

**Exploring the use of Educational Psychology Consultation
Practices to Sustain Professional Learning and Behaviour
Change**

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Abstract

Background: There are many models of consultation in educational psychology literature, many of which provide a practical problem-solving framework or approach. The theory behind these frameworks is not always explicitly linked to what is done and why during consultation. An explicit theory linked to consultee's learning, behaviour and motivation has the potential to make consultation and professional learning for staff more purposeful and effective.

Aim: The main aim of this research was to explore the use of a theoretical consultation framework called Exceptional Professional Learning (EPL) in educational psychology practice. This research sought to develop a practical framework to implement the theoretical framework during consultation and to investigate the processes/mechanisms used by consultants and consultees to support internalised and sustained learning and motivation.

Design: This research used an instrumental multiple-case study design. Consultations took place within four schools to support the implementation of emotion coaching using EPL. The main focus of this research was the implementation of the EPL components (autonomy, relatedness, responsiveness, authenticity and equity) during consultation to investigate the processes and mechanisms that occurred within each setting. Consultations were recorded and transcribed then the framework approach was used to analyse the results in each case study before mapping and interpreting across all case studies.

Findings/conclusion: Many processes/mechanisms were consistent across all the case studies, such as the EP actively listening, nurturing relationships, acknowledging, reassuring and containing feelings in the relatedness component. The consultees would empathise, encourage, value one another's ideas and engage in joint problem solving. Returning to the practical framework it was then possible to structure an EPL consultation session, to link it to theories of learning and motivation through the EPL components and to be clear about the consultant's and consultee's role through the processes and mechanisms employed.

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List of Acronyms and Abbreviations

AAS	Attachment aware school
BFA	Brief functional analysis
CAS	Complex adaptive system
CBC	Conjoint behavioural consultation
EC	Emotion Coaching
EHCP	Education Health and Care Plan
EP	Educational Psychologist
EPL	Exceptional Professional Learning
EPS	Educational Psychology Service
GAS	Goal attainment scaling
LA	Local Authority
LAC	Looked After Child
MAWS	Motivation at work scale
MKO	More knowledgeable other
OD	Organisational development
OC	Organisational consultation
PC	Process consultation
SBC	School-based consultation
SDT	Self-determination theory
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant
TPM	Theoretical/Practice model
UK	United Kingdom
US	United States
ZPD	Zone of proximal development

1 Introduction

Consultation is a crucial aspect of an Educational Psychologist's (EP's) role in school and has been described as a comprehensive approach to service delivery (Watkins, 2000; Wagner, 2000). As such, EPs are obliged to have a thorough understanding of consultation, what it is, how to do it and the implications of consultation (Leadbetter, 2006). Most of the literature around consultation comes from the United States (US); it has not been as extensively written about or researched in the United Kingdom (UK). Educational Psychology literature in the UK has focused upon implementation of consultation approaches, how they might or should work (for example, Aubrey, 1990; Stringer, Stow, Hibbert, Powell and Louw, 1992; Newton, 1995; Kerslake and Roller, 2000; Wagner 2000) but has largely neglected the process of consultation (Nolan and Moreland, 2014). When processes have been researched discourse and conversation analysis have been used to investigate interactions (for example, Bozic and Leadbetter, 1999) or to investigate the impact of language upon relationships in successful consultations to facilitate change (Nolan and Moreland, 2014); but not on the processes in consultation involved with learning and behaviour change of the consultees.

EPs are often asked to evaluate or to become involved in implementation of projects within Local Authorities (LAs). The Educational Psychology Service (EPS) in Dudley was recently asked to evaluate a speech and language project implemented in a secondary school for pupils with social, emotional and mental health needs. The project involved whole school training and consultation sessions delivered by Speech and Language Therapists. The evaluation could not take place because the school had not implemented the project. This prompted focus groups to reflect upon the unexpected outcome of the project. The result of those focus groups was that staff did not have the confidence and motivation to incorporate the speech and language strategies in their daily teaching practices, therefore learning and behaviour change had not taken place. A more effective method to support projects was sought by the EPS and a consultation/professional learning model called Exceptional Professional Learning (EPL) was considered as a way forward.

EPL was developed by Truscott, Kreskey, Bolling, Psimas, Graybill, Albritton and Schwartz in 2012 in response to the pressure on public schools in the US to meet legislative demands, national economic conditions and global needs for skilled workers. Truscott et al. noted that most key indicators of educational improvement in the US had not increased substantially and schools were not meeting the needs of their diverse learners. Schools were also not well prepared to meet new demands. This provided an opportunity for good quality school-based consultation (SBC) and effective professional development to be provided to public education. Truscott and colleagues developed EPL to build school capacity by supporting schools and teachers to ‘identify, implement, adapt and sustain effective practices’ (pp. 64).

EPL provides a framework that focuses explicitly on learning and motivational theory and is a theoretical approach to consultation and professional learning. Other more practical frameworks introduced and taught to EPs during training do not explicitly link theory to practical elements of consultation. EPL is therefore unique in how it does this. It is however a challenging model to retain and implement effectively during consultation to promote learning and motivation. Part of the aim of this study is to consider how to retain and implement components linked to theory and use the theoretical framework practically.

In EPL, the practical elements of the model include:

- the establishment of naturally occurring learning groups,
- identification of a case study to situate the consultation problem solving in context,
- focusing the content of the consultation and the teaching of evidence-based practices on consultee assessment of the issues and
- support visits to assist and monitor learning as the consultees implement new practices, assess the results of their actions, and use this to inform new activities.

These practical elements link to theoretical components (relatedness, authenticity, autonomy, responsiveness and equity) of the EPL model and to underlying theories of:

1. Positive psychology and self-determination theory (SDT):

- Consultee motivation: participation in social situations foster proactive engagement to enhance motivation, well-being and psychological development.
- Consultee competence and confidence: people have three fundamental needs (competence, relatedness and autonomy); therefore, a social context that supports the development of competency, knowledge and confidence needs to be created alongside opportunities to make informed choices and to be autonomous.
- Consultee equity: non-hierarchical relationships need to be promoted.
- Diverse motivations and conceptualisations: use of informational events to provide relevant, specific feedback in a responsive and supportive way to assist the consultee to choose the best course of action.

2. Constructivist and Socioconstructivist Learning Theory:

- Changing knowledge schemes: social contexts can provide positive support for new, more productive and accurate conceptualisations.
- Guiding consultee learning: consultees demonstrating their new skills to colleagues to scaffold learning and be the more knowledgeable other.
- Situating the learning: practice and acquire new skills in authentic settings and within authentic cases that reflect the consultee's context.
- Distributed practice: learning across multiple sessions through support visits in between consultations and professional learning sessions.

Using EPL this research seeks to investigate what consultation processes/mechanisms within the theories of motivation and learning enable teachers to be more efficient in implementation of agreed actions. This research will explore the use of EPL as a theoretical framework (Kelly, 2008) in EP consultation practices and research the impact of its various components on consultee learning and action. It will add to the extant literature by focusing

upon the processes in consultation involved with post-training and post-consultation learning and behaviour change of the consultees rather than upon the language processes of consultation per se.

2 Literature Review

As EPL is a school-based consultation model this literature review will focus initially upon the different models of consultations to consider how EPL can be classified as consultation and to provide further more detailed information about the EPL model. To be able to implement EPL, what consultation is and how to do it needs to be adhered to alongside applying the components of EPL to the consultation process. Therefore, a good understanding of EPs as consultants and agents of change, which ultimately cannot be achieved without appropriate and effective relationships and discursive techniques to promote those relationships, needs to also be considered during this literature review.

Further consideration is also given to other theoretical/practice models to demonstrate the diversity of theories, concepts and methods employed by EPs during consultation. However, the literature argues that EPs need a range to be able to adjust to the dynamics of the situation. EPL could be a further theoretical/practice model to add to that range but with the unique contribution of prioritising learning and motivation theory during its delivery.

Finally, the literature review will consider how to research consultation in an attempt to incorporate what is known about good consultation research into this research study.

The ultimate aim of this literature review is to provide a good overall understanding of what makes an effective consultant/consultation to be able to consider the theory that undergirds EPL within a more practical consultation framework to then be able to explore its use.

2.1 Understanding Consultation

School-based consultation (SBC) has had a number of definitions and descriptions over the years and can have broad meanings across educational, medical and psychological practice. However, within those definitions key

themes regarding what consultation is, as applied to school settings, are consistent:

- Relationship and communication development;
- Joint problem-solving and decision making across ecological systems;
- Enhancing /developing professional practice;
- Application of research into practical classroom strategies and interventions and
- Evaluation.

A feature of consultation is that it generally consists of two or more people (a consultant and consultee) working together to address concerns over a client. However, the focus in education can be an individual student, group of students or a whole school. Over the years, definitions and descriptions of consultation have been operationalised through models of consultation. Consultation in schools developed from mental health and community psychology consulting into three general models of consultation: behavioural (Kratchowill and Van Someren, 1985), mental health (Caplan, 1970) and organisational (Illback and Maher, 1984).

EPL takes elements of each of these models (behavioural, mental health and organisational) and implements the above key consultation themes to support staff in school environments to identify, implement, adapt and sustain effective practices. Each of these models and the development of EPL by Truscott et al. (2012) will be considered below.

2.1.1 Behavioural Consultation

The behavioural model of consultation (See Martens, DiGennaro Reed and Magnuson, 2014) has traditionally relied upon applied behavioural theory operationalised through four problem-solving stages and three structured interviews (see table 2.1).

Table 2.1 Stages of the behavioural model of consultation and the interview process

Stage	Structured Interview
Problem identification	Problem Identification Interview (PII): Define target behaviour. Identify important environmental conditions that influence the problem. Describe the scope and strength of the problem. Agree on a goal for behaviour change. Establish a procedure for collection of baseline data.
Problem analysis	Problem Analysis Interview (PAI): Problem Analysis: Evaluate the baseline data. Determine if target issue warrants intervention. Conduct a thorough functional analysis. Plan Design: Develop intervention plan to create behaviour change in client (child) acceptable to consultee.
Treatment (plan) implementation	No structured interview. Consultant involved in monitoring implementation of the plan and providing training to the consultee as necessary.
Treatment (plan) evaluation	Treatment Evaluation Interview (TEI): Inspect behavioural data. Discuss strategies regarding the continuation, modification or termination of the treatment plan. Discuss procedures for promoting maintenance and generalisation of treatment signs.

(taken from Sheridan, Richards and Smoot, 2000)

Over the years this behavioural model has expanded to include ecological systems theory as described by Urie Bronfenbrenner (1977). Bronfenbrenner argues that the understanding of human development needs to be examined in a number of interrelated systems. Of particular importance to consultation, within educational settings are microsystems, such as schools, homes and workplaces where people have a role and engage in particular activities within those settings, and mesosystems, the interactions between those settings.

Based on the idea of interrelations between microsystems and mesosystems Sheridan et al. (2000) consider an ecological-behavioural orientation to

consultation that would take into account differences in referrer information, for example, differences in beliefs, values and opinions amongst caregivers and teachers within and across environments that may influence development and a child's functioning. From considering these differences and recognising the shared influence of these systems, intervention would then seek to increase consistency and integrate the four problem solving stages of behavioural consultation across home, school and other systems. Sheridan et al. (2000) are referring to conjoint behavioural consultation (CBC) that promotes integrated services across home, school and community in both theory and practice.

Wilkinson (2006) expanded the CBC model to promote treatment integrity which is the accuracy and consistency with which each component of a treatment plan is implemented. Wilkinson included a fourth interview to monitor implementation which he called a conjoint treatment monitoring interview (CTMI). The CTMI identifies barriers and obstacles to implementation; evaluates the extent to which the steps of the plan were completed and examined the use of behavioural data used as part of the plan through observations, interviews and checklists.

EPL incorporates the concept of behavioural consultation through the identification of problems as an essential implementation element. Data is collected about current practices, contextual resources and limitations and consultee factors (knowledge, confidence etc.). The data is then analysed with the consultees and a focus selected. The content of EPL is determined and applied, progress towards goals is monitored and consultee learning is assessed using case studies and support visits. Data continues to be collected, shared and evaluated with consultees to inform EPL activities, and alterations are made when needed.

Where EPL differs is that it is an ongoing cycle of problem-solving activities over a period of time to promote distributed practice. It does not have the same focus upon behavioural change of the client. Although there are case studies to provide authenticity to EPL, the focus is upon learning and behaviour change of the consultees, how they collect the data and define the problem; it is therefore more process oriented than behavioural. It is implicit within EPL that data

would be collected, analysed and evaluated, therefore making it a more collaborative, non-directive, non-hierarchical approach rather than consultant led and directive. There is also recognition within EPL that there are multiple, equally valid ways to accomplish most tasks and that a prescribed client centred treatment plan (that is modified, continued or terminated) does not need to be the only way.

The focus of consultation (consultee-centred, client-centred etc.) and the impact upon how a consultation service could be delivered can be further considered below by exploring mental health consultation.

2.1.2 Mental Health Consultation

It was Caplan's model of mental health consultation that has had the biggest impact upon consultation. In his 1963 paper on mental health consultation Caplan identifies four different types:

- Client-centred case consultation;
- Program-centred administrative consultation;
- Consultee-centred case consultation and
- Consultee-centred administrative consultation.

These four types of consultation differ in terms of their focus. The main goal of client-centred consultation is to assess the client, finding the most effective treatment for the client and improving the client. A secondary focus is about increasing the knowledge of the consultee. In order to do this Caplan recommends that the consultant learns how to communicate with the consultee so that the diagnosis of the client can be formulated in understandable language and the treatment can be understood and carried out effectively within the professional setting by the consultee.

Program centred administrative consultation focuses on problems with the administration of programs. The consultant assesses the program or policy and then recommends a plan of action. Within this type of consultation Caplan recommends using the consultee's knowledge of the workings of the institution but the consultant would need to be aware that the consultees are likely to have distorted and biased reports therefore would also need their own assessment.

Interrelationships of the staff within the organisation would need to be observed as an important aspect of the problem also. A written report would then be produced to be shared with the consultees taking into account the language, values and traditions of the institution so that the report could be written in an understandable format. The final written report should contain short and long-term goals and should not contain anything that the institution is not expecting as it should have been worked through with the consultees. Caplan suggests that recommendations should be developed formatively taking into account the response of the consultees in order to modify the recommendations to fit with the culture of the consultees.

Consultee-centred case consultation is the one Caplan discusses in greatest detail, based on psychoanalytic theory. This type of consultation focuses upon improving the consultee's handling of the problem with benefit for the client. It does not involve assessment and diagnosis of the client but assessment of the nature of the consultee's work difficulty, understanding the consultee's perceptions of the case and improving the consultee's functioning. Caplan identifies four major categories of difficulty a consultee may have and how the consultant may intervene and support those difficulties (see table 2.2).

Finally, consultee-centred administrative consultation assists groups of administrators (although it could be individuals as well) to improve their functioning in the planning and maintenance of programs. This type of consultation focuses upon intrapersonal motivations, interpersonal relations and group dynamics as well as the needs of the personnel and clients. It may also help explore new patterns of action and is likely to be long term, implemented through regularly scheduled consultations.

Within this type of consultation Caplan highlights the challenge of handling a lack of professional objectivity in a group context as members of the group may intervene inappropriately prompting anxiety and resistance. Caplan provides clear guidance for the consultant within this type of consultation to stop anxiety and resistance which involves setting up ground rules and maintaining tight control over the direction of the discussion by restricting the discussion to role conflicts rather than private or personal factors.

Table 2.2 Categories of consultee difficulty and support offered by the consultant (Caplan, 1963)

Category of Difficulty	Intervention/Support
Lack of understanding of the psychological factors	Clarify data about the client. Enable consultee to see meaningful psychological connections to improve cognitive knowledge using understandable language to the consultee. Consider in-service training courses.
Lack of skill or resources	Assist consultee to choose a plan of action.
Lack of professional objectivity	Analyse the consultee's discourse to define themes that may be interfering in the consultee's professional objectivity. The consultant needs to make sure that the right themes are identified to reduce theme interference. Address theme interference by encouraging the consultee to adopt a more reality-based expectation for the client by challenging the main themes/looking at alternative evidence in a supportive relationship with the consultee.
Lack of confidence and self-esteem	Nonspecific support offered by the consultant.

It is the focus and purpose of EPL to be consultee-centred, to work through problem-solving methods collaboratively developing knowledge, skill, confidence and objectivity. There are many elements of the four different types of mental health consultation that contribute to EPL's focus and purpose:

- a consultee-centred approach to work through problem-solving methods, understanding the consultee's perceptions of a case and their knowledge of the workings of their institution;
- understanding the interrelationships of staff and the culture of an institution through consideration of their language, values and traditions;

- increasing consultee's knowledge and improving the functioning of the consultee by enabling meaningful psychological connections to be made using understandable language;
- when working with a consultee group intrapersonal motivations, interpersonal relations, group dynamics and needs should be understood in order for the consultant to intervene appropriately;
- working through recommendations with consultees, setting short and long term goals, gathering and using formative assessment data to modify recommendations and
- a recognition that new patterns of actions need to be implemented over a long period of time through regular scheduled consultations; what EPL refers to as distributed practice.

Ultimately, Truscott et al. (2012: 64) state that consultees, 'must change how they think, what they do and how they evaluate the results of their efforts' and it is the job of the consultant to find 'ways to facilitate conceptual and behavioural change in educators'.

Not only did Caplan contribute these four different types of mental health consultation and the idea of reducing theme interference and increasing objectivity; Erchul (2009) identifies several other important contributions all of which link well with EPL:

- A focus upon the consultee's problem with the client in the immediate context. EPL promotes the concept of authenticity by using case studies to situate problem solving in an authentic context and actively engaging consultees with problems and materials from their classrooms and schools.
- The theoretical and conceptual bases of his model detailed in *The Theory and Practice of Mental Health Consultation*, Caplan (1970). There is a clear theoretical rationale for EPL linked to theories of learning and motivation.
- The importance of a non-hierarchical relationship between the consultant and consultee which gives the consultee the freedom to accept or reject any guidance offered. EPL promotes the concepts of relatedness,

responsiveness and autonomy by encouraging naturally occurring learning groups that engage in collaborative problem solving to promote participant-generated assessment of the issues. Consultees implement new practices, assess the results of their actions and use this information to inform further EPL activities.

- The idea of a multi-systems level view of consultation at the organisational, environmental, community and societal level. EPL projects have been used to attempt to ‘roll out’ district-wide policies and programs.

It is easy to see how Caplan’s model of mental health consultation fits with SBC and why Meyers (1973) adapted Caplan’s model for school psychological services as Caplan is a strong advocate for:

- protecting the professional integrity of the consultee,
- understanding the profession and the role within which the consultee comes from,
- building supportive relationships and fostering the development of professional skills, as well as,
- being aware of the language, ethos, culture and traditions of the context being worked in.

This prompts a need to consider each school as a separate organisation, each with their own language, ethos, culture and traditions, and to have a good understanding of each of these contexts to provide effective consultation.

2.1.3 Organisational Consultation

Generally all definitions of organisational development (OD) are concerned with changing human and social processes within organisations to improve their ability to adapt, renew and thrive (Illback, 2014). Organisational consultation (OC) is therefore described as an essential component of any comprehensive SBC model as it focuses on systems in which students are embedded; this supports the need for effective ecological approaches to facilitate systemic change efforts (Meyers, Meyers, Graybill, Proctor and Huddleston, 2012). As schools are organisations and EPs work within these organisational contexts,

conducting work in complex social systems (Illback, 2014), ecological systems theory is highly relevant to organisational consultation and development (Bronfenbrenner, 1977).

Recently there has been a paradigm shift in OD from behaviourism and a biological metaphor (diagnosis and interpretation of the optimal mix of processes and structures to copy from one system to another) in open systems theory to a more constructionist theory with a focus upon dialogic forms of OD (Bushe and Marshak, 2009). As OD is about change in organisations and is leaning more towards discursive ways of working it marries well with OC processes in school. For example, Wagner's (2000) view of a consultation approach that supports interactionist and systems psychologies argues that change occurs when individuals in the system make a paradigm shift so that the view of the problem changes from within the person to something that happens between the members of such systems (interactionist). This shift happens through language as a mediating force in the construction of meaning (social constructionism). Similarly, Bushe (2011) describes something called a learning conversation where multiple realities (people's stories) are made explicit to one another so that each person can see the patterns of interaction to provoke change. This approach can be used within and across systems such as school, home and members of professional systems (Wagner, 2000).

Due to a better understanding of how organisations work and the processes by which they change OD argues that a focus is needed upon enhancing the capacity of individuals within organisations to implement strategies that impact upon the culture (Illback, 2014); a model within educational psychology that is also prevalent. Stoker (2000) argues that the work by Senge (1992, 1994) which identifies five disciplines of a learning organisation such as 'team learning' and 'building a shared vision' was missing a sixth discipline of the psychology of individuals within organisations; he calls this model PICTO, the Psychology of Individual Constructs and the Organisation. In line with Wagner (2000) and Bushe (2011), Stoker (2000) describes EPs working to re-construct each person's dialogue, including their own, to raise awareness of each other's understanding of a situation and how a person has constructed it to contribute to more effective functioning for individuals and organisations. Similarly, the use

of System Supplied Information (SSI) as described by Myers, Cherry, Timmins, Brzezinska, Miller and Willey (1989) also emphasises the need for members of staff (individuals) within an organisation to be centrally involved in the process of analysis, direction and focus of a project. Myers et al. (1989) stress the need for enabling people to share their perceptions and meanings of their subjective reality as part of any change process.

