participants will have the necessary language and comprehension skills to access the materials provided in the appendices.

Trainees enrolled on a doctoral programme must provide evidence of their English proficiency on enrolment. This must be an English qualification from the International English Language Testing System Academic with an overall grade of 7.0 or higher and within each of the subtests<sup>31</sup>. It is likewise assumed potential participants will have a proficient understanding of English to understand the participant information sheet and consent form to a level where they are capable of giving informed consent.

Where participants may have additional needs (e.g. visual impairment) which may affect their ability to access the information, the researcher will make reasonable adjustments to provide the information, based on guidance from the participants (e.g. enlarging the written information; reading the information to the participant; providing the information electronically).

## **SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT**

### **9. Does the proposed research involve any of the following? (*Tick as appropriate*)**

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants
- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (copy of VCG overseas travel approval attached)

### **10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life? YES NO**

If **YES**, please describe below including details of precautionary measures.

<sup>30</sup> Health and Care Professions Council. (2015). *Standards of proficiency for practitioner psychologists*. Retrieved from [http://www.hpc-uk.org/assets/documents/10002963SOP\\_Practitioner\\_psychologists.pdf](http://www.hpc-uk.org/assets/documents/10002963SOP_Practitioner_psychologists.pdf)

<sup>31</sup> Association of Educational Psychologists (2020). *Training to become an Educational Psychologist in England*. Retrieved <https://www.aep.org.uk/training/>

The topic of trauma-informed practice may result in participants drawing on their own experiences, reflections and / or previous cases. Although this may stir up uncomfortable feelings for participants, this is not considered to be greater than those encountered in everyday life as an EP. Professional standards<sup>32</sup> require EPs to:

- “be able to reflect on and review practice,” (p. 12)
- “recognise the value of case conferences or other methods of review,” (p.12)
- “be able to reflect critically on their practice and consider alternative ways of working,” (p.12)

Furthermore EPs are required to understand theories and contextual factors which may affect an individual's emotional wellbeing and subsequently its impact on learning and education<sup>21</sup>. A discussion on trauma-informed practice is considered to fall within the professional remit of an EP.

**11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.**

Whilst every effort is made to ensure discourse focuses on trauma-informed practice, it is not possible to control what participants may discuss in the focus group. In the event the discussion causes discomfort / distress for participants, the researcher has consultation skills from modules completed during her doctoral training as a trainee EP. This involves active listening; empathic understanding and developing congruence. The researcher also has experience and training as a volunteer Childline counsellor which used counselling techniques, emphasising a respectful, non-judgemental approach whilst maintaining an awareness of safety and empathy.

**12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)**

**NOTE:** Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

**397**

Participants in this research come from two sources: the participating LA and the individual Educational Psychology participants.

*Potential benefits to the participating LA*

The LA is selected as a NHS Trailblazer site. This initiative focuses on improving mental health outcomes for individuals by transforming mental health service structures and approaches. Discourse around trauma-informed practice could lead to action benefitting young people's mental health, making it an area of interest for trailblazer sites. Furthermore, in the past, the role of EP Services in transforming mental health provision has been under-recognised<sup>33</sup> so this research provides the LA the opportunity to demonstrate how EPs can support mental health provision. As a key stakeholder in the NHS long-term plan<sup>34</sup>, this will benefit the participating LA.

The EP Service must have received trauma-informed practice training in the last 6-18 months. Investment in continuous professional development is a key part of service development so LAs must ensure they select training which will impact service delivery. This research offers the LA insight on how EPs have responded to their trauma-informed training. Therefore it may provide

<sup>32</sup> Health and Care Professions Council. (2015). *Standards of proficiency for practitioner psychologists*. Retrieved from [http://www.hpc-uk.org/assets/documents/10002963SOP\\_Practitioner\\_psychologists.pdf](http://www.hpc-uk.org/assets/documents/10002963SOP_Practitioner_psychologists.pdf)

<sup>33</sup> O'Hare, D. (2017). *Where are the EPs?* Retrieved <https://edpsy.org.uk/blog/2017/eps-theresa-may-mental-health-schools/>

<sup>34</sup> NHS England (2019). *NHS mental health implementation plan 2019/20-2023/24*. Retrieved from <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/07/nhs-mental-health-implementation-plan-2019-20-2023-24.pdf>



feedback to the LA on how EPs construct trauma-informed practice and how it might be incorporated into service delivery.

*Potential benefits to individual participants*

This research encompasses BPS and HCPC professional standards and competencies for EPs and trainee EPs. Therefore a potential benefit of this research is supporting EPs in professional development. This research offers participants the opportunity to reflect on their practice. EPs and trainee EPs must “be able to reflect and review practice,” (p. 12) therefore this research offers a platform for EPs to “be able to reflect critically on their practice and consider other ways of working,” (p.12)<sup>35</sup>.

As professionals who may encounter young people affected by trauma, this research offers discussion for how EPs can support vulnerable young people. Moreover, trauma-informed practice is a developing approach and EPs may be asked to offer continuous professional development to schools to support them in becoming more trauma-informed. To do this, EPs would need to have a firm understanding of what trauma-informed practice is and this research offers the opportunity to explore this.

Finally, Educational Psychology as a profession has not yet contributed to the literature-base for trauma-informed practice. This research is an opportunity for EPs to voice their ideas and opinions around trauma-informed practice and provide professional insight from the unique perspective of the EP.

**13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words) 220**

The measures put in place to obtain informed consent (see section 8) aim to reduce adverse or unexpected outcomes by ensuring participants are aware of potential risks from participating in the research. However as a free-flowing discussion, it is not possible to safeguard against unplanned discussion points which may arise. There is the potential these may cause distress or leave participants feeling uncomfortable. Ground rules for the focus group will be displayed to aim for a collective understanding of the purpose and remit of the focus group discussion. The researcher will monitor participants throughout the discussion for signs of distress or discomfort. In her facilitator role, the researcher will offer participants the option of a break or to stop the discussion if they appear distressed.

The researcher has also ensured the debriefing of participants makes them aware of the various platforms available through which they can speak to someone, if they feel the need to (see section 14). This includes signposting to:

- Individual supervision through their LA
- Counselling/therapeutic support through registered bodies
- Samaritans Helpline

Furthermore, the researcher will be supervised by a qualified EP who is a member of the Tavistock and Portman NHS Trust research team. In the event of adverse or unexpected outcomes, the researcher will seek support and guidance through supervision to devise a plan of action.

---

<sup>35</sup> Health and Care Professions Council. (2015). *Standards of proficiency for practitioner psychologists*. Retrieved from [http://www.hpc-uk.org/assets/documents/10002963SOP\\_Practitioner\\_psychologists.pdf](http://www.hpc-uk.org/assets/documents/10002963SOP_Practitioner_psychologists.pdf)

**14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words) 194**

The researcher will debrief participants as a group. This will involve sharing the Participant Debrief Sheet and making participants aware the focus group has concluded and the audio recording has stopped. Participants will be reminded of their right to withdraw consent for the use of quotations in subsequent analysis or writing and this right is available up to 2 weeks.

Participants will be reminded of the need to respect others' confidentiality and requested to not disclose the discussion. The researcher will provide the opportunity for an individual debrief, should they wish to discuss thoughts or feelings from the discussion. If no participants opt for this, the researcher will remain for a further 30 minutes in case participants change their mind. The researcher will also offer participants the option of a follow-up/check-in via telephone in two weeks' time.

The debrief sheet will include contact details for the British Association for Counselling and Psychotherapy, the British Psychoanalytic Council as well as the Samaritans. As practicing EPs and trainee EPs, all participants should currently be receiving supervision from a HCPC-registered supervisor with at least 2 years' experience. Participants will also be reminded of this platform.

#### **FOR RESEARCH UNDERTAKEN AWAY FROM THE TRUST OR OUTSIDE THE UK**

**15. Does any part of your research take place in premises outside the Trust?**

- YES**, and I have included evidence of permissions from the managers or others legally responsible for the premises. This permission also clearly states the extent to which the participating institution will indemnify the researchers against the consequences of any untoward event - *please see Section 34*

**16. Does the proposed research involve travel outside of the UK? N/A**

- YES**, I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? <http://www.fco.gov.uk/en/travel-and-living-abroad/>
- YES**, I am a non-UK national and I have sought travel advice/guidance from the Foreign Office (or equivalent body) of my country of origin
- YES**, I have completed the overseas travel approval process and enclosed a copy of the document with this application

For details on university study abroad policies, please contact [academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk)

**IF YES:**

**17. Is the research covered by the Trust's insurance and indemnity provision?**

- YES**    **NO**

18. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.

**NOTE:**

For students conducting research where the Trust is the sponsor, the Dean of the Department of Education and Training (DET) has overall responsibility for risk assessment regarding their health and safety. If you are proposing to undertake research outside the UK, please ensure that permission from the Dean has been granted before the research commences (please attach written confirmation)

**SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL**

18. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES  NO

If NO, please indicate what alternative arrangements are in place below: N/A

19. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES  NO

If NO, please indicate what alternative arrangements are in place below: N/A

20. The following is a participant information sheet checklist covering the various points that should be included in this document.

- Clear identification of the Trust as the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.
- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

**21. The following is a consent form checklist covering the various points that should be included in this document.**

- Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the project is research.
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

#### **SECTION H: CONFIDENTIALITY AND ANONYMITY**

**22. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.**

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

**23. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.**

N/A

YES  NO

If **NO**, please indicate why this is the case below:

N/A

**NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.**

**SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT**

<p><b>24. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b> If <b>NO</b>, please indicate what alternative arrangements are in place below: <b>N/A</b></p>
<p><b>25. In line with the 5<sup>th</sup> principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.</b></p> <p><input checked="" type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 10&gt; years</p> <p><b>NOTE:</b> Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer. (<a href="http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf">http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf</a>)</p>
<p><b>26. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.</b></p> <p><input checked="" type="checkbox"/> Research data, codes and all identifying information to be kept in separate locked filing cabinets.  <input checked="" type="checkbox"/> Access to computer files to be available to research team by password only.  <input checked="" type="checkbox"/> Access to computer files to be available to individuals outside the research team by password only (See 23.1).  <input checked="" type="checkbox"/> Research data will be encrypted and transferred electronically within the European Economic Area (EEA).  <input type="checkbox"/> Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See 28).  <b>NOTE:</b> Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).  <input type="checkbox"/> Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.  <input checked="" type="checkbox"/> Use of personal data in the form of audio or video recordings.  <input checked="" type="checkbox"/> Primary data gathered on encrypted mobile devices (i.e. laptops). <b>NOTE:</b> This should be transferred to secure UEL servers at the first opportunity.  <input checked="" type="checkbox"/> All electronic data will undergo <u>secure disposal</u>.  <b>NOTE:</b> For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be <u>overwritten</u> to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.  <input checked="" type="checkbox"/> All hardcopy data will undergo <u>secure disposal</u>.  <b>NOTE:</b> For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.</p>
<p><b>27. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.</b></p> <p>Participants of focus group  Third-party peer view  External transcription service (if used)</p>

<b>28. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).</b>
N/A
<b>29. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>
If YES please provide details:  N/A

**SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS**

<b>30. How will the results of the research be reported and disseminated? (Select all that apply)</b>
<input checked="" type="checkbox"/> Peer reviewed journal <input checked="" type="checkbox"/> Non-peer reviewed journal <input type="checkbox"/> Peer reviewed books <input checked="" type="checkbox"/> Publication in media, social media or website (including Podcasts and online videos) <input checked="" type="checkbox"/> Conference presentation <input type="checkbox"/> Internal report <input checked="" type="checkbox"/> Promotional report and materials <input type="checkbox"/> Reports compiled for or on behalf of external organisations <input checked="" type="checkbox"/> Dissertation/Thesis <input type="checkbox"/> Other publication <input checked="" type="checkbox"/> Written feedback to research participants <input checked="" type="checkbox"/> Presentation to participants or relevant community groups <input type="checkbox"/> Other (Please specify below)

**SECTION K: OTHER ETHICAL ISSUES**

<b>31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?</b>
<p><b><u>Use of focus groups</u></b></p> <ul style="list-style-type: none"> <li>• <i>Disclosure</i> – this focus group invites free-flowing discussion around trauma-informed practice. This limits the degree to which the interviewer or participants will know or control what information is disclosed. Participants may disclose information or discuss topics beyond the main focus of the research meaning there is a risk participants may become part of a discussion they did not anticipate. To address this, Sim and Waterfield (2019)<sup>36</sup> recommend the consent form identifies this risk to participants. As an additional precaution, the interview schedule will include a reminder of the right to withdraw during the group and the researcher will pilot prompt</li> </ul>

<sup>36</sup> Sim, J. & Waterfield, J. (2019). *Focus group methodology: some ethical challenges*. Quality & Quantity. doi.org/10.1007/s11135-019-00914-5

questions to guide the discussion back to the main topic, if necessary. Finally, the researcher will be available for 30 minutes after the focus group to address any concerns and will offer a follow-up check-in to participants individually via telephone to support participant wellbeing.

The research proposes to triangulate data with participants to ensure transcriptions and analysis accurately reflects the group's constructions. Participants will be made aware that this will mean sharing the transcription and data with the group as a whole and therefore their comments will be seen by other members of the group.

- *Right to withdraw* - Participants have the right to withdraw without justification or reasoning. However the nature of a focus group and the research emphasise the importance of co-construction of ideas. This means it would not be possible to remove an individual participant's contributions from the discourse and still have meaningful data. This means if an individual withdraws their data, the entire data set would be void. Aside from the practicalities of destroying the data, doing so would compromise the researcher's moral obligation to the other participants. Participants will have consented to take part in the research under the assumption they can share their views. If individual participants withdraw, removing all data would compromise others' views.

Sim and Waterfield (2019) recommend offering participants the freedom to withdraw themselves or their data up to the end of the focus group and to respect the right to withdraw alongside the consent of other participants, all participants will be given the option to opt out of being quoted in the written analysis. A reminder of this right will be given during the debrief and conclusion to the focus group. This would allow the researcher to use the data whilst respecting that individual participants may wish to withdraw their contributions.

- *Anonymity* – Participants will be informed that their data will be anonymised by use of a chosen pseudonym. Where they are referred to in discussion by name, the researcher will automatically anonymise this information in the transcript. The same will be true for information relating to the Local Authority and locality. As participants belong to the same LA, Sim and Waterfield (2019) warn there is a risk of deductive disclosure whereby participants may reveal information about their colleagues which they may not wish to be shared. In the interview schedule, participants will be asked to avoid disclosing information about others. Colleagues within the LA may also be able to identify participants based on information presented through discourse. Therefore participants will be informed of this on the consent form and given the opportunity at the end of the focus group to anonymise any information they feel may identify them. If during transcription, the researcher has concerns a participant may be identifiable, they will contact that participant for guidance on how they would like to be anonymised (if at all).

#### **Use of third-party transcription service**

The researcher proposes to transcribe the audio recording of the focus group herself. However in the event of delays with recruiting participants or collecting data, the researcher may use a third-party transcription service. In this instance, the researcher would employ a service which does not transfer data outside of the European Economic Area and conforms with General Data Protection Regulation 2018 [GDPR]. The researcher would also obtain a non-disclosure / confidentiality agreement from the transcription company to ensure participants' data is kept secure.

#### **Remote data collection contingency relating to the COVID-19 pandemic**

At the time of ethics application, the UK government has advised against all non-essential travel and to observe social distancing. This includes gatherings within workplaces, including offices, for all non-keyworkers (for education and childcare, defined as "childcare, support and teaching staff,

social workers and those specialist education professionals who must remain active during the COVID-19 response<sup>37</sup>. At present it is unknown how long these measures will be in place.

Therefore in the event the researcher is unable to collect data via a face-to-face focus group, video conferencing software (e.g. Zoom) will be used to conduct and record the focus group. In this event, the researcher will use the revised consent form (Appendix 9) and interview schedule (Appendix 10) to ensure participants are aware of the limitations to using such a platform and the implications for group interactions. It will also ensure participants are aware of the software developer's terms and conditions relating to privacy and data sharing. In this eventuality, the debrief form in Appendix 11 will be used so participants are aware of how they can withdraw data collected from the video conferencing software.

## **SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS**

### **32. Please check that the following documents are attached to your application.**

- Letters of approval from any external ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Evidence of any external approvals needed
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

### **34. Where it is not possible to attach the above materials, please provide an explanation below.**

It is not possible to include evidence of LA approval for the research to take place. This is due to a LA not being approached or recruited until ethical approval has been granted. As part of recruitment, the researcher endeavours to obtain LA approval for the research to take place within that LA. Where premises are secured for the focus group, obtained permission will clearly state the extent to which the participating institution will indemnify the researcher against the consequences of any untoward event.

---

<sup>37</sup> Cabinet Office & Department for Education (2020).

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>



## Appendices for Ethics Application

## Appendix 1 – Consent Form

*Educational Psychologists' talk about trauma-informed practice following training***Consent Form****Please tick the statements below if you agree to them****Tick**

1. I have read the information sheet and understand the potential risks and benefits of taking part in this research
2. I understand that my participation is voluntary and I am free to withdraw at any point before or during the focus group without giving a reason and that any data related to my involvement to the project will be destroyed
3. I understand that after the focus group, I will not be able to withdraw my data. However, I will be able to withdraw my consent for quotations of what I have said to be used in any analysis and write-up of the research, up to two weeks after the date of the focus group
4. I agree for the focus group discussion to be recorded. I understand that identifying data (e.g. names, locations) will be anonymised. I understand the small sample size and any pre-existing relationships with other members of the focus group means there are some limitations to the information provided remaining anonymous
5. I understand all data will be kept confidential by the researcher and stored securely, unless there are safeguarding concerns around imminent harm to self and / or others or there is a legal requirement to disclose information
6. I agree for the research findings to be used in the doctoral thesis and the possibility this may be published in a peer-reviewed journal at a later date
7. I agree to participate in this research

Your name: .....

Signed: .....

Date.....

Researcher name: Amy Hopkins

Appendix 2 – Interview schedule for participants

### Interview Schedule

**1. Welcome**

**2. Overview of the topic**

**3. Ground rules**

- *There are no right or wrong answers*
- *Everyone's opinion is valid*
- *It is okay if your point of view differs to what others are saying*
- *Listen respectfully to one another*
- *Avoid talking at the same time*
- *Avoid sharing personal information about others*

**4. Discussion (60-90 minutes)**

**5. Conclusion and debrief**

## Appendix 3 – Interview schedule

Interview Schedule**1. Welcome**

*The researcher will introduce herself and explain her role before inviting participants to introduce themselves.*

**2. Overview of the topic**

*As part of the thesis for the Educational Psychology doctorate, I am interested in exploring how Educational Psychologists talk about trauma-informed practice. I am hoping to see how you talk about trauma-informed practice as group of Educational Psychologists and Trainee Educational Psychologists.*

**3. Ground rules**

*There are no right or wrong answers and everyone's opinion is valid. Please feel free to share your point of view even if it differs from what others have said. Please listen respectfully to one another and avoid talking at the same time. Please avoid sharing personal information about others in the group as they may not be comfortable with that information being shared in this context.*

*I might ask questions as we go along but otherwise I am here to facilitate rather than participate in the discussion. I shall record the session so I do not miss any of your comments. Your names will not be used in any writing or publications.*

*In a moment, I shall ask some opening questions and would like you to discuss your thoughts as a group. The session will run for approximately 60-90 minutes and I shall give you a 10-minute warning before the session ends.*

**4. Opening question**

Tell me about what prompted to you participate in this research?