When considering frameworks available for working with individuals in organisations to enhance their capacity Illback (2014) highlights two frameworks: a planned change approach and an emergent change approach.

The planned change approach suggests that organisational change can be either episodic and intermittent or continuous and evolving (Weick and Quinn, 1999). If it is episodic, then Weick and Quinn identify that change is created by and grounded in Lewin's theory (1951); an organisation will feel a need to change (unfreeze), make the change (transition) and then try to incorporate that change into the culture and belief system of the organisation to create equilibrium (refreeze). If organisational change is more continuous then Weick and Quinn (1999: 379) identify that change involves a 'redirection of what is already underway'; change and learning happen often whereby the organisation takes note of new information (freeze), re-evaluates and empowers (rebalance) and then resumes their continuous organisational learning (unfreeze).

An emergent change approach applies complexity theory to emergent change facilitation suggesting that organisations are complex adaptive systems (CAS) (Illback, 2014). It is an emerging paradigm in educational research (Morrison, 2006). It is the idea that organisations have the capacity to learn, adapt, change and renew and do so continuously, they self-organise, which is what makes them so complex (Cohen, Manion and Morrison, 2011). One small change in one part of a system can impact upon parts of other systems in school and can accumulate in number. Schools are adaptive systems when pushed to the point of disequilibrium and when agents act differently but in a coordinated way then change starts to emerge. It is the job of an organisational consultant to facilitate that emergence of change through subtle (micro) interventions and interactions with key agents in the organisation (Hazy and Silberstang, 2009). These groups

or networks of key agents are known as communities of practice; they have similar views, beliefs and interests and ultimately the aim of them is to introduce new ideas in a strategic way into a system to impact on the process of emergence of change (Illback, 2014).

The idea of emergent change and CAS-informed research fits well with the EPL model of consultation as both aim to foster communities of practice within an organisation to facilitate change. Within the concepts for applying complexity theory to emergent change facilitation, the job of the change facilitator/consultant is to find ways to encourage the key agents to learn and behave differently at an individual level and within a group, which will then impact upon the organisation. Therefore, the consultant needs to work at all these levels (individual, group and organisational). EPL offers a model to be able to do this through providing a theoretical rationale of motivation and learning which explicitly make up the EPL components to be enacted through the consultation process.

Similarly, it is clear to see how personal construct psychology, at an individual level, can be used and where ecological approaches may need to be considered. Meyers et al. (2012) specifically look at ecological approaches to OC and systems change in educational settings and present a model for implementing OC. This model reflects the practical elements of EPL (a recursive problem solving process, entry activities, needs assessments process and evaluation) but Truscott and colleagues (2012) put much more emphasis on building consultee knowledge, confidence and competence by consultants carefully assessing and responding to consultee's motivation and learning through the EPL components. Although Meyers et al. (2012) stress that social systems are comprised of individuals whose needs and perspectives must be considered (consultee-centred OC); they also put just as much emphasis on an ecological primary prevention framework by considering systematic evaluation of interventions (program-centred OC).

There is no doubt that EPs, as school consultants, are positioned well to engage in and support organisational change. However, by considering the above broad areas of consultation it is clear that there are many theories, models and practical

activities that EPs could consider and engage in during consultation which raises many questions about which should be adhered to and in what combination. Should EPs assess, plan and then view consultation as an evidenced based intervention depending upon the need of the consultees?

To consider these questions the rest of the literature review will look more specifically at:

- EPs as agents of change, the importance of relationships and the conversations that take place within those relationships;
- A consideration of the theoretical and practical approaches that EPs actually use and
- The research evidence around consultation per se and outcomes of consultation.

2.2 Educational Psychologists as Consultants and Agents of Change

The main practice of consultation is to promote meaningful change; for it to be an effective approach it must be practised in a way that supports change taking place (Larney, 2003). Outlines of models of consultation (behavioural, mental health and organisational) suggest how ‘to do’ consultation and are clear that the focus needs to be upon individuals in the social systems (their knowledge, skills, confidence, well-being, perceptions etc). In previous research, it has been noted that a consistent factor in the success of school reform has been the engagement with and the extent to which schools work effectively with external consultants (Desimone, 2002). Therefore the question becomes one of how can EPs work effectively with schools and schools with EPs?

Dunsmuir and Kratochwill (2013) argue that EPs need to be both transfer and change agents as EPs are evidenced based practitioners and apply psychology by translating knowledge into practice. They stress that EPs need skills in knowing how to disseminate knowledge (e.g. through training and professional development) and skills in knowing the range of factors that may impact upon implementation of effective transfer to practice. A consensus in OD theory would suggest that EPs need to concentrate on both the teaching and learning process as well as the functioning of an organisation (Illback, 2014). This

prompts an argument for EPs needing to be both a resource and a process consultant simultaneously (Aubrey, 1990). Having specialist knowledge and expertise (knowledge of research, policy and practice) and being able to disseminate that knowledge as a resource consultant as well as being aware of the social and psychological aspects of change in organisations as a process consultant.

Roffey (2015) promotes a slightly different focus by considering EPs as change agents for mental health and well-being in a school environment. She supports the view that being an advocate for the whole child and being a change agent are not mutually exclusive particularly when working at an organisational level (see table 2.3).

It can be clearly seen how the two are interconnected, by being an agent of change EPs are advocates for the whole child. Roffey is promoting the role of the EP at a systemic/organisational level and as such, EPs need to create those ripple effects, identify key agents of change to create and link in with community of practices through the introduction and evaluation of interventions (evidence-based practice). There is a focus upon both the teaching and learning (for the pupils and the staff) and the functioning of the organisation. Roffey is suggesting that this can all be achieved through consultations and conversations but it requires the EP to be aware of well-being both at an individual level and an organisational level and taking the opportunity where possible to be promoting ideas and supporting well-being.

EPL very much supports EPs as being agents of change and reflects Roffey's focus of maintaining awareness on well-being; this is done by focusing upon the confidence, competence and motivation of the consultees throughout the model. EPL also promotes ongoing professional learning of the adults and EPs as transfer agents by supporting implementation of research to practice through the learning and behaviour change of the adults.

Table 2.3 EPs' role as an advocate for the child and as a change agent

Advocate for the Pupil	Advocate for Universal Change
Elicit and honour student voice and therefore communicate to a school that this is their right and responsibility and not an extra.	Playing a crucial role in teacher well-being through helping them to value themselves and maintain a positive sense of self, encouraging them to look after themselves and their own well-being and promoting supportive relationships across the school.
Promote the value of agency by encouraging schools to involve them in shared decision making and giving the child agency of responsibility.	Getting universal well-being on the agenda by fostering relationships with leadership teams and/or with staff who care about these issues to create a ripple effect from one part of a system to another through communities of practice.
Use strengths-based language to give the child something to live up to and to show that how adults talk to pupils influences their self-concept and how they see themselves.	Having conversations that reframe situations, focus upon solutions and strengths based conversations as well as validating problematic feelings.
Promote connectedness and participation by keeping a child connected to school for as long as possible and encouraging flexibility within school systems to ensure this happens.	Promoting social and emotional learning through role-modelling emotionally literate practices and interactions like respectful interactions that promote trust, authentic participation, reciprocity and collaboration to meet agreed goals.
Model, talk about and provide in-service learning for teachers on the value and skills of promoting quality relationships.	Introducing and evaluating interventions that can change perceptions and practices.

(taken from Roffey, 2015)

An ongoing theme throughout all the consultation models and the literature on agents of change is the idea of relationships (respectful, collaborative, empathic etc.). It makes sense that EPs would work more effectively with schools and schools with EPs if relationships were good. It warrants a particular look at the importance of relationships in consultation; in particular the type of relationship that may prompt more reflection, better implementation, more motivation and more positive action by consultees.

2.2.1 The Importance of Relationships in Consultation

The starting point in any consultation is the establishment of a relationship between the consultant and the consultees. In SBC, an indirect service delivery model, it is the teaching staff that comes between the EP and the child so their cooperation is crucial; therefore this must be where EPs focus their attention (Gutkin and Conoley, 1990). Research has indicated that difficulties arise when consultees are expected to implement intervention recommendations when there is not a good quality relationship between consultants and consultees (Aubrey, 1990; Gutkin and Curtis, 2009).

The importance of this relationship is noted in the first stage of the problem solving process (e.g. Meyers et al. 2012; Truscott et al. 2012; Frank and Kratochwill, 2014). This stage is often known as entry and is a deliberate effort to build relationships by checking out perceptions of the consultees, understanding expertise and skills of the consultees and collecting data (Truscott et al. 2012). It may also involve building a picture of ecological and cultural circumstances alongside gaining an agreement of services to be offered (Meyers et al. 2012) if engaged in more organisational/systemic work.

The importance of the consultant-consultee relationship plays a significant part in mental health consultation (Caplan 1970) and in process consultation (PC). The ultimate aim in PC is to help clients to improve their interpersonal skills and to become more aware of events and processes in their environments to be able to recognise the need and opportunities for change (Schein, 1999). The consultant in PC passes on their skills and values to help their clients to solve their problems so the consultation becomes a matter of establishing supportive relationships, a consultation approach used in organisational development.

To consider the quality of relationships and what the characteristics of a supportive, cooperative relationship might be it is worth briefly reflecting upon the role of an EP as a consultant. Consultants can either be internal (in-house members of staff) or external (a visiting service). Caplan, Caplan and Erchul (1994) suggest that internal and external consultants would develop different relationships with their consultees; internal consultants would have more of a

hierarchical and coercive relationship compared to an external consultant who would have a non-hierarchical and collegial relationship (see table 2.4).

Table 2.4 Mental health consultation and mental health collaboration contrasted on key dimensions (Caplan et al., 1994)

Dimension	Mental Health Consultation	Mental Health Collaboration
Location of consultant's home base	External to the organisation	Internal to the organisation
Type of psychological service	Generally indirect, with little or no client contact	Combines indirect and direct services, and includes client contact
Consultant-consultee relationship	Assumes a coordinate and non-hierarchical relationship	Acknowledges status and role differences within the organisation, and thus the likelihood of a hierarchical relationship
Consultee participation	Assumes voluntary participation	Assumes voluntary participation, but acknowledges the possibility of forced participation
Interpersonal working arrangement	Often dyadic, involving consultant and consultee	Generally team-based, involving several collaborators
Confidentiality of communications within relationship	Assumes confidentiality to exist, with limits of confidentiality (if any) specified during initial contracting	Does not automatically assume confidentiality, given organisational realities and pragmatic need to share relevant information among team members
Consultee freedom to accept or reject consultation advice	Yes	Not assumed to be true, as a collaborator's expertise in his or her speciality area is generally deferred to by the team
Consultant responsibility for case/program outcome	No	Shares equal responsibility for overall outcome, and primary responsibility for mental health aspects of case or program

To follow this line of thinking, EPs may need to become more explicit about how they see themselves, as internal or external consultants, and how that might impact upon the EP-consultee relationship within a school. Local Authority (LA) EPs are external to the organisation and with the development of traded services schools buy in a service and not a particular EP. However, it is recognised by EP Services that having a good knowledge of the setting within which an EP works can be beneficial when working systemically or at an organisational level, so working with one educational setting over a period of time can assist with organisational change. Do EPs then shift from being external to internal consultants? It might be that EPs fluctuate and use a continuum of consultation styles depending upon their knowledge of the setting and the individuals within it as well as the length of time they have been working with that setting.

Gutkin and Curtis (2009) suggest that a coordinate power status is an appropriate relationship between consultants and consultees in schools; what is essential is the decision-making process, this has to be shared and equal in power. This seems to be a more appropriate way of thinking about an EP as a consultant. Gutkin (1999) argues that consultants can be both directive and collaborative giving the example that as long as consultees can choose whether to accept or reject ideas presented to them it is not coercive.

It needs to be noted that there are language differences in the descriptors used which can be confusing. For example, what Caplan et al. (1994) describe as collaboration is more hierarchical and coercive in nature rather than Gutkin's (1999) description of collaboration which is a non-hierarchical joint decision making process. Sheridan and Cowan (2004) identify characteristics of relationships in consultation not unlike table 2.4 above. They put great emphasis on the consultation interaction being coordinate and interdependent indicating that most authors agree that this type of relationship is the most conducive for constructive and successful interactions regardless of descriptors used.

Similar to Roffey (2015), Sheridan and Cowan (2004) also support the view that the consultation relationship occurs in a context with the child at the centre. Newman and Ingraham (2016) would argue that part of the consultee-centred

consultation needs to be about restoring or improving the consultee-client relationship as there is now a wealth of research that links the quality of student-teacher relationships to outcomes (Saboi and Pianta, 2012). Truscott and colleagues (2012) would argue that focusing on individual cases/clients makes the context authentic and provides a case study for situated consultee learning, a further benefit might also be improvements to teacher-child relationships.

EPs, depending upon the focus and function of their input in each individual organisation, will engage in a mix of directive and non-directive interaction styles whilst attempting to maintain a coordinate and coequal status in the consultation process. These types of skills are promoted and valued throughout EP training by focusing upon collaborative practical frameworks within the context of resolving complex problems in consultation (Cameron and Stratford, 1987; Miller, Leyden Stewart-Evans and Gammage, 1992; Monsen, Graham, Frederickson and Cameron, 1998; Woolfson, Whaling, Stewart and Monsen, 2003; Gameson and Rhydderch, 2008).

More recent research states that there is a lack of theories about how the relationship between consultant and consultee may promote a change process for the consultee and consequently for the client, the child (Hylander, 2012; Nolan and Moreland, 2014). To investigate the impact of relationships on the change process different types of verbal interactions have been studied. Hylander (2012) has focused upon a non-prescriptive approach to change within a non-coercive relationship and identified three modes of verbal interaction that promote turnings, when a problem suddenly improves/changes because there is a different perspective. Nolan and Moreland (2014) focus upon the study of relationships and explore how change may be facilitated by using discursive strategies. The suggestion from both these studies is that communication and what EPs say is important for forming the right relationship that will foster and facilitate change processes. Therefore the next section of the literature review will look at the importance of communication and language within consultation and some of these models/frameworks of verbal interaction in more detail to facilitate change.

2.2.2 The Importance of Communication

Reviewing the literature so far discussed it can be seen that the social constructions and perceptions of both the consultant and the consultees serve a number of functions:

- increases consultee confidence (Caplan, 1970),
- contributes to learning conversations in dialogic forms of OD (Bushe and Marshak, 2009; Bushe, 2011) and focuses upon the individual constructs of staff to change perceptions, (Stoker, 2000; Wagner, 2000;),
- assists with the development of a collegiate relationship (Gutkin and Conoley, 1990; Aubrey, 1990; Sheridan and Cowan, 2004; Gutkin and Curtis, 2009; Roffey, 2015),
- emphasises helping consultees to improve their interpersonal skills and to become more aware of events and processes in their environments to be able to recognise the need and opportunities for change (Schein, 1999) and
- facilitates change processes (Myers et al., 1989; Hylander, 2012; Truscott et al., 2012; Nolan and Moreland, 2014).

These social constructions and perceptions are formed through language (Miller, 1996; Macready, 1997; Wagner, 2000) and communication; what is said and how it is said. Language is the main medium of consultation; therefore, ways of consulting using language and communication to provoke changes in consultees are appearing in a number of models in the literature.

An example of this is Hylander's (2012) model of consultee conceptual change; she describes three components that all need to change in the consultee's representation and presentation of the problem to enable change for the client to take place:

- a cognitive component, that is how the problem is described;
- an affective component, that is the feelings in connection with the problem and
- an action orientation component, what the consultee is prepared to do in relation to the problem (pp. 33).

For this change to happen, Hylander identifies three modes of interaction and within these modes of interaction, questions and statements are used to ‘serve as communication tools that promote the process of change and help the process shift between the modes of interaction’ (pp. 37). Without this shift between the modes of interaction Hylander suggests conceptual change cannot take place but when it does then a consultee should communicate that they know how to manage a case and will want to tell one story after another about the success, this is known as a ‘turning’ in a case. Table 2.5 outlines the different modes of interaction.

Table 2.5 Modes of interaction (Hylander, 2012)

Mode of Interaction	Communication/ Interaction of the Consultant	Communication/ Interaction of the Consultee	Statements/ Questions used
Approach	Empathic, non-directive, listening and confirming	Discharging	I understand Tell me more about it
Free Neutral	Active and structuring.	Describing	Can you describe what happens at transition times?
Moving Away	Active, collaborative, gives proposals and suggestions, challenges.	Discovering	What would you have done if it had been another student?

The first mode of interaction, ‘approach’, is where the consultant communicates an empathic response enabling the consultee to discharge and the consultant to confirm their perspective and construction of the situation before challenging their view in any way. Statements such as ‘I understand’ and ‘Tell me more about it’ are used at this point. The second mode of interaction is known as ‘free neutral’. In this mode, the consultee describes a problematic situation in a neutral way (positive or negative) and the consultant actively listens and structures the description. Questions that are neutral or objective are used at this point, ‘Can you describe what happens at transition times?’ The third and final mode of interaction is called ‘moving away’ and is a joint discovery resulting

from the consultee reflecting and discovering new aspects of the problem and the consultant reflecting and discovering new ways of understanding the problem. In this mode the consultant challenges the original description of the problem and introduces new thoughts to end up with a common and joint description. Hylander points out that the whole process oscillates between being nondirective and directive, supporting the view that consultants are likely to use a continuum of consultation styles to prompt the change process.

Research conducted by Nolan and Moreland (2014) also explores how change may be facilitated through investigating discursive strategies used in consultation and how they impact upon relationships. Seven discursive strategies that EPs use were highlighted:

1. Directed collaboration
2. Demonstrating empathy and deep listening
3. Questioning, wondering and challenging
4. Focusing and refocusing
5. Summarising and reformulating, pulling threads together
6. Suggesting and explaining
7. Restating/revising outcomes and offering follow up

The aim of these seven strategies was to make the consultation collaborative, to promote feelings of emotional safety, to develop a sense of trust, to discover and check participants' perceptions, to explore possibilities and to allow consultees new insights without feeling overwhelmed so that they were able to engage in a shared process of understanding and strategy planning.

The way it was done was through careful questioning ('Maybe we could think about' or 'I don't know but I am wondering if...'), active listening (gentle pace, warm and reassuring tone of voice, appropriate body language, tuning in to emotions, mmm and nods), focusing ('Shall we focus today on...' 'If you had to choose one key aspect...') summarising stories told and checking ('Have I got that right?' 'Have I missed anything?'), providing tentative suggestions and gently floating ideas that consultees could build upon and ending with restating agreed actions/outcomes either by the consultant or consultee or by restating a key point.

There appears to be an overlap between Nolan and Moreland's discursive strategies and Hylander's three modes of interaction. Both pieces of research investigate dialogue and the development of relationships to support changes in perception in order to note a conceptual change in the consultee as a process of the consultation. Both pieces of research identify moments of conceptual change that are explicit and visible. Nolan and Moreland call this transformational learning whereas Hylander names them 'turnings'.

Macready (1997) suggests that EPs need to have a range of conversational options that provide individuals with a greater choice in the meanings available to them to promote new insights into a situation. However, almost all of the research is indicating that the ability of the consultant to assess and read the consultees to know when to try and shift their thinking, to move from one mode of interaction by using a discursive strategy to another by asking challenging questions or making challenging statements is crucial.

Overall, EPL sees EPs as agents of change through SBC and as agents of transfer through professional learning carried out during the consultation sessions. Truscott and colleagues (2012) note the importance of relationships throughout the EPL approach by explicitly stating that consultants need to nurture relationships with consultees during and between sessions. Their particular focus is upon learning and behaviour change. They emphasise the need for consultants to carefully assess and respond to consultees to build knowledge, confidence and competence to promote motivation, learning and sustainability through their identified components rather than the use of language as a vehicle for change per se.

Predominantly, Truscott and colleagues are arguing for an approach to be implemented that makes very explicit key theoretical components rather than for a practical framework or to discover what is already being done in consultation. Although, this literature review has considered models and theories throughout, it is worth reflecting on which ones may be more prevalent for EPs and highlight in more detail EPL's underlying theory, which will structure this research.

2.3 Theoretical/Practice Models used in EP Consultations

If we consider the theories that underlie the three consultation models then it can be seen that many of the theories are familiar to all three models. In behavioural consultation, particularly CBC, the use of ecological systems theory (Bronfenbrenner, 1977) across home and school is employed (Wilkinson, 2006). Ecological systems theory is also prevalent in mental health consultation as Caplan places emphasis on individual and environmental change and therefore highlights a need to understand the ecological field (Caplan et al. 1994). Finally, in OD, ecological systems theory takes the view that social systems are comprised of individuals whose needs and perspectives must be considered and that human development occurs within and between these systems (Meyers et al. 2012).

The theory of social constructionism similarly applies to consultation in general and holds that all knowledge and views of the world are socially constructed through language (Burr, 2015). It is particularly prevalent in the more modern dialogic version of OD (Bushe and Marshak, 2009; Bushe, 2011) and in understanding the difficulties that consultees have in mental health consultation with theme interference and lack of professional objectivity (Caplan, 1970; Meyers, Parsons and Martin, 1979). Social constructionism can also be seen in specific EP models of practice (e.g. Wagner, 2000; Gameson and Rhydderch, 2008). Whereas there are other theories that are very specific to particular models of consultation, for example, complexity theory in OD when applied to schools (see Illback, 2014).

Similarly many practical approaches, such as the problem-solving approach, can be seen in all areas of consultation; more specific and prescribed in behavioural, but used more flexibly in consultee-centred consultation. Other approaches include more positive or strengths based discussions, which arguably assists with moving away from problem-solving language (Bozic, 2013), such as:

- solution focused approaches which provide frameworks for conversations (e.g. Ajmal and Rees, 2001; Rhodes and Ajmal, 2005, Rees, 2008);

- appreciative inquiry (e.g. Hammond, 2013) which helps teachers to identify and analyse what works so that they can do more of it;
- resiliency (e.g. Henderson, 2007) to discuss positive adaptations despite difficulties;
- positive psychology (e.g. Joseph, 2008) which refers to the presence of subjective and psychological states, such as hope, the effects of autonomy and self-regulation and
- personal construct psychology, to elicit and explore an individual's meanings of self and situations (Kelly, 2013).

These approaches can be used by EPs to carry out many models of consultation demonstrating that practice frameworks are not mutually exclusive but represent a network of essential frameworks to support and guide effective and defensible EP practice (Kelly and Woolfson, 2008).

The diversity of theories, concepts and methods employed by EPs when using consultation was shown through research conducted by Kennedy, Frederickson and Monsen (2008) who investigated psychological theories surrounding consultation and its practice. They looked at what educational psychology services and psychologists said they were doing when 'doing consultation' and what they were actually doing to see if there was a match or a mis-match between the two. EPs mainly said they were employing problem solving/analysis, a systemic focus and a solution focused approach. Not all EPs named an approach that was evidence-based.

EPs did not seem to identify a particular model of consultation that they used and then name the underlying theory as Kennedy and colleagues reported, '80% of the sample espoused using an approach to consultation – a problem-solving approach... it is surprising therefore that almost all of the participants failed to explicitly reference the behavioural/eco-behavioural tradition in either their TPMs (theoretical/practice models) or in their definitions' (pp. 178). Many of the models of practice named by EPs in the research were applications of a particular theory. For example, a solution focused approach is an application of social constructionism. EPs are applied psychologists therefore it is not a

surprise that the most popular TPMs named were about how to do consultation rather than a particular paradigm.

Hylander (2012) noted in her research that EPs need the skill to adjust approaches to the dynamics of the consultation process and that it is not about learning one approach or one theory, EPs need to know how to use different psychological processes as tools in the consultation process. Not all the EPs in Kennedy et al.'s study espoused and then used the same TPM, however it might be that once engaged in the consultation, the TPM needed to be adjusted due to the dynamics of the situation. There was one EP in the study that did not name any TPMs but adapted approaches to meet need; this would be supportive of Hylander's view.

2.3.1 Theory Underlying EPL

Truscott et al. (2012) reiterate Hylander's research by indicating that consultants require skills in assessing and responding to what consultees need during the consultation. However, Truscott et al. note that little attention had been directed at fundamental consultee learning and behaviour change processes therefore the aim of the EPL approach is to do just that. The theories that underlie EPL are positive psychology, self-determination theory (SDT), constructivist and socioconstructivist learning theory as already identified in the introduction. The aim of this section is to consider those theories in more detail.

Positive psychology asserts that a person possesses the potential and intrinsic motivation towards growth and optimal functioning and towards cognitive and social development (Joseph, 2008). Seligman and Csikszentmihalyi (2000) describe positive psychology as the psychology of positive human functioning and valued subjective experiences at the individual level and the group level. They highlight three particular threads that can be seen as contributing towards positive psychology, the first is positive experience (what makes one moment better than the next?), the second is positive personality (self-organising, self-directive and adaptive people) and the third is that people and experiences are always embedded within a social context.

Within EPL there is a positive assumption that most teachers will want to do their job well; teach well and reach as many children as they can (Truscott et al. 2012) as a positive personality trait at the individual level. This leads onto the assumption that most teachers will seek to incorporate improved teaching methods if barriers and impediments are removed (Truscott et al. 2012). Therefore, positive psychology provides the theoretical rationale within EPL for developing social climates in group consultation that fosters strengths, develops and sustains positive affective states. To do this Joseph (2008) states that EPs need to facilitate well-being, promote health and build strengths in line with Roffey (2015).

Human motivation and personality is encompassed by SDT; it investigates people's inherent growth tendencies, their innate psychological needs and the conditions that foster those positive processes (Ryan and Deci, 2000). SDT is included under the title of positive psychology (Seligman and Csikszentmihalyi, 2000) and is prevalent in the EPL components of autonomy and relatedness which are two out of the three fundamental needs that are essential to well-being and optimal functioning (Ryan and Deci, 2000). The third is competence; however, feelings of competence do not enhance intrinsic motivation unless accompanied by a sense of autonomy and self-determinism (see Deci and Ryan, 1985, 2002). It is therefore the consultant's role in EPL to construct supportive social contexts where new learning can take place and to create opportunities for people to make informed choices (Truscott et al. 2012).

The theory behind constructivist and socioconstructivist learning in EPL is that learning relies on social discourse in social contexts to develop and transmit collective knowledge within the processes of assimilation (using prior learning to deal with new knowledge) and accommodation (a change in existing knowledge because what is known already does not explain the new knowledge) (Piaget, 1952; Vygotsky, 1978). New knowledge is accommodated in the zone of proximal development (ZPD), where new knowledge is not so different from existing knowledge to be dismissed but is different enough to be accommodated (Vygotsky, 1978). In the ZPD, the new knowledge is scaffolded (Wood, Bruner and Ross, 1976) by a more knowledgeable other (MKO). In EPL it is the consultant that acts as the MKO to support new learning but the consultees are

also encouraged to be the MKO for each other through the use of referent social power, which is the identification that the group will have with one another (Erchul and Raven, 1997), to enhance autonomy and competence.

Apart from autonomy and relatedness other components in EPL include authenticity, equity and responsiveness. Contextual learning is situated, in EPL, within the authentic settings of the school/classroom. Situated cognition theory emphasizes that knowledge is constructed within and understood during engagement in the activity, context and culture in which it is learned (Greeno, 1998; Merriam and Bierema, 2014). In EPL consultees select authentic case studies which become the focus of the participants' professional learning, hence the authentic component. EPL is responsive to the real situations and needs of the participants, hence the responsiveness component.

The equity component, from SBC, refers to the nonhierarchical relationships that are important between all participants in the consultation process. This relationship needs to promote a shared decision-making process that is equal in power which is critical to autonomy. The consultant in EPL needs to recognise that the consultees have equally important knowledge and expertise to contribute to the consultation process to promote the equity component.

Learning theory research also highlights distributed practice over time which has been shown to improve the learning and retention of more complex information (Küpper-Tetzel, 2014). Therefore, Truscott and colleagues are strong advocates for using EPL over a number of consultation sessions.

By considering the theories of learning and motivation that undergird EPL it can be seen that these theories are not explicitly identified in other models or frameworks of SBC. The only EP framework that comes close is one that encompasses activity theory (Leadbetter, 2008) which can be used at an organisational level to promote learning and is based on the work of Vygotsky. Activity theory considers how knowledge is created and how learning is expanded and at an organisational level it can be used to explore or intervene in how participants work together in groups, teams and organisations (Leadbetter, 2008). However, in this framework, there is no theory of motivation mentioned, therefore EPL appears to be unique in its theoretical underpinnings and

incorporates an EP as both a transfer and a change agent (Dunsmuir and Kratochwill, 2013).

2.4 Researching Consultation

To consider how to research consultation this literature review will return to the topic of consultation. Gravois (2012) emphasises that consultation should not be all things to everyone or else there becomes a question about the focus and purpose of consultation in which outcome expectations become unclear and unreasonable. Gravois recognises the importance of consultation in allowing teachers increased opportunities to apply better (different) practices to existing problems within this world of ever increasing pressures to implement evidence-based practices. Gravois also stresses that what is crucial is how consultation is conceptualised, which is a challenge facing the effective use of consultation in school.

Based on previous work by Gravois, Groff and Rosenfield in 2008, Gravois (2012) presents a conceptual framework to categorise three features of consultation services; focus, form and function:

- Focus: Is the level of impact of the consultation focused on the client, consultee or system?
- Form: Is the consultation service delivered through individual interactions, groups or teams?
- Function: Is the consultation trying to prevent problems before they happen (primary prevention) or is it intervening in identified problems (secondary prevention) or is it correction of a problem after the event (tertiary prevention)?

Gravois states that being clear and explicit about the focus, form and function will assist with setting clear goals, outcomes and expectations for the consultation process. He also suggests that there is a need to conceptualise consultation as a starting point for research to prevent the research from becoming cumbersome as consultation is a complex interaction in and amongst various systems and people within those systems (Bronfenbrenner, 1977).

EPL is clear about its focus, form and function as Gravois also reports. Its focus is consultee-centred, the teaching and support of staff to improve performance; its form is group consultation, in particular learning groups or communities of practice and as Gravois points out they are working under a clear theoretical framework; and its function is primary prevention, with the use of case studies to support teacher learning and performance. This research conceptualises consultation with the same focus, form and function as it is an exploration of the use of EPL in consultation practices.

There is a need to distinguish between process and outcome variables when researching consultation (Gravois, 2012) potentially alongside participant characteristics (Schulte, Murr, Tunstall and Mudholkar, 2014). Process refers to what happens during consultation and how it happens. Outcome refers to the impact of an intervention.

If researching process, then there needs to be a focus upon both the consultant and the consultee during the process. The consultant's interpersonal skills, responses and assessment of the consultee's needs are all going to impact upon the consultee during the process of consultation. Similarly, the extent to which consultation procedures are implemented needs to be a focus of the research (Noell and Gansle, 2014), so in the case of this piece of research what would need to be considered is whether consultation procedural integrity was adhered to in relation to the EPL model of consultation.

The consultee's feelings of competence, affective state, experiences and beliefs are potentially just some of the characteristics of the consultee that need to be taken into account during the process of consultation. In EPL, motivation also needs to be taken into account. Part of researching the consultation process should include what the consultee's do and how the consultee's implement what has been agreed upon during the consultation (Schulte et al. 2014). Fiske (2008) in her review of research on treatment integrity (the degree to which an intervention is implemented as intended) reported that there is little empirical evidence to suggest that consultee characteristics affect treatment integrity or as Noell and Gansle (2014) call it, intervention plan implementation. However, when considering the research on training and feedback for teachers Fiske (2008)

reported that performance feedback over time resulted in greater maintenance of teacher skills and that the feedback package needed to include data review and a focus upon the teacher's performance.

In the context of EPL, distributed practice would provide the provision of performance feedback over time and because the focus of EPL is consultee-centred it would be about teachers' professional learning. The EPL model also incorporates data review cycles through case studies within the authenticity component to focus upon the teacher's performance/skills, therefore fulfils the criteria for what should encourage integrity and successful implementation of strategies and plans. However, due to the small number of consultations held in each school, there has not been opportunity to investigate this during this research study.

A more recent paper on treatment acceptability by Villarreal, Ponce and Gutierrez (2015), using content analysis to review 243 intervention research articles, suggested low assessment or monitoring of treatment acceptability. As treatment acceptability is arguably linked to implementation, agreeing what is acceptable as an intervention with the people who need to be implement it would seem sensible. In this research, it would be hoped that through EPL consultation, any interventions, strategies and suggestions would be agreed upon as part of the autonomy and equity component, so increasing motivation, encouraging implementation and therefore potential learning and behaviour change and feelings of competence.

Using qualitative meta-synthesis, consultation process research has been examined recently by Newman, McKenney, Silva, Clare, Salmon and Jackson (2016) who synthesise what is known about consultee-centred consultation and related processes of consultation. Five broad themes were found which will be briefly considered.

- The first theme, 'system level factors for how consultation proceeds' demonstrated that the value of consultation needed to be made clear for consultees to prioritise time for it. Clear expectations and a good understanding of the school culture was also important.

- In the second theme, ‘establishing consultation coherence’, a coherent problem-solving process was shown to be important to the process and assisted with the view that consultation was pragmatic and a good use of time.
- The third theme, ‘consultee voice, social-emotional support, and learning’ showed that consultation has the potential to be a supportive mechanism as long as relationships in the process were non-hierarchical and equitable. Encouraging reflective practice to aid consultee learning and involving consultees in all aspects of the consultation process was important. Attention to consultee voice and needs were crucial in this theme.
- The fourth theme was ‘consultation as ecologically oriented, culturally responsive, and are these distinct?’ In this theme shifting consultees from within-child and the idea of needing the child to be fixed, to understanding environmental factors and using ecological problem solving was a key activity. Consistent findings on how to be culturally responsive were lacking in the studies. Whether they were distinct or not was also not clear in the studies.
- The final theme, ‘consultation training supports consultants’ and teams’ application of relational process skills’ demonstrated that consultants needed sufficient training in effective communication and relationship building skills.

EPL, as a theoretical framework, supports four out of the five themes. Initial systems ‘entry’ activities to build relationships and collect data in order to formulate a plan supports theme one activities. For theme two, ongoing recursive data gathering and problem solving happens with a focus on consultee motivation and learning. The establishment and maintenance of equitable relationships, assessment of needs and responsiveness to those needs in authentic situations reflects theme three. Theme four is supported via EPL through the social context of the learning group and MKOs to assist with gaining new knowledge through assimilation and accommodation.

Newman et al. (2016) identified future research priorities through listing many potential research questions in relation to each of the themes and subthemes with the objective of improving knowledge further about how ‘to do’ process-oriented/consultee-centre consultation. This demonstrates what is known already and how much more there is to know to improve the consultation process. Using EPL in consultation and researching the processes of consultation should contribute to this area of research.

Outcomes research has been more extensively written about through meta-analyses (Sheridan, Welch and Orme, 1996; Reddy, Barboza-Whitehead, Files and Rubel, 2000). These meta-analyses have demonstrated positive results that have shown effective outcomes of the impact of interventions, particularly in behavioural consultation that involves a clear problem solving approach. Sheridan et al. (2000) report that the largest percentage of negative findings were in studies that did not specify a model of consultation and therefore it appears that a clearly articulated model is important for increasing positive outcomes. The meta-analyses focused upon treatment effects and excluded process-oriented research from the sample of studies (Newman et al. 2016). When researching and measuring outcomes Schulte et al. (2014) highlight three questions that need to be answered; what should be measured when assessing outcomes, how should it be measured and what methods should be used when a diverse set of referral concerns need to be met? Schulte and colleagues used a range of consultation studies to consider these questions. They reported that the ‘what should be measured’ question in more recent consultation studies included:

- client behaviours outside the primary focus of the intervention;
- functional impact, like improved scores at school and less exclusions;
- customer satisfaction (treatment acceptability);
- environmental impact, like less disruption in the classroom and more teaching time, improvements in teacher-child relationships and
- adverse effects.

They identified that the ‘how should it be measured’ question in consultation studies should use objective, reliable and valid, normalised, multi-method and

multi-sourced measures. To answer the third question about measuring a diverse set of referral concerns Schulte and colleagues identified that rating scales, observational measures, goal attainment scaling (GAS) and effect sizes had all been used.

EPL has a formative assessment process with a recursive cycle of data gathering, as part of the data gathering cycle, outcome measures for a diverse set of referral concerns could be included in the consultation process. In this particular research study the GAS was used.

It is a complex conceptual issue to establish consultation models or processes as evidence-based without including some form of reliable outcome measure. One of the challenges is discovering which process or combination of processes had the impact on the outcome measure. A further challenge is that, in order to research this, which variables are process and which ones are outcomes need to be carefully considered (Gravois, 2012). It is hoped that this research will begin to explore the processes involved in EPL in different settings and to see if there is any consistency. If any consistent processes are identified within the components of the EPL framework, across settings, then further research can be undertaken to investigate whether the processes can be linked to particular outcomes, in particular, sustained learning and behaviour change.

The EPL theoretical framework is being used as an identified model of consultation because, as Gravois (2012: 87) highlights:

- It presents a compelling picture for what consultation can be and the impact it can have on improving the teacher as a professional.
- It effectively discusses theoretical constructs that support its use and promote its acceptance.
- It presents consultation as a solution to a known problem in schools, the lack of transfer of critical knowledge about teaching and learning.

Truscott and colleagues (2012) also present the case for further research with regards to EPL to discover what works best in specific circumstances and argue that attention needs to be paid to the mechanisms that support internalised and sustained changes in learning and motivation.

UK EP Services are contextually different to American consulting services, so reflecting upon the use of EPL within the UK context will assist with deciding whether EPL could be a further framework to support EP practice.

3 Rationale

As can be seen from the literature review, consultation is a core process in the school-based delivery of the EP's role. Initial EP training provides a wide variety of frameworks, theories and practice models for an EP to choose from when conducting SBC for the range of professionals, parents, contexts and individual needs that they work with. It is seen as highly inappropriate to be expecting EPs to adhere to one prescriptive style of applied psychology in changing contexts (Miller et al. 1992). EPL is another framework that could be considered as useful and helpful to an EP's repertoire of knowledge and skills. It differs from models identified in the literature because of the components used during the consultation that focus upon positive psychology and theories of motivation and learning.

This research aims to look at how to use EPL in consultation, focusing upon an indirect service delivery with consultees to look at the implementation of an Emotion Coaching (EC: Gus, Rose and Gilbert, 2015) approach to help children to develop good social and emotional skills. All the schools in this research attended a one day conference on EC to become an Attachment Aware School (AAS). This conference was followed by further training in their schools on how to implement EC. Workshops were provided for key members of staff from each school to support one another with implementation, to share good practice and to access further training (e.g. a session on mindfulness was provided). Each school identified a number of pupils who would be case studies to provide data for a research project on the impact of EC linked to Bath Spa University. Alongside the workshops, each school was offered consultation sessions to support a community of practice/learning group identified in each school. It was these consultations and the use of EPL that was the focus for this research (see appendix 1 for the conceptual framework). Four schools out of the five opted to access the consultation sessions. Due to the time of year each school received at least one consultation and some schools received two.

It is acknowledged that, whilst there is a substantive body of research on consultation processes, there is little regarding the post-consultation implementation of agreed actions by professionals. There is, therefore a need to capture data regarding optimal processes to support implementation and behaviour change by staff. This research seeks to explore EP consultation practices and consultation processes that enable teachers to be more efficient in implementation of agreed actions. As distributed practice, over a period of time, with recursive data collection and reviews did not take place to look at implementation in more detail this research is currently only exploratory and a starting point for further research.

Research Questions:

1. How can EPL be used as part of a consultation service offered by Educational Psychologists to assist with professional learning and behaviour change of the consultees?
2. What are the processes and mechanisms within EPL consultation that facilitate learning and behaviour change?

4 Methodology

4.1 Conceptions of Social Reality

Two conceptions of social reality (objectivist and subjectivist) are identified by Cohen, Manion and Morrison (2011), with four underlying assumptions. The first assumption is of an ontological kind and asks is social reality external to individuals and therefore 'out there' in the world and objective (realist)? Or, is it in consciousness, the result of individual cognition and therefore created in the mind (nominalist)? The second assumption is epistemological and is about the nature of knowledge, how it is formed, how it is acquired and how it is communicated. Is it hard and objective (positivist) or is it something softer and more subjective (anti-positivist)? The third assumption is about the relationship between people and their environments and how much control they perceive they have. It asks do people initiate actions in their own environment (voluntarism) or do they respond mechanically to it (determinism)? The final assumption is linked to methodological concerns. Cohen et al. (2011:6) indicate

that these assumptions are extreme positions and how a researcher aligns themselves ‘profoundly affects how one will go about uncovering knowledge of social behaviour’, therefore methodologies are likely to be different. If taking a realist ontology then research will search for universal laws that govern and explain reality and is likely to be what we know as more traditionally experimental and quantitative in nature (nomothetic). If a nominalist ontology is taken then research will be aimed at investigating the subjective experience of individuals and how an individual constructs and interprets the world from those experiences (idiographic).

Social constructionism has been the theme throughout the literature review strongly linked to consultation. This is because consultation is conducted within a social context through the medium of language where constructions of problems are developed. Social constructionism is highly relevant to educational psychology practice. There is no firm definition of social constructionism but Burr (2015) neatly outlines some key assumptions of a social constructionist approach:

1. A critical stance towards taken-for-granted ways of understanding our world, including ourselves.
2. Historical and cultural specificity – the ways in which we commonly understand the world, the categories and the concepts we use, are historically and culturally specific.
3. Knowledge is sustained by social processes – people construct it between them. Truth is a product of social processes and interactions.
4. Knowledge and social action go together – numerous possible social constructions. Each different construction also brings with it, or invites a different kind of action.