**5. Follow-up question**

What does trauma-informed practice mean to an Educational Psychologist?

**6. 10-minute warning**

*Just to let you know, we have approximately 10 minutes left.*

**7. Conclusion**

*The researcher concludes the discussion by thanking participants for their ideas and explaining the group will now debrief as a group.*

## Appendix 4 – Participant information sheet

*Educational Psychologists' understanding of trauma-informed practice following training***Information Sheet – Please Read**

Thank-you for expressing an interest in this research study. Before consenting to participate, it is important that you understand the research purpose, aims and what is asked of participants.

***Who is conducting this research and why?***

My name is Amy Hopkins. I am currently enrolled on a 3-year doctoral programme in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust. I am conducting this research as part of my doctoral thesis.

***What is the research about?***

This research aims to explore how Educational Psychologists' talk about trauma-informed practice, following training.

***Who can take part in this research?***

I would like to recruit 6-8 Educational Psychologists and / or trainee Educational Psychologists from a single Local Authority. The Local Authority opted to participate in the research and has given permission for this research to take place. Participants need to have received training in trauma-informed practice **at least** 6 months ago but **no more** than 18 months ago. Participation is on a first-come, first-serve basis to avoid the group being too large.

***What do participants have to do?***

Participants will take part in a focus group discussion about trauma-informed practice. I will facilitate the focus group discussion by asking you to discuss your thoughts about trauma-informed practice as a group of Educational Psychologists and trainee Educational Psychologists. The discussion will last around 60-90 minutes.

I shall audio record the discussion which will then be transcribed and analysed. I shall provide you with an opportunity to comment on the transcription and analysis, although this is optional and you are not required to give feedback if you chose not to do so.

***Will others be able to identify me from the focus group discussion?***

You are not required to provide any personal details beyond your name and contact details (used for contacting you only). You will be asked to provide a pseudonym which will be used for transcription, analysis and in writings. As this is a small focus group involving colleagues, there is a possibility people who know you may be able to identify you based on yours or others' comments. To limit this, the transcription will be shared with the focus group and you

will have the opportunity to anonymise any information you feel may identify you, prior to data analysis.

### ***What will happen to my information?***

Your data will be analysed and form part of my doctoral thesis, which will be read by the examiners. The research may also be published in academic journals, in media on a website or presented to the academic field at a later date. All data relating to your participation will be handled and stored securely on an encrypted USB using password protection and kept for a maximum of 2 years. Data will be stored and used in compliance with the General Data Protection Regulations [GDPR] and the University's Data Protection Policy. Data will be shared amongst the focus group to check for identifying details and accuracy. This will be done using an encrypted and password protected file.

Confidentiality is subject to legal limitations or where there is a disclosure of imminent harm to self and / or others.

### ***What if I decide I want to leave during or after the focus group or I don't want to be a part of the research any more?***

Your participation is voluntary and you are free to leave the focus group at any point during the discussion, without having to give a reason. Once the focus group has concluded, it will not be possible to withdraw your data as this would invalidate other participants' data. However, you may withdraw your consent for the researcher to use quotations of your data in any analysis or write-up, up to 2 weeks after the focus group.

### ***Are there any potential benefits to taking part?***

Trauma-informed practice is an emerging approach to support those affected by trauma. As professionals routinely working with vulnerable young people, EPs are likely to encounter young people who have been affected by trauma. At present, there is growing literature around trauma-informed practice and its application. However research has not yet explored how EPs talk about trauma-informed practice or its application in Educational Psychology Service. This research provides an opportunity for the profession to voice its perspective and may offer you the personal benefit of reflecting on your own practice and the training you have received. This may support you in your role and future work.

### ***Are there any potential risks to taking part?***

The topic of trauma-informed practice may mean you draw on your own experiences, reflections or previous cases, which may stir up uncomfortable feelings. Although every effort will be made by the facilitator to ensure the topic focuses on trauma-informed practice, there is a risk other participants of the focus group may raise uncomfortable or distressing issues. During debrief, the researcher will ensure participants receive contact details of where they can obtain further support. You will also be offered the option of a follow-up / check-in via telephone in the 2 weeks following the focus group.

### *Further information and contact details*

The Tavistock and Portman NHS Foundation Trust has given ethical approval to carry out this research through the Tavistock Research Ethics Committee. The Local Authority Educational Psychology Service has also given permission for the research to go ahead.

If you are interested in taking part or have any questions or concerns about any aspect of the research, please contact me:

Email: [ahopkins@tavi-port.nhs.uk](mailto:ahopkins@tavi-port.nhs.uk)

Telephone: 07500 334734

*If you have any queries regarding the conduct of the programme in which you are being asked to participate, please contact:*

*Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))*

## Appendix 5 – Prompt questions

Prompt QuestionsExpanding

Can you say a bit more about...?

What else...?

Clarifying

Could you explain what you mean by...?

What gives you that impression?

Refocusing the topic

Going back to an earlier comment...

We've been talking about x, could we now move on to...?

Encouraging participation

What do other people think about...?

X, I don't want to leave you out of the conversation, what do you think?

Avoiding dominant talkers

Does anyone feel differently?

Thank-you X. Are there others who wish to add anything?



## Appendix 6 – Debrief sheet

*Educational Psychologists' understanding of trauma-informed practice following training***Debrief Sheet**

Thank-you for your participation and contribution to the focus group. This sheet contains information about what will happen next and what support is available, if you have been affected by the discussion.

***What happens if I don't want my data to be included anymore?***

It is not possible to withdraw your data entirely as this would affect other participants' data too. If you do not want to be quoted in the analysis and write-up, please contact the researcher no later than [date]. After this time, you will not be able to withdraw from being quoted.

***What if I am worried someone said something about me in the discussion which could make me identifiable?***

Once the audio recording is transcribed, the researcher will circulate this to the focus group participants securely. If there are any identifying details you would like changed, you can discuss this with the researcher.

***I feel uncomfortable by some of the issues discussed in the focus group, what support is available to me?***

The researcher will remain available up to 30 minutes after participants have left, if you would like to discuss any aspect of the research. You can also request a follow-up check-in in 2 weeks' time, where the researcher will telephone you to check-in with you.

Alternatively, you may feel more comfortable discussing this with someone impartial to the researcher such as your personal supervisor. You may also wish to contact the following organisations for further support:

**British Association for Counselling and Psychotherapy** – Professional association for counsellors and therapies. Visit [www.bacp.co.uk](http://www.bacp.co.uk)

**British Psychoanalytic Council** – Professional association for therapists using psychoanalytic thinking and psychotherapy. Visit [www.bpc.org.uk](http://www.bpc.org.uk)

**Samaritans** – Telephone consultation line, run by volunteers. Call 116 123 (available 24 hours a day, 365 days a year) or visit [www.samaritans.org](http://www.samaritans.org)

***Further information and contact details***

If you have any questions or concerns about any aspect of the research, please contact me:

**Researcher:** Amy Hopkins

**Email:** [ahopkins@tavi-port.nhs.uk](mailto:ahopkins@tavi-port.nhs.uk)

**Telephone:** 07500 334734

*If you have any queries regarding the conduct of the programme in which you are being asked to participate, please contact:*

*Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))*

Appendix 7 – LA Recruitment email

The Tavistock and Portman   
NHS Foundation Trust

**To:** [Principal Educational Psychologist]

**From:** ahopkins@tavi-port.nhs.uk

**Subject:** Trauma-informed Practice Doctoral Research

Dear [Principal Educational Psychologist]

### **Who am I?**

I am a trainee Educational Psychology registered on the M4 Child, Community and Educational Psychology doctoral programme at the Tavistock and Portman NHS Trust.

### **Why am I contacting you?**

As part of my doctoral thesis, I am exploring Educational Psychologists' talk about trauma-informed practice. I am currently contacting Local Authorities to gauge interest before recruiting participants. As one of the Local Authorities in the NHS Trailblazer, this area of mental health might be of interest to you.

### **What does the research involve?**

The study involves 6-8 Educational Psychologists / trainee Educational Psychologists who work in a single Local Authority. They would be asked to take part in a focus group discussion about trauma-informed practice from the perspective of a group of Educational Psychologists / trainee Educational Psychologists. At present, I am not aiming to recruit participants but am reaching out to London Local Authorities in the NHS Trailblazer bid to identify a single Local Authority.

### **Are there any restrictions on Local Authorities who can be involved?**

To take part, participants would need to have received training in trauma-informed practice in the last 6-18 months. Therefore your service needs to have had training in trauma-informed practice **at least** 6 months ago but **no more** than 18 months ago.

### **What are the benefits to participants / Local Authorities?**

- Educational Psychologists are likely to encounter young people affected by trauma in their everyday work so this is a relevant area of interest for Educational Psychologists
- Although there is emerging literature on trauma-informed practice, this has not been explored from Educational Psychologists' perspective

- This research offers the Local Authority a form of feedback for how a group of Educational Psychologists have understood trauma-informed practice, following training

*This might be of interest to my Local Authority, how can I find out more?*

I am happy to provide further information by sending you a copy of the Participant Information Sheet. This provides further details on the aims, requirements, demands and benefits of taking part. Alternatively, please feel free to contact me by replying to this email or on 07500 334734 no later than **[date]**.

Many thanks for your time,

Amy Hopkins

Trainee Educational Psychologist

The Tavistock and Portman NHS Foundation Trust  
Child & Family Department  
Tavistock Centre  
120 Belsize Lane  
London NW3 5BA  
Tel: +44 (0)20 8938 2240 / 07500 334734

*If you have any queries regarding the conduct of the programme in which you are being asked to participate,  
please contact:  
Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))*

## Appendix 8 – LA information sheet

*Educational Psychologists' understanding of trauma-informed practice following training***Local Authority Information Sheet – Please Read**

Thank-you for expressing an interest in this research study. Before consenting to participate, it is important that you understand the research purpose, aims and what is asked of participants from your Local Authority.

***Who is conducting this research and why?***

My name is Amy Hopkins. I am currently enrolled on a 3-year doctoral programme in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust. I am conducting this research as part of my doctoral thesis.

***What is the research about?***

This research aims to explore how Educational Psychologists talk about trauma-informed practice, following training.

***Who can take part in this research?***

I would like to recruit 6-8 Educational Psychologists and / or trainee Educational Psychologists from a single Local Authority. The Local Authority must be part of the NHS trailblazer bid and the Educational Psychology Service must have received training in trauma-informed practice **at least** 6 months ago but **no more** than 18 months ago.

***What do participants have to do?***

Participants will take part in a focus group discussion about their understanding of trauma-informed practice. I will facilitate the focus group discussion by asking some open-ended questions about trauma-informed. The discussion will last around 60-90 minutes. I shall audio record the discussion which will then be transcribed and analysed.

***What will the Local Authority have to do?***

The Local Authority is asked to provide consent for the research to be conducted with employees within the Local Authority. For convenience, the researcher would like to conduct the focus group interview in a room at the Educational Psychology Service. The Local Authority would be responsible for ensuring their insurance / indemnity provision covers this.

The researcher would also request the Local Authority circulates any participant information sheets and consent forms to Educational Psychologists and trainee Educational Psychologists within the service, so they are able to opt-in to the research.

***Will the Local Authority be identifiable in the research?***

No. A pseudonym will be used or broad description (e.g. *a London Local Authority in the NHS trailblazer bid*)

***Where will the research be published?***

The research forms part of my doctoral thesis, which will be read by the examiners. The thesis may also be published on the Tavistock and Portman NHS Trust library website and / or published in academic journals, in media or on a website or presented to the academic field, at a later date.

***Further information and contact details***

If you would like your Local Authority to participate in this research, please confirm by contacting me in writing at the email address below. Participation is on a first-come, first-serve basis to avoid over-recruitment.

Email: [ahopkins@tavi-port.nhs.uk](mailto:ahopkins@tavi-port.nhs.uk)

Telephone: 07500 334734

The Tavistock and Portman NHS Foundation Trust has given ethical approval to carry out this research through the Tavistock Research Ethics Committee. The Local Authority Educational Psychology Service has also given permission for the research to go ahead.

*If you have any queries regarding the conduct of the programme in which you are being asked to participate, please contact:*

*Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))*

## Appendix 9 – Consent Form for Video Conferencing

*Educational Psychologists' talk about trauma-informed practice following training***Consent Form****Please tick the statements below if you agree to them****Tick**

1. I have read the information sheet and understand the potential risks and benefits of taking part in this research
2. I understand that my participation is voluntary and I am free to withdraw at any point before or during the focus group without giving a reason and that any data collected by the researcher related to my involvement to the project will be destroyed
3. I understand that due to UK government advice on social distancing, the focus group will be conducted using video conferencing software. This involves me agreeing to the terms and conditions of the software in terms of privacy, data storage and collection by the software company
4. I understand that after the focus group, I will not be able to withdraw my data. However, I will be able to withdraw my consent for quotations of what I have said to be used in any analysis and write-up of the research, up to two weeks after the date of the focus group
5. I agree for the focus group discussion to be recorded. I understand that identifying data (e.g. names, locations) will be anonymised. I understand the small sample size and any pre-existing relationships with other members of the focus group means there are some limitations to the information provided remaining anonymous
6. I understand all data will be kept confidential by the researcher and stored securely, unless there are safeguarding concerns around imminent harm to self and / or others or there is a legal requirement to disclose information
7. I agree for the research findings to be used in the doctoral thesis and the possibility this may be published in a peer-reviewed journal at a later date
8. I agree to participate in this research

Your name: .....

Signed: .....

Date.....

Researcher name: Amy Hopkins



## Appendix 10 – Interview schedule for Video Conferencing

Interview Schedule

*\*Test audio and video quality with all participants\**

**1. Welcome**

*The researcher will introduce herself and explain her role before inviting participants to introduce themselves.*

**2. Overview of the topic**

*As part of the thesis for the Educational Psychology doctorate, I am interested in exploring how Educational Psychologists talk about trauma-informed practice. I am hoping to see how you talk about trauma-informed practice as group of Educational Psychologists and Trainee Educational Psychologists.*

**3. Ground rules**

*Due to current government advice related to COVID-19, we are speaking via video. I am aware that this might feel a little different to a normal discussion group, depending on how much you are used to using these platforms, but I hope you can feel at ease and are able to treat it as a normal chat.*

*I ask you to bear in mind that, as with all technology, there might be some teething problems such as sound or video not working properly, or connection issues. As a result, it can be easy to interpret someone as 'interrupting' or speaking loudly or 'rudely'. I ask that you bear in mind that communication can look a little different on these platforms and give everyone the benefit of the doubt if it seems this is happening.*

*There are no right or wrong answers and everyone's opinion is valid. Please feel free to share your point of view even if it differs from what others have said. Please listen respectfully to one another and avoid talking at the same time. Please avoid sharing personal information about others in the group as they may not be comfortable with that information being shared in this context.*

*I might ask questions as we go along but otherwise I am here to facilitate rather than participate in the discussion. I shall record the session so I do not miss any of your comments. Your names will not be used in any writing or publications.*

*In a moment, I shall ask some opening questions and would like you to discuss your thoughts as a group. The session will run for approximately 60-90 minutes and I shall give you a 10-minute warning to avoid overrunning.*

**4. Opening question**

Tell me about what prompted you participate in this research?

**5. Follow-up question**

What does trauma-informed practice mean to an Educational Psychologist?

**6. 10-minute warning**

*Just to let you know, we have approximately 10 minutes left.*

**7. Conclusion**

*The researcher concludes the discussion by thanking participants for their ideas and explaining the group will now debrief as a group.*

## Appendix 11 – Debrief sheet for video conferencing

*Educational Psychologists' understanding of trauma-informed practice following training***Debrief Sheet**

Thank-you for your participation and contribution to the focus group. This sheet contains information about what will happen next and what support is available, if you have been affected by the discussion.

***What happens if I don't want my data to be included anymore?***

It is not possible to withdraw your data entirely as this would affect other participants' data too. If you do not want to be quoted in the analysis and write-up, please contact the researcher no later than [date]. After this time, you will not be able to withdraw from being quoted.

If you wish for video conferencing software company to erase data collected by them, you will need to contact them directly.

***What if I am worried someone said something about me in the discussion which could make me identifiable?***

Once the audio recording is transcribed, the researcher will circulate this to the focus group participants securely. If there are any identifying details you would like changed, you can discuss this with the researcher.

***I feel uncomfortable by some of the issues discussed in the focus group, what support is available to me?***

The researcher will remain available up to 30 minutes after participants have left, if you would like to discuss any aspect of the research. You can also request a follow-up check-in in 2 weeks' time, where the researcher will telephone you to check-in with you.