The assumptions listed above indicate that social constructionism fits within the subjectivist approach to the conception of reality. This takes the extreme epistemological position that everything is socially constructed within contexts and that a similar context can be socially constructed differently, therefore there will never be generalisable rules. This position will partially guide the methodology chosen for this research study. It is expected that each school

taking part in this research study will have a different social construction of their individual needs, their group needs and the needs of their organisation. These social constructions will need to be listened to and understood as part of the consultation process.

4.2 Case Studies

As schools are complex social environments there is a need within this research to understand the complex social phenomena within these environments. This suggests a case study design for this research (Yin, 2009). The EPL approach works with a group of consultees at an organisational level, recognising that schools are complex adaptive systems and that change is facilitated through a community of practice so applying complexity theory to the process. Cohen et al. (2011: 30) state that ‘complexity theory suggests the need for case study methodology, narratives, action research and participatory forms of research, premised in many ways on interactionist, qualitative accounts’. They argue that this is because schools are self-organising systems, continuously re-shaping and emerging due to all the connected interacting elements (teachers, children, leaderships, classrooms, homes, parents etc), there is likely to be multi-directional causes and effects as it is a participatory, collaborative system, where a variety of individual perspectives will be evident and needs to be studied and researched as such. This suggests that in each consultation, even in the same school, the situation may be socially constructed differently at a different time.

Willig (2009: 74-75) identifies a number of defining features of case study research:

1. An idiographic perspective: it is concerned with the particular rather than the general.
2. Attention to contextual data: it considers the case within its ecological context and the interactions with its environment.
3. Triangulation: it uses a range of data collection and analysis techniques to gain an in-depth understanding.
4. A temporal element: it is concerned with processes that take place over time so a focus upon change and development is an important feature.

5. A concern with theory: a detailed exploration of a particular case can facilitate theory generation by producing hypotheses and theoretical formulations.

Willig (2009) also outlines different types of designs for case study research stating that each one addresses different sorts of research questions in relation to the cases being studied.

1. Intrinsic and instrumental case studies: Intrinsic case studies are intrinsically interesting and a researcher wants a better understanding of the case (Stake, 2005; Willig, 2008). Instrumental case studies are selected to study a particular interest, issue or phenomena (Willig, 2009) and the case is of secondary interest (Stake, 2005).
2. Single and multiple-case studies. A multiple case study design tends to be used if the researcher is instrumentally interested in studying phenomena as it is not about the case per se (Stake, 2005). A single case study design has a number of rationales as identified by Yin (2009). Yin states it could be an extreme or unique case; it could be that a case is used to test out a well-formulated theory; a single case could be chosen because it is representative or typical or because it is being studied over a period of time and is therefore longitudinal. Single case study designs tend to be intrinsically interesting.
3. Descriptive and explanatory case studies. Detailed descriptions of the phenomena are provided in order to generate new insights and a better understanding in descriptive case studies (Willig 2009). In explanatory case studies causal-links to explain what is going on in a case are reported (Yin, 2009).
4. Naturalistic and pragmatic case studies. In naturalistic case studies research is carried out in natural, real-world contexts (e.g. Stake 2005) A pragmatic case study has a well-defined research question or theoretical proposition that guides the selection of cases and the collection of data to develop hypotheses to be tested and potentially readjusted in the case studies before drawing conclusions and modifying the original theory (e.g. Yin 2009).

For this research study, four schools have been considered in the results section. The processes and mechanisms employed within each EPL component were researched in each individual case. This identifies this case study research as an instrumental case study design as it is the exploration of EPL that is of particular interest and not the case itself. The nature of an instrumental case study also indicates that it needs to be a multiple case study design because it is not the case that is of interest. Even though the results section considers the cases individually, the discussion section compares the processes and mechanisms across all case studies to make this research study an instrumental multiple case study design.

The transcriptions for each case study were coded; it was felt that the sample size was small enough for all transcripts to be studied. This ensured that no data was overlooked or that commonly repeated data was not missed. Following this coding procedure, a comparison of similarities and differences across the cases took place in the discussion section as a starting point to consider what processes and mechanisms might be consistent in using and applying EPL to consultation in different settings which could potentially lead onto a more pragmatic case study design in the future. This research suggests a critical realist methodology with an understanding that social constructions need to be heard and understood within context as part of the consultation process.

4.2.1 Weaknesses of Case Study Research

Case studies tend to be concerned with analytic generalisation rather than statistical generalisation (Robson, 2002; Yin, 2009). Analytic generalisation is the case study's ability to contribute to the expansion and development of a theory (Yin, 2009). This type of analytic generalisation comes from a pragmatic case study design (see above). Willig (2009) identifies that analytic generalisation cannot apply to unexplored cases in any direct sense, so in this sense is a weakness. But Cohen et al. (2011) put forward a complex argument suggesting that external validity (generalisability) can be demonstrated through case studies that each embrace the range of variables needed to answer the research question, particularly in complex issues where there are likely to be less case studies that show that range of variability in that population.

Triangulation of methods has been noted as another potential area of weakness by Willig (2009). She argues that context-specific aspects of the data could be lost if the researcher is distracted by the tensions and contradictions amongst the combination of realist and relativist data gathered. To combat this Willig argues that methods of data collection need to be epistemologically compatible and appropriate to the research question. Cohen et al. (2011) however, argue that multiple sources of evidence assist with concurrent and convergent evidence and the real weakness in triangulation is the ability of the researcher to be able to handle and synthesise the data.

A third area of weakness is the ethical challenge of the researcher being actively involved as a participant. Willig (2009) discusses the fact that the researcher is likely to impact on the participant's thoughts and feelings and engender changes. The aim of this current research is to provoke changes in thoughts, feelings, learning and behaviour but ethically, what needs to be considered is that any changes that take place do not have a negative impact upon the participants. This area of weakness has been planned for by seeking ethical approval for this research study and will be considered in more detail in the section on ethical considerations.

4.2.2 Validity and Reliability in Case Studies

Although not all issues of validity and reliability can be completely extinguished, they can be reduced by paying attention to them, therefore this section will attempt to do this and in the process reduce some of the weaknesses identified above.

Cohen et al. (2011) state that although case study research may not have external checks and balances that other research has, for example it is not expected to demonstrate a positivist view of reliability due to the uniqueness of the situations, it still has to be valid and reliable. Cohen et al. list six different types of validity and reliability that need to be considered in case study research. They are construct validity, internal validity, external validity, concurrent validity, ecological validity and avoidance of bias. This section will therefore consider validity and reliability in case studies and how attention to validity and reliability has been addressed in this research study.

Construct validity is referring to employing accepted definitions and constructions of a particular issue. This can be shown through operationalising the research and definitions of the constructs/concepts being studied. In this research, as the components of EPL were being studied, definitions of the components were not only taken from the EPL framework (Truscott et al. 2012) but were also taken from self-determinism theory (Ryan and Deci, 2000) and operationalised.

Internal validity, which concerns accuracy, requires interpretation of the data in a case study to be transparent. In this research this will be addressed by using direct quotes from the data in the table when coding the data. Also, when the EP returns to complete a second consultation a goal attainment scaling (GAS) will be shared in paper form with the school, so that member checking of what had been discussed and the EPs interpretation of the outcomes can be sought.

External validity (generalisation to the wider population) has been briefly discussed above in regards to limitations of case study designs. In this study, it is not expected that the data will generalise to the wider consultation frameworks although it is expected that there will be overlaps with problem solving and discursive techniques. It is hoped that when comparing the case studies in the discussion section that there may be some processes and mechanisms that will be evident across all case studies to start to consider how EPL can be implemented by EPs and what they might need to do to promote a change in learning and behaviour.

Concurrent validity effectively refers to triangulation of data, the use of two or more methods of data collection. This research study will be using the audio recordings of the consultations as the main source of evidence. A motivation at work scale (MAWS; Gagné, Forest, Gilbert, Aubé, Morin and Malorni, 2010) will be used to consider participant characteristics and the intrinsic motivation of the participants. A reflective diary will be kept by the EP following the consultations to assist with reflexivity, assessing, responding to and planning for consultee needs in the following consultations and to record the content and outcomes of the consultations a goal attainment scaling (GAS) will be completed and shared with the learning group.

Ecological validity is especially important to case studies as the situations in the research need to occur naturally for the research to be ecologically valid. The use of EPL in this research enabled it be ecologically valid as the research was completed with naturally occurring groups of staff in the schools and was situated in authentic situations, issues and problems within the context of that particular school.

Avoidance of bias refers to selective data being gathered or data being used selectively due to the bias of the researcher who may have preconceived notions and in the case of a participant-observer, the impact of their personality. The avoidance of bias was planned for by transcribing almost all of the recorded consultation to code, often including only one or two examples in some cases of a particular code. There were a couple of parts that were not transcribed, where the researcher could not hear what was being said to transcribe it and there was one section where the researcher presented/trained the group of participants on attachment theory. The researcher's training was not transcribed. A reflexive diary was also kept.

4.3 Ethical Considerations

Ethical approval for this study was sought prior to start of the consultations. All of the schools that could have been potential case studies were spoken to at a workshop that they were attending following their EC training. They were given the option of being part of the current research study and in return they would receive extra support to implement EC within the context of their schools through the consultation sessions. An email was also sent providing details about the research study and the schools were given the option to contact the EP. Four out of five schools contacted the EP. The staff were given information sheets and a consent form (see appendices 2 and 3) to sign prior to the start of the first consultation session. They were aware, via this process that they could withdraw from the study at any time without giving a reason.

Through the ethical approval application a number of potential ethical considerations were planned for:

- Change in participants' mood which might be aversive or stressful.

- Upset, harm or conflict between participants.
- Discussion of personal topics (e.g. relationships, feelings of success and failure).
- Possible disclosure of confidential information (e.g. to other participants).
- Possible identification of participants (e.g. when reporting results).

It was recognised that whilst discussion about problems/issues might result in feelings of frustration, the process of EPL consultation should support these feelings and be a supportive mechanism for those feelings by building up consultee's confidence. Plans were made to manage upset, harm or conflict within the situation, by refocusing the group, reminding them that the consultation process is a supportive mechanism and spending some time with the consultees following up the issues afterwards if needs be. Discussion about relationships with other staff and feelings of success and failure did happen but it was planned for by following a strengths based conversation approach. The consultation group ultimately made the decision as to whether they wanted to share or not; they only shared if they felt it was a supportive and confidential environment. All the groups felt that the environment was supportive and confidential. It was possible that confidential information could be accidentally disclosed during the consultations. The consultees were reminded about confidentiality and any confidential information was not transcribed. Finally, names of schools and names of participants were not used in the write up of the research study to prevent possible identification of participants. It may be that schools would recognise themselves if their staff were to read the research but they would not be able to recognise each other. The schools were forewarned about this and they were all agreed that this was acceptable.

4.4 EP as Participant-Observer

The EP was the consultant as well as the researcher during the consultation sessions. The EP was fully aware of the AAS project, had attended all training events as well as delivering the training to support implementation of EC in one of the schools. The EP was also aware of EPL as an approach to supporting organisational consultation. A framework was developed based on the Truscott

et al. (2012) paper to assist with implementation of EPL and to consider how the EPL components could be implemented (see appendix 4). The consultation sessions were audio recorded as it was difficult to write and record during the sessions alongside the consultant role. However, the EP kept a reflective diary, recorded after the sessions. Being a participant observer enabled the EP to learn about the activities of the consultees in their natural setting of school (Kawulich, 2005) to assess and provide the right response in order to encourage learning and motivation and ultimately better implementation of EC. Part of this study was involved with exploring how to use EPL in consultation sessions and the processes and mechanisms needed, therefore manipulation of events were an integral part of the study which couldn't have been done without the EP being a participant-observer. Also, by the EP being the participant-observer there was a clear insight into the thoughts and ongoing assessments that were taking place by the researcher, so providing rich data, arguably invaluable in producing an accurate portrayal of a case study (Yin, 2009).

Limitations with regards to the participant-observer role are linked to ethical challenges as discussed under weaknesses in case studies and under the ethical considerations section. It is also linked to potential biases, which has been discussed under validity and reliability issues. Yin (2009) identifies further potential biases on the ability of the researcher to work as an observer as the participant's role may take over, reducing the role of an external observer and potentially encouraging the researcher to become a supporter. Yin (2009), however, states that under some circumstances the participant-observer role is the right approach.

4.5 Considerations of Other Methodologies

Despite Cohen et al. (2011) arguing that complexity theory provides an emerging new paradigm for research and questions the values of positivist research and experimentation, other researchers do not agree. Illback (2014) recognises that high levels of experimental control in OD consultation research is impractical but is supportive of creative experimental and quasi-experimental designs that use multi-method and multilevel strategies arguing for a need to move beyond single-subject case study methodology. The reason for this move,

Illback argues, is that case study research focuses upon the content of the change rather than the underlying consultation processes. However, a case-study design will be used in this research to interpret and explore consultation processes.

The type of research that Illback identifies is post-positivist, where there is still a commitment to objectivity but it is recognised that theories and explanations of events are constructions of reality that are subject to revision as they are partial and imperfect. This approach is able to provide an integration between subjectivist and objectivist approaches and provide a framework for constructionists (Robson, 2002). Educational psychology argues for a critical realist approach as it aids in understanding how educational psychology works. The use of practice and theoretical frameworks that guide EP practice adheres to a critical realist approach and helps to clarify and articulate the various underlying values, concepts and practices in effecting change (Kelly, 2008). This research although appearing more relativist in nature recognises that there are some processes and mechanisms within each of the case studies that are the same when implementing EPL despite the differences in context so identifying with a more realist view of science.

A further approach that needs to be considered is action research. Its purpose is to solve a problem where change is desirable linked to whatever the focus of the research is (Robson, 2002). Participatory action research also sits well within the new research paradigm of complexity theory in organisational development (Cohen et al. 2011). EPL promotes an action research agenda through distributed practice and a recursive data collection cycle using case studies. In this research study, the purpose was to explore the processes and mechanisms used in EPL consultation; most schools within this research study only received one consultation so there was not a cyclical process of plan, act, observe and reflect for it to warrant an action research design.

Similarly, naturalistic and ethnographic research could have also been used to study social interactions, behaviours and perceptions in consultation and then followed up by spending time observing in the school. In order for a valid piece of ethnographic research to happen a significant amount of time would need to have been spent as a participant-observer within the naturalistic setting of a

school. This time was not available for this piece of research. As the research was about implementation of a consultation model that had a priori framework in relation to the EPL components data analysis would not have been inductive (Lincoln and Guba, 1985), another prerequisite for ethnographic research. Similarly, ethnographic research requires examination of social processes in as natural a way as possible (Cohen et al. 2011). It was the intention of the EP to influence learning and motivation through the consultation process rather than just observe the outcome of the consultation. Therefore, this piece of research did not fit within the scope of ethnographic research.

4.6 Method and Design

Each school was offered consultation sessions to support them in implementing EC, it was their choice how many and for how long. The consultation sessions were recorded, transcribed and coded. Each group of consultees were asked to complete a motivation at work scale (MAWS) to consider consultee's motivation at the beginning of the first consultation session. Two out of the four schools were asked some informal questions about the process of consultation at the end of the consultation session. In case study 2 time ran out as the consultation session started twenty minutes late and the children were entering the classroom. The researcher asked if she could return but received no response from the school. In case study 3 a negotiation of the EP's role was effectively still taking place at the end of the consultation session and so it was felt to be inappropriate by the researcher. A goal attainment scaling (GAS) was completed to provide some paperwork for schools as to the content of the sessions and the researcher kept a reflective diary to assist with assessing and responding to need of the consultees and to be reflexive.

4.6.1 Participants and Organisations

Participants in the consultation sessions varied widely in their roles within school. Each school also had a significantly different intake of pupils. Below is an overview of each school context taken from the latest Office for Standards in Education (Ofsted) reports for the schools and a brief description of the participants' roles in school as this affected their confidence to support the

school with implementation of EC and impacted upon what they chose to focus upon in the consultation sessions.

4.6.1.1 Case Study 1

School 1 was a smaller than average-sized primary school (220 pupils). The majority of pupils were of White British heritage, there was a very small minority of pupils who spoke English as an additional language. The proportion of pupils eligible for pupil premium (pupils known to be eligible to receive free school meals and those in LA care) was below the national average. Similarly, the proportion of pupils who were disabled and who had special educational needs (SEN) was below the national average (Ofsted Report, 2015).

In school 1, five members of staff participated, one was a teacher and had a SENCo role and sat on the Senior Leadership Team (SLT); the other four were Teaching Assistants (TAs). One supported a girl with an Education Health and Care Plan (EHCP), one was linked to a Year 6 class, one covered classes but also did individual intervention work and the other TA worked with younger pupils and taught phonics groups but was about to become involved in setting up and running the Nurture Group with a teacher in school.

4.6.1.2 Case Study 2

School 2 was a smaller than average-sized primary school (170 pupils). Most pupils were of White British heritage, the remainder coming from a small range of other ethnic heritages. The proportion of pupils supported for SEN is above average. The proportion of pupils supported through pupil premium (pupils known to be eligible to receive free school meals and those in LA care) was below the national average (Ofsted Report, 2013).

In school 2, five members of staff also participated, one had a SENCo role but was also the Deputy Headteacher in the school. The other four members of staff were part of the Year 2 team, one was the Year 2 teacher and the other three were TAs within the year group, working with individual pupils.

4.6.1.3 Case Study 3

School 3 was a larger than average-sized primary school (270 pupils). The majority of pupils were of White British heritage. The proportion of pupils

supported by the pupil premium (pupils known to be eligible to receive free school meals and those in LA care) was more than twice the national average. The proportion of pupils who were disabled or who had SEN is above the national average (Ofsted Report, 2014).

In school 3, three members of staff participated. They made up the pastoral support team in school and were TAs. One was the Assistant SENCo within the school, one worked with the older children, primarily Year 5s (9/10 year olds); she would run intervention groups and attended many meetings on behalf of the Headteacher. The other TA worked with younger pupils (5/6 year olds), at the time she was involved with supporting an individual pupil in school.

4.6.1.4 Case Study 4

School 4 was an average-sized secondary school (899 pupils). The proportion of pupils from minority ethnic backgrounds was below average and very few spoke English as an additional language. The proportion of disabled pupils and those who had SEN was above average. The proportion of pupils supported through pupil premium (pupils known to be eligible to receive free school meals and those in LA care) was below average (Ofsted, 2015).

School 4 was the only secondary school. Six members of staff participated in the consultations, five were Heads of House and one was responsible for the Looked After Children (LAC) in the school. They had more managerial/leadership positions within the school and were often on call to remove pupils from class and had responsibility for speaking to staff with regards to strategies for supporting the pupils.

4.6.2 Analysing Consultations: The Framework Approach

The framework approach to applied qualitative analysis (Pope, Ziebland and Mays, 2000) was used to analyse the transcriptions of the consultation sessions utilising the five stages of data analysis:

1. Familiarisation: Immersion in the raw data by reading and rereading/ listening over and over again to list key ideas and recurrent themes.
2. Identifying a thematic framework: Identifying all the key issues, concepts and themes by which the data can be examined and referenced.

Draw on priori issues and questions derived from aims and objectives as well as issues that recur in the data which organises the data into manageable chunks.

3. Indexing: Applying the thematic framework or index systematically to all the data in textual form by annotating with codes from the index, supported by short text descriptors to elaborate the index heading.
4. Charting: Rearranging the data according to the appropriate part of the thematic framework to which they relate and forming charts of distilled summaries of views and experiences. This stage involves a considerable amount of abstraction and synthesis.
5. Mapping and Interpretation: Using the charts to define concepts, map the range and nature of phenomena, create typologies and find associations with a view to providing explanations for the findings.

Familiarisation with the data began through open coding, by ascribing a category label to the data, these category labels were not decided in advance but were a descriptor of what the text was about (Robson, 2002). The codes were initially allocated to a section of speech from one participant. A pre-determined deductive priori framework (the thematic framework), using the EPL components had been identified, in line with the research questions. Next there was an attempt to categorise the codes into the EPL components (indexing). However it became clear that a section of speech could fit into more than one EPL category component. There was a return to the transcriptions and a return to the initial coding so that it could be coded, line-by-line and at times just a few words made up a code. By breaking the data down and coding it that way meant that the codes could be indexed and the thematic framework applied exclusively without any overlap (see appendices 6 and 7 as examples of coding)

What also assisted with coding was operationalising the EPL components to provide clarity and construct validity. The following operational definitions were used for the EPL components based on Truscott et al. (2012) and Ryan and Deci (2000):

1. Autonomy: Any unit of analysis that contains evidence of behaviour change, a sense of competence or control over a situation such as

involvement in goal setting or ideas for strategies as well as evidence of feelings of volition (the act of making a choice or decision and having the power to do so).

2. Relatedness: Any unit of analysis that suggests a secure relational base to enable the consultees to discuss feelings, to have the confidence to problem solve together, to challenge one another, to question one another and support/value one another's contributions, practice, thoughts and feelings.
3. Responsiveness: Any unit of analysis that suggests reflective practice. This could be their own practice, other's practice, pupil's behaviour/response/outcomes, training, systemic/organisational practice and/or the consultation process.
4. Authenticity: Any unit of analysis that suggests acknowledgement and recognition of the context in order to situate learning. This might be discussion of individual cases (pupils or staff) or groups of pupils and identification of training/support needs for staff.
5. Equity: Any unit of analysis that values the consultees as having equal importance and equal power shown through recognition and acknowledgement of good ideas and good practice.