Alternatively, you may feel more comfortable discussing this with someone impartial to the researcher such as your personal supervisor. You may also wish to contact the following organisations for further support:

**British Association for Counselling and Psychotherapy** – Professional association for counsellors and therapies. Visit [www.bacp.co.uk](http://www.bacp.co.uk)

**British Psychoanalytic Council** – Professional association for therapists using psychoanalytic thinking and psychotherapy. Visit [www.bpc.org.uk](http://www.bpc.org.uk)

**Samaritans** – Telephone consultation line, run by volunteers. Call 116 123 (available 24 hours a day, 365 days a year) or visit [www.samaritans.org](http://www.samaritans.org)

***Further information and contact details***

If you have any questions or concerns about any aspect of the research, please contact me:

**Researcher:** Amy Hopkins

**Email:** [ahopkins@tavi-port.nhs.uk](mailto:ahopkins@tavi-port.nhs.uk)

**Telephone:** 07500 334734

*If you have any queries regarding the conduct of the programme in which you are being asked to participate, please contact:*

*Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))*

## Appendix F

### Transcript Notation Symbols Based on Jefferson (2004)

[ ]	overlapped speech
>word<	slowed speech
<word>	quickened speech
=	words which merge into one another (latched talk)
<u>word</u>	underlined words show emphasised speech
w:ord	colons preceding a sound show whether that sound is elongated sound (the more colons, the more elongated the sound)
(.)	brief pause
(1.2)	longer pause, timed in seconds
word,	comma after a word denotes a slight upper inflection
word.	full stop after a word denotes a slight downward inflection
áword	change in rising pitch
âword	change in downward pitch
°word°	shows speech which is spoken more quietly
WORD	capitals show speech which is spoken noticeably louder (e.g. shouting)
£word	indicates a smiley voice such as when hiding laughter
#	indicates a croaky voice such as when upset
.h	indicates an audible inbreath
h	indicates an audible outbreak
w(h)ord	indicates laughter within speech
Huh/heh/hah	laughter
'word'	quotation marks show reported speech or self-talk
(unclear)	approximation of what was said due to unclear audio

## Appendix G

### Orthographic Transcript for Focus Group

1 Amy: Ok erm so the opening question is simply just tell me what  
2 prompted you to participate in this research  
3 (Pause)  
4 Jean: [laughing] I can start erm I guess erm for me I suppose it's  
5 because we're in [LA] we are erm rolling out a a project around  
6 Trauma-informed Practice and supporting the schools and  
7 different services as well so safer schools, police in schools  
8 and lots of different agencies to kinda start working erm  
9 through a trauma-informed lens and being a bit more informed  
10 about it erm so yeah so it interested me erm because we're all  
11 kind of working in that way very focused on it erm and it  
12 sounded like something that I think would be y'know would also  
13 be really great to be in a thesis and hopefully maybe a paper  
14 and just kind of really getting the word out there I suppose  
15 (Pause)  
16 Jesse: Yeah I would I would say similar things to Jean erm yeah it's  
17 really interesting topic and and as as Jean said we're we're  
18 doing a lot of er trauma-informed work running running  
19 trainings and and and helping schools to think about it so  
20 hoping that it will be an in- an interesting discussion and a  
21 good piece of research to be part of obviously er also having  
22 had to do my own research I y'know took pity on you trying to  
23 find participants [laughs] or or  
24 Amy: (laughs) Thank-you  
25 Jesse: Wanted to return the favour shall we say in terms of y'know  
26 helping out in that sense  
27 Amy: Yeah  
28 (Pause)  
29 Raz: Yeah yeah I I have er similar views to both people who have  
30 just spoken so er I think firstly I did think oh you're doing  
31 some research here 'n I'd like to support you doing that  
32 because I've worked a lot with students and people going  
33 through kinds of areas that you have but also er trauma-  
34 informed work seems to me to be pretty crucial and e- even more  
35 so now that we're suffering this kind of pandemic so er er-I  
36 suppose it's an area of kind of passion really for me (pause)  
37 did my microphone work  
38 Amy: (laughs) Yes  
39 Sam: Yes  
40 (Pause)  
41 Sam: I think the same as what everyone's said it's at the forefront  
42 of our mind at the moment erm it's something that in [LA] we've  
43 put a lot of work into and it's nice to share that and to know  
44 that it's something that is on other people's minds as well  
45 Amy: Mmm  
46 Raz: Mmm  
47 Amy: It sounds as though there's some kind of similar motivations  
48 erm but maybe also some personal ones as well erm and I suppose  
49 I've I've only really got one other question erm which is a  
50 nice broad one erm and we'll kind of see where we go with it  
51 erm but what does trauma-informed practice mean to an  
52 Educational Psychologist  
53 (Pause)  
54 Sam: (laughs) I think for me the interesting part of that question is  
55 what does it mean to an Educational Psychologist and for me  
56 it's sort of trying to create a shared understanding within the  
57 people we work with and I sort of say people and not just  
58 schools sort of anyone we come into contact with erm coz I feel  
59 like maybe we as part of our training have some of that  
60 understanding so it's sort of trying to don't know almost not  
61 create a ripple effect but share some of what we've learnt and

62 cry try and create that joint approach with whether it's it's  
63 families or schools or other services  
64 Amy: Mmm  
65 Jean: Mmm  
66 (Pause)  
67 Raz: Mmm  
68 (Pause)  
69 Jesse: Yeah that's that's that's definitely a key part of it I guess  
70 it's it's it's also just a a-er key way of understanding the  
71 needs of children and young people that we work with (pause) as  
72 Raz said it's such as big area and such a big um area of need  
73 and it often (pause) it often doesn't get thought about enough  
74 in schools because a lot of the (pause) information about kids  
75 an an previous experiences of potential trauma they don't they  
76 don't get talked about in school because of  
77 Raz: Mmm  
78 Jesse: Well the nature of trauma itself and how it gets hidden  
79 Raz: *(in overlap)* Mmm  
80 Jesse: *(in overlap)* And shame and all tho- and all those different  
81 factors that we know about so I think it it often goes  
82 unnoticed in schools unless (pause) y'know schools are schools  
83 are trauma-informed and trauma-aware and then they can start to  
84 unpick it and and and respond effectively to that area of need  
85 (pause)erm  
86 Raz: *(in overlap)* Yeah  
87 Jesse: *(in overlap)* So that's part part of what it means to me is that  
88 understanding of of kids' children's needs  
89 Amy: Mmm  
90 (Pause)  
91 Jean: *(in overlap)* Yeah  
92 Raz: *(in overlap)* Soo  
93 Raz: Sorry carry on  
94 Jean: No you go you go Raz (laughs)  
95 Raz: Oh I was it's again kind of building on wha' everyone's saying  
96 it's a way for me it's a way of reframing that kind of  
97 narrative in schools and to ensure that the most vulnerable are  
98 perhaps better protected because it f- ri it's the children 'n  
99 young people who who we get quite worried about and if we can  
100 shift the way people think about that and what they do then  
101 their life outcomes are going to be improved so (pause) I guess  
102 that's the key bit for me (pause) hey thanks  
103 Jean: I yeah 'n I was gonna say which does follow on from that as  
104 well is that um I suppose as an EP as well working in schools  
105 now for kind of 10 years I- I- although it's something that has  
106 been I suppose known about and for want of a better term 'out  
107 there' but erm I sometimes you felt like you kind of (pause)  
108 erm you have there's a lot of barriers especially in secondary  
109 schools or in some of the settings where you'd feel like you  
110 were kind of saying the same things around trauma 'n f- around  
111 attachment and and around emotional wellbeing an you could it  
112 was kind of not being picked up on not you didn't I kno- I  
113 always felt like aw you know this is not wha- people aren't  
114 really taking it on board  
115 Amy: Mmm  
116 Jean: Or they fe- or they are but then they're feeling restricted in  
117 the systems they're working in so (pause) but what-I feel is  
118 happening now more and more ove' the last kind of year or so er  
119 now we've been doing this work as well is that people are  
120 becoming really i- more interested in it so services like even  
121 the police who are kind of contacting us and saying we want to  
122 know more about it we want to work in schools 'n we want to

123 understand trauma y'know want to understand the young people in  
124 that frame in that framework and that was really interesting to  
125 me and the fact that schools are now using the terminology and  
126 it's becoming part embedded in the schools so I think as an EP  
127 I feel like suddenly all that- all those kind of barriers are  
128 starting to drop and we're really going somewhere in terms of  
129 understanding young people erm through that lens erm and then  
130 also schools are really y'know they they always have their  
131 resources in in place but actually using those in a slightly  
132 different way so that they can support the children and young  
133 people so yeah for me I guess it's as an EP it's the shift that  
134 I've seen

135 Amy: Mmm

136 (Pause)

137 Jean: I don't know if there's anybody else's

138 Jesse: *(in overlap)* Yeah I I would build on

139 Jean: *(laughs)* Sorry Jess-

140 (Pause)

141 Jesse: Yeah I think I think that there is a bit of a shift sorry yeah  
142 my my internet has got a delay *(laughs)* so I probably interrupt  
143 people all the time sorry erm but yeah I think there has been a  
144 bit of a shift and erm I- it was just something Raz said  
145 reminded me of another

146 Jean: Mmm

147 Jesse: Thing that that thing that is has meaning for me is erm *(pause)*  
148 social justice elements of it *(pause)*

149 Amy: Mmm

150 Jesse: Which is something we've we've

151 Raz: Yeah

152 Jesse: Talked about in [LA] that it is you know trauma  
153 disproportionately affects *(pause)* already marginalised groups  
154 erm in terms of ethnicity and race and and gender 'n an young  
155 people themselves *(pause)* 'n 'n and so I think that's quite a  
156 big motivating factor for me in in erm in y'know hel- helping  
157 people who young people who are *(pause)* yeah somewhat  
158 marginalised erm is is really key for me and I suppose what  
159 Jean was saying reminded me that erm *(pause)* it's also just  
160 really evidence-based and outcomes-based

161 Raz: *(in overlap)* Mmm

162 Jesse: If we're not helping kids who are affected by trauma we're not  
163 getting good outcomes in education not just for those kids but  
164 also for the children around them because it can be so  
165 disruptive in so many different ways for that individual but  
166 also for people around them so I think it's it's also just

167 Raz: *(in overlap)* Mmm

168 Jesse: *(in overlap)* A way of getting much better outcomes

169 (Pause)

170 Raz: Mmm

171 (Pause)

172 Amy: I noticed erm a couple of you using like the phrase 'looking at  
173 things through um a trauma le- a trauma-informed lens' 'nI'm  
174 just wondering if you could perhaps say a little bit more about  
175 what what you feel this looks like or what this means um to a  
176 group of psychologists

177 (Pause)

178 Sam: One of the key questions that we use is what happened to the  
179 child rather than what's wrong with them *(pause)* so for me  
180 that's what it is it's looking at everything that's gone on in  
181 their life up until now erm and sort of seeing I don't know  
182 like you have the lens and you see everything else that's  
183 behind them everything that's behind the behaviour everything



184 that's contributed to the behaviour erm yeah so the focus is  
185 not on them (pause) I mean there's I think as EPs we always try  
186 'n to move away from that within-child as well but this is  
187 really seeing their experience as somethings that's  
188 contributing to the behaviour so (pause) yeah the idea of  
189 what's happened to them rather than what's wrong with them and  
190 the focus on needs

191 Raz: Yeah

192 Sam: So wha- what do they need right now rather than I dunno what  
193 intervention or what we're gonna change is is really focusing  
194 on that sort of almost not basic level but sort of at a  
195 fundamental level what do they need erm and meeting it  
196 hopefully and sort of in a more nurturing way

197 (Pause)

198 Raz: Erm yeah I I think that the evidence-base is good and the  
199 drawing on neuroscience is quite helpful in helping teachers to  
200 say 'okay so it's not it's not an intentional personal attack  
201 on me' and therefore that frees me to intervene in a different  
202 kind of way and to use different language about the er  
203 experience both themselves and for the young people so (pause)  
204 erm (pause) I think that I've forgotten what the original  
205 question was (laughs) and I'm still fiddling with my microphone  
206 here but that draws me towards this kind of work and it's it's  
207 sort of er kind of freeing for both the EP and for the teacher  
208 because we've got a conversation around something which has  
209 evidence behind it and is uh moving away from that blaming  
210 around behaviour and and as Sam said more questioning w'll  
211 what's happening in that child's life and how can we make a  
212 difference about that (pause) hey

213 (Pause)

214 Jean: Erm yeah 'n I thi-

215 Jesse: *(in overlap)* What I

216 Jean: Sorry (laughs) we did it again

217 Jesse: (laughs) You go you go

218 Jean: Erm what was I gonna say erm oh I was just gonna say I guess  
219 following on from that is that le- that lens the idea of the  
220 lens is that exactly as everybody's said and then also then it  
221 being more consistent and a shared knowledge so rather than it  
222 being one person working in silo or maybe the SEMH team in a  
223 school or (pause) the SENCO or somebody re- it's everybody  
224 every single person that's going in and out of the school or  
225 that particular setting so the fact that it's everybody is  
226 looking through that lens is really important erm so that that  
227 child

228 Raz: Mmm

229 Jean: Or young person experiences that that that feeling of empathy  
230 and understanding ev'n no matter where they are and no matter  
231 what they're doing that that's coming across

232 (Pause)

233 Jesse: Yeah um yeah building on what everyone's saying obviously ag-  
234 agree with e-e-everything um (pause) when Sam was talking about  
235 (laughs) wha- what thinking about what happened to the young  
236 person erm I think I think so often we get referrals as an EP  
237 I- I've just had lots of referrals where it's been literacy or  
238 it's been about attention or it's been about learning in  
239 general or all of these different aspects that that we get  
240 referrals for and then when you spend a bit of time speaking  
241 with the parent or or someone drops in that there was a social  
242 care referral at some point towards the end of a meeting and  
243 and and it can change you understanding of the young person  
244 when the details of trauma come out (pause) so it's it's just

245 so often (pause) yeah that that role that we have as EPs to erm  
246 take that curious stance and really u- ask a a lot more  
247 questions about a young person's experience as Raz was saying  
248 at th-er their whole their whole life rather than just their  
249 literacy or or their whatever it might be erm and I think that  
250 that that's another key thing really that that curious stance  
251 comes from a a a therapeutic (pause) model or a therapeutic  
252 understanding that we have and I think getting schools to  
253 recognise their role their kind of therapeutic role if you like  
254 that nurturing role that caring role erm that we need schools  
255 to have or that schools have (pause) regardless of how much  
256 they take it up 'n so getting schools to to (pause) develop  
257 their therapeutic skills 'n that nurturing approach I think is  
258 really key as well

259 (Pause)

260 Amy: Are you able to say a little bit more about what that looks  
261 like in a in a trauma-informed lens (pause) or through a  
262 trauma-informed lens

263 (Pause)

264 Jesse: Which which bit of it

265 Amy: The how schools

266 Jesse: Particul-

267 Amy: (*in overlap*) Take up their nurturing role

268 (Pause)

269 Jesse: Erm well I guess it's about kinda looking after the mental  
270 health of of of everyone

271 Raz: (*in overlap*) Mmm

272 Jesse: In the school the staff and the and the children and young  
273 people erm and recognising that that they're caring for these  
274 young people

275 Amy: Mmm

276 Jesse: And actually if they look after the the young people  
277 emotionally 'n i- in terms of their mental health that has  
278 again a lo' o' much better outcomes educationally

279 Amy: Mmm

280 Jesse: Erm so it's really a ki- I guess understanding that yeah that  
281 caring role

282 Raz: Yeah mmm

283 Jesse: (*in overlap*) That's a key part of of the whole system

284 Raz: I I can give an example (pause) by luck yesterday there was an  
285 emergency annual review for Year 10 (pause) girl who er was  
286 about to be permanently excluded and the conversation around it  
287 began with the usual things like 'she's gotta grow up take  
288 responsibility' bah bah bah and the the more we talked and I  
289 guess my role was to facilitate that then it became clearer  
290 that this this child had experienced a lot of trauma throughout  
291 her life and that we (pause) I could see the conversation did  
292 shift a little bit towards 'okay so that's a different way of  
293 understanding this and just because she set the fire alarm on  
294 doesn't mean she was trying to deliberately cause us trouble  
295 she wanted to es- escape' so it's a different way of talking I  
296 don't think it resolved it because it still left the sch- the  
297 school saying yes but but it certainly shifted it a bit and I  
298 think it's those sort of erm (pause) kinda real conversation  
299 that you have to have which if informed by (pause) trauma  
300 awareness and is picked up more and more collectively (pause)  
301 it makes a whole difference to the way these young people are  
302 being treated and hopefully the outcome (pause) although I I  
303 this is a fingers crossed one because I'm not (laughs) really  
304 sure it's going to go in the way we would like

305 Amy: Mmm

306 Raz: So that just happened to happen yesterday but it's interesting  
307 even the social worker's language initially was around well  
308 whole notion of 'taking responsibility' and 'using using your  
309 sort of thinking capacity' in situations where that just  
310 couldn't happen for her (pause) and I guess er the shift was  
311 towards recognising that and that went back against the notion  
312 well 'is this really an intentional act to cause us trouble'  
313 Amy: Mmm  
314 Raz: 'Or is this someone who is deeply troubled and this is her way  
315 of expressing that'  
316 Amy: Mmm  
317 Raz: So that was yesterday (laughs)  
318 (Pause)  
319 Jean: Sounds like you Raz you being the EP you were able to bring  
320 that perspective into that meeting or at least kind of  
321 Raz: Yeah  
322 Jean: Yeah  
323 (Pause)  
324 Raz: Quite in a gentle way as we often are I think coz we  
325 Jean: *(in overlap)* Yeah  
326 Raz: *(in overlap)* Need to do build and move rather than confront  
327 although I know that er er that sometimes confrontation is very  
328 helpful (laughs) (pause) cause a sudden shift but then this is  
329 one where you had to just build I think I and especially coz  
330 the young person was present in the meeting (pause) meeting so  
331 Amy: Oh  
332 Raz: Wrap around that (pause) yeah  
333 Amy: Mmm  
334 Raz: She was virtual (laughs) well for some of us  
335 Jean: (laughs)  
336 (Pause)  
337 Jean: And I suppose that's it as well isn't it thinking about (pause)  
338 that and and building on what you just said Raz and ta-  
339 thinking about ex- kind of exclusions as well and that's  
340 something that we're looking at erm  
341 Raz: Yur *(in overlap)*  
342 Jean: Through this project as well 'n how maybe well I mean hopefully  
343 you kind of think that it was the past but you know there might  
344 have been times where a young person was excluded from school  
345 erm and maybe we didn't or we y'know whoever was involved  
346 didn't look as er on a bit for whatever reason the er system  
347 meant that that person was excluded but hopefully now we- if a  
348 school is having some training and follow-up in terms of  
349 thinking in a trauma-informed way that  
350 Raz: *(in overlap)* Mmm  
351 Jean: Actually maybe that could be avoided or or others other things  
352 are thought about (pause) first erm and I think it with primary  
353 schools that's something that's happening but  
354 Raz: Mmm  
355 Jean: We had a conversation didn't we in er we have like a strategy  
356 group with lots of different people and in in the Local  
357 Authority and in secondary schools that's a lot harder er for  
358 whatever reasons *(in overlap)*  
359 Raz: *(in overlap)* Yeah  
360 Jean: So that's something that we're hoping  
361 Raz: *(in overlap)* Mmm  
362 Jean: *(in overlap)* Starts to change erm with this work  
363 (Pause)  
364 Raz: Can I just add one bit to that and th- when you're confronting  
365 a system which has got a zero-tolerance  
366 Amy: Mmm