These operational definitions were applied to the consultee responses during the consultation. To investigate the first research question, how to implement the EPL components, EP responses were also coded under each component. Operational definitions for EP responses were slightly different as it was expected that the EP would work, during the consultation, to make sure that the components were in place through their contributions:

1. Autonomy: Any unit of analysis which creates opportunities for people to make informed choices and to enhance their development to increase internal motivation.
2. Relatedness: Any unit of analysis to support the development of relationships between consultees and to develop a collaborative, non-hierarchical relationship between the consultees and the EP.
3. Responsiveness: Any unit of analysis that indicates assessment or response to issues/needs both practically and emotionally. These

responses could take the form of questions/comments, providing professional development and encouraging the consultees to be reflective practitioners.

4. Authenticity: Any unit of analysis that suggests acknowledgement and recognition of the context in order to situate learning or engages with the case studies/contexts that the consultee identifies. This might be discussion of individual cases (pupils or staff), groups of pupils and/or identification of training/support needs for staff.
5. Equity: Any unit of analysis that values the consultees as having equal importance and equal power or encourages the consultees to recognise that all participants have equal importance and equal power shown through recognition and acknowledgement of good ideas and good practice.

The EP data and the consultee data were identified and examined separately to look for processes and mechanisms that each employed during the consultations before being indexed systematically with short text examples (see appendices 6 and 7). As this research study was not looking to reduce the data, the framework approach enabled all the data relevant to each EPL component/category to be checked and compared with the rest of the data to establish analytical codes (Cohen et al. 2011); these were more explanatory in nature (e.g. Joint problem solving, responding to need).

Each of the case studies and the coded transcriptions are reported in the results section. The final stage of the framework approach, mapping and interpretation, will be presented in the discussion section when comparing the individual case studies to consider further research following this exploratory study.

4.6.3 The Motivation at Work Scale (MAWS)

The motivation at work scale (MAWS: Gagné, et al. 2010) was administered at the beginning of the first consultation session (see appendix 5). It was not possible to administer the motivation at work scale as a pre and post measure as there was not enough time between each consultation to implement much of what was discussed and some schools only received one consultation session due to the time of year (summer term). Therefore it was administered and used

to consider and compare motivational characteristics amongst the participants in the case studies.

MAWS was developed based on the framework of self-determination theory (SDT; Ryan and Deci, 2000) to assess the level and type of motivation linked to organisational behaviour (Gagné et al. 2010). It consists of 12 items (3 items each consider intrinsic motivation, identified regulation, introjected regulation and extrinsic regulation). Gagné et al (2010) provide descriptors for each type of motivation:

1. Intrinsic: doing something for its own sake because it is interesting and enjoyable. It is internally regulated. It is driven by emotions while engaging in the activity.
2. Identified: doing an activity because a person identifies with its value or meaning. It is autonomously regulated.
3. Introjected: doing something to maintain self worth or out of guilt or compulsion. It is partially internalised but remains controlling.
4. Extrinsic: doing something for instrumental reasons. It can be completely externally regulated, or can be partially or fully internally regulated. It is driven by values and goals.

Gagne et al. (2010) report that research has shown that the continuum of motivation from intrinsic to extrinsic can be broken down the middle and therefore re-categorised as autonomous motivation (intrinsic motivation and identified regulation) and controlled motivation (introjected and external regulation). Autonomous types of motivation were more strongly related with reports of the satisfaction of the needs for autonomy, competence and relatedness. The degree to which these three basic psychological needs are satisfied dictates the extent of the development of intrinsic and internalisation of extrinsic motivation according to SDT. Autonomous motivation was also more strongly related to perceived organisational support and optimism, to job satisfaction, well being and self-reported health.

Reliability of the scale suggested that introjected and extrinsic regulation were below the standard coefficient for reliability of 0.8 and that neither of these scales were strongly related as expected. However, this research is interested in

autonomous (intrinsic and identified) motivation and how to influence it through the use of the EPL approach; therefore this was not seen as an obstacle for dismissing this scale.

4.6.4 Goal Attainment Scaling (GAS)

Goal attainment scaling (GAS) was devised by Kiresuk and Sherman (1968) as a way of measuring mental health interventions, but has been used to assess a wide variety of interventions. It has also been used in consultation studies (e.g. Sheridan, Swagner-Gagne, Welch, Kwon and Garbacz, 2009). Frederickson (2002) discusses the use of GAS in educational psychology practice and lists a number of features. It is individualised and it requires clear statements at the outset of an intervention. It encourages collaboration. Goals are scaled to produce measures of rate and adequacy. Reliability and validity of the GAS has been extensively investigated (see Hurn, Kneebone and Cropley, 2006) with an inter-rater reliability of above 0.9 and summary scores are easily calculated.

GAS was used in this study to provide a record of what was discussed during the consultations. The intention was to use GAS to focus the consultation, to set goals and to scale the outcomes as evidence of behaviour change. As the schools only received one or two consultations within a short space of time the GAS was just used to check that what was said at the previous consultation was accurate (see appendix 9 as an example).

5 Results

Each case study will be presented individually in relation to the research questions. There will be a brief overview of the general consultation to explain the context. The outcomes of the stages of the framework approach applied to each consultation will be reported with reflections of EP practice reported under research question 1. **Just prior to presenting the case studies an example of how the framework approach was applied to the data is presented using an extract from case study 1.**

To answer the first research question (How can EPL be used as part of a consultation service offered by Educational Psychologists to assist with

professional learning and behaviour change of the consultees?) the EP's responses during consultation were coded under the EPL components. It was noted that the EP's primary role during the consultation was to contribute to and encourage the five components to promote learning and motivation in line with the intention of the EPL framework.

To investigate research question 2 (What are the processes and mechanisms within EPL consultation that facilitate learning and behaviour change?) a table showing the MAWS results (see appendices 5 and 8) will be reported prior to the outcomes of the stages of the framework approach for the consultees. MAWS will give an indication of the level of motivation already in the learning group; the higher the level the more autonomously motivated the group should be (Gagné et al. 2010).

5.1 The Process of Analysis

In detail, taking an extract of transcription, the process of analysis using the framework approach will be presented here. The aim of the analysis was to identify which elements of the consultation corresponded to the EPL components and then to identify within each component what those processes might be. It needs to be noted that within this extract there are no explicit examples of the processes/mechanisms used to promote the equity component.

5.1.1 Stage 1: Familiarisation

The EP familiarised herself with the data by being the participant-observer, by transcribing the consultations herself and reading them alongside the reflective diary that was kept. The reflective diary enabled notes to be kept on what was seen and heard during the consultations, what thoughts and feelings occurred and any issues that may be relevant during analysis. On the left hand side of the transcription it was noted what EPL component (relatedness, autonomy, responsiveness, authenticity and equity) was evident taking into consideration the operationalised definitions presented in the method section. On the right hand side of the transcription notes were made from the reflective diary to support with themes and coding. Table 5.1 demonstrates how the stage 1 was implemented through immersion in the data.

Table 5.1 Familiarisation of Data

EPL Component	Transcription	Reflective Diary notes
<p>Autonomy</p> <p>Relatedness</p> <p>Responsiveness</p> <p>Responsiveness</p> <p>Responsiveness</p> <p>Autonomy</p> <p>Promoting Autonomy</p> <p>Responsiveness</p> <p>Authenticity</p> <p>Responsiveness</p>	<p>EP: How's EC going generally?</p> <p>SENCo: Some positives, I hear it around school. I feel the teaching assistants (TAs) do it (EC) more than the teaching staff and that includes myself. I feel as a teacher I am under pressure to deliver the curriculum and do I have the time to sit and actually... no sit down and we'll talk about this later rather than...but I hear the TAs in my classroom doing that (EC). I don't know if all do because I don't obviously hear everybody at the same time and I do think there are some really effective teachers that do it. Whether or not that is EC or just her personality and teaching style I don't know.</p> <p>EP: It is a combination, I should think, it will come easier to some people because of their nature.</p> <p>SENCo: It depends on the vulnerability of the child as well and how clear you need to be so an ASD child automatic response is to do EC. Whereas another child who has irritated the hell out of me for the whole day, I tend to be a lot shorter with him and a lot less emotionally responsive.</p> <p>EP: And that was the bit of EC, stepping back and recognising your emotions when dealing with the young people you are with and putting your oxygen mask on first.</p> <p>SENCo: The attachment training was excellent from my point of view but the feedback I have got is that it is not relevant to us and it is all anecdotal and we don't have children like that here.</p>	<p>Reflective practitioner</p> <p>Frustrated</p> <p>Words she would say to a child.</p> <p>Possibly a little harsh on herself – self critical, but recognition of good practice.</p> <p>Active listening – need more? Nature vs nurture</p> <p>Can do EC, example of it.</p> <p>Awareness of emotions.</p> <p>Needed reminding of EC training – all human.</p> <p>Feedback from colleagues. Some staff aren't on board?</p>

<p>Responsiveness</p>	<p>EP: Is that the main conference?</p> <p>SENCo: Yeah. I think what we can do here is help people to realise that we do actually have a lot of attachment underlying behaviours massively so and it is not all about chucking chairs across the room and swearing at people and we have got to get that across, I think we have to change behaviour policy, I don't even know if zone boards work around that area. I would like to look at the whole thing from my point of view I will shut up now (laughter).</p> <p>EP: On a day to day perspective in terms of implementing it, how are you finding it?</p>	<p>Needing to discharge.</p> <p>Moving on to considering what needs to be done – sign of motivation, reflection following on from the discharge.</p>
<p>Reflection Autonomy</p>	<p>TA 1: I think you are more aware and conscious of what you are saying.</p>	<p>Too dismissive? Aim - focus, assessment of implementation of EC.</p>
<p>Responsiveness Promoting autonomy</p>	<p>EP: That has to be the starting point, hasn't it, just to create that awareness first and foremost, because it comes with practice, I think you have just go to dive in there, lots of staff are worried about what they might say and the impact on the child. Just experiment with it (EC) the child is going to be fine.</p>	<p>Attempt to focus upon feelings of competence/confidence – felt some confidence waning. Can't all be perfect from the start</p>
<p>Responsiveness Relatedness</p>	<p>TA 1: After you have had a discussion with a child, sometimes you might forget bits and afterwards you think, oh gosh I should have just said it this way or that way and you question how you dealt with things at school and at home.</p>	<p>Comfortable to share, suggests good reflective team. Good relationships.</p>
<p>Relatedness</p>	<p>TA 2: It has changed my home life quite a bit as well.</p> <p>EP: I know, since I have been doing this job, I have definitely changed how I interact with my children massively through the learning and reflection I have done.</p> <p>TA 1: I EC my husband.</p>	<p>Relationship building/humour so important. Can still take opportunity to talk about learning and reflection.</p>

5.1.2 Stage 2: Identifying recurrent and important themes

To identify recurrent and important themes, parts of the transcripts were transferred onto another table under the relevant components. These parts were either full sentences or parts of a sentence as well as reflections and notes from the diary. The aim of this stage was to identify the themes, processes and mechanisms within each of these components to produce a theoretical framework. In bold is a description of what that statement is about to begin to label recurrent and important themes. Tables were produced for each consultation, one table for the themes identified from the consultees and one table for the themes identified from the EP to develop draft frameworks. Table 5.2 provides an example of stage 2 from the consultees perspective using the above familiarisation extract.

Table 5.2 Consultee themes linked to the EPL components

Autonomy	Relatedness	Responsiveness	Authenticity	Equity
<p>Some positives, I hear it around school</p> <p>Change of practice</p> <p>TAs do it more effectively that teaching staff</p> <p>Change of practice</p> <p>There are some really effective teachers that do it</p> <p>Change of practice</p>	<p>From the reflective diary, the amount of reflection by the group suggested</p> <p>good relationships and them</p> <p>feeling comfortable to discuss where practice does and does not go well and to disclose their feelings</p> <p>It has changed my home life quite a bit. I</p>	<p>I am under pressure to deliver the curriculum and do I have time</p> <p>Reflection on own practice</p> <p>Depends on vulnerability of the child as well and how clear you need to be... whereas another child who has irritated the hell out of me for the whole day, I tend to be a lot shorter with and a lot less emotionally responsive</p>	<p>ASD child automatic response is to do EC (case study of where it is used) Individual case/ situated learning/ practice</p> <p>What we can do here is help people realise that we do actually have a lot of attachment underlying behaviours... it is not all about chucking chairs...and swearing.</p> <p>Identification of training/support needs</p>	

<p>I hear TAs in my classroom doing that (EC) Change in practice</p> <p>More aware and conscious of what you are saying Change in practice</p>	<p>EC my husband. Humour/relationship building</p> <p>You question how you dealt with things at home and at school Feeling comfortable to disclose/reflect</p>	<p>Reflection on own practice Whether or not that is EC or just her (the effective teacher) personality and teaching style I don't know Reflection on others practice</p> <p>The attachment training was excellent from my point of view but the feedback I have got is that it is not relevant to us and it is all anecdotal and we don't have children like that here Reflection on training/professional learning</p> <p>More aware and conscious of what you are saying Reflection on own practice</p> <p>After you have had a discussion with a child, sometimes you might forget bits and afterwards you think, oh gosh I should have</p>		
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		<p>said it this way or that way.</p> <p>Reflection on own practice</p> <p>I think we have to change behaviour policy, I don't even know if zone boards work</p> <p>Reflection on organisational practice</p>		
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5.1.3 Stage 3: Indexing

After identifying initial codes and recurring themes in each transcription the draft framework was then applied back to the data. The wording in bold in table 5.2 made up the draft framework for applying back to the transcripts to consider how themes are related. This resulted in some themes being refined, combined and or moved in relation to the components. Tables from stage 2 were printed out for each of the consultations and compared. Arrows were drawn on the paper versions to shift some of the extracts to different components and were combined and labelled under one theme. Below is an example of the resulting table (table 5.3) to demonstrate this stage from the extract above. Appendix 6 also provides an example of indexing across an entire transcription for case study 1.

Table 5.3 Refining and combing the themes

Autonomy	Relatedness	Responsiveness	Authenticity	Equity
<p>Change of practice: Hear it around school, TAs implementing it more</p> <p>Wider impact:</p>	<p>Feeling comfortable: to say what hasn't gone well and what has gone well e.g. time as a barrier</p>	<p>Reflection on own practice: Feelings of confidence/competence, barriers – time, own emotional state</p>	<p>Example of situated learning/practice: ASD child</p> <p>Identification of training/support needs:</p>	

Using EC at home as well Change in practice: More conscious awareness of what you are saying	Disclosing feelings: worry about practice – how you dealt with things, what’s been said	Reflection on others practice: Difference between TAs and teachers, personality of staff some will find it easier, pressure to deliver curriculum Reflection on training: After gathering feedback from staff - training didn’t fit context of attachment needs Reflection on organisational practice: Policies and behaviour systems.	Teachers to understand attachment needs in context	
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5.1.4 Stage 4: Charting the data in an analytical framework

This stage enables the data to be rearranged using the thematic framework following stage 3. Distilled summaries, views and experiences are charted at this stage. Appendix 7 provides a distilled set of data for case study 1 using the thematic framework. Below in table 5.4 is an example of the rearranged data using the thematic framework from the familiarisation extract.

5.4 Charting the data: what processes/mechanisms promote learning and motivation?

Component	Promotion of learning and motivation	Example
Autonomy	Change in practice	TAs implementing it more, more conscious or what you are saying

	Wider impact	Using it at home
Relatedness	Disclosure of feelings Relationship building	Worried about saying the wrong thing Laughing with one another
Responsiveness	Reflection on own practice Reflection on others' practice Reflection on Training Reflection on organisational practices	Feelings of confidence/competence, discussion of barriers – time. Some staff will find it easier than others – nature, personality. Didn't fit context / attachment needs in context Policies and behaviour systems.
Authenticity	Examples of practice Identification of training needs	ASD child Teachers to understand attachment needs in context – mental health training.

5.1.5 Stage 5: Mapping and Interpretation

At this stage, a further refinement of themes is encouraged by checking the original transcripts, audio recordings and any notes kept. All the tables produced as a result of stage 4 in the framework approach were compared and considered at this stage also. No changes were made to the themes although there were differences across the charts depending on the context and what the consultees needed, for example, some groups needed the offer of support from the EP, others asked for that support independently. This stage is discussed in more detail in the discussion section where all consultee responses and EP responses were summarised (see table 6.1). The theoretical framework of EPL was then re-considered alongside the literature and what might have been missing in the data to produce a practical framework listing the processes/mechanisms needed

at each stage of a consultation to promote learning, motivation and behaviour change.

5.2 Case Study 1

Two consultation sessions were recorded and transcribed. The consultation sessions, focused on potential organisational development (changes to policies), a consideration of how the learning group could influence and encourage day to day implementation of EC and whether they felt capable of being able to do that as they were mostly TAs who would be speaking to Teachers. Concerns were raised regarding a more conscious awareness of how they responded to pupils which also made the staff in the learning group more anxious about getting it wrong and making situations worse.

Linked to the authenticity component the GAS that was written up as a way of recording what was discussed in the first consultation was discussed during the second consultation.

The researcher was the EP for this school and had been for many years (approximately 8 years); therefore the staff and the context were well known. The EP had also delivered the training to this school on implementing an EC approach.

5.2.1 Research Question 1

Table 5.5 shows the coded responses of the EP under the five components of the EPL framework for case study 1 to demonstrate how EPL can be used as part of a consultation service to assist with learning and behaviour change of the consultees.

Table 5.5 EP responses to promote learning and motivation

Component	Codes
Autonomy	<ul style="list-style-type: none">• Linking• Encouraged to experiment• Providing choices• Freedom from external pressure
Relatedness	<ul style="list-style-type: none">• Acknowledgement of feelings

	<ul style="list-style-type: none"> • Nurture relationships • Reassurance/Containment • Joint Problem Solving • Active listening • General discussion
Responsiveness	<ul style="list-style-type: none"> • Assessing need • Responding to issues/ need • Encouraging reflection/ empathy • Explicitly pointing out shift in practice • Recognising a variety of ways • Explicit teaching/ providing examples • Not getting involved • Gentle guidance • EP reflection
Authenticity	<ul style="list-style-type: none"> • Group of challenging boys • Acknowledging different roles • Examples of EC in context • Individual case
Equity	<ul style="list-style-type: none"> • Celebrating change in practice • Acknowledging good practice • Encouraging praise

As can be seen from the table above the EP engaged in a number of different activities to implement the EPL components. To promote autonomy, the EP attempted to link back to the EC training and relate it to practice, to link to the learning hierarchy to consider how learning takes place and to link strategies offered to EC. The EP attempted to avoid external pressure through being very explicit about the fact that the GAS needed to fit in with school changes when they were ready as a school. By providing choice, such as noting that the example scripts could be changed to fit the context of the school, and using language of choice (*Maybe try.... If you think it would be helpful...*) opportunities were created for people to make informed choices to promote feelings of choice/control. To support feelings of competence consultees were encouraged to experiment by the EP in response to the worries and concerns about saying something wrong and making a situation worse.

There was a dual purpose to the relatedness component as the EP needed to develop her relationship with the staff but also wanted to encourage the learning group to develop their relationships with one another. Data shows that EP activities to develop the component of relatedness was through active listening and acknowledgement of feelings; particularly frustration with the children and their fear and anxieties over implementing EC and what they say. The EP also nurtured the relationships between staff by stressing their need to support one another.

...part of this is trying to be supportive of one another as well isn't it and to support one another to reflect upon practice and something that you have said someone else in here is going to go ah, I am going to do that to, I am going to try that...

Alongside supporting one another the EP reassured and contained staff as much as possible by reducing pressure and setting realistic expectations (*It can't all be done at once, it takes time; becoming more aware is a good starting point for learning*). Examples of joint problem solving were noted and the EP tried to do this by building on the contributions that the consultees made but it was also evident that the consultees in this learning group would take something the EP said and build on it independently:

EP: It would be better for the Headteacher though, to come in to speak to that member of staff (supply teacher) though at break time, or whenever, to catch them and to just say this is our ethos, this our behaviour policy...

Consultee 1: Maybe when they first start the day, it needs to be made clear...

SENCo: ...Information pack, maybe several children to look out for or...

Consultee 1: You come into school and you are not really told, you are told what you are doing for the day... you just need a one page sheet so that they can go... this is what we do in this school, you've got to follow this.

This problem solving discussion was regarding informing supply staff what the school ethos is and how they should be responding to the children. The learning group independently problem solved throughout both consultations to the point

where the EP chose to respond by 'not getting involved' which can be seen under the responsiveness component in table 5.5.