- 367 Raz: For behaviour you're running into a very very difficult er  
368 (pause) change
- 369 Jean: Yeah
- 370 Raz: (*in overlap*) And or a lack of that and that's why I have some  
371 (pause) reservations that things will move in a direction and  
372 coz because the toler- because this some of the parent body see  
373 this notion of zero-tolerance as the way to resolve behavioural  
374 difficulties so we've gotta get a shift in an entire community  
375 at that school not just within one bit of it
- 376 Amy: Mmm
- 377 Raz: That's gonna be a bit of a (unclear speech) secondaries are  
378 complex organisations aren't they so (laughs)
- 379 Jean: Yeah and the idea of zero-tolerance is something that I just  
380 for years have just been baffled by in terms of (*in overlap*)
- 381 Raz: (*in overlap*) Mmm
- 382 Jean: How it it y'know it's been brought in and there's real  
383 advocates for it and I know some of the secondaries have have  
384 kind of without saying it really have zero se- or maybe
- 385 Raz: (*in overlap*) Mmm
- 386 Jean: They maybe your school does Raz but erm (pause) y'know without  
387 saying oh we are a zero-tol- er tolerance school they actually  
388 are 'n it's kind of the absolute
- 389 Raz: Yeah
- 390 Jean: Opposite of erm (laughing) trauma-informed work isn't it
- 391 Raz: Mmm
- 392 Jean: Erm yeah (*in overlap*)
- 393 Raz: Mmm(*in overlap*)
- 394 Jean: I think it has to come from the top doesn't it whe- er when  
395 things like this the change happens
- 396 Raz: Yeah (pause) true
- 397 Jean: Yeah it makes me wonder what why then they're so popular and I  
398 wonder whether it makes pupils maybe the staff feel safer erm  
399 in some ways and maybe it's quite a it feels quite  
400 straightforward and quite safe to have that whereas if you have  
401 some of the other kind of more I dunno I'm I I don't know I've  
402 tried to hypothesise it quite a lot about that erm why people  
403 might be reluctant to use a trauma-informed approach (pause) as  
404 opposed to the zero-tolerance (pause) dunno if agree with me
- 405 Sam: (*in overlap*) I kind of wonder how the schools are perceived by  
406 others and I mean I know with the students particularly  
407 secondary the students that I've worked with who 've  
408 experienced trauma um normally what's on the head or SLT's mind  
409 is how other parents perceive that pupil and their behaviour
- 410 Amy: Mmm
- 411 Sam: Erm and I'm wondering if th- the idea of (pause) y'know if if  
412 parents go and visit a school and (pause) there's no (pause)  
413 negative behaviours sort of everything's ticking along 'n it  
414 looks like (pause) they sort o- I don't, I dn't know they want  
415 to send their children there y'know what I mean I mean I can't  
416 say any names for this but was at a secondary school erm  
417 previously and they actually suggested (pause) moving some of  
418 some children off the school site when they had parents  
419 visiting
- 420 Raz: (Laughing)
- 421 Sam: So taking them elsewhere so that they (pause) didn't see their  
422 behaviours
- 423 Jean: Yeah
- 424 Sam: So I think I think particularly somewhere like where we are  
425 working which is very extreme in terms of y'have areas of  
426 extreme deprivation
- 427 Amy: Mmm

428 Sam: And areas of extreme wealth and actually what sort of families  
429 and that attend a school can make a massive impact on how that  
430 school is seen their recruitment x y z so yeah sort of  
431 snowballed there  
432 Jean: *(in overlap)* Mmm  
433 Sam: *(in overlap)* But I think that a lot of it is (pause) zero-  
434 tolerance well-behaved schools the idea of like an academic  
435 school as opposed to a school that doesn't want to be academic  
436 which doesn't is ludicrous *(in overlap)*  
437 Jean: *(in overlap)* Mmm  
438 Sam: But  
439 Jean: (Laughing)  
440 Sam: And maybe being more flexible with some of the students that  
441 are experiencing trauma and doesn't fit in with that that idea  
442 Raz: Mmm  
443 Jean: Mmmmmmm  
444 (Pause)  
445 Jesse: Yeah I I I total- totally agree with tha- and erm I think yeah  
446 flexibility's an a a an important words as well isn't it coz I  
447 think (pause) one thing that that a zero-tolerance er policy or  
448 orf or whatever we might wanna call it one  
449 Jean: (laughs)  
450 Jesse: Of one of the effects of that is it does provide certainty for  
451 staff erm  
452 Raz: Mmm  
453 Jesse: Y'know there's thin- tha right if 'if this child does this  
454 behaviour then I do this and I then I give them a level 2 and  
455 then they do that and I' y'know  
456 Jean: *(in overlap)* Mmm  
457 Raz: *(in overlap)* Mmm  
458 Jesse: So it's very kind of structured y'know and you're right it does  
459 provide safety Jean in terms of staff knowing what to do and  
460 actually  
461 Jean: *(in overlap)* Mmm  
462 Jesse: *(in overlap)* 's one of the key things we need with trauma is  
463 actually initially a bit of uncertainty 'oh gosh this kid's  
464 been through trauma'  
465 Raz: Mmm  
466 Jesse: 'We really need to think about what we need to do with this  
467 young person and we need to actually personalise that and and  
468 and so we need to take time to listen to that young person and  
469 their family' and (pause) that takes quite a lot of effort and  
470 er a lot quite a lot of flexibility  
471 Jean: Mmm  
472 Jesse: Because we have to hold quite a lot of uncertainty *(in overlap)*  
473 Raz: *(in overlap)* Yeah  
474 Jesse: For quite a long time I think erm thinking about what that  
475 particular child needs (pause) erm and how how the school can  
476 be  
477 Raz: *(in overlap)* Yeah  
478 Jesse: *(in overlap)* Flexible for them rather than just 'oh they've  
479 experienced trauma so this is what we do' it's kind of  
480 Raz: Mmmmm  
481 Jesse: It nev- it never (unclear speech)  
482 Sam: *(in overlap)* I suppose that's the quest-...  
483 Jesse: *(in overlap)* Has to be bespoke for that child  
484 Sam: Yeah is zero-tolerance easier because  
485 Raz: Yeah  
486 Sam: Y'know a bit more time efficient that you don't have to have  
487 the  
488 Jean: Mmm

489 Sam: The bespoke package or way of thinking for every individual  
490 Raz: *(in overlap)* Mmm  
491 Sam: *(in overlap)* Child and that if they don't fit the box then  
492 *(pause)* they're out  
493 Jean: Yeah  
494 Sam: *(in overlap)* And it's  
495 Raz: *(in overlap)* Yeah  
496 Sam: Less resource y'know heavy less ex-  
497 Raz: Mmm  
498 Jean: Yeah  
499 Raz: Certainly quick fix and an interesting thing the most  
500 excitement around the conversation was this girl has 350  
501 behaviour points  
502 Jean: *(laughs)* Ah  
503 Raz: And apparently the average is about 110 and she's crossed all  
504 these red lines so she's totally defined by the number of  
505 behaviour points and the red lines she's crossed  
506 Jean: Mmm  
507 Raz: Tha- *(pause)* quite a safe way it's quite certain yeah she did  
508 that you're out and then everyone's very happy because it's er  
509 as Jesse said it's cer- there's a great deal of certainty it's  
510 good structure everyone feels safe this one's gone on and we  
511 don't have to think about it  
512 Jean: Mmm  
513 Raz: And so and and if the school's operate in that way yeah they  
514 haven't moved to a point of we're a whole community supporting  
515 each other and we're looking after wellbeing and as flexibility  
516 and uncertainty's just part of our lives together *(laughs)*  
517 Jean: Mmmm  
518 Raz: And we'll work it out together...not exclude anyway but those  
519 behaviour points *(laughs)* it is a lot I *(laughs)*  
520 Jean: Yeah  
521 Raz: Think the other thing though that struck me too is when she did  
522 the fire alarm she asked what happens when you do fire alarms  
523 *(pause)* and that was all explained to her that everyone leaves  
524 so half an hour later she went ahead and triggered it and so  
525 everyone left and the school's view is that put 900 young  
526 people at grave risk so again they're much more concerned about  
527 that then about what was going on in her life  
528 Amy: Mmm  
529 Raz: Sorry I'm getting on to a bit of a I got a bit angry at that  
530 *(Pause)*  
531 Amy: Mmm  
532 Raz: Anyway *(laughs)* *(pause)* feelings were triggered  
533 Jean: *(laughs)*  
534 Raz: Slightly dysregulated *(pause)* fortunately I was at home behind  
535 my screen *(laughs)* so I could hide that  
536 Jean: *(laughs)* Yeah it's true though I mean I've had lots of similar  
537 *(pause)* meetings in in that way Raz and you just think *(pause)*  
538 are we not really thinking about this young person or the their  
539 points were because *(pause)* well I just give an example of a  
540 boy who is in a refuge with his mum because of obviously  
541 they've been abused and he it was re- mi- reall- miles away and  
542 um *(pause)* the he he used to come to school without his uniform  
543 or forgot his pencil case and all those things accrued points  
544 Raz: Mmm  
545 Jean: So he ended up getting  
546 Raz: *(in overlap)* Right  
547 Jean: All these points and his behaviour actually wasn't really an  
548 issue and he became a big thing and he so it's things like that  
549 as well again just not *(pause)*

550 Raz: Mmm  
551 Jean: Thinking in that erm way about what's happening for 'im because  
552 he was late as well but he had to get like loads of buses and  
553 obviously going through a lot but I just I wonder then going  
554 back to the trauma-informed work that is our is that it might  
555 be seen as (pause) more fluffy or harder to understand  
556 Raz: Mmm  
557 Jean: Or less errmm secure in terms of like staff's knowledge but  
558 actually is it and and when we're doing the training and when  
559 we're doing the follow-up we're providing them with (pause) a  
560 structure (pause) and you and I guess that's the ki- I guess  
561 that's made me think is that does it feel to secondaries that  
562 that is enough to start to sh- make that shift away from the  
563 the known that is now (pause) in terms of that zero policy  
564 (pause) don't know  
565 Raz: Mmm  
566 Jesse: Yeah I I think it is quite a quite a big ask and I think I  
567 think what you said there Jean in that it it requires some more  
568 understanding and there does have to be ce- kinda learning and  
569 development  
570 Jean: Mmm  
571 Jesse: For school's behind (pause) yeah in order to make that change I  
572 think there does have to be (pause) yeah I think it does mean  
573 going a a a bit the extra mile and and (unclear speech) some of  
574 the learning (pause)  
575 Raz: Mmm  
576 Jesse: What was I gonna say oh but also there was something that in  
577 general people saying I think you said the word together Raz  
578 (pause) that people need to be able to work it  
579 Raz: (in overlap) Mmm  
580 Jesse: (in overlap) Out together and that's that's really key isn't it  
581 that staff can get support from each other  
582 Raz: Mmm  
583 (Pause)  
584 Jesse: And I think and and and kinda think about young people together  
585 because it is very hard to work out  
586 Raz: (in overlap) Mmm  
587 Jesse: (in overlap) What what the  
588 Raz: (in overlap) Mmm  
589 Jesse: (in overlap) Nature of trauma might be if you're not doing it  
590 with  
591 Raz: (in overlap) Mmm  
592 Jesse: (in overlap) Other i-i-in jointly with other people (pause) and  
593 I think that's one thing that hap- doesn't happen in  
594 secondaries as much  
595 Raz: (in overlap) Yeah  
596 Jesse: (in overlap) Y'know just if they are less joined up less  
597 nurturing because  
598 Raz: Mmm  
599 Jesse: They're all in different places and the people are  
600 Raz: (in overlap) Mmm  
601 Jesse: (in overlap) mu- teachers are much more autonomous and pupils  
602 are much more autonomous and so I think in those systems that  
603 is partly why you get more  
604 Raz: (in overlap) Mmm  
605 Jesse: (in overlap) Zero tolerance because I think teacher's sometimes  
606 clamour for senior leadership to come and help them actually if  
607 they're having a real  
608 Raz: (in overlap) Mmm

609 Jesse: (in overlap) Struggle with a pupil n' behaviour-wise in  
610 particular they want someone to come in and tidy it up for them  
611 so they can  
612 Raz: Mmm  
613 (Pause)  
614 Jesse: Carry on teaching or or the likes of it so (pause) I think how  
615 we get secondary schools to (pause) support their staff is is  
616 really important how they do it together  
617 Raz: Yeah (pause) I I think the other nig- reason why being  
618 collective is so important is coz you can get individuals 'n I  
619 had one teacher feedback saying 'okay I now have a different  
620 level of awareness so I feel guilty and hopeless' (pause) and  
621 that is not exactly what we want so that might be an in- be- in  
622 between step to moving towards the next stage where I now feel  
623 I can move forward with this (pause) that's er that's again  
624 that collectiveness and that wellbeing part of it is really  
625 crucial I think  
626 (Pause)  
627 Sam: Coz I think it can feel really personal  
628 Amy: (in overlap) Mmm  
629 Sam: (in overlap) So I  
630 Raz: (in overlap) Oh  
631 Sam: (in overlap) Was a SENCo rang me just before this to tell me a  
632 child had been excluded (pause) erm  
633 Raz: (in overlap) Oh  
634 Sam: (in overlap) And she was going through some of the behaviours  
635 and (pause) they were all you might we might not think that way  
636 but they can come across as quite targeted and quite bullying  
637 towards specific teachers and actually if you don't have that  
638 support and that sense of collective then y'know some of them  
639 they were racial comments and things like that and it was  
640 (pause) at that moment must've been really really  
641 Amy: (in overlap) Mmm  
642 Sam: (in overlap) Really difficult and  
643 Raz: Mmmm  
644 Sam: Upsetting and probably  
645 Amy: (in overlap) Mmm  
646 Sam: (in overlap) Questioning why they went into teaching and  
647 whether they're a good teacher and lots of things going through  
648 that that teacher's mind when  
649 Jean: (in overlap) Mmm  
650 Sam: (in overlap) Actually y'know it was a child that child that  
651 needed something at that moment and didn't want to be in that  
652 environment (pause) erm and if they don't have the opportunity  
653 to (pause) talk about it 'n to share it and to have that  
654 collective sense of of understanding then actually it can be  
655 really tough and can be really hard erm  
656 Raz: (in overlap) Mmm  
657 Sam: (in overlap) And yeah I think that yeah it just sort of  
658 reminded me there's been a few things this week of actually  
659 what this is like being (pause) there on the ground (pause) I  
660 mean and we've spoken about safety I mean at that school and  
661 two children brought knives in this week as well (pause) so  
662 actually the (pause) the fears are real like the idea of  
663 Raz: (in overlap) Mmm  
664 Sam: (in overlap) Wanting someone like you if someone said at SLT to  
665 come and help you out or someone to get you out of situations  
666 actually it is (pause) extremely difficult in some schools to  
667 be (pause) trying to manage  
668 (Pause)  
669 Raz: (in overlap) Mmm



670 Sam: (in overlap) Er these behaviours and and put things in place  
671 when actually there's (pause) I dunno there are big worries  
672 there yeah it's just sort of reminder actually what it what it  
673 is like working in a secondary school and and what you can  
674 Raz: Yeah  
675 Sam: Be put through almost or have to deal with on a day-to-day  
676 basis  
677 Raz: Mmm  
678 Jean: Mmm  
679 (Pause)  
680 Raz: Yeah I think there's a danger if erm if we don't show that we  
681 fully understand that that we're basically preaching from safe  
682 ground (pause) and not really there and (pause) it's fine for  
683 us to talk about it but if you're in the real world with the  
684 school what would you be doing  
685 Jean: Mmm  
686 Raz: So we're we have to somehow (pause) make it really clear we  
687 fully understand that and we're working with them to make a  
688 difference to that situation 'n I don't know if that always  
689 comes across in er in training-type sessions so maybe the  
690 follow-up work can help that but er it is pretty hard (pause)  
691 not just in s- in primary as well but I  
692 Amy: (in overlap) Mmm  
693 Raz: Think I guess secondary have that (pause) well for start they  
694 live in a crowd (laughs) and and there are a lot of different  
695 organisational structures within school and I know teachers can  
696 see what 150 (pause) 100 a day (pause) so that's young people  
697 they they're encountering everyday (pause) anyway yes good  
698 point I think if (pause) mm  
699 Jesse: Yeah I I think another another really key thing and and i- it  
700 goes without saying I feel we've said the word 'relationships'  
701 so much that it almost (pause) i- i- it becomes in danger of  
702 becoming a bit meaningless but  
703 Raz: Yeah  
704 Jesse: I think it does it does go back to relationships and someone  
705 (pause) y'know that nurturing approach needs someone to go the  
706 extra the extra mile and if you like for  
707 Raz: Yeh  
708 Jesse: For kids affected by trauma and it takes someone in that s-  
709 school's system (pause) to to either take the extra time to do  
710 that or to be given the extra time to do that (pause) erm  
711 Raz: Mmm  
712 Jesse: And I think that that can obviously be be a challenge for  
713 schools but is yeah it is absolutely crucial for that kind of  
714 Raz: Mmm  
715 Jesse: Nurturing approach that people are the the child feels like  
716 (pause) someone is willing to put the extra time in  
717 Sam: I think that's a barrier it's  
718 Raz: Mmm  
719 Sam: A barrier in itself it's ne- it's a necessity to have people  
720 that are sort of taking a lead and having that role within the  
721 school well I suppose what we're trying to do also is have  
722 everyone (pause) to take on that role and I think that's what I  
723 sometimes see in schools is that (pause) you do have so- for  
724 some people that who really live for this this is why they get  
725 up and they will put in that extra time and go above and beyond  
726 what they need to for these children erm (pause) but (pause) I  
727 don't know just (laughs) would work loads of things (pause) and  
728 I erm I suppose questioning the idea of like you said having  
729 the people that take the lead on that it's needed but then does  
730 it divert some of the responsibility (pause) away from every

731 single person in the school coz what we ideally want from a  
732 trauma-informed (pause) approach is that y'know the person  
733 working on at lunch or the receptionist everyone is (pause) is  
734 someone who can provide that relationship and someone who can  
735 provide that support  
736 (Pause)  
737 Jean: Yeah  
738 Jesse: Yeah I I think I think you're right in an in an ideal world  
739 yeah we'd have everyone yeah as you say and of course in an  
740 ideal world the the the extra is coming from the system that  
741 the system is saying this person is designated and has this  
742 this time and is given capacity to (pause) tr- provide that  
743 extra so I guess it's as you're saying is the shifting the  
744 whole planning of the school's resources isn't it and giving it  
745 (pause) giving giving the time to be trauma-informed and the  
746 resources to do so  
747 (Pause)  
748 Jean: Mmm  
749 Raz: Mmm  
750 Jean: And it is sort of  
751 Jesse: *(in overlap)* I I I I've just worked in schools where it hasn't  
752 been the whole system doing it and then someone has gone the  
753 extra and that has a big impact but I think yeah you're right  
754 Sam and what we want is the whole  
755 Raz: Mmm  
756 Jesse: Whole school system to be geared around providing that and then  
757 (pause) that's that's when it's really going to work at its  
758 best  
759 Jean: Yeah er I've had the same exactly I mean we all have haven't we  
760 I've had the same where somebody goes that extra mile or really  
761 understands the young person and they they just suddenly start  
762 engaging with things and they turn i- turn it around (laughs) a  
763 bit erm and I guess it's that feeling that they're belongi-  
764 they belong and they're cared about erm and all those things  
765 that we talk about erm but I 'n I mean there are schools that  
766 are putting these things into place in the in a systems way  
767 they and i- i- apparently it is working and there are case  
768 studies aren't there in boroughs local to us and erm so it can  
769 happen it and there is the resourcing perhaps 'n the 'n the  
770 willingness I guess we're starting in the beginning aren't we  
771 (pause) in some of our schools with very entrenched behaviour  
772 policies actually that's an interesting word isn't it we we  
773 talked last week in the strategy meeting about behaviour  
774 management policies and what was it that we there was another  
775 phrase erm (pause) effective something you were  
776 Raz: *(in overlap)* Erm  
777 Jean: Not sure  
778 Jesse: Effective response I think  
779 Jean: Effective response  
780 Raz: *(in overlap)* Yeah yeah  
781 Jesse: Effective response I think  
782 Jean: Yeah  
783 Raz: *(in overlap)* Mmm that was it that's I think it's what [name]  
784 developed and er little program or proforma to help think that  
785 way  
786 Jean: Mmm  
787 Raz: Mmm  
788 Jean: *(in overlap)* And I think that is helpful  
789 Raz: *(in overlap)* It is yeah  
790 Jean: To just move away from the idea that it's about the behaviour  
791 (pause) it's what's

792 Raz: (in overlap) Yeah  
793 Jean: Is underlying behaviour and how we respond to that (pause) yeah  
794 erm  
795 Raz: Interestingly if we banned the word behaviour out of the  
796 schools coz you have to something else I don't know if there  
797 are words  
798 Jean: Yeah  
799 Raz: No shouting and no use of the term behaviour (laughs) (pause)  
800 but a lot of these come  
801 (Pause)  
802 Jean: (laughs) It would be hard (laughs)  
803 Raz: It would  
804 Raz: Do it for a day  
805 Jesse: (in overlap) I'm trying to think  
806 Sam: Yeah  
807 Jesse: What the equivalent would be  
808 Sam: Well you'd hope something like 'communication' but who knows  
809 Raz: Yeah  
810 Jean: (in overlap) Mmm  
811 Sam: Probably incidents instead (laughs)  
812 Jean: Mmm  
813 Raz: (laughs) Yes some other name to (unclear speech)  
814 Jean: Actually that when you were talking Sam about the the young  
815 people bringing in the knives into school it made me think  
816 about something Jesse said the other day which I Jesse I'm  
817 gonna put you on the spot again because (laughs) I can't  
818 remember what it was that you said that was so it really erm it  
819 it you you talking about erm when somebody's going through  
820 (pause) trauma that they then they create trauma in the  
821 environment that they're in (pause) so I was thinking for tho  
822 for that young person coming in with a knife they're obviously  
823 assuming danger that's what the world they're living in and  
824 they're bringing it into this setting this safe setting and  
825 they're disrupting it and obviously that that's being seen  
826 through through the teachers' feelings of be- of not feeling  
827 safe and rightly so of course that that's completely  
828 understandable but that's wh' made me think of Jesse it was  
829 something like that you said to me the other day does that ring  
830 any bells (pause) disru- disrupting the system something you  
831 were talking about maybe you were just talking in 'n  
832 Jesse: Yeah  
833 Jean: (in overlap) Pearls of wisdom were coming out as I was (laughs)  
834 (Pause)  
835 Jesse: No no no not me no (laughs) I- I- it was a phrase I heard on a  
836 podcast erm  
837 Jean: Was it yeah yeah  
838 Jesse: That I shared yeah that erm yeah someone said yeah that trauma  
839 is disruptive  
840 (Pause)  
841 Raz: Mmm  
842 Jesse: And yeah it really triggered my thinking that it is disruptive  
843 and it's something that [name] said in that training in the ARP  
844 training about (pause) when you've got a a child who's been  
845 affected by trauma 'n 'n is dysregulated it affects all the  
846 kids on that table  
847 Jean: Mmm  
848 Jesse: (in overlap) If you're in primary school and it affects (pause)  
849 y'know kids on other tables and it affects the teacher and so  
850 it does disrupt internally that person it's it's someone who  
851 has gone through trauma that it's very disruptive but it also  
852 Jean: Mmm

853 Jesse: Disrupts the the classroom and the whole school system  
854 potentially so

855 Jean: Mmm

856 Jesse: Yeah

857 Jean: Yeah

858 Jesse: I think it's it's it's a good word 'disrupt' I think yeah

859 Jean: Mmm

860 (Pause)

861 Jean: Yeah

862 (Pause)

863 Jean: Sorry

864 (Pause)

865 Raz: It even led to a slide didn't it disruption but that (laughs)  
866 was your idea Jesse (pause)

867 Jesse: *(in overlap)* Well I think

868 Raz: One of the intervention slides

869 Jesse: *(in overlap)* You put Raz

870 Raz: *(in overlap)* It's a good one yeah well you convinced me I  
871 thought it was a really good move so I don't know if it's still  
872 in there though (laughs) (pause) too many slides that's the  
873 trouble

874 Jean: Mmm

875 (Pause)

876 Raz: Mmm

877 (Pause)

878 Jesse: Amy I don't know if you wanna ask another question we've we've  
879 just all gone off on one haven't we (laughs)

880 Amy: Not at all

881 Raz: Yeah

882 Jean: (laughs) Yeah I don't know if we've gone on a tangent actually

883 Amy: No no

884 Jesse: *(in overlap)* Yeah

885 Amy: It's really it's really interesting coz it sounds (pause) it  
886 sounds from what you're saying as though (pause) there's  
887 potentially a lot of costs involved in in taking a trauma-  
888 informed view (pause) of young people

889 (Pause)

890 Raz: Certainly some short-term ones if you're used to quick fixes  
891 and I suppose erm (pause) mmm when when you ask teachers  
892 (pause) how do they manage these very challenging situations so  
893 they're they're already a great cost to them so it's probably  
894 not a bigger cost to go through journey where you end up  
895 meeting those needs but the short-term might feel overwhelming  
896 coz you're letting go too many things that are already  
897 considered safe (pause) practices that we already have so it's  
898 that notion of change and (pause) shifting away from something  
899 (pause) bu- but there is I think quite costly even for the  
900 people doing the presentations so yes for me it does and I  
901 think the er as er mentioned before we're fairly early in our  
902 journey or

903 Amy: Mmm

904 Raz: I don't like that word progress so we ourselves have used the  
905 group of us to keep ourselves kind of moving (laughs) and and  
906 looking after each other so it's kind of togetherness here as  
907 well which I think (pause) we've kind of demonstrated in the  
908 way we've been talking (pause) (laughs) well that's how it felt  
909 to me anyway (laughs) I kind of connect

910 (Pause)

911 Sam: Mmm

912 (Pause)

913 Jean: Yeah

914 Amy: (in overlap) What are other people's views  
915 Raz: I could be wrong (laughs)  
916 Jean: (in overlap) No no  
917 Raz: I could have (pause) hallucinated but that  
918 Jean: (laughs) I suppose  
919 Jesse: (in overlap) No it's definitely mutual (laughs) yeah it's  
920 (Pause)  
921 Raz: (laughs) Mmm  
922 (Pause)  
923 Jesse: Go on Jean you go  
924 (Pause)  
925 Jean: Oh erm no no I was just gonna say that also in terms of erm I  
926 suppose how we're supporting each other and we're working in  
927 that way but also people within other services as well so  
928 thinking of I mean I know for the purpose of the research we  
929 wouldn't mention specific agencies but there are other agencies  
930 in in the Local Authority that kind of erm work in that way  
931 anyway but we're a- we're all working slightly different  
932 tangents and I guess what we're doing now is we're all just  
933 using this approach as a way of coming together  
934 Amy: Mmm  
935 Jean: Doing a lot of the work we're already doing but supporting each  
936 other a bit more and I was thinking that that is probably  
937 something that schools would (pause) recognise and value erm  
938 and could shift thinking as well if you see that that lots of  
939 the people that 're coming into the school but also people that  
940 you kind of er different agencies that you feel respect and and  
941 and value that they're they're all working in the same way and  
942 talking in the same way so yeah I was just gonna add that I  
943 don't know if that's a bit of a tangent actually but erm  
944 (laughs) (pause) yeah that was what I was gonna add sorry Jesse  
945 (Pause)  
946 Jesse: No no that's that's that's I I I agree (pause) I think I was I  
947 was just gonna build on what Raz was saying about cost and and  
948 (pause) y'know e- e- everything in we do in schools has the  
949 cost in someways doesn't it y'know if you focus on reading and  
950 spelling it has a cost in terms of time and planning and if we  
951 focus on (pause) y'know whatever else PE and physical exercise  
952 that has similar y'know requirements for planning and takes  
953 time I think for me it's about getting schools to think (pause)  
954 we've got all these resources y'know and we see kids for six  
955 plus hours a day and how much of that time do w- and energy do  
956 we want to use to work in a trauma-informed way (pause) and I  
957 think (laughs) the answer we would have is well we need to put  
958 some time to that so (pause) yeah that will have some  
959 Raz: (in overlap) Mmm  
960 Jesse: (in overlap) Cost but the outcomes will be beneficial as a  
961 result and and the also the other thing that Raz was reminding  
962 me of is is something that [name] always says which is asking  
963 the question of schools is is the current way of working  
964 working or is it working  
965 Jean: (in overlap) Mmm  
966 Raz: (laughs) Uh  
967 Jesse: And I think there's  
968 Raz: (in overlap) Yeah good question  
969 Jesse: A lot of (pause) kids er y'know who are affected by trauma if  
970 you asked the question is it working for them a lot of the time  
971 the answer is no because yeah they might be on their way to  
972 exclusion or they might have three hundred four hundred five  
973 hundred negative behaviour points or whatever it might be erm  
974 (pause) so it's not

- 975 Raz: (in overlap) Mmm  
976 Jesse: It's not working at the moment so how do we then shift what do  
977 we need to change and how do we need to move the resources  
978 (pause) in to to to in a different way (pause) well I guess  
979 maybe maybe five minutes less on spelling might be a cost but  
980 if we do five minutes more on resilience or something but  
981 (laughs) hopefully that's a cost that is worth it (pause) is  
982 that what you meant by cost Amy when you  
983 Amy: (in overlap) Yeah  
984 Jesse: Talked about cost or were you talking about cost to us  
985 personally or anything  
986 Amy: Well that too it just in general it's that you were talking a  
987 lot about erm secondary schools some of the perhaps reluctance  
988 or hesitancy to (pause) take up a trauma-informed perspective  
989 erm but yeah I mean i- if you have some views on er personal  
990 costs as well involved with trauma-informed practice as as EPs  
991 (Pause)  
992 Sam: I think when it goes well it can be extremely rewarding and  
993 possibly some of the most rewarding work (pause) but not  
994 necessarily when it doesn't go well that so my child that's  
995 been excluded I was asked to become involved at when they were  
996 at risk of permanent exclusion which one might argue was a bit  
997 too late but so I  
998 Raz: (in overlap) Mmm  
999 Sam: Went to see the child and sort of built up a relationship and  
1000 built a relationship with the staff around them and they're now  
1001 (pause) they're going to go to another school erm and although  
1002 I feel that obviously it is useful that my (pause) work and  
1003 some of the the work that I did with them will support them and  
1004 will be useful for that school that they go to it it's (pause)  
1005 kind of sometimes it might fe- you might feel quite defeated  
1006 Amy: Mmm  
1007 Sam: That you've put in some work and (pause) yeah a lot of the time  
1008 the child might get excluded or (pause) in y'know  
1009 Raz: (in overlap) Mmm  
1010 Sam: The outcomes might be so positive anyway and (pause) yeah  
1011 that's not (pause) that's not to say you obv- you wouldn't go  
1012 and do it again coz of course we would (pause) but (pause) it's  
1013 potentially no- doesn't lead to the outcome that we had hoped  
1014 for  
1015 Amy: Mmm  
1016 (Pause)  
1017 Jean: Mmm  
1018 (Pause)  
1019 Jesse: I think I think one thing you said there Sam really chimes with  
1020 me when you said my my child erm err i- in this school when 'n  
1021 'n I think that's how it feels quite often  
1022 Raz: Mmm  
1023 Jesse: You kind of we invest in in the narrative don't we we kind of  
1024 as you say we do this work and we (pause) we take a particular  
1025 stance in school as well y'know promoting trauma-informed lens  
1026 and and (pause) a nurturing approach and relationships and all  
1027 this stuff and then so if if the child then does for example  
1028 get excluded it can feel (pause) yeah it can feel like feel  
1029 like we've failed or like it's  
1030 Raz: (in overlap) Yeah  
1031 Jesse: Feel hard to take it like we've invested so it can be hard not  
1032 to not to be upset for  
1033 Raz: (in overlap) Mmm  
1034 Sam: Yeah  
1035 Amy: (in overlap) Mmm

1036 Jesse: Whatever reason  
1037 Sam: I didn't even realise I said that but yeah I possibly I do  
1038 (laughs) think about that them as my childr-  
1039 Raz: *(in overlap)* Mmm  
1040 Sam: It's interesting isn't it when the SENCo rang me like she  
1041 could've just dropped me an email and said that they've been  
1042 excluded coz I knew there was going to be a governors' meeting  
1043 but she she rang and we had about a fifteen minute conversation  
1044 and sh- I think she just wanted someone to talk to that  
1045 Jean: Yeah  
1046 Sam: Sort of understood a bit because she told me she said I feel  
1047 sad like he's just not coming back y'know  
1048 Raz: *(in overlap)* Mmm  
1049 Sam: It's a child that she's built up a relationship with for over  
1050 two years and now they're just not coming back into school  
1051 again (pause) erm and yeah she I dunno I just think that that  
1052 was hard for her and it was (pause) she wan- yeah she wa- I  
1053 felt that she wanted someone else to talk to who kind of got it  
1054 and understood why it was sad and that it was  
1055 Jean: Mmm  
1056 Sam: Like an ending for her like she's probably grieving in some way  
1057 (pause) that (pause) this child  
1058 Raz: *(in overlap)* Mmmmm  
1059 Sam: That she put all of that time into and really (pause) she said  
1060 she she just wanted to keep him until the end of year 9 coz  
1061 there's kind of a college cou- there's there's a different  
1062 pathway at 10 she said all I wanted to do was keep unti- him  
1063 until the end of summer so she probably feels like she's failed  
1064 and yeah that it can be sad  
1065 Amy: Mmm  
1066 (Pause)  
1067 Raz: Mmm  
1068 (Pause)  
1069 Jean: Yeah and then often when th- when young people go to other  
1070 settings or in the the y'don't hear anything about them then  
1071 really and that and that's sad as well isn't it that you've you  
1072 feel y'know you want to know (laughs) especially if you're if  
1073 you're so- someone in school working a young person erm (pause)  
1074 yeah I think that that's I was just thinking that's another  
1075 element to what you're saying Sam  
1076 (Pause)  
1077 Amy: Mmm  
1078 Raz: Mmm  
1079 (Pause)  
1080 Jesse: I suppose there is there is also a cost emotionally that in in  
1081 we ca- we can be triggered in lots of different ways I guess  
1082 (pause) erm (pause) y'know yeah I'm thinking about kids who  
1083 I've worked with who have then (pause) yeah been been moved to  
1084 other settings or (pause) or work with one boy who who in a  
1085 secondary who may who made amazing progress he had really quite  
1086 (pause) quite deep trauma from when he was younger (pause) and  
1087 (pause) y'know the SENCo and a couple of other staff members  
1088 his head of year certain teachers put so much in and 'n he was  
1089 really able to make really good progress and then there was one  
1090 (pause) I remember one moment where a a newly kind of promoted  
1091 (pause) senior leader in the school erm when there were lo-  
1092 lots of senior teachers off absent and he (pause) picked up  
1093 this kid coz he didn't have a blazer on (pause) and this kid's  
1094 home life was completely chaotic and there was never a a- any  
1095 washed clothes and so his blazer he hardly ever had his own  
1096 blazer anyway so he's kind of put discipline (pause) measures

1097 in place and actually the boy managed to stay calm for a really  
1098 long time (pause) even to the point where he got taken to the  
1099 room to put a blazer on and and it was a dirty blazer and he  
1100 was still calm (pause) and er it was quite impressive but then  
1101 he he didn't (laughs) didn't stay calm in the end and he  
1102 (pause) told this senior teacher to (pause) y'know 'get lost'  
1103 to put it politely er  
1104 Raz: Mmm  
1105 Jesse: To 'fuck off' or something and erm it got it escalated very  
1106 quickly (pause) and ev- even now I can feel my emoti- I can  
1107 feel myself getting quite emotional about it coz I just thought  
1108 y'know this this undoes so much of the work that  
1109 Amy: (in overlap) Mmm  
1110 Jean: Yeah  
1111 Jesse: (in overlap) Me and the staff were doing (pause) and erm  
1112 Raz: (in overlap) Mmm  
1113 Jesse: So it can be really hard not to take it not to take it  
1114 personally I think  
1115 Amy: (in overlap) Mmm  
1116 Jesse: And not for it to trigger  
1117 Raz: (in overlap) Mmm  
1118 Jesse: I dunno that's just one example  
1119 Jean: (in overlap) Yeah  
1120 Jesse: But there are  
1121 Raz: Yeah  
1122 Jean: And the frustration of then  
1123 Jesse: The different emotions that can get triggered because  
1124 (Pause)  
1125 Jean: Yeah  
1126 Raz: Mmm  
1127 Jean: I-  
1128 Raz: It was a sorry  
1129 Jean: (laughs) Sorry I I I'm not sure wh- I can't I dunno whether  
1130 there's a lag on mine now (pause) erm no I was thinking as well  
1131 you made me think then (pause) Jesse about loads of young  
1132 people that I've worked with actually that then I was thinking  
1133 about a young person that I had a call about yesterday or today  
1134 oh no yesterday (laughs) and erm (pause) it was about because  
1135 it was the opposite of that in a sense that actually the young  
1136 person had engaged with a project in [LA] Sam will know about  
1137 it because they were involved in it as well and there was  
1138 amazing support and she'd done so well and it had been like if  
1139 she everything was going as well as you could imagine and then  
1140 the project ran out of funding and had to stop  
1141 Raz: Mmm  
1142 Jean: (in overlap) And everybody was pulled away and then for her  
1143 she's just kind of she's she's NEET now and she's not engaging  
1144 and actually I thought oh that's that's the opposite isn't it  
1145 that's kind of suddenly you've put the support in but y'then  
1146 you've just kind of then we've taken it away and yeah I dunno I  
1147 just yeah  
1148 Raz: (in overlap) Mmm  
1149 Jesse: (in overlap) Mmm  
1150 Jean: That's another cost I suppose because (pause) for the work  
1151 there has to be the funding and (pause) er there has to be a  
1152 lot of buy-in and then there's a risk that it can (pause)  
1153 Amy: Mmm  
1154 Jean: It can go like y'know with our project now if (pause) we don't  
1155 have the funding and then we start to (pause) pull out of  
1156 schools and y'know g- can't continue then where (pause) where  
1157 does it go it takes a lot of effort to keep this kind of work