The responsiveness component was about assessing and responding to the consultees throughout the consultation and there was the largest number of codes for this component for the EP. This was done through a number of discursive strategies such as confirming, refocusing/reviewing/summarising, challenging and clarifying. Visible assessment can be seen through the questions the EP asked about practice and strategies. Less visible assessment was ongoing consideration regarding body language and tone of voice to work out what emotional response the consultees needed and how long to spend discussing/problem solving one issue or need before encouraging the consultees to move on through discursive strategies such as summarising or refocusing. However, this was not always successfully achieved and evidence of this can be seen when the EP recognised that one of the consultees was feeling a little low for not spotting and doing more for the quiet children. The EP attempted to reassure and set more realistic expectations, then move on by asking a question. However, it can be seen when analysing the transcriptions that actually the EP was dismissive of the consultees concerns and the consultee raised the quiet children again at the end of the consultation. As a reflective practitioner the EP recognised this and spent some time discussing this issue with a more satisfied response than from the consultee at the end of the consultation (*That's positive, I hadn't thought about it that way*).

Encouraging reflection/empathy towards others was also considered part of the responsiveness component. The EP would do this by asking a question or by providing a different perspective. For example, when discussing why some staff were more reflective than others, the EP considered staff background experiences with the learning group (*Your own life experiences build up and impact on you*). This was in response to words used that reflected personal constructs such as, '*nature and personality*', which were interpreted as 'unless a particular member of staff has a particular nature or personality then it will be hard to work with them to implement EC'. The effect of this was lack of motivation and reluctance to discuss practice with those members of staff to support implementation, questions to one another such as, '*Do you feel*

empowered to be able to do this with teaching staff?’ ‘Do you feel you could challenge?’ demonstrated this, with responses like, ‘I am reluctant to do that because you don’t want to... overstep the mark.’

Data showed that other responses from the EP included professional learning, this was done by providing examples (anecdotes, examples of practice/ideas in other schools) and explicitly teaching (e.g. learning hierarchy, emotional development). It is important to note that what was done to respond is part of the responsiveness component and how it was done (e.g. linking to EC training) was part of the autonomy component. The EP also explicitly pointed out a shift in practice to staff to demonstrate change in practice and responded by recognising that there are a variety of ways/strategies that can be used to promote feelings of confidence about getting it wrong. The EP was also directive during the consultation as the consultees appeared to want an ‘expert’ opinion (*What do you think, you are the expert?*) However, the EP tried to do this via what the learning group termed ‘gentle guidance’, for example, one of the consultees, who works 1:1 with children and only has a set amount of time with them, was struggling to balance responding emotionally to the child and completing the academic work that the child was there to do. The EP tried to guide the consultee to emotionally respond first then complete the academic work (*The fact they have mentioned it (a worry) means they need to get it out of their system first*).

Finally, under the responsiveness component the group were encouraged to reflect upon the consultation process with the EP. What came out of the reflections was a sense of equity and empowerment.

‘I just feel a bit, I don’t know, more empowered, I suppose, a bit more positive about knowing that there are people that are all going to work together as a team to push it.’

‘We can ask each other questions about this. We have had the training but none of us have really got any more experience or expertise than anybody else, but now I know that I can talk to you and we can have a little pow-pow and say that this is what I have done, what do you think?’

The authenticity component was about situating cognition and learning within the context of the school. The EP promoted this by using the example of a group of challenging boys in school when teaching the group about the Brief Functional Analysis (BFA). The EP also acknowledged that the staff in the group all had different roles and therefore different learning/support needs, there was encouragement to use ‘real life’ examples from school to support further training/implementation with staff and the EP contributed to discussion regarding individual children in school.

The equity component was promoted by encouraging staff to celebrate changes in their practice that they had made, encouraging them to praise each other and acknowledging good practice.

5.2.2 Research question 2

Table 5.6 shows the results from the MAWS (see appendices 5 and 8) for case study 1. Raw scores have been reported in appendix 8. The table below shows mean scores for each type of motivation and a mean score for autonomous motivation (intrinsic and identified) and controlled motivation (introjected and extrinsic).

Table 5.6 Mean MAWS scores to show how consultees rated themselves against motivational descriptors

	Intrinsic Motivation	Identified Motivation	Introjected Motivation	Extrinsic Motivation
	Autonomous Motivation		Controlled Motivation	
Mean Scores	6.5	4.8	3.4	1.6
	5.6		2.5	

Intrinsic motivation across all consultees was high, giving an average score of 6.5, the second highest score was identified motivation at 4.8; this score was significantly lowered by one consultee who reported that the job did not fulfil her career plans (see appendix 8). Both intrinsic and identified motivation are autonomous types of motivation, combined the average score for autonomous

motivation was 5.6 suggesting that the learning group are strongly motivated. Their scores demonstrated very strong intrinsic motivation. To consider this and the processes/mechanisms that the consultees might use within EPL, transcriptions were coded in relation to the five EPL components and are reported below.

Table 5.7 Consultee responses linked to EPL components

Component	Codes
Autonomy	<ul style="list-style-type: none"> • Reporting a change in practice • Confidence/competence to offer ideas • Requesting support/advice • Feelings of volition (choice)
Relatedness	<ul style="list-style-type: none"> • Disclosure of feelings • Valuing ideas/practice • Engaging in joint problem solving • Encouragement of each other • Empathising • Relationship building
Responsiveness	<ul style="list-style-type: none"> • Reflection on own practice • Reflection on others practice • Reflection on training • Reflection on previous systemic practices • Reflection on organisational practices • Reflection on consultation process
Authenticity	<ul style="list-style-type: none"> • Examples of practice • Identification of training/support • Identification of contextual/ organisational needs
Equity	<ul style="list-style-type: none"> • Recognition of good practice • Recognition of good ideas • Equal knowledge

Four codes were identified to consider what processes/mechanisms were important in the autonomy component. Within this component the consultees demonstrated that there had been a change in practice in the school. It was generally felt that the TAs were implementing it more and that the training had made the learning group stop and think, practice was also transferring and EC

was being used not only with the most challenging children but with a wider number of children as well. The consultees were confident and demonstrated competence in offering ideas to assist with the implementation of EC and with supporting staff, for example, one consultee suggested the use visual prompts around school to remind staff to respond in an EC way, she volunteered to design the prompts. Autonomous motivation was noted with another consultee who wanted to get EC right. She commented, *'I could be a useful tool if I knew how'*, requesting support to get it right with the individual children she worked with. Other staff were also keen to get it right and explicitly asked for ideas for what to say. However, they also demonstrated the fact that they still felt like they had a choice, commenting that they could use their own words for scripts.

This was a learning group that demonstrated a good relatedness component. Within this component six codes were identified. The first important process/mechanism was joint problem solving. The consultees engaged with this so much so that the EP chose not to get involved apart from the odd comment. The consultees would ask challenging questions of one another (*Does she think she is star of the day? Is she wondering to say a different sound or processing it?*) They would also value ideas/practice that each other offered, which would prompt members of the learning group to offer their examples of practice.

Consultee 1: ...I think after the training it has made me actually stop and go I am not just going to say, 'the rule is sit down, stop talking'... I actually now, when I get the chance go over to him and say, 'this is what you really could be doing, let's try it this way'

SENCo: I've noticed that too, instead of saying go and sit down, I will, 'go and sit down and think about how you approach an adult and then come back to me', so we are sort of constantly emphasising that...

The third code demonstrated a group that encouraged and reassured each other to step up when confidence was lacking with challenging inappropriate teacher practice (*I don't think we should feel scared to step in*) and when concerned about using the wrong words and making a situation worse (*I think if it is one child who was working with you and you say calm down, it might go brilliantly*

because you have that relationship whereas if I saw them in a different context because I don't have that relationship then if I said 'calm down' it might get...). Throughout the data, it was noted that the group felt comfortable enough to disclose their feelings, frustrations, worries and lack of confidence with one another. This prompted the group to empathise with each other and support each other alongside challenging each other. It was also noted that they would have a laugh and joke with one another as well, so demonstrating a strong relatedness component

As a group, data showed how reflective they were on their own practice in the responsiveness component (*Clearly saying just sit down and be quiet doesn't work and yet we still keep saying it. Whether I am saying the right things is another question entirely, it is catching him in that moment and realising there is more needed here*) and on others' practice within the school (*I do think there are some really effective teachers that do it, whether that is just her personality or teaching style I don't know*). Data also shows reflection on the training that they received as part of the AAS conference (*...the feedback I have got is that it is not relevant to us... we don't have children like that here...*) to then enable the group to consider what they need as a school (*I think what we can do here is help people to realise that we do actually have a lot of attachment underlying behaviours... it is not all about chucking chairs across the room and swearing at people and we have got to get that across*). Consideration of barriers (e.g. time, balancing out teaching the curriculum alongside managing emotional needs) and organisational practices were also noted in the data (e.g. getting EC into policies, looking at behaviour systems, engaging parents). This reflection did result in a considerable amount of problem solving discussions amongst the learning group as already noted in the relatedness component. Reflection was a process/mechanism within the responsiveness component.

The learning group were very clear about what the needs of the school and staff were during the consultation due to their reflections in the responsiveness component. Data from the authenticity component demonstrated a clear view and understanding of the school as a whole (e.g. other initiatives that were happening and how it all needed to fit together) alongside discussion of particular case examples that they could use and learn from individually in their

own practice. The processes/mechanisms for this learning group in the authenticity component were identification of training and support as well as contextual/organisational needs. This group also situated their learning in examples of practice as a mechanism.

There was a feeling of equity within the group, with explicit recognition during reflection on the consultation process that each member of the group had the same amount of knowledge and that they can learn from each other. Recognition of good practice and good ideas presented in the group was also evident in the data.

5.3 Case Study 2

Two consultations were recorded and transcribed. The learning group in this school chose to focus upon a particular individual child. This child was one of a number of identified children as part of the AAS project for whom the school were collecting data for. The consultation followed a typical problem solving framework: problem identification, analysis, discussion of strategies and agreement about implementation.

In general, despite completing the EC training, there was a focus upon the behavioural aspect of the young person rather than upon the emotions. However, it was clear that the consultees were reflective in their thinking and were able to discuss the individual young person objectively. Throughout the consultation it was noted that the key adult supporting this young person was upset by the dependency that another child showed and was therefore wary of this happening with this child, a potential emotional barrier to developing an effective relationship with this young person.

Linked to the authenticity component, the EP chose to spend at least half of the second consultation completing some professional development linked to attachment styles and how it impacts upon learning, general attachment strategies from research as well as looking at how internal emotional regulation develops.

It is important to note that the researcher had never been the EP for this school, they had met only once at a previous workshop.

5.3.1 Research Question 1

Table 5.8 shows the coded responses of the EP under the five components of the EPL framework for case study 2 to demonstrate how EPL can be used as part of a consultation service to assist with learning and behaviour change of consultees.

Table 5.8 EP responses to promote learning and motivation

Component	Codes
Autonomy	<ul style="list-style-type: none"> • Linking • Providing choices • Language of choice
Relatedness	<ul style="list-style-type: none"> • Acknowledgement of feelings • Reassurance/Containment • Joint Problem Solving • Active listening
Responsiveness	<ul style="list-style-type: none"> • Assessing need • Responding to issues/need • Encouraging reflection/empathy • Explicit teaching/providing examples • Not getting involved • Recognising a variety of ways • Gentle guidance
Authenticity	<ul style="list-style-type: none"> • Individual cases
Equity	<ul style="list-style-type: none"> • Celebrating change in practice • Acknowledging good practice

The codes for this case are similar to case study 1 in the autonomy component. Linking was explicit to previous EC training regarding external versus internal regulation to support the consultee's understanding of the young person's emotional development. Further training took place during the second consultation regarding the attachment styles and was linked to the importance of a key adult in response to questions and issues raised from the first consultation. Encouragement and contribution towards the autonomy component was promoted when goal setting, by asking staff to choose what they were going to work on, a shared goal. Equity and relatedness was not as

apparent as in the first case. One consultee chose the goal but she was not the member of staff who had to implement it. The EP checked that everybody was ok with it, so promoting autonomy.

Language of choice was also used by the EP during this consultation (*Would that be helpful? I thought it might be helpful for you... It is just for information, extra ideas for you to consider*). The primary aim of providing choices and using language of choice was to create opportunities for people to make informed decisions. Supporting their learning and understanding by linking previous training was also to enhance decision making within the autonomy component.

Codes in the relatedness component again were similar to the case study 1. Active listening by reflecting back what the consultees were saying was evident (*So he is in fight/flight mode all the time*) during the problem identification stage. Containment and reassurance was done when the consultees were asked to choose just one thing that they wanted to work on, a priority area (*You can't do everything all at once*). Engagement in problem solving involved the EP building on consultee ideas. As more than one consultee offered ideas and ideas were challenged the EP attempted to incorporate all ideas into a plan so everybody's contributions were valued (*Work on resilience, self-esteem, a script and firm boundaries... Keep the reward chart specific around time out and teacher instructions and not to tasks*). Finally, acknowledgement of feelings was incredibly important during this consultation. The TA who was identified as being the child's key adult had seemed a little worried throughout the consultation. At the end of the consultation she spoke about her concerns, They were dismissed a little by a colleague but this was felt to be a potential barrier to working with and improving the child's social and emotional functioning. The EP did become directive during the consultation to acknowledge and address these feelings (*I think that is important, we'll look at that then if that is something you are worried about*).

The responsiveness component consisted of seven codes. Assessment of issues were of a practical nature (*Have you had any attachment training? Are you using any EC techniques with him at the moment?*) They were also emotional,

particularly in relation to the worries of the key adult and required the EP to consider what might be needed to support that adult emotionally.

Responding to the assessment of issues and needs included asking questions to review/summarise, for example when the consultees were asked to list the pupil's strengths, (*We have got bright, knowledgeable, caring*), to clarify (*Is that linked to an occupational therapy need or a character he is being?*) to focus (*Shall we have a think about ... today? Give me a scenario when he might run out of the classroom?*) and to be directive by shifting the focus from a behavioural strategy to an emotional strategy in line with EC (*Work on tasks to build resilience and self esteem rather than just behaviour*). At times, the group independently problem solved and the EP chose to respond by not getting involved unless a direct question was asked or the group looked towards the EP for confirmation that what they were saying was ok.

Encouraging reflection/empathy was used to reflect upon the individual case to encourage the consultees to see the child from a number of different perspectives and to consider a number of hypotheses (*It might also be that he doesn't know who is going to do what to him, everybody is inconsistent*).

Responding also included an awareness of when professional learning and development needed to take place through teaching and examples of practice. For example, with the key adult who was worrying, she needed a clearer understanding of what a secure base was and why children might want to keep checking in with her. This then led onto completing some attachment training in the following consultation. Other examples of practice were used to challenge the construct that some children were difficult to 'fix'. Success with a similar young person in another school was provided as an example in order to respond to this.

Alongside being directive at times, there was also gentle guidance and recognition that there were a variety of strategies and ways that could achieve the same outcome (*another way of building up emotional resilience...I think a small focus upon what you do and trying it consistently, then coming back to review*).

The authenticity component was limited to engagement with the individual case but it did mean that situated learning could be linked to that case; there was some discussion of wider organisational/systemic issues in the second consultation by the consultees in relation to their behaviour policy.

Within the equity component the EP acknowledged good practice (*Lovely, so you are role-modelling your own resilience around that*) and celebrated a change in practice as there had been some improvement with the young person’s social and emotional development with a happier key adult (*That is huge isn’t it, it feels really good*).

5.3.2 Research question 2

Table 5.9 shows the results from MAWS (see appendices 5 and 8) for case study 2. Raw scores have been reported in appendix 8. The table below shows the means scores for each type of motivation and for autonomous (intrinsic and identified) motivation and controlled (introjected and extrinsic) motivation.

Table 5.9 Mean MAWS scores to show how consultees rated themselves against motivational descriptors

	Intrinsic Motivation	Identified Motivation	Introjected Motivation	Extrinsic Motivation
	Autonomous Motivation		Controlled Motivation	
Mean Scores	5.6	4.7	3.2	2.5
	5.2		2.9	

Intrinsic motivation across all consultees was reasonably high, giving an average score of 5.6, the second highest score was identified motivation at 4.7. Both intrinsic and identified motivation are autonomous types of motivation, combined the average score for autonomous motivation was 5.2, only slightly lower than case study 1. This suggests that the learning group are strongly motivated. To consider this and the processes/mechanisms that the consultees use within EPL, transcriptions were coded in relation to the five EPL components and are reported below.

Table 5.10 Consultee responses linked to EPL components

Component	Codes
Autonomy	<ul style="list-style-type: none"> • Reporting a change in practice • Confidence/competence to offer ideas • Requesting support/advice • Feelings of volition (choice)
Relatedness	<ul style="list-style-type: none"> • Involving others • Engaging in joint problem solving • Disclosure of feelings • Empathising • Relationship building
Responsiveness	<ul style="list-style-type: none"> • Reflection on pupil behaviour/response • Reflection on own practice • Reflection on training • Reflection on outcomes
Authenticity	<ul style="list-style-type: none"> • Examples of practice • Identification of contextual/ organisational needs
Equity	<ul style="list-style-type: none"> • Recognition of good practice

The same four codes were identified in the autonomy component as in case study 1 to demonstrate the processes/mechanisms used by the consultees. Changes in practice showed that the staff were implementing their EC training (*We do the empathy and the calmness and everything we were taught in that way. We talk to him about what we could have done differently*). Confidence/competence to suggest ideas resulted in suggestions primarily from one consultee during the first consultation. However, during the second consultation, ideas came from more than one consultee and there was evidence of a member of the learning group feeling confident enough to challenge what was being suggested and therefore more relatedness and equity was evident.

The consultees were confident enough to ask for support and advice, questions such as, (*Do we need a script then? Do you think a reward would confuse it then?*) and engagement with the attachment training (*So avoidant is completely the opposite then?*) demonstrated this. Finally, feelings of volition were demonstrated by a consultee who engaged in independent reading on attachment to gain more understanding of the children she was working with and engagement with setting up the GAS (*We'll keep records on the reward chart*).

What was noticeable is that during the first consultation one particular consultee voice was more noticeable. She demonstrated more confidence and competence to offer ideas, asked more questions regarding strategies and support. Although this was still mostly the case in the second consultation, another consultee came up with ideas for supporting a pupil and challenges were offered by a third consultee. There appeared to be an increase in autonomy, relatedness and responsiveness during the second consultation across the group members that attended both consultations. This may be linked to the fact that the EP was not well known to the group and in the second consultation the EP became more familiar.

Five codes were evident in the data for the relatedness component. Involving others was a crucial mechanism employed by one consultee as she seemed to be aware that her voice was more dominant in the group, she attempted to combat this by asking questions to involve the other consultees in the discussion (*How many days a week does he do this? Shall we go with 50%?*) Empathising with one another was evident as a supportive mechanism to each other and it served to create a consistent story of the issues being discussed (*It is contagious behaviour.... just passes from one person to another... competition...*). The group engaged in joint problem solving together, this was more evident in the second consultation, when more voices were noted during discussion of issues (*We are going to have to be really consistent in what we do never mind what is going on somewhere else, it would be the same then, to hear everything in the same way and he would hear the same message in the same way... shall I tell you why he won't go to letters and sounds... that's a bit of a trust thing, you wonder if he is being teased*). There was just one consultee that disclosed her feelings of being worried. She felt comfortable enough to be able to do this in front of the learning group suggesting good relationships amongst the consultees. Good relationships were also noted in the joking that happened amongst the consultees.

In the responsiveness component the process/mechanism of reflection was mainly focused upon the individual case being discussed and the child's responses to the strategies being used (*He knows how he is feeling in the puppet session and what he should have done... he lives in a state of anxiety...*). There

was one explicit example of a consultee reflecting upon her own practice (*When I reflected on my own practice, he wasn't calm enough when I went to speak to him*). It was the consultee who offered ideas for strategies who seemed more confident and displayed feelings of competence that explicitly reflected upon her practice. Other examples of the group reflecting on their own practice was done jointly and felt slightly less personal, suggesting less confidence, (*If we can get to him quick we can stop him... he is not responding to being told, we are going to have to be really consistent*).

During the second consultation there were reflections on outcomes for the young person following intervention after the first consultation, (*...worked to a degree... fetch him down easier... better attachment with everyone... happier... less destructive... he is thinking about it more... more aware of his emotions...*) Confidence and competence seemed to have improved during the second consultation as it was the key adult, who expressed her worries in the first consultation session, who excitedly talked about what she had done with the young person and his response to their sessions with the puppet. This is what Hylander (2012) would call a turning in a case; a visible moment of conceptual change. It is also important to note that she was the consultee who appeared to find her confidence to challenge during joint problem solving regarding a different child and who engaged with and reflected upon attachment training (*If people knew the things they say or the things they do and the impact it has, perhaps they would think twice*) during the second consultation.

Authenticity was evident in the individual cases being discussed to situate learning. When the ASD/attachment grid was introduced to the group, they considered a family who they were working with, as a mechanism to think about the use of it, so situating their learning. There was also some discussion around the context of the child to adult ratio in the classroom and the possibility of one adult supporting more than one child and the use of the behavioural policy as a consideration of contextual and organisational needs.

The main mechanism in the equity component for this case could be seen in the recognition of good practice (*You have done well with building up your*

relationship with ... haven't you?). There was very little explicit praise or recognition of contributions made amongst the consultees in the learning group.

5.4 Case Study 3

One consultation was recorded and transcribed. This learning group discussed general issues around not being teaching staff or management in the school and the limitations of that in supporting/influencing staff to implement an EC approach. There was some focus during the consultation on the next term in school and whether school had any plans to look at implementation of EC and to link it with school improvement. Prior to this consultation an email had been sent to the Headteacher to suggest that a discussion takes place between the learning group and herself regarding the plans so that the EP could focus and work more effectively with the learning group. It became clearer during the consultation that the behaviour policy across the school was not being consistently implemented and children thought the system was unfair. This was a primary focus of the learning group, to support the Headteacher in reviewing behaviour and safeguarding, they had been tasked with researching positive handling plans. What was unclear was how EC was fitting into this.

At the end of the consultation it was decided that the EP would return in the new term to work with the Inclusion Coordinator who would sit on the senior leadership team in school.

The researcher had never been the EP for this school before but had met the staff previously at the EC workshop along with the other schools.

5.4.1 Research Question 1

Table 5.11 shows the coded responses of the EP under the five components of the EPL framework for case study 3 to demonstrate how EPL can be used as part of a consultation service to assist with learning and behaviour change of consultees.

Table 5.11 EP responses to promote learning and motivation

Component	Codes
Autonomy	<ul style="list-style-type: none"> • Linking • Providing choices
Relatedness	<ul style="list-style-type: none"> • Reassurance/Containment • Joint Problem Solving • Active listening
Responsiveness	<ul style="list-style-type: none"> • Assessing need • Responding to issues/ need • Explicit teaching/ providing examples
Authenticity	<ul style="list-style-type: none"> • Contextual/organisational support • LA context
Equity	<ul style="list-style-type: none"> • Acknowledging good practice

In the autonomy component two codes were identified. Discussion was linked to the EC training; by explaining to the group that EC is ordinary care on a day to day basis but that some children need more as well and that part of EC is linked to reflecting on your own emotions. The EP also picked up on a conversation regarding more specialist provision and linking that to the idea of a nurture group in school to support the consultees' thinking. Choices were provided with regards to the scripts and changing them to suit the needs of the school (*And then the scripts, obviously you can change the scripts*), using rights and responsibilities resources by just picking and choosing what would be helpful and also providing the learning group with a choice of how to use the EP (*Really, it is up to you how you want to use me in terms of supporting you to put EC into place*).

Three codes were present in the relatedness component; active listening, joint problem solving and reassurance/containment. Active listening was demonstrated through comments such as, (*yeah, it is ideal for all of the children here, absolutely... you do, you do get to know them*) to empathise before moving forwards in the discussion. Joint problem solving was coded if there was joint discussion between the consultant and the consultees often with the EP building

on and contributing to discussion and ideas from the consultees (*What there isn't on here is anything medical, because some of the children might have medical needs...if EC becomes part of your ethos then you will do it with all children all the time... need someone to drive it in school, there needs to be a plan to cascade and keep it alive in school*).

Some reassurance and containment of emotions was needed during the consultation as the consultees were finding it hard to support the implementation of EC due to their roles/status in school. They showed concern about sharing good practice at the next workshop, so was reassured about what the other schools were doing (*Lots of school haven't done very much at the moment, but I have discussed lots of plan that are going to be put into place*). One particular consultee felt bad because her little boy was not doing well, so school had tried a change of adult to support him but she perceived she hadn't done her job properly (*Although, it is important for children to have a key adult, you have also got to look after the staff around those children as well*).

The EP contributed to the authenticity component by discussing the LA context in relation to setting up Nurture Groups and by also discussing EC in the context of school. At an organisational level, discussions also took place about working with the Inclusion Coordinator.

There was a strong sense of equity across this learning group but the equity component was promoted by acknowledging good practice in the school.

5.4.2 Research Question 2

Table 5.12 shows the results from the MAWS (see appendices 5 and 8) for case study 3. Raw scores have been reported in appendix 8. The table below shows the mean scores for each type of motivation and a mean score for autonomous (intrinsic and identified) motivation and controlled (introjected and extrinsic) motivation.

Table 5.12 Mean MAWS scores to show how consultees rated themselves against motivational descriptors

	Intrinsic Motivation	Identified Motivation	Introjected Motivation	Extrinsic Motivation
	Autonomous Motivation		Controlled Motivation	
Mean Scores	6.3	5.6	3.3	1.6
	5.9		2.4	

Intrinsic motivation across all consultees was high, giving an average score of 6.3. The second highest score was identified motivation at 5.6. Combined the autonomous motivation average score is 5.9, the highest across all the learning groups. This suggests that this learning group is highly motivated; their average score demonstrates very strong intrinsic motivation. To consider this and the processes/mechanisms that the consultees might use within EPL, transcriptions were coded in relation to the five EPL components and are reported below.

Table 5.13 Consultee responses linked to EPL components

Component	Codes
Autonomy	<ul style="list-style-type: none"> • Reporting change in practice • Confidence/competence to offer ideas • Requesting support/advice • Feelings of volition (choice)
Relatedness	<ul style="list-style-type: none"> • Involving others • Joint problem solving • Disclosure of feelings • Empathising • Encouragement of each other • Relationship building
Responsiveness	<ul style="list-style-type: none"> • Reflection on own practice • Reflection on others practice • Reflection on systems
Authenticity	<ul style="list-style-type: none"> • Examples of practice • Identification of training/support • Identification of contextual/organisational needs

Equity	• Recognition of good practice
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The same four codes were identified as per the previous case studies in the autonomy component. Within this component the consultees did not demonstrate that there had been a change in practice using the EC approach around school but reported on their own practice (*I have planned a couple of sessions on that... I am doing one tomorrow*) demonstrating intrinsic motivation. Confidence and competence to offer ideas and a plan for next term was evident amongst the consultees (*Scripts might be helpful to those who find it difficult... we need a staff meeting don't we?... I am just thinking in September perhaps doing a little bit of work with...*). The learning group were willing to ask questions and request support from the EP (*You haven't got any good samples of positive handling plans have you please?*) but also demonstrated autonomy and feelings of volition/control as they had sought out their own samples of positive handling plans as well.

In the relatedness component six codes were identified. There were a lot of examples of relationship building through laughing and joking with one another (*You are having a real moan this afternoon, aren't you?*) alongside encouragement and reassurance (*I wanted him to feel better... it depends on the child, he is one of our extremes, he was fine, we got him back down*) when things don't go well and members of the learning group were disclosing their feelings (*Our behaviour needs something, it's frustrating*).

Empathy was another mechanism the group used within the relatedness component to support one another (*But you were feeling low weren't you?*). They were keen to involve one another in the discussion being had and used questions such as, (*isn't it?... haven't we?...*) They were similarly keen to engage in problem solving discussions, particularly around nurture groups and what to do with the scripts that the EP had sent in. Overall, the learning group demonstrated a strong relatedness component and were highly supportive of each other.

Data showed the learning group reflecting on practice in the responsiveness component. They reflected mostly on others' practice and the systems within school as the learning group felt confident with their own skills/practice when implementing EC (*It is what we do but the Headteacher said we don't do it consistently, so you walk around school but you don't hear it on a regular basis*). However, one consultee when reflecting on her own practice did note that having the scripts there for her to refer to helped her feel better and more confident when things weren't as successful. Looking at the scripts confirmed for her that she was doing something right, which made her feel better. Strong reflections on the behaviour systems in school were vocalised with clear evidence that the learning group felt that it was environmental issues that were to blame for the behaviour of the children (*It is not so much the children misbehaving it is our sanctions and consequence system that is not being properly used... we are going to get all that sorted*). They did not demonstrate the same constructs around within-person characteristics.

The learning group, similar to case study 1, were clear about what the needs of the school were during the consultation so setting current issues within the context of the school as a mechanism for supporting the authenticity component. Training and support needs were identified with parents and their lunchtime supervisors. They also recognised that EC needed to be pushed forward by someone else at an organisational level. Other organisational needs were noted including the school needing a nurture group, a review of the behaviour policy and links needed with PSHE. Examples/discussion of practice at an individual level and around a group of children also enabled learning to be situated within the context of the school.

The process/mechanism coded in the equity component was recognition of good practice. Similar to the responsiveness component where reflection on practice was more general across the school rather than personal, the learning group praised practice in the school (*To be fair, we use it (EC), we do. Our safeguarding is good, on the whole*). There was a general feeling of connection and relatedness to the whole school that came from the learning group and lots of respect for the Headteacher in this case study.

5.5 Case Study 4

One consultation was recorded and transcribed. The consultation group chose to focus mainly upon practice of other staff in the school with whom they were supporting to implement an EC approach. They also spent some time considering systems in the school, such as the on-call system and use of rewards. This was the only learning group made up of more senior members of staff.

The EP was not known to the school or the members of the learning group; however, she had worked with the Champion for the AAS project previously, in the school.

5.5.1 Research Question 1

Table 5.14 shows the coded responses of the EP under the five components of the EPL framework for case study 4 to demonstrate how EPL can be used as part of a consultation service to assist with learning and behaviour change of consultees.

Table 5.14 EP responses to promote learning and motivation

Component	Codes
Autonomy	<ul style="list-style-type: none">• Linking• Encouraged to experiment• Providing choices• Language of choice• Offer of support
Relatedness	<ul style="list-style-type: none">• Reassurance/Containment• Joint Problem Solving• Active listening
Responsiveness	<ul style="list-style-type: none">• Assessing need• Responding to issues/need• Explicit teaching/providing examples• Encouraging reflection/empathy• EP reflection
Authenticity	<ul style="list-style-type: none">• Examples of EC in context
Equity	<ul style="list-style-type: none">• Celebrating change in practice• Acknowledging good practice

The five codes in the autonomy component are similar to the other case studies. The EP linked EC to practice, by looking at how EC starts off as a tool and then becomes a philosophy/ethos and how it promotes adults to look after one another emotionally. The EP also linked the use of praise to EC as a starting point for some of those staff that were finding implementing an EC approach more challenging. The learning group were encouraged to experiment to improve feelings of competence and confidence by confirming that it was ok to get it wrong and then reflect on practice. Choices were provided by asking the group questions, (*Is there anything else? Have I missed anything? Would that work here?*) Language of choice continued to be used by the EP, as in the other cases to promote autonomy, words such as, (*if you wanted... if you think it would be helpful... shall I.*). Support was offered as well, to email over resources, like the BFA and a parental leaflet.

To promote relatedness, just three codes were evident in this case study. Active listening was used to reflect words back, to clarify and to check understanding (*You feel staff have responded to the training?*). Joint problem solving was promoted by building on/extending the consultee's ideas, like encouraging staff to provide examples to one another of where EC went well and to try out some ideas on a crib sheet. Similar to the first case study, this learning group would build on EP comments also.

Consultee 2: It is about making it a natural response.

Consultee 3: It is really hard to try and script this in my opinion.

EP: I would agree with that, it is really hard but we can band about some ideas.

Consultee 4: Yeah, it is, but some staff don't have that natural way forward.

Reassurance and containment of staff was needed due to the disclosure of feelings of frustration around other staff and their response to the learning group when they were trying to implement an EC approach. It included reminding the learning group that they can only be 'good enough', that people forget and that

not all staff will change their practice right away, it often comes with more of a change of culture and ethos.

The responsiveness component contained five codes for this case study. As with all the other case studies assessment of need, along with an appropriate response for that need was evident. Clear evidence of assessment of need was portrayed in comments such as, (*I don't want to bombard you and make you feel overwhelmed*) when the EP felt like they had discussed a lot of issues. Response to need continued to be recognised through discursive strategies such as confirming (*Yeah, that's right, stickers are visible*), clarifying (*It just feels like you need a few more tools to your tool belt*) and checking/reviewing (*I have got the BFA and a crib sheet to send to you*).

The learning group was encouraged to reflect and empathise as part of the responsiveness component to assist them with their feelings of frustration and to understand staff needs better. This was done by encouraging the group not to judge because it is not that the staff don't want to use EC, it is how the support is offered that needs to be considered alongside staff's own mental health needs. Ideas were shared from another school, thinking about scripts so TAs and teachers could be supportive of one another (*...they have come up with a 'would it be helpful if...' script*). The group was taught about BFA and how to use it as a tool to support them in speaking with staff around particular young people and consideration around what the research says about a change in culture and ethos, the length of time that takes and how EC can help with that.

The learning group was asked to respond and reflect on the consultation session by the EP; there was discussion around EPL and the idea that just having a single training session often did not work because it was forgotten. The group was prompted to think about whether this EP model of combining consultation and professional learning would work together for the context of their school.

The school was planning to use their drama department and some of their more challenging pupils to film some EC scenarios to show EC being used in context in the school. The authenticity component was encouraged by prompting the learning group to think about collecting examples of when EC has worked and to give those to staff alongside the scenarios (*...that is something that staff could*

do as well, when they have tried something out and feel it has been successful, if you just make a note of what they have done and a little scenario then you just start to share with staff). An incidental conversation on the way out of the school which was not recorded and was not part of the transcription noted the EP encouraging the school to consider asking the pupils how an EC approach felt with the idea that this might also provide some motivation for staff to want to try it out and use it.

The learning group spoke about what had been done since the EC training and the impact they felt it had had. The EP celebrated the change in practice by commenting on how positive it sounded to promote the equity component. The EP also acknowledged good practice (the sharing of more information with staff to create more empathy) and good ideas during the consultation.

5.5.2 Research Question 2

Table 5.15 shows the results from the MAWS (see appendices 5 and 8) for case study 4. Raw scores have been reported in appendix 8. The table below shows mean scores for each type of motivation and a mean score for autonomous (intrinsic and identified) motivation and controlled (introjected and extrinsic) motivation.

Table 5.15 Mean MAWS scores to show how consultees rated themselves against motivational descriptors

	Intrinsic Motivation	Identified Motivation	Introjected Motivation	Extrinsic Motivation
	Autonomous Motivation		Controlled Motivation	
Mean Scores	5.1	5.3	3.7	3.4
	5.2		3.4	

The highest average score was identified motivation at 5.3, closely followed by intrinsic motivation at an average score of 5.1. This suggests that this learning group's motivation is regulated slightly more because the job is personally important to them and that they consciously value what they are trying to achieve

(Ryan and Deci, 2000). It was the only learning group to have their highest average scores this way round within autonomous motivation. The average score for both intrinsic and identified motivation that contribute to autonomous motivation was 5.2, the same average score as case study 2. Both these case studies had the lowest score across all the case studies. Despite that, autonomous motivation still came out strongly on the MAWS.

What is noteworthy is the average score for controlled motivation. Although, not explicitly reported in the other case studies due to reliability, what the MAWS shows is that this learning group had the lowest levels of autonomous motivation when compared to the other case studies and the highest levels of controlled motivation. Controlled motivation is more extrinsically regulated and is made up of the last six items on the MAWS (introjected and extrinsic). It is highly likely that because of their roles within this school that their pay has enabled a particular standard of living (question 10 on MAWS, see appendix 5) when compared to the other members of staff within the other case studies, therefore this has made the average scores for controlled motivation higher in this learning group. The question on pay could be the reason why scores for controlled motivation were less reliable on the MAWS. The processes/mechanisms that the consultees use within EPL in a strongly motivated group are considered below.

Table 5.16 Consultee responses linked to the EPL components

Component	Codes
Autonomy	<ul style="list-style-type: none"> • Reporting a change in practice • Confidence/competence to offer ideas • Requesting support/advice • Feelings of volition (choice)
Relatedness	<ul style="list-style-type: none"> • Involving others • Joint problem solving • Valuing ideas/practice • Disclosure of feelings • Empathising • Relationship building
Responsiveness	<ul style="list-style-type: none"> • Reflection on own practice • Reflection on others practice

	<ul style="list-style-type: none"> • Reflection on systems • Reflection on consultation processes
Authenticity	<ul style="list-style-type: none"> • Examples of practice • EC in context • Identification of training/support
Equity	<ul style="list-style-type: none"> • Recognition of good practice

There were four codes for autonomy within case study 4. A change in practice amongst staff was noticed by the learning group with them commenting that they have noticed EC being used around school (*It is there when it wasn't there before*). They also noted that the school had changed their practices and they now share more background information with staff to promote empathy to support the EC approach (*I think that has dovetailed nicely with it*). Staff showed eagerness to offer ideas during the group consultation considering how on-call staff could role model EC, how they could video situations to support the staff (*A tiny little drama performance to get staff to be shown that we can then put onto the behaviour toolkit*), use more stickers and consider supportive phrases for TAs and teachers to use to indicate they required some support with a particular young person within the classroom. There was an explicit request for support by only one consultee who asked a question about how to promote emotional resilience through the use of praise (*Am I right in thinking... you are very specific about what you are praising and why because that actually builds up self-esteem?*) and who asked for the sheet of scripts to be shared. She was also the consultee who offered to share resources with the EP (*Shall I also email you the stuff that I've got so you can have a look at that?*) so demonstrating a feeling of volition (act of making a choice/decision). Other examples of volition were demonstrated via the discussion and agreement on what they were going to present to staff at the staff meeting. The group ultimately made that decision together.

For the relatedness component six codes were noted. Questions were asked of one another which had the resulting effect of involving the other consultees as part of the process in the consultation. Some of the questions were to check out information and some were to find out their thinking, (*I don't know what you*

folks think about that?). The group appeared comfortable enough with one another to disclose their feelings, (*...hard situation, how staff look at you, you think why did I bother?*) which often resulted in a demonstration of empathy, by agreement or by telling a similar supporting story. The group were appreciative of contributions that others made and when a member of the learning group gave an example of where they had used stickers successfully, it prompted another member of the group to share her example of success with stickers suggesting they valued each other's contributions.

Many members of the consultation group were engaged in joint problem solving throughout the consultation, as a mechanism in the relatedness component (*staff need to know it is not one size fits all... need to challenged overall ethos...on call system does not need to be as high, need teamwork...*). Some general relationship building/connection with one another was noted during the consultation with the use of jokes over drama and 'EC for idiots'.

The learning group responded by mostly reflecting upon other's practice. An ability to put themselves into the teacher's shoes and to empathise when they were on-call was noted whilst reflecting upon their own and other's practice. They were also able to reflect on why staff may not be using it (*Not confident... people revert back to old ways... not embedded*). As the learning group was there to support and encourage implementation of EC amongst the staff it was expected that they would spend a larger proportion of their time reflecting on staff practices. During their reflection, as the mechanism in the responsiveness component, the same construct of EC not being in someone's '*nature*' as some people were not empathic was identified, like in case study 1. There was a lot of discussion around systemic/organisational practices as well linked to the on-call system, what was happening in the teaching and development groups, and the rewards and consequence systems.

Finally, within the responsiveness component there was some reflection upon the consultation process itself, the group felt like they needed to put time aside to focus upon it or else it wouldn't happen and that with the different groups already set up in school the use of EPL would work well and they could get everybody involved.

The authenticity component was demonstrated via the mechanism of practice examples, such as, catching a pupil at the right moment in time, then EC works; giving stickers to Year 9s and consideration of certain departments that show good teamwork and emotionally support one another. Staff needs and how to support them (e.g. through training) were also identified and discussed as a mechanism within the authenticity component.

Recognition of good ideas, during the consultation, amongst the learning group was evident, as a mechanism in the equity component.

6 Discussion

6.1 Introduction

The aim of this research was to explore how EPL could be used in consultation, in particular EP consultation practices and consultation processes that enable teachers to be more efficient in implementation of agreed actions. Therefore, this research was looking to capture data regarding optimal processes to support implementation and behaviour change of staff. To do this two research questions were identified:

1. How can EPL be used as part of a consultation service offered by Educational Psychologists to assist with professional learning and behaviour change of the consultees?
2. What are the processes and mechanisms within EPL consultation that facilitate learning and behaviour change?

It is important to note that distributed practice, over a period of time, with recursive data collection and reviews did not take place to look at implementation in more detail. Therefore, there is not adequate evidence to suggest that particular processes and mechanisms are linked to particular elements of learning and behaviour. This research is currently only exploratory and a starting point for further research.

This discussion will focus upon mapping the EPL processes and mechanisms across both the research questions, the responses of both the EP and the consultees. It will consider what processes/mechanisms might be missing by

referring back to the literature, the limitations of this current research and what future research may be needed before considering whether EPL could potentially be used a theoretical framework for EPs.

6.2 Mapping of EPL Processes and Mechanisms

There was detailed, ‘thick’ description of each case presented in the results section. From the data it can be seen that despite high levels of motivation across all groups, they still needed something slightly different in terms of EP response, although similarities were evident. For example, ‘offer of support’ was not needed in all of the groups because some of them asked for that support before the EP had a chance to offer. This did not necessarily mean that one group showed more autonomy compared to another group which made it difficult to use the MAWS scores to compare levels of autonomous motivation to the autonomy component. It also made it impossible and unfair to be applying any quantitative measures (for example, by counting the amount of times a comment could be classified as being part of the autonomy component) and would not have added anything reliable to the qualitative data gathered.

It is, however, possible to map out what types of responses, processes and mechanisms were evident in the data and to then consider what else may have been needed in relation to the literature to improve consultee responses.

Table 6.1 A table to show the processes/mechanisms across all the case studies in the EPL components.