1158 going I dunno yeah that made me think of that's a bit of a  
1159 negative view I suppose but I I guess we're thinking about  
1160 costs so that's okay (laughs)  
1161 (Pause)  
1162 Raz: Mmm I was thinking erm a lot of what we've talked about is is a  
1163 kind of an ad- advocacy role that we sometimes find we're in  
1164 and we can be very personally connected to that young person  
1165 which I think (pause) th- the good thing is that even things  
1166 fall apart that sense of having someone who believes in you and  
1167 works with you can build the resilience (pause) but the danger  
1168 too is that erm (pause) if things collapse there's rejection  
1169 failure lost hope so I guess if we see that (pause) coming then  
1170 we have to kind of help that person deal with that reality and  
1171 often we don't get much chance to do that because it moves so  
1172 fast we one day we're there and then they're gone and then we  
1173 if we can't reconnect then there's often no end of the story  
1174 there for us for us or them so (pause) so there is some sadness  
1175 about that  
1176 Jean: Mmm  
1177 Raz: (in overlap) That's a big cost when (pause) when that happens  
1178 and we've all been through it over and over again (pause) where  
1179 some young person nearly got there and then something went  
1180 wrong and that was it (pause) and then er yeah in the worst  
1181 cases you then hear about their story later or where they got  
1182 permanently excluded 'n they got exploited and then then you  
1183 well um I suppose there's always that fear and that's why the  
1184 trauma work is so crucial because we're trying to stop all that  
1185 (pause) but it's hard  
1186 Amy: Mmm  
1187 (Pause)  
1188 Raz: Can be hard  
1189 Jesse: Think erm yeah  
1190 Raz: (in overlap) Can be rewarding  
1191 (Pause)  
1192 Jesse: Yeah wha what yeah that speaks to me what both of you Raz and  
1193 Jean were saying about the erm balance between the hope and  
1194 despair that happens a lot with trauma that  
1195 Raz: Mmm  
1196 Jesse: It can be quite difficult  
1197 Raz: (in overlap) Mmm  
1198 Jesse: To maintain hope but of course that's part of our role is to  
1199 (pause) y'know be hopeful but then we can't be too hopeful or  
1200 we have to (pause) y'know we we can't we can't be only hopeful  
1201 because there are also we have to stay with the  
1202 (Pause)  
1203 Jesse: Listen  
1204 Raz: Yeah  
1205 Jesse: To the difficulty and and er kind of absorb the reality exactly  
1206 be be grounded and listen to difficult emotion and stuff like  
1207 that (pause) erm and so to kinda sometimes it kind of  
1208 oscillates quite quickly between hope and despair and that can  
1209 be quite a (pause) bit of a rollercoaster really  
1210 Jean: Mmm  
1211 Raz: Mmm  
1212 Jesse: So for that that young person I mentioned actually he didn't  
1213 end up as far as I know (laughs) erm when I'd left the school  
1214 he he was doing very well so he did kinda come back from that  
1215 moment of er  
1216 Jean: (in overlap) That's positive  
1217 Jesse: Difficulty but  
1218 Raz: (in overlap) Mmm that's good

1219 Jesse: Yeah I think that's part of the challenge is is the balance  
1220 between hope and despair  
1221 (Pause)  
1222 Amy: Mmm  
1223 (Pause)  
1224 Raz: Mmm (pause) mmm  
1225 (Pause)  
1226 Amy: It sounds as though a lot of this (pause) goes back to what you  
1227 were saying earlier about the collective nature of trauma-  
1228 informed practice and the the importance of it it not just  
1229 being one person  
1230 (Pause)  
1231 Raz: Yeah community around the individual (pause) which is good for  
1232 all of us good for the people in a (pause) with the young  
1233 person  
1234 (Pause)  
1235 Sam: Mmm  
1236 Raz: It's nice so we need the community  
1237 (Pause)  
1238 Jean: And and having people to support you having people to support  
1239 you or yeah support each other so if you're a  
1240 Raz: Mmm  
1241 Jean: Teacher and you're f- in I guess I'm thinking as well not only  
1242 us but teachers and everybody working with children who've been  
1243 affected by trauma who would feel hope and despair and lots of  
1244 other things  
1245 Raz: Mmm  
1246 Jean: In between but if you have people you can talk to really openly  
1247 and kind of talk it through and have some support like  
1248 supervision like we do I suppose like we could go to our line  
1249 manager and and o' supervisor and kind of have some y'know  
1250 reflect on it and think about it but that's something that  
1251 maybe doesn't happen as much in schools  
1252 Raz: Mmm  
1253 Jean: *(in overlap)* And I- and we're kinda we're trying to help the  
1254 schools to start start forming erm ways of supporting each  
1255 other and and erm relying on each other I guess that would be  
1256 really really key to it that at the end of the day you don't  
1257 kind of go home thinking whatever it is you might be thinking  
1258 whether it's about yer self-blame  
1259 Raz: *(in overlap)* Mmm  
1260 Jean: About the system-blame or y'know all the other things you might  
1261 be thinking about that you've been able to process it a bit as  
1262 well (pause) which again takes (pause) time and effort  
1263 Raz: *(in overlap)* Yeah (pause) yeah and it it needs that (unclear  
1264 speech) clinical distance because without it you then get drawn  
1265 in and you can't help so it  
1266 Jean: Mmm  
1267 Raz: And we have to remind ourselves that that perspective 'n that  
1268 distance is what's required otherwise we ca- we'll be drawn  
1269 into the mess and we'll take it home and I can become  
1270 overwhelmed bu' it doesn't mean we don't have a personal  
1271 (pause) sense of things  
1272 Amy: Mmm  
1273 Raz: But we also have to balance it and that's our training I guess  
1274 (pause) so a lot of people in schools don't have that (pause)  
1275 then the cost is even greater because they get so drawn in  
1276 (Pause)  
1277 Jean: Yeah  
1278 Raz: Wha- so upset or so confronted  
1279 Jean: Yeah

1280 Raz: We we know that so we we're really good at it now aren't we  
1281 (pause) hopefully (pause) mmm  
1282 Jean: Mmm  
1283 (Pause)  
1284 Jesse: I've think a erm another really key area for me God I can I can  
1285 see the time lag on when I start talking and when your faces  
1286 change (laughs)  
1287 Jean: (laughs)  
1288 Jesse: It's quite funny so yeah errr I I think one of the key things  
1289 is is is about communicating with parents and carers (pause)  
1290 Raz: Mmm  
1291 Jesse: Erm which is such a hard thing for schools to again take the  
1292 time to do really effectively particularly obviously in the  
1293 current  
1294 Raz: (in overlap) Mmm  
1295 Jesse: Context with Coronavirus when the parents are generally not  
1296 even allowed on site erm but I was think if if we're asking  
1297 schools to do trauma-informed we're asking them to (pause) ask  
1298 have conversations with parents about what happens (pause) to  
1299 the child's or young person when they were younger to try and  
1300 understand the behaviour or the challenges that they're facing  
1301 at the moment (pause) and that's  
1302 Raz: (in overlap) Mmm  
1303 Jesse: Quite a it can be a very difficult  
1304 Amy: Mmm  
1305 Jesse: Thing to do (pause) erm (pause) so I guess there's a there's a  
1306 difficult balance to be struck there between wanting schools to  
1307 to build relationship  
1308 Raz: Mmm  
1309 Jesse: With parents and (pause) have conversations with them (pause)  
1310 but also not expecting them to (pause) jump in to conversations  
1311 about trauma in a kind of (pause) in a way that would be  
1312 Raz: Yeah  
1313 Jesse: Damaging to the parent or event to the young person or to the  
1314 relationship so (pause) when when schools might need to bring  
1315 in an E EP or a (pause) someone else or (pause) to to have that  
1316 conversation or even just asking the question who is the right  
1317 person in the school to have those conversations with parents  
1318 and build that relationship (pause) and how are they gonna do  
1319 that (pause) is erm (pause) yeah a really key part of the  
1320 picture I think because  
1321 Raz: Mmm  
1322 Jesse: (Unclear speech) as as in our roles as EP we we do quite often  
1323 have to name trauma (pause) to the parent  
1324 Jean: Mmm  
1325 Jesse: (in overlap) And that that takes a lot of (pause) therapeutic  
1326 thinking  
1327 Amy: Mmm  
1328 Jesse: To do that  
1329 Jesse: in a  
1330 Raz: (in overlap) Yeah  
1331 Jesse: Safe way  
1332 Amy: Mmm  
1333 Raz: And it can be helpful to be an outsider in that situation  
1334 because if you're within the sch- organisation you've got role-  
1335 conflict coz on the one hand you're trying to do something  
1336 that's the system controls and the other you're there working  
1337 with that parent and as we said it can be re- really difficult  
1338 and the level of er guilt that can be (pause) in front of you  
1339 when you start talking about it and I know [name] [name] said  
1340 one way to frame is around (pause) we all have stress in life

1341 Jean: Mmm  
1342 Raz: *(in overlap)* And what are the kind of stresses that have  
1343 happened in your life and that's safer  
1344 Jean: Mmm  
1345 Raz: I don't know if the schools er they don't have the training and  
1346 time yeah support to do that as well as *(pause)* we can and I've  
1347 said insiders that can be good and bad I guess *(pause)* yeah so  
1348 *(pause)* interesting  
1349 Jesse: I think that's yeah that's so important what you said about  
1350 language isn't it  
1351 Raz: Mmm  
1352 Jesse: Yeah and when when we use the word 'trauma' when it is  
1353 appropriate to use it and when it's not  
1354 Jesse: Coz actually  
1355 Raz: *(in overlap)* Mmm  
1356 Jesse: For some parents y'know  
1357 Raz: *(in overlap)* Yes  
1358 Jesse: That's definitely but I'm not I'm not gonna use that word at  
1359 any point coz I just don't think that it will  
1360 Raz: Mmm  
1361 Jesse: I think it will yeah wouldn't be appropriate not because that  
1362 doesn't describe the young person's needs but because the  
1363 parent is not  
1364 Amy: Mmm  
1365 Jesse: In a place where it would be helpful  
1366 Raz: *(in overlap)* Yeah  
1367 Jesse: Erm yeah so it's a it's quite a complex the issue of talking  
1368 Raz: *(in overlap)* Mmm  
1369 Jesse: with parents and who does it and how we do it and how schools  
1370 do it is is really big but it's  
1371 Jesse: So important  
1372 Raz: *(in overlap)* Mmm  
1373 Jesse: For trauma-informed practice because parents hold *(pause)* so  
1374 much information and  
1375 Raz: Yeah  
1376 Jesse: And more often than not are part of the trauma themselves or or  
1377 witness to it and a really key part of the intervention  
1378 Jesse: As well potentially in terms of helping recovery and resilience  
1379 Raz: Yeah  
1380 Amy: Mmm  
1381 *(Pause)*  
1382 Raz: That's right  
1383 Jesse: Yeah *(pause)* so I think doing it well  
1384 Raz: *(in overlap)* You can even put the child in danger sometimes mm  
1385 yes do it badly and the child can take either one ends up being  
1386 treated even more harshly at home or something *(pause)* so yeah  
1387 I think it's an important point the use of the word trauma is  
1388 one that in many ways i- it came naturally from the parents  
1389 rather than from us *(pause)* through the way that we talk with  
1390 them *(pause)* and some were fine they were just like the parents  
1391 say 'yep I was traumatised and I know what's happening I was  
1392 traumatised as a child and now now my child is experiencing  
1393 that' and that's kind of a different *(pause)* way of being  
1394 *(pause)* yeah *(laughs)*  
1395 *(Pause)*  
1396 Amy: It feels a bit as though as we're kind of coming to a natural  
1397 erm conclusion erm  
1398 Raz: *(laughs)* Yeah  
1399 Amy: I do- I don't whether there are erm other things that people  
1400 erm want to want to add or want to think about erm or whether  
1401 or not we're we're happy to kind of leave it there for today

1402 (Pause)  
1403 Sam: I think we've covered a lot of ground so *(laughs)*  
1404 Raz: Yeah  
1405 Amy: Okay well what I'll do  
1406 Raz: I think that  
1407 Amy: is stop the recording

Appendix H

Example of Stage 2 Analysis

a brief pause

8. 18.35m Responding to an example of taking a therapeutic stance in a meeting around exclusion

337 Jean: And I=suppose that's it=as=well, isn't it, and thinking about(0.5) *rhetorical question*

338 that and and building=on what you just said Raz and ta- *refers to Raz's example*

339 thinking about ex-(0.3)kind-of exclusions as well and=that's *introduces focus of next selection brief pause and upper inflection*

340 something that we're looking at(0.3) [erm]

341 Raz: [Yur] *continued speech w/ overlapped acknowledgement* *follows on from Raz's example*

342 Jean: Through this project as well, 'n how .h mayb:e well I mean hopefully you *emphasised addition*

343 kind-of think that it was the past but you=know there might *emphasised noun referring to what has happened*

344 have been times where a young person was (0.4)excluded from school(0.7) *emphasised verb describing what happened as a result of not following TIP*

345 e:rm and(0.3)mayb:e we didn't or we y'know whoever was involved *emphasised adverb contrasting before larger pause*

346 didn't look(0.9)as(0.4)er(0.5)on=a-bit for whatever=reason the(0.8)er system *emphasised adverb contrasting*

347 meant that that person was excluded but hopefully .h now(0.5)we- if a change in *change in situation*

348 school is having some training and follow-up in terms of *faster speech referring to TIP w/ overlapped acknowledgement*

349 thinking in a >trauma-informed way< [that]

350 Raz: [Mmm] *reflective on justification for TIP*

351 Jean: Actually maybe that could be avoided or or others other things *emphasising priority*

352 are thought about, (0.6)first, erm and I think it with primary *emphasised noun for where TIP is positive*

353 schools that's something that's happening but .h *followed by "but" and inbreath*

354 Raz: [Mmm] *overlapped acknowledgement* *introduces reference to current work often hypothetical*

355 Jean: [We had] a conversation didn't we in er we have like a strategy *introduces reference to current work often hypothetical*

356 group .pt=with lots of different people .h and in in the Local *emphasised noun where TIP experiences barriers*

357 Authority and=in secondary schools that's a=lot harder .h er for *emphasised comparative adjective w/ hyper rise in pitch and inbreath*

358 whatever rea[son]

359 Raz: [Yeah] *overlapped agreement*

360 Jean: So that's something that(0.2)we're hoping *refers to exploring exclusions in LA*

361 Raz: [Mmm]



Appendix I

Example of Stage 3 Analysis

Extract 5 – Contribution offered following on from Jesse's views on what TIP means for an EP,

103 Jean: I yeah 'n=I was gonna say which does follow on from that as

104 well=is that um(.)I ↑suppose as an EP as well working in schools(0.9)

105 no:w, for kind=of 10 years I- I- although it's something <that has

106 been> I suppose known about and(.)for want of a better term 'out

107 there.' .h but er:m .pt I sometimes you felt like you were kind=of(1.4)

108 er:m you have >there's a lot of< barriers especially in secondary

109 schools. or in some of the(0.2)settings where(0.3.)you'd feel like you

110 were kind of saying the same s- things around trauma='n f- around

111 attachment, and and=around emotional wellbeing, an you >could it

112 was kind=of< not being picked up or not .h >you=didn't=I=kno- I=

113 always felt like aw< you=know this is not wha- people aren't

114 really taking it on board.

115 Amy: °Mmm°

116 Jean: >Or they fe- or they are< but then they're feeling restricted in

117 the systems they're working in so(0.7).h but what-I feel=is

118 happening now >more and more ove'< the last(0.3)kind=of year=or so er

119 now we've been doing this work as=well is that .h people are

120 >becoming really i-< more interested in it. so services like even .h

*Objective assessment: info given to schools, looking problem there*

*list adding credibility to account*

*affect display indicating disappointment prior to describing issue encountered highlights investment in TIP*

*disclaimer protecting teachers BLAMING OTHERS? To protect EP role*

*narrative structure expresses personal link/responsibility to perspective*

*Contrasting assessments assessment*

*hedging expressing uncertainty w/ next assessment*

*hedging shift moving away from self to others.*

*continued use of 2° person, placing responsibility for statements in others*

*hedging hedging, trying to point out here both, make accountability*

*ECF strengthening assessment of schools not listening*

*metaphor critic category of listeners vs. non-listeners*

*1° person of shift to the assessment*

*narrative structure on ownership of what happens follow EP involved*

*assessment linked to personal judgement*

121 the police wh:0 are kind of contacting=us and saying we want to

122 know more about it we want to work in schools, 'n we want to(0.3)

123 understand trauma y'know want=to understand the young people in

124 that frame in that framework .h and=that was really interesting to

125 me. and the fact that schools are now using the terminology and

126 it's becoming part embedded in the schools so I think(.)as an EP

127 I feel like .h suddenly all that- all those kind of barriers are

128 starting to drop. and we're really(0.4)going somewhere in terms of(0.4)

129 understanding young people. .h e:rm(1.2)through that lens erm and=then=

130 also(0.6)schools are really(0.5)y'know they they always have their=

131 resources in in place but actually using those in a slightly

132 different way so that=they can support the children=and=young

133 people. .h so yeah for me I guess it's(0.4)>as an EP< it's the shift(0.5)that

134 I've seen.

135 Amy: °Mmm°

136 (5.0)

137 Jean: I don't=know whether anybody else's

138 Jesse: Yeah(.)I I would build on(0.9)

139 Jean: Huh huh {Sorry Jess-

140 (3.8)

script formulation emphasizes that change has occurred through TIP

hedging expressing doubt about example

consensus from police that there is a need for TIP speaking as criminologist/ adding credibility in others' words

listing interests of police to add credibility to example

objective assessment listing interest in others

1° person taking accountability (but within role of EP)

1° person plural agency within group ECF gives schools benefit of the doubt

contrasts past w/ present adding credibility to account of how things have changed

hesitantly suggesting doubt before final assessment

long pauses due to internet delay

affect display managing awkwardness at turn-taking / misunderstanding forces intention to speak

reported speech of what services have requested, increasing factuality of TIP impact narrative structure showing impact of EPs resolving detail shows understanding pauses indicating trouble w/ assessment

metaphor of a trauma lens, emphasising categories of 'sees' vs. non-sees-ers

Negotiates about how TIP is different

DEFENDING EP ROLE IN TIP?

To justify work in schools



161 Raz: [Mmm] 1<sup>o</sup> person plural placing  
 162 Jesse: [If] we're not helping(.)kids who are affected by trauma(1.0)we're not  
 163 getting good outcomes in edu|cation not just for those kids but  
 164 also for the children(.)a|round them because it can be so .h  
 165 dis(h)ruptive in so many different ways(0.2)for that individual but  
 166 also for >people around them. so<(0.5)I think it's(1.0)it's also just  
 167 Raz: [Mmm]  
 168 Jesse: [A way] of getting much better outcomes.  
 169 (1.8)  
 170 Raz: Mmm  
 171 (5.9)

reflect display  
 signing within word  
 emphasising enormity  
 of impact for  
 young people

1<sup>o</sup> person plural placing  
 accountability is group as a collective

subjective  
 assessment

vagueness possibly not committing  
 to detail or how it is disruptive

phases indicating  
 trouble making  
 normative  
 assessment

minimising importance  
 of TIP impact

objective assessment

Appendix J

Analysis of Extracts with Extreme Case Formulation

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
1	<p>103 Jean: I yeah 'n=I was gonna say which does follow on from that as</p> <p>04 well=is that um(.)I ↑suppose as an EP as well working in schools(0.9)</p> <p>105 no:w, for kind=of 10 <u>years</u> I- I- although it's something &lt;that has</p> <p>106 been&gt; I suppose <u>known</u> about and(.)for want of a better term 'out</p> <p>107 there.' .h but er:m .pt I sometimes you felt like you were kind=of(1.4)</p> <p>108 er:m you have &gt;there's a lot of&lt; <u>barriers</u> especially in secondary</p> <p>109 schools. or in some of the(0.2)settings where(0.3.)you'd feel like you</p> <p>110 were kind of saying the <u>same s- things</u> around trauma='n f- around</p> <p>111 <u>attachment</u>, and and=around emotional well<u>being</u>, an you &gt;could it</p> <p>112 was kind=of&lt; not being picked up or not .h &gt;you=didn't=I=kno- I=</p> <p>113 <u>always felt like</u> aw&lt; you=know this is not wha- <u>people</u> aren't</p>	Blaming	<ul style="list-style-type: none"> <li>• Discourse around challenges for take-up of TIP, particularly in secondaries</li> <li>• Jean is vague about the types of barriers (line 108) and also the types of things EPs were saying around TIP</li> <li>• Avoids committing to specific examples, reducing potential for challenge</li> <li>• ECF strengthens Jean's assessment of the schools not listening</li> <li>• Returns to vagueness of 'people' in line 113 avoiding naming specific stakeholders not responding but also suggesting the entirety of those not taking TIP on board</li> </ul>	Jean then shifts the location of blame to the system "they're feeling restricted in the systems they're working in" (lines 116-117)	<ul style="list-style-type: none"> <li>• Generates new problem of locating difficulty in school and possible feelings of guilt</li> <li>• Jean switches to describing the changes which have occurred, suggesting they are making reparations for naming schools as the source of barriers</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	114 really taking it on board.				
2	<p>125 me. and the fact that schools are now using the terminology and</p> <p>126 it's becoming part embedded in the schools so I think(.)as an EP</p> <p>127 I feel like .h suddenly all that- all those kind of barriers are</p> <p>128 starting to drop. and we're really(0.4)going somewhere in terms of(0.4)</p> <p>129 understanding young people. .h e:rm(1.2)through that lens erm and=then=</p> <p>130 also(0.6)schools are really(0.5)y'know they they always have their=</p> <p>131 resources in in place but actually using those in a slightly</p> <p>132 different way so that=they can support the children=and=young</p> <p>133 people. .h so yeah for me I guess it's(0.4)&gt;as an EP&lt; it's the shift(0.5)that</p> <p>134 I've seen.</p>	Promoting EP role	<ul style="list-style-type: none"> <li>Continued discourse describing shift in schools' uptake of TIP</li> <li>Vagueness helps avoid committing to specific barriers</li> <li>ECF gives schools benefit of the doubt and helps make reparations for previous assessment of schools</li> <li>Vagueness about how schools are using their resources to avoid committing and naming one specific approach</li> </ul>	Lack of confidence in own assessment by seeking support / consensus from the group – suggests Jean is unsure about describing TIP in a specific, concrete way	<ul style="list-style-type: none"> <li>Generates a problem about whether TIP is an appropriate approach and Jesse responds by describing further benefits (social justice)</li> </ul>
3	178 Sam: One of the key questions that we(0.5)use is <'what happened to the	Deviant case o No instances of vagueness	<ul style="list-style-type: none"> <li>Discourse in response to question of what looking through a trauma-</li> </ul>	<ul style="list-style-type: none"> <li>Sam continues to present examples of what TIP is compared to what it is not</li> </ul>	<ul style="list-style-type: none"> <li>N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>179 child'. rather than what's wrong with °them.°&gt;(0.7)so for me</p> <p>180 that's what it is it's <b>looking at(0.8)everything</b> <b>that's gone on in</b></p> <p>181 <b>their life</b> up until <u>now</u>(0.5)erm(.)and sort of seeing(0.6)I don't know</p> <p>182 like you have the lens and <b>you see everything else</b> <b>that's</b></p> <p>183 <b>behind them everything that's behind the</b> <b>behaviour.(0.3)everything</b></p> <p>184 <b>that's contributed to it.(0.7)erm yeah(.)so the</b> focus=is <u>not</u>(0.4)on them</p>	<p>First speaker position</p>	<p>informed leans means or looks like to EPs</p> <ul style="list-style-type: none"> <li>• ECF emphasises the totality, all-encompassing nature of TIP</li> <li>• Strengthens argument that it is a holistic approach, not just the responsibility of select individuals</li> <li>• Provides a committed response to what TIP looks like as EPs</li> </ul>	<p>Further commits to statement around TiP by presenting contrasting statements</p>	
<p>4</p>	<p>218 Jean: Erm what was I gonna say,(.)erm .pt oh I was just gonna sa:y I guess</p> <p>219 following on from that is that le- that <u>lens</u> the idea of the</p> <p>220 <u>lens</u> is that(0.3)<b>exactly as everybody's said.</b> and then also(0.4)then it</p> <p>221 being more consistent, and a shared knowledge, .h so rather than it</p> <p>222 being one person working in silo or(0.3)maybe th:e SEMH <u>team</u> in a</p> <p>223 school or(0.6).pt the SENCO or <b>somebody</b> re- <b>it's</b> <b>everybody</b></p>	<p>Committing to TiP</p>	<ul style="list-style-type: none"> <li>• Discourse around looking through a trauma-informed lens</li> <li>• ECF emphasises point of TIP being a shared knowledge</li> <li>• Commits to a firm description of what TIP is</li> <li>• Possible deviant case due to lack of vagueness</li> </ul>	<ul style="list-style-type: none"> <li>• Combination of final ECF with script formality / universality TIP aims to the achieve</li> <li>• Jesse then builds on Jean's point by illustrating</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>224 every(.)single person that's going in and out of the school or</p> <p>225 that particular setting so the fact that it's(0.5)everybody is</p> <p>226 looking through that lens is(0.2)really important erm so that that</p> <p>227 child</p> <p>228 Raz: [Mmm]</p> <p>229 Jean: [Or] young person experiences that that that <u>feeling</u> of empathy</p> <p>230 and understanding .h ev'n no matter where they are(.)and=no matter what they're doing that that's coming across.</p>				
5	<p>243 and and it can <u>change</u>(0.3) you &gt;understanding of the young person&lt;</p> <p>244 when the details of trauma come out. .h so it's it's just</p> <p>245 so often .h ↑yeah that &gt;that role that we have as EPs&lt;(0.6)to erm .pt</p> <p>246 take that curious <u>stance</u> and really u- <u>ask</u>(0.3)a a lot more</p> <p>247 questions about a young person's ↑experience as Raz was saying</p>	Promoting EP role	<ul style="list-style-type: none"> <li>• Discourse around what a trauma-informed lens involves</li> <li>• ECF emphasises the extent of what TIP involves, committing to the idea that TIP is holistic</li> <li>• Contrasts ECF with vagueness showing less investment in other approaches</li> <li>• Deviant case – locates ECF in Raz's words?</li> </ul>	<ul style="list-style-type: none"> <li>• Jesse continues to elaborate on ECF by involving other approaches EPs use (curious stance, therapeutic model), exemplifying how EPs might think about someone's whole life</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>248 at th-er <i>their whole(0.2)their whole life</i> rather than just .h their</p> <p>249 literacy or or their .hh <i>&gt;whatever it might be&lt; erm(.)</i></p>				
6	<p>306 Raz: So that was just happened to happen yesterday .h but it's interesting=</p> <p>307 <i>even the social worker's language(0.2)initially was=around well(0.9)</i></p> <p>308 <i>whole notion of 'taking responsibility,'</i> .h and.h 'using using your(.)</p> <p>309 sort=of <u>thinking</u> capacity,' in situations where that just</p> <p>310 couldn't happen(0.5)for her. (1.3)and I guess er(0.4)the shift was</p> <p>311 towards recognising that and=that went back=against the(0.2)notion</p> <p>312 well 'is this really an intentional=<u>act</u>(0.4)to cause us trou<u>ble</u>'</p>	<p>Deviant case</p> <ul style="list-style-type: none"> <li>o No vagueness</li> </ul> <p>ECF seemingly manages disdain</p>	<ul style="list-style-type: none"> <li>• Discourse around casework example where TIP was used</li> <li>• ECF shows the extent to which the social worker's thinking was fixed and not able to think flexibly</li> <li>• No instances of vagueness – possible deviant case</li> </ul>	<ul style="list-style-type: none"> <li>• Invites response from Jean to highlight the positive aspects of Raz's role in this situation</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>
7	<p>379 Jean: Yea:h and the idea of zero-tolerance is something that I just</p> <p>380 for <u>years</u> have just been(0.4)<u>baffled</u> by in [terms=of]</p> <p>381 Raz: [Mmm]</p>	<p>Disagreeing</p>	<ul style="list-style-type: none"> <li>• Discourse around zero-tolerance and why it might be preferable over TIP</li> <li>• Vagueness avoids challenge over which specific secondaries</li> </ul>	<ul style="list-style-type: none"> <li>• Jean continues to reflect on some of the reasons why zero-tolerance is more popular</li> <li>• This invites other reflections from the</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>382 Jean: How(.)it it y'know it's been brought in and there's real</p> <p>383 advocates for=it and I know <b>some of the secondaries</b> have have</p> <p>384 kind=of .h without saying it(0.6)really have <u>z:ero</u> se- or maybe</p> <p>385 Raz: [Mmm]</p> <p>386 Jean: [They] maybe your school does Raz but erm .h .pt y'know without</p> <p>387 saying 'oh we are a zero-tol- er tolerance school' they actually</p> <p>388 <u>are</u>, 'n <b>it's kind of the absolute</b></p> <p>389 Raz: Yeah</p> <p>390 Jean: <b>Opposite of erm(0.4)trau(hh)ma-informed work isn't it,</b></p> <p>391 Raz: Mmm</p> <p>392 Jean: Erm .pt [yeah]</p> <p>393 Raz: [Mmm]</p> <p>394 Jean: I think it has to come from <b>the top,</b> doesn't it(0.5)whe- er <b>when</b></p> <p>395 <b>things like this the change happens</b></p> <p>396 Raz: Yeah(1.5).h °true° h</p>		<p>advocate zero-tolerance policies</p> <ul style="list-style-type: none"> <li>• ECF commits to what TIP is not by presenting polar opposite</li> </ul>	<p>rest of the group and agreement</p>	
8	<p>411 Sam: Erm .pt and I'm wondering if th- the idea of(0.8)y'know if if</p>	<p>Deviant case</p> <ul style="list-style-type: none"> <li>o No vagueness</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse around what zero-tolerance policies look like in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Sam continues to show disagreement for schools' attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>412 parents go and visit a school and(0.9)there's no(0.7)</p> <p>413 negative behaviours sort=of everything's ticking along 'n</p> <p>414 it looks like(1.8)they sort=o- I don't, I dn't know they want</p> <p>415 to send their children there &gt;y'know what I mean&lt; I mean I fcan't</p> <p>416 say any names for this but was at a secondary school(.)e:rm</p> <p>417 previously and they actually suggested(0.6)moving(.)some of(0.3)</p> <p>418 some children foff. the school site when they had parents</p> <p>419 visiting</p>	<p>ECF seemingly Manages disdain</p>	<ul style="list-style-type: none"> <li>• ECF emphasises the extreme nature of how a school presents when adopting zero-tolerance policy</li> </ul>	<p>when describing the context for work</p> <ul style="list-style-type: none"> <li>• Invites agreement from Jesse</li> </ul>	
9	<p>484 Sam: Yeah. <u>is</u> zero-tolerance easier.(0.8)because</p> <p>485 Raz: [Yeah]</p> <p>486 Sam: [It's] y'know. a bit more time efficient that you(0.3)don't have to have</p> <p>487 the</p> <p>488 Jean: Mmm</p> <p>489 Sam: The bespoke(0.3)package or way of thinking for every individual</p> <p>490 Raz: [Mmm]</p>	<p>Deviant case</p> <ul style="list-style-type: none"> <li>o No vagueness</li> </ul> <p>ECF seemingly manages disdain</p>	<ul style="list-style-type: none"> <li>• Before the ECF, Sam suggests zero-tolerance is easier, backed up by examples of how it is more simplistic for schools vs. TIP</li> <li>• Raz responds with ECF expressing agreement with Sam before re-presenting example of exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Use of further ECFs when Raz describing example managing own investment in case</li> <li>• Jean responds with laughter to manage own disagreement / surprise at school's approach which encourages Raz to continue and make a further ECF</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>



No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>491 Sam: [Child] and actually if they don't fit the box then</p> <p>492 (0.6).pt they're out</p> <p>493 Jean: Yeah</p> <p>494 Sam: [And it's]</p> <p>495 Raz: [Yeah]</p> <p>496 Sam: Less resour:ce y'know heavy °less ex-°</p> <p>497 Raz: Mmm</p> <p>498 Jean: Yeah</p> <p>499 Raz: Certainly=a quick fix and=an=interesting thing the most</p> <p>500 excitement around the conversation was(0.2)this <u>girl</u> has 350</p> <p>501 behaviour points.</p> <p>502 Jean: Heh ah</p> <p>503 Raz: And apparently the average is about &gt;110.&lt; and she's crossed ↑all</p> <p>504 these red ↓lines so she's(0.2)<u>totally defined by the number of</u></p> <p>505 behaviour points and the #red lines she's crossed .h</p>		<ul style="list-style-type: none"> <li>No expressions of vagueness prior to / after ECFs – possible deviant case?</li> </ul>	<p>expressing opinion about school's attitude</p>	
10	<p>680 Raz: Yeah I think there's a &lt;danger,&gt; if=erm(0.4)if we don't show that we(0.2)</p>	<p>Promoting the EP role</p>	<ul style="list-style-type: none"> <li>Discourse around EPs being perceived as empathic by schools</li> </ul>	<ul style="list-style-type: none"> <li>Raz reflects on whether this is apparent in training sessions</li> </ul>	<ul style="list-style-type: none"> <li>Creates problem that EPs are not knowledgeable about school experiences;</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>681 fully understand=that, that we're basically preaching from ↑safe</p> <p>682 ↓ground(0.5)and not really there(0.4)°and°(0.7)it's fine for</p> <p>683 us to &lt;talk about it&gt; but if you're=in the real world(0.3)with the</p> <p>684 <u>school</u> what would you be doing,</p> <p>685 Jean: [°Mmm°]</p> <p>686 Raz: [.h] so we're we have to(0.2) <b>somehow</b>(0.4)make it really clear we</p> <p>687 <b>fully under↑stand that.</b> and(.)we're working with them(0.5)to make a</p> <p>688 difference to <u>that</u> situation.</p>		<ul style="list-style-type: none"> <li>Vagueness emphasises dilemma that EPs do not experience the impact of trauma directly and cannot commit to naming how they can show they understand what it is like for schools</li> </ul>	<ul style="list-style-type: none"> <li>They continue with suggestions of follow-up work to help communicate EPs' intentions</li> <li>Provides list of difficulties experienced by secondaries, helping show they have an insight into what it is like for secondaries</li> </ul>	<ul style="list-style-type: none"> <li>need to defend EP role</li> <li>ECF helps compensate for this lack of understanding, managing the credibility for the EP role in TIP</li> </ul>
11	<p>704 Jesse: I think it <u>does</u> it does go back to relationships.(0.5)and &lt;someone&gt;</p> <p>705 (1.2)y'know that nurturing approach, needs(.) <b>someone</b> to go the</p> <p>706 extr:a(0.5)the extra mile. and &gt;if you like&lt; f:or</p> <p>707 Raz: °Yeh°</p> <p>708 Jesse: For kids affected by <u>trauma</u>, (0.3)and it takes=<b>someone</b>=in that s-</p> <p>709 school's system.(1.2)to to either take the extra ↑time to do</p>	Committing to TiP	<ul style="list-style-type: none"> <li>Discourse about the importance of relationships in having a nurturing role through a trauma-informed lens</li> <li>Vagueness expressed about who might be the person who supports a young person, avoids committing to naming a specific individual, keeping the focus on the relationship</li> <li>ECF used to emphasise the</li> </ul>	<ul style="list-style-type: none"> <li>Concludes with further vagueness about who will take up the role helping to emphasise that it is the relationship, not the person that is crucial to supporting the young person</li> </ul>	<ul style="list-style-type: none"> <li>Vagueness opens up challenge for who might be needed for the nurturing role</li> <li>Generates expression of disagreement from Sam who subsequently argues it is everyone's responsibility</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>710 that(.)or to be <u>given</u>(.)the extra time to do that.(0.9)erm</p> <p>711 Raz: °Mmm°</p> <p>712 Jesse: .pt And=I think that that can obviously be be=<b>a challenge</b>, for</p> <p>713 schools but(0.2)i:s(.)yeah <b>it-is absolutely crucial for(0.5)that °kind=of°</b> (.)</p> <p>714 Raz: °Mmm°</p> <p>715 Jesse: <b>Nurturing approach(0.4)°</b>that people° are the the <u>child</u> feels like</p> <p>716 (1.8)↑someone is willing t:o .h put the extra time in.</p>		<p>importance of relationships, even if unable to specify who it might involve</p>		
12	<p>717 Sam: I think that's a barrier it's</p> <p>718 Raz: °Mmm°</p> <p>719 Sam: A barrier in itself, it's ne- it's a necessity. to have people</p> <p>720 that are, sort of taking the <u>lead</u> and °having that role within the</p> <p>721 school.°(0.5)well=<b>I suppose what we're trying to do also is have</b></p> <p>722 <b>everyone.(0.6)to(.)take on that role.</b> and I think that's what=I</p> <p>723 <b>sometimes see in schools</b> is that(0.9)you <u>do</u> have so- for</p>	Disagreeing	<ul style="list-style-type: none"> <li>• Discourse around the holistic involvement of people in TIP</li> <li>• Opens counter-argument with ECF to manage the alternative perspective to Jesse</li> <li>• Followed by initial vagueness to avoid committing what this looks like and open up opportunities for a counter-argument from Jesse</li> </ul>	<ul style="list-style-type: none"> <li>• Following vagueness, Sam begins to build a case for what TIP that involves everyone looks like</li> <li>• Strengthens argument through additional ECF to emphasise the counter-perspective to Jesse, reducing opportunities for further challenge / disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Two group members hold alternative perspectives prompting Jesse to compare and contrast the ideal with the reality about who is involved in TIP</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>724 some people who really <u>live</u> for this.(.)this is(0.5)why they get up</p> <p>725 and they will <u>put</u> in(.)that extra <u>t:ime</u> and <u>go above and beyond</u></p> <p>726 <u>what they need</u> to for these children. .h erm .pt b:ut(1.4)I</p> <p>727 don't know just heh(0.8)would work <u>loads=of things</u>(0.8)and</p> <p>728 &gt;I erm I suppose I'm&lt; questioning the idea of having(.)like you said</p> <p>729 the people that take the <u>lead</u> on that. .h it's <u>needed</u>(0.2)but then(.)<u>does=</u></p> <p>730 <u>it divert some of the responsibility.</u>(0.5)away from every</p> <p>731 <u>single person=in the school</u> coz what we(.)ideally want from a</p> <p>732 trauma-informed(0.7)<u>approach</u> is=that(0.4)y'know the person</p> <p>733 working on(0.3)at <u>lunch,</u> o:r the <u>receptionist</u> everyone=is(0.8)is</p> <p>734 someone who can provide that relationship and someone who can</p> <p>735 °provide that support°</p>				
13	<p>814 Jean: Actually that(.)when you were talking Sam about the(0.3)the young</p>	<p>Deviant case</p> <ul style="list-style-type: none"> <li>○ ECF seemingly</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse around the impact of trauma on</li> </ul>	<ul style="list-style-type: none"> <li>• Jesse responds to Jean's vagueness by providing the phrase</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>815 people bringing the <u>knives</u>, &lt;into school&gt; it made me think=o'</p> <p>816 something <u>Jesse</u> said fto m(h)e the other day which &gt;fJesse=I'm</p> <p>817 gonna p(hh)ut you on the sp(h)ot&lt; <u>again</u> because fI can't</p> <p>818 remember what was=it that you said that was s:o .hh .pt it really(.)erm(.)it(.)</p> <p>819 it you you talking about=erm .pt when &lt;somebody's going through</p> <p>820 (0.9)trauma(0.5)that th:ey then(0.7)they&gt; create trauma=in the</p> <p>821 environment that they're f↑in(0.7)so=I was thinking for tho</p> <p>822 for that young person coming in with=a <u>knife</u>(0.7)they're obviously</p> <p>823 assuming <u>danger</u>(0.5)that's(0.2)what the world they're living in and</p> <p>824 they're bringing=it <u>into</u>(0.3)this setting this <u>safe</u> setting(.)and</p> <p>825 they're disrupting=it. .h and=°obviously that that's being seen</p> <p>826 through the teachers' feelings of be- of not feeling</p> <p>827 safe &gt;and rightly so=of course that(.)<u>that's completely</u></p>	<p>manages empathy for school</p> <p>Vagueness relates to a different point in the discourse (i.e. uncertainty about recalling Jesse's phrase)</p>	<p>an individual's environment</p> <ul style="list-style-type: none"> <li>• ECF follows presentation of young person's view of the world and to justify account of the school</li> <li>• Vagueness refers to avoiding commitment to Jesse's phrase</li> <li>• Possible deviant case as vagueness and ECF appear unlinked / in reference to different points</li> </ul>	<p>and then expanding on what it means</p>	

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>828 understandable°&lt; .h but that's wh' made me think=of</p> <p>Jesse ↑was it</p> <p>829 ↑something like that you said to me the other day</p> <p>does that ring</p> <p>830 any bells(1.4)disru- disrupting the</p> <p>system.(0.9)°something you</p> <p>831 were talking about° maybe you were just talking</p>				
14	<p>835 Jesse: &lt;£No no no&gt; fnot me no &gt;ahah hah hah hah&lt; I-</p> <p>I- it was=a phrase :I heard on a</p> <p>836 ↑podca:st erm</p> <p>837 Jean: Was=it yeah °yeah°</p> <p>838 Jesse: That I shared yeah that that someone said=erm</p> <p>yeah that trauma</p> <p>839 is <u>disruptive</u>.</p> <p>840 (1.8)</p> <p>841 Raz: °Mmm°</p> <p>842 Jesse: A:nd yeah=it really triggered my thinking</p> <p>that(0.4)it <u>i:s</u> disruptive</p> <p>843 and=it(0.8)↑something that [name] said in that</p> <p>training &gt;in the=ARP</p> <p>844 training about&lt;(0.6).hh ↑when you've got a a child</p> <p>who's been=</p> <p>845 affected by trauma `n `n is dysregulated.(0.2)it</p> <p>affects=all the</p>	Committing to TiP	<ul style="list-style-type: none"> <li>Continued discourse on impact of trauma on individual's environment</li> <li>Vagueness refers to avoiding commitment to phrase (mirrors Jean's interactional pattern)</li> <li>ECFs used to strengthen arguments about the impact of trauma and commit to the assessment</li> </ul>	<ul style="list-style-type: none"> <li>ECF emerges following vagueness around source</li> <li>Jesse subsequently switches to assessments / accounts with more personal investment</li> <li>Builds a strengthened case before re-emphasising point with additional ECF helping them to commit to an account / take a position</li> <li>Gains consensus from Jean who mirrors interactional pattern</li> </ul>	<ul style="list-style-type: none"> <li>N / A</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>846 kids on that ↑table,</p> <p>847 Jean: M:[:mm]</p> <p>848 Jesse:&gt;[If you're] in primary school&lt; and it affects(0.9)</p> <p>849 y'know kids on=other tables &gt;and it affects the teacher&lt; and so</p> <p>850 it does <u>disrupt</u>(0.2)in↑ternally that person it's it's &gt;someone who=</p> <p>851 has gone through trauma that(0.5)it's very disruptive but=it also</p> <p>852 Jean: Mmm</p> <p>853 Jesse: <u>Disrupts the .h the classroom and the whole school system</u></p> <p>854 potentially °so°</p> <p>855 Jean: Mmm</p> <p>856 Jesse: Yeah</p> <p>857 Jean: Yeah</p> <p>858 Jesse: I think=it's it's it's a good word 'disrupt'=°I=think yeah° (0.3)</p>				
15	<p>946 Jesse: ↑No no that's that's that's I I I agree. .h .hh I think I=was I=</p> <p>947 was just gonna build on what Raz was saying about <u>cost</u> and and</p>	Defending TiP	<ul style="list-style-type: none"> <li>• Discourse around costs involved in TIP and how to change schools' thinking</li> <li>• Debatable use of ECF in lines 948-9</li> <li>• Vagueness helps avoid challenge about</li> </ul>	<ul style="list-style-type: none"> <li>• Invites agreement from others (e.g. Jean / Raz "that's a good question)</li> <li>• Sam then adds to account with discourse around rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Vagueness could open up challenge on whether TIP is worth the investment</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>948 (0.6).h(0.40)y'know e- e- everything in that we do in schools has the</p> <p>949 <u>cost in someways doesn't it</u>, y'know if you focus on ↑reading and</p> <p>950 ↑spelling it has a(.)cost in terms of time and planning and .h if we</p> <p>951 focus on .h y'know whatever=else <u>PE</u> and physical exercise</p> <p>952 that has(0.3)similar(0.)y'know &gt;requirement for planning&lt; and takes</p> <p>953 time .h I think for me it's about getting schools to think(1.0)</p> <p>954 we've got(.)<u>all these resources</u> y'know we see kids for six</p> <p>955 plus hours a ↑day.(0.4)and how much(.)of that(.)time do w- and energy do</p> <p>956 we want to u:se to work=in=a &gt;<u>trauma</u>-informed way&lt;(.).h (h)a:nd I</p> <p>957 think heh heh fthe answer we would have is well <u>we</u> <u>need to put</u></p> <p>958 <u>some time to that</u>(0.4)so(1.1)yeah <u>that will have</u> <u>some</u></p> <p>959 Raz: <u>[Mmm]</u></p>		<p>what resources schools own</p> <ul style="list-style-type: none"> <li>• Vagueness also helps avoid commitment to guarantee what is involved or what benefits schools will receive</li> <li>• Uses ECF to corroborate account with others</li> </ul>		



No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>960 Jesse: [Cost.] (0.7) but (0.4) the=outcomes will be beneficial as=a</p> <p>961 result .h and and the ↑also the other thing that Raz was reminding</p> <p>962 me of .h is is something that [name] (1.1) always says h ↑which=is asking</p> <p>963 the question of schools is is the current way=of working, (0.6)</p> <p>964 working. Or(.)↑is it [working</p>				
16	<p>992 Sam: I think when=it goes ↑well it can be extremely rewarding. and</p> <p>993 possibly(0.2)&gt;some of the most&lt; rewarding work. (0.9) but (.) not</p> <p>994 necessarily when it doesn't go well that(.) so my child that's</p> <p>995 been(0.5) excluded, I=was asked to (.) become involved=at (0.5) when they=were</p> <p>996 at risk of fpermanent ex↑clusion &gt;which one might argue was a bit</p> <p>997 too late&lt; .h but so I</p> <p>998 Raz: [Mmm]</p> <p>999 Sam: [Went] to see the child. and sort=of built=up a relationship=and .h</p>	Defending TiP	<ul style="list-style-type: none"> <li>• Discourse around rewards of TIP</li> <li>• Vagueness avoids challenge of what 'well' or success looks like in TIP</li> <li>• ECF opens up possibility of alternative reality which Sam then has to defend against, possibly due to doubt / minimisation preceding ECF</li> </ul>	<ul style="list-style-type: none"> <li>• Sam next must describe an example where TIP didn't go as planned but still had an impact</li> <li>• Increased vagueness around what TIP involved or how it was helpful / supportive to this young person</li> </ul>	<ul style="list-style-type: none"> <li>• Generates alternative perspective by naming the opposite of TIP going well</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	1000 built=a relationship with the staff <u>around</u> them. and they're now 1001 (0.8).pt(0.5)they're going to go to another <u>school</u> .				
17	1231 Raz: .h (.)Yeah. community(.)around(.)that(.)individual.(.) <b>which is good for</b> 1232 <b>all of us. good for(.)the people in a(.)good for the young</b> 1233 <b>person.</b> 1234 (.) 1235 Sam: Mmm 1236 Raz: It's <u>nice</u> >so we need the community<. 1237 (.) 1238 Jean: And and having <b>people to(.)supp:ort you having people to support</b> 1239 <b>you or yeah. support each other</b> , so if you're a .h 1240 Raz: Mmm 1241 Jean: Teacher and you're f- in I guess I'm thinking as <u>well</u> not only 1242 us <b>but teachers and everybody working with(.)children</b> who've been 1243 affected by trauma who would .h feel hope and <u>despair</u> and lots of 1244 other things	Committing to TiP	<ul style="list-style-type: none"> <li>• Discourse around the holistic, community aspect of TiP</li> <li>• Vagueness around committing to what the impact of TiP is and what particular support is involved</li> <li>• ECF emphasises who is involved, even if type of support is not named specifically</li> </ul>	<ul style="list-style-type: none"> <li>• Invites Jean to expand on the idea of community and the holistic nature of TiP in that it involves everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Generates new problem by identifying a flaw in TiP that teachers don't always have the community / support anticipated</li> <li>• Potentially creates a need to defend TiP / the EP role</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
18	<p>1352 Jesse: Yeah and .h when when we use the word 'trauma.' (.)when it is</p> <p>1353 appropriate to use it and when it's <u>not</u>.</p> <p>1354 Jesse: Coz actually</p> <p>1355 Raz: [Mmm]</p> <p>1356 Jesse: [For] <b>some parents</b> .h y'know</p> <p>1357 Raz: [Yes]</p> <p>1358 Jesse: [That's] definitely but I'm not (.)I'm not gonna=use that word <b>at</b></p> <p>1359 <b>any ↑point</b> coz I just don't think that it=will</p> <p>1360 Raz: Mmm</p> <p>1361 Jesse: .hh I think it=will (.)yeah wouldn't be appropriate (.)not because that</p> <p>1362 doesn't describe the young person's <u>needs</u> but because (.)the</p> <p>1363 parent is not</p> <p>1364 Amy: Mmm</p> <p>1365 Jesse: In a place &gt;where it would be [helpful&lt;]</p> <p>1366 Raz: [Yeah]</p>	Committing to TiP	<ul style="list-style-type: none"> <li>• Discourse around use of the word 'trauma'</li> <li>• Vagueness around naming parents who wouldn't use the word 'trauma'</li> <li>• Abandons a potential ECF and then makes ECF emphasising own investment in attuning to parents' needs / wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Adds disclaimers to justify extreme position</li> <li>• Subsequent discourse details further the complexities of talking about 'trauma'</li> </ul>	<ul style="list-style-type: none"> <li>• N / A</li> </ul>
19	<p>1367 Jesse: Erm yeah so it's a it's quite a complex the issue of [talking</p> <p>1368 Raz: (in overlap) [Mmm]</p> <p>1369 Jesse: with parents and who does it and how we do it and how schools</p> <p>1370 do it (.)is is (.)really big but it's</p>	Committing to TiP	<ul style="list-style-type: none"> <li>• Discourse around the complexities of talking about 'trauma'</li> <li>• Hesitates before vaguely describing what information is held by parents;</li> </ul>	<ul style="list-style-type: none"> <li>• Invites agreement from Raz who then expands on Jesse's point, adding further credibility to Jesse's account</li> </ul>	<ul style="list-style-type: none"> <li>• Certainty / commitment to position risks group membership so downplays certainty of previous assessment</li> </ul>

No.	Extract	Social Action	Coherence	Suggested Participant Orientation	Suggested New Problems
	<p>1371 Jesse: <u>So</u> important</p> <p>1372 Raz: (in overlap) Mmm</p> <p>1373 Jesse: For trauma-informed ↑practice because parents hold .hh so</p> <p>1374 much infor↑mation and</p> <p>1375 Raz: Yeah</p> <p>1376 Jesse: And more often than not are part of the trauma themselves or or</p> <p>1377 witness to=it=and(.)a really key <u>part</u> of the intervention</p> <p>1378 Jesse: As <u>well</u> potentially in terms of(.)hh helping recovery and resilience</p> <p>1379 Raz: Yeah</p>		<p>demonstrates Jesse's own uncertainty</p> <ul style="list-style-type: none"> <li>• ECF immediately follows to strengthen the argument about the extent of trauma and complexities</li> </ul>		

## Appendix K

### Possible Analytical Issues for Further Exploration

Analytical issue	Sub-issues	Comments
Group dynamics in EPs' discourse	How EPs' manage group membership	<ul style="list-style-type: none"> <li>• Social actions emerged relating to group membership and allyship</li> <li>• Not necessarily a unique phenomenon to EPs and TIP</li> <li>• Does not specifically show how EPs are talking about TIP</li> </ul>
EPs' accountability in talk	When do EPs own statements / embrace accountability about TIP? When do EPs avoid accountability?	<ul style="list-style-type: none"> <li>• Noted shifts in EPs' discourse to locate accountability within others or the group</li> <li>• Not a unique phenomenon to TIP</li> <li>• Focus is more concerned with accountability than TIP</li> </ul>
EPs' management of role within TIP discourse	EPs' assessment of their role within TIP When EPs are defensive of their role / actions The humble EP – how EPs downplay the importance of their role	<ul style="list-style-type: none"> <li>• Common research phenomenon emerging in EP practice</li> <li>• Use of social action such as blame / criticism / mocking as potential defences</li> <li>• Potentially not a unique phenomenon to TIP</li> <li>• Reflexive interest in psychodynamic theory so area of interest not necessarily linked to research question</li> <li>• Focus is more concerned with EP role than TIP</li> </ul>
EPs' commitment to assessments about TIP	Use of tentative language / vagueness to avoid commitment to assessments about TIP When EPs commit to an assessment through Extreme Case Formulations Vagueness as part of assumed knowledge about TIP / EP practice	<ul style="list-style-type: none"> <li>• Possible to mirror Extreme Case Formulations with vagueness – how and when do each occur?</li> <li>• What might vagueness serve to a member of the group?</li> <li>• Noted minimal examples of Extreme Case Formulation, compared to vagueness</li> </ul>

**Appendix K**  
**Possible Analytical Issues for Further Exploration**

Analytical issue	Sub-issues	Comments
EPs' use of language	Building evidence through use of consensus, corroboration, lists, contrasts, example When EPs use narrative talk to exemplify TIP	<ul style="list-style-type: none"> <li>• Links with literature review findings on different conceptualisations and lack of commitment in services to describe what TIP is</li> <li>• As a profession, EPs use evidence-based practice so has relevancy to professional interest</li> <li>• Aligns with literature on need for further research on TIP and impact on schools</li> <li>• Examples possibly link to personal investment rather than the EP group as a whole</li> </ul>
EPs' use of specific social actions	The 'bad parts' of EPs – jest, criticism, blame	<ul style="list-style-type: none"> <li>• Reflexive interest in psychodynamic theory</li> <li>• Emerging social actions possibly link to the construction of discourse in general rather than linked to TIP</li> </ul>

**Appendix L**  
**Ethical Approval from the Tavistock and Portman NHS Foundation Trust  
Ethics Committee**

The Tavistock and Portman   
NHS Foundation Trust

Quality Assurance & Enhancement  
Directorate of Education & Training  
Tavistock Centre  
120 Belsize Lane  
London  
NW3 5BA

Tel: 020 8938 2699  
<https://tavistockandportman.nhs.uk/>

Amy Hopkins

**By Email**

6 May 2020

**Re: Trust Research Ethics Application**

**Title:** Educational Psychologists' Understanding of Trauma-Informed Practice

Dear Amy,

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

**Please be advised that any changes to the project design including changes to methodology/data collection etc. must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.**

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



**Paru Jeram**

Secretary to the Trust Research Degrees Subcommittee  
T: 020 938 2699  
E: [academicquality@tavi-Port.nhs.uk](mailto:academicquality@tavi-Port.nhs.uk)

cc. Course Lead, Supervisor