	Consultee responses / processes / mechanisms	EP responses / processes / mechanisms
Autonomy	Reporting a change in practice Confidence/ competence to offer ideas Requesting support/advice Feelings of volition (choice)	Linking Providing choices Freedom from external pressure Encouraged to experiment Language of choice Offer of support
Relatedness	Disclosure of feelings Empathising Encouragement of each other	Acknowledgement of feelings Active listening Nurture relationships

	Involving others Valuing ideas/practice Engagement in joint problem solving Relationship building	Reassurance/containment Joint Problem Solving General discussion
Responsiveness	Reflection on own practice, others practice, pupil behaviour/response/outcomes, training, previous and current systemic practices, organisational practices, consultation process	Assessing need Responding to issues/need Encouraging reflection/empathy Explicitly pointing out a shift in practice Recognising a variety of ways Explicitly teaching/providing examples Not getting involved Gentle guidance EP reflection (on process)
Authenticity	Examples of practice (individual and group) Identification of training/support Identification of contextual/organisational needs	Group of challenging boys Acknowledging different roles Contextual/organisational support Examples of EC in context Individual case (s) LA context
Equity	Recognition of good practice Recognition of good ideas Equal knowledge	Celebrating change in practice Acknowledging good practice Encouraging praise

The table identifies the types of processes/mechanisms that can be seen to promote each of the EPL components amongst the consultees and by the EP. The first three components were seen as the most important as all case studies demonstrated the authenticity component by discussing authentic issues in their own schools. The authenticity component was, however, crucial in the construction of knowledge through dialogue about authentic/contextual issues. Exposing the group to others' perspectives was to increase the likelihood that participants may examine their existing beliefs. This appeared to be the case through the process of valuing ideas/practice and engagement in joint problem

solving amongst the consultees. It promoted by the EP assessing and responding to need through discursive strategies such as clarifying, reviewing and challenging (see Nolan and Moreland, 2014). The equity component was demonstrated through the relationships of the group, but could be more explicitly promoted by the recognition and acknowledgement of good practice, skills and ideas that the group have. Therefore, the first three components (autonomy, relatedness and responsiveness) appear to impact on the other two (authenticity and equity). The rest of this discussion will focus upon the first three components.

From the EP's perspective there was a delicate balance that required considerable reflexivity with promoting autonomy such as freedom from external pressure and providing choices alongside trying to encourage appropriate practice that would ultimately benefit the children and young people. This is a dilemma in most aspects of EP work, which is why EPs often move along a continuum from being directive to non-directive in the consultation process. The theories of learning and motivation behind EPL were supportive in this, for example, the aim of linking was to be the MKO and to support assimilation and accommodation of new knowledge in the ZPD (Vygotsky, 1978). Providing choices was also a consistent mechanism employed across all four case studies. The intention was to create opportunities for the consultees to make informed choices to enhance intrinsic motivation (Ryan and Deci, 2000).

What needed to be observed in the autonomy component for consultees were feelings of confidence/competence to make choices and be able to offer ideas. If these were not evident in the data then the EP would have needed to have promoted these. Not only does making choices show intrinsic motivation but it also suggests that the most conducive relationship that the EP could have to promoting change is evident (Gukin and Curtis, 2009).

The relatedness component is all about relationships and as it has been noted in the autonomy component, it is important for intrinsic motivation and feelings of confidence and competence (Ryan and Deci, 2000). With a secure relational base amongst the consultees mechanisms that were evident were supportiveness of one another (offering ideas, encouragement of each idea, involvement of each

other, relationship building) but also knowing that they could challenge one another through their engagement in problem solving and discussions of strategies/ideas. The coded processes/mechanisms show that the EP's role was to nurture relationships amongst consultees and with themselves to create the right social context for learning. There was a range of ways the EP did this, but mostly the codes reflected a focus upon feelings, acknowledging them, containing their emotions at times, reassuring the consultees and actively listening to promote empathy. Alongside a focus upon feelings, the code 'joint problem solving' was there under relationships because in the learning groups the engagement of the whole group, consultees and EP in joint problem solving promoted relationships particularly when the group felt they could disagree, challenge or build on what the EP had just said.

Responsiveness was effectively how the consultees and EPs responded during the consultation process. The process of reflection came mostly automatically in the learning groups and within problem solving discussions whilst thinking about how to support staff in school. The EP attempted to constantly assess and respond to the learning group in this component working out whether they needed to know something (professional learning), whether they needed reassurance (emotional support) or whether they needed a different perspective (to be challenged, encouraged to empathise and reflect). How this is done will always impact upon relationships being formed and feelings of autonomy/motivation. The EP did not always get this right as demonstrated in the results section in case study 1 when an unintentionally dismissive response was provided. On reflection, if unsure, a way of responding might be to ask a question about the issue to the rest of the group, for example, has anybody got any examples of good practice to deal with this? Can anybody think of anything else? Has anybody tried this/ been in this situation before, what did you do?

All of these learning groups were motivated and demonstrated similar beliefs, views and values. With less motivated learning groups it would be interesting to see if the same coded processes and mechanisms were evident.

6.3 What's Missing: A Consideration of the Literature

The 'turning' in case 2 that was identified in the results section was not explicitly coded as such and reasons behind what caused this turning are not clear. However, hypotheses can be offered. It appeared that the responsiveness of the EP, recognising that the consultee's feelings were important, spending time discussing her concerns and providing some professional learning, increased her feelings of confidence and competence. This could, with further research, be evidence of the learning and motivation theories behind EPL and link together the processes that created that change. It may have even improved her relationship with the child, a potentially important process for consultee-centred consultation (Newham and Ingraham, 2016). What was noticeable was the confidence of the consultee, her body language and willingness to challenge and contribute in the second consultation which was different to the first.

Hylander's (2012) model of consultee conceptual change identifies three components (cognitive, affective, action orientation) that all need to change through three different modes of interaction. The response of the EP addressing the consultee's emotional needs and professional learning needs in case study 2 can be seen in the transcriptions. The resulting impact on the confidence (behaviour) of the consultee was evident in the 'turning' and in her engagement in the second consultation. It might be possible, by going back through the transcripts and coding them, to look for these modes of interaction that support conceptual change within the EPL model to consider how they might contribute to learning and behaviour change.

Similarly, what might be missing in the coding of the data is how one interaction encourages and/or follows another interaction within the EPL components (Interaction Process Analysis). For example, when two of the consultation learning groups (case study 1 and 4) were 'being encouraged to experiment', this interaction was as a result of EP assessment of the consultees in the responsiveness component. It was noticed that these two learning groups were struggling with assisting some staff to change their practice and this resulted in feelings of 'what's the point' and constructs of 'it's their nature/personality' with a resulting interpretive thought of 'so there is no point, there is nothing we can

do'. Body language in some of the participants suggested defeat. There was concern that this would affect feelings of confidence/competence and ultimately motivation to support the staff to implement EC. The aim of encouraging them to experiment was to give them the message that they try something out, nobody is perfect; then you come back and reflect and maybe try something different, this was linked to their own practice and considering how to support staff. By coding this interaction and the next interaction, it might be possible to identify a pattern of mechanisms/interactions that could impact upon learning and behaviour change.

Procedural integrity has been considered important when researching consultation processes (Noell and Gansle, 2014). In measuring procedural integrity Schulte et al. (2014) discusses the use of a manual which would explicitly set out the procedures of a consultation process for the consultant to follow. From this, Schulte et al. suggest that the best way to measure procedural integrity would be to compare a list of objectives for each stage of the consultation process by listening to audiotapes and measure the number of objectives achieved. The number of objectives achieved could then be divided by the total number of objectives states and converted to a percentage. Although Schulte et al. talk about measuring procedural integrity in behavioural consultation, a procedural framework was devised for implementing EPL with integrity within the context of a UK educational psychology service (see appendix 4). This framework was taken to every consultation session.

A code that was missing from the data which is integral for EPL implementation was 'encouragement of active participation'. This is linked to the autonomy component within the procedural EPL framework with the development of GAS. This is identified as an area that requires a better response from the EP as a consultant, to encourage the groups to consider the recursive cycle of data collection, review and feedback for better professional learning and behaviour change (Fiske, 2008). It is also suggested by Kennedy et al. (2008) that, when intervention planning, checking out variables associated with commitment to action, such as self-efficacy (how confident do you feel that you can do this?) and treatment acceptability is important so as not to undermine the main purpose

of the intervention in line with evidence-informed practice. Some of this was evident in the codes but more needed to be done as a mechanism by the EP.

Teacher resilience and self-esteem is influenced by positive psychology (Seligman and Csikszentmihalyi, 2000). Positive psychology is integral to the EPL theoretical framework along with SDT (Deci and Ryan, 2002). There were no explicit codes in the data to suggest that this was a focus, however, EPL in its entirety suggests that it supports teacher resilience and self-esteem through the components. Greenfield (2015) proposes a model of teacher resilience that sits well with the EPL framework. It includes developing relationship support systems, engaging in actions such as self-reflection and access to professional learning opportunities to form a protective buffer that safeguards teacher's internal beliefs from external challenges. Relationships and actions are seen as interrelated e.g. through group problem solving. This model of resilience can be seen throughout EPL and in terms of EP practice self-efficacy can be improved through staff training and consultation (Greenfield, 2015). It might be that EPL is the ideal framework to support Greenfield's model of teacher resilience and self-efficacy as long as the right mechanisms are used to promote it e.g. by asking about confidence levels and treatment acceptability.

Positioning theory appears to be an important theoretical framework in teacher resilience to emphasise teachers' agency and to impact upon actions (Huisman, Singer and Castapano, 2010). It has also been used in considering consultation processes (Nolan and Moreland, 2014). Huisman et al. (2010) argue that resilient teachers will change their strategies and try new things if they position themselves to be successful, this is achieved through self-reflection. In Huisman et al.'s research self-reflection was achieved through significant adult relationships, mentoring others, problem solving, hope, high expectations sociocultural awareness and professional development. In EPL codes were noted in relation to professional development, reflection, problem solving and relationships all within positive psychology which involves hope. Mentoring of others was implicit in the learning group and the fact that staff were aware of the culture of their students and school was part of the authenticity component. Where positioning theory might be helpful is in considering how the staff position themselves and one another as well as their students and their parents

during consultations. Positioning was not coded in EPL, it is a social construct and in the future it might be important to consider what processes/mechanisms could impact and change the ways staff position themselves to create conceptual change (Hylander, 2012), staff resilience (Greenfield, 2015) and intrinsic motivation (Deci and Ryan, 1985).

6.4 Limitations of this Research

6.4.1 The EPL Components

The components were all very closely related, which was a limitation when using the components in the framework approach. The codes used when analysing qualitative data should be mutually exclusive and exhaustive (Robson, 2002). One paragraph of transcript could have been included in multiple EPL components. The responsiveness and the autonomy component were closely related in that the EP may have responded to what a consultee said by providing some professional learning or sharing good practice. 'Linking' in the autonomy component could also be a response and classified as responsiveness, however, linking was generally just a couple of sentences and a reminder of/building on what the consultees already knew. Professional learning/sharing good practice was about teaching/sharing something new to support them with their current issues/problems.

The equity component was similarly complex. This component was about equality, everybody feeling equally valued. It was highly linked to relatedness as it is almost impossible to have one without the other, without good relationships there cannot be feelings of equality.

The context of the consultation and the experiences of the researcher-practitioner during the consultation assisted in interpreting the data and assigning codes. It was therefore, to a certain extent, social constructivist and interpretivist in nature from the researcher's point of view. Improvements in this area would be to either video the consultation or to ask another researcher to sit in and observe alongside the recordings of the consultation. As the transcriptions were coded from a researcher-participant point of view and the tone of voice, body language and ongoing assessment of the participants to

provide a response was used in the coding and allocation to the components it was difficult to get inter-rater reliability. The video and/or observation would have assisted with gaining inter-rater reliability. This would be what Barbour (2001) describes as a 'technical fix'. She argues that it 'would strengthen rigour of the qualitative research... (but) is no substitute for systematic and thorough application of the principles of the qualitative research' (pp. 1115).

6.4.2 Motivation at Work Scale (MAWS)

The MAWS (Gagné et al. 2010) showed that all groups were at least strongly motivated. It was always likely that the learning groups were going to be highly motivated as each school voluntarily opted into the AAS project and in at least three of the case studies members of the leadership team were present and were likely to have had some say in being part of the project. In case study 3 with the pastoral team, they were chosen by the headteacher as advocates for this approach and their role in school indicated that they were likely to be strongly motivated to implement an EC approach also. They were also very supportive of the headteacher, with similar views, beliefs and interests so they made the ideal community of practice (Illback, 2014), but needed somebody in the leadership team to be a part of the group to make a strategic impact.

The MAWS could not be used as a pre and post measure as there was only one, no more than two consultations per case study with only a short gap left between the consultations. However it was unlikely, due to the already high levels of motivation, to have shown a significant difference or improvement in autonomous motivation which would be the hope in using EPL.

MAWS may be a better scale to use with a less motivated group, which seems almost impossible due to the very nature of consultations being voluntary and the nature of communities of practice in OD which are generally a group of like-minded professionals who are motivated to be key agents to introduce new ideas in a strategic way into a system (Illback, 2014). In practice, though this is not always the case, at times, school staff can be directed to attend consultations or can be a part of a learning group because that is where the headteacher has allocated that member of staff. Therefore it would be possible to use this type of scale to monitor autonomous motivation.

6.4.3 Evaluating the Process of Consultation

Only two groups were informally asked questions regarding how they found the process of consultation and when the question was initially asked, there were a lot of blank faces. The school in case study 2 were asked to see me for a separate amount of time to talk about the process as the consultation was held in the classroom and the children had entered so the consultation had to be terminated. They did not respond to that request. Generally, the consultees appeared to find it hard to switch their mindset at the end of the consultation away from the problems discussed to the process of the consultation.

A limitation of the research was the informal nature of the questioning about the consultation process and the timing of it, at the end of the consultation. A questionnaire, interview or focus group to follow up on the consultation group would have been more beneficial to try and link some of the processes in the group with feelings of competence, autonomy and relatedness through careful questioning and how this impacted on behaviour change if there was any. A further limitation was that only one, maximum two consultations were held and for some schools the EP was still forming relationships with the groups of staff. A questionnaire, interview or focus group would need to happen following a number of consultations when the process of consultation would have had some time to embed and impact on the group and when the EP had a formed a coordinate power status relationship with the group (Gutkin and Curtis, 2009).

6.4.4 The use of GAS

GAS was used as a way of recording what was discussed during the consultations (see appendix 9). As there were so few consultations held in the schools and it was the summer term, there was little opportunity for the schools to implement GAS.

Writing a GAS record was easier for the school in case study 2 as there was a focus upon an individual child, although it was a challenge to make it consultee-centred and to relate it to adult practice. In the second consultation in case study 2 when there had been a ‘turning’ nothing on the GAS was mentioned as contributing to the ‘turning’, although it needed to be noted that the TA that was

to implement the GAS was absent from the second consultation. It was the TA that was completing the emotional input with the young person that was emotionally supported in the first consultation who described the ‘turning’.

Writing a GAS record for the schools that had a more organisational focus (case studies 1 and 4) required different sorts of scaling and goals and was more of a challenge (see appendix 9 for an example). It is questionable as to whether it is sensitive enough or too reductionist for an organisational focus to help with the recursive cycle of data gathering, review and feedback to the consultees.

6.5 Reflections on being a Participant-Observer

Being a participant-observer is part of an EP’s day-to-day role. EPs engage in discussion in whatever context or situation they find themselves in and they observe and consider an appropriate response to the situation to move the situation forward, build capacity and promote change. Monsen and Kennedy (2016) point out that EPs, as applied psychologists, are being encouraged to be practitioner-researchers with an increase in prominence of evidence-based practice; but there is a lack of knowledge of how to go about integrating research evidence with EP expertise and service user perspectives. One way to increase our knowledge might be participant-observation and reflection. Therefore, it made sense for the EP, who was also the researcher to attempt to use the EPL framework to facilitate the group consultations and to reflect on what worked and what did not work when being a part of the process. Also for another EP to use EPL so that the EP as researcher could observe they would need to know and understand the model; within the scope of this research-study there was not another EP with that understanding.

Advantages to being a participant-observer was the support when coding that this provided. Having a thorough knowledge and understanding of the consultant’s thinking and what they were trying to achieve in the consultation significantly assisted with coding the data, particularly when coding the EP data. It helped to make sense of the data and to uncover which factors were most important. For example, in table 5.1 notes in the reflective diary column state the intentions of the consultant (to refocus the consultation) but then reflect upon

whether that was an appropriate response or whether it was too dismissive of the consultee. When the consultees kept returning to the same topic in the consultation, it then made sense that the consultees felt dismissed by the EP even though the EP felt she was just refocusing the consultation session.

Being a participant-observer kept the characteristics of the person implementing EPL consistent. This was felt to be a positive aspect of the research because what could then be reflected upon was whether the relationships with the schools mattered, what the difference in those relationships were and why that might be the case. It was felt that the school where the participant-observer had been an EP for many years, who knew the culture of the school and already had good relationships with the staff, was the school that engaged in the most reflective discussion with the EP. On further reflection, it was felt that the schools that did not know the EP had to describe their school, systems and pupils in greater detail, this left less time for reflection. They also had to work out how the EP might respond before feeling safe to engage in reflective practice.

Disadvantages of being a participant-observer was linked to the documentation of data, notes and reflections that had to be completed post-hoc. There is always a concern that something might be missed or forgotten. Further disadvantages also included the time it takes to be involved in all the consultations as a participant-researcher. However, for future research being involved in all the settings as the participant-observer would enable the EP to develop interview questions and questionnaires that could link some of the actions and feelings of the staff to the mechanisms of consultation and potential outcomes as is described in more detail below.

If completing this research again, the same decision to be a participant-observer would still be taken because, to summarise the points made above, EPs are always placed in the position of being a participant-observer in their role. They are therefore in a prime position to conduct educational research and to integrate research evidence with EP expertise and service user perspectives to close the gap between research and practice.

6.6 Future Research

To enhance this research further, a number of consultations within each setting would need to be researched in order to look more thoroughly at learning and behaviour change through the process of distributed practice. This initial exploration demonstrates the sorts of responses that the EP can provide and what an EP can do to be able to promote learning and behaviour change. It also demonstrated the processes and mechanisms that were evident amongst a motivated group of consultees; this could have been as a result of the processes/mechanisms that the EP used or just because they were strongly autonomously motivated. Investigation by asking the learning groups what made the difference to them would be valuable to begin to link processes/mechanisms within the EPL components to elements of learning, motivation and behaviour change of the adults. A consideration of the context (the school's culture and ethos), the mechanisms within EPL needed within that context to produce learning and behaviour change would be a valuable next step.

This would indicate a realistic evaluation methodology (See Pawson and Tilley, 1997). Hypotheses would be formulated about what works (the processes/mechanisms in consultation) in what context (the school) to produce optimum outcomes (learning and behaviour change). These hypotheses could then be researched through data collection such as interviews, questionnaires and observations to answer the question, 'What works best, for whom, and under what circumstances?' This type of research would shift the focus to be able to understand the combination of circumstances where outcomes have been achieved but also where the outcome of the consultation has been ineffective or even negative on learning and behaviour change. This could provide a theoretical understanding which could then be used to optimise the impact of a consultation session.

Similarly, process issues in consultation have been recognised as an important research direction. Sheridan et al. (2000) argued that research in this area must clearly define the constructs under investigation, such as collaboration, and use process analyses that investigate complex interactions between participants. If we look wider than consultation and psychology and consider the complexity paradigm and schools as complex adaptive systems, there is much that can

learned from this research to investigate those complex interactions. For example, Hazy and Silberstang (2009) propose that micro-enactments (micro-level interactions) construct the systemic mechanisms which enables organised action and change. These systemic mechanisms can be observed, coded, identified and classified within and between group members. The types of interactions Hazy and Silberstang have identified can be used to investigate how a group member initiates an idea, action or position and then how the rest of the group respond to that by accepting, negotiating, questioning, rejecting or even ignoring. Some of these interactions arguably move the group towards action, learning and change and some do not.

It seems that a synthesis of research would also be useful in the future to look at the complex interaction of conceptual change models that have been researched (e.g. Hylander, 2012), discursive techniques (e.g. Nolan and Moreland, 2014) and consultants as change facilitators (e.g. Roach, Kratochwill and Frank, 2009) within practical frameworks of consultation (e.g. Kelly, Woolfson and Boyle, 2008) in a UK context.

Taking into account the research literature in this study, EPL’s theoretical model and the results of this research study, a practical EPL framework has been developed.

Table 6.2 An EPL practical framework

Session Structure	Consultant’s Role	Consultee’s Role	EPL Component
Discussion of the problem/ problem solving activities	Actively listen, acknowledge feelings, reassure and contain emotions/ expectations Nurture relationships within and between the group by encouraging them to support one another	Participate in discussions: problem solving and general social interactions Value each other’s ideas and practice Encourage each other to join in, to engage and to feel confident and competent	Relatedness

	Use a framework to structure problem solving discussion and activities to encourage engagement in joint problem solving	Feel comfortable enough in the group to disclose feelings Empathise with others	
Agree upon knowledge, skills and confidence	Support consultees to identify their training needs for professional development and situated cognition Engage with authentic issues the consultees raise, consider them within nested systems Assess the content of the session and method for presenting the content	Identify extra support and training Consider issues in different contexts Raise issues/problems related to their school/context	Authenticity
Reflection	Constantly assess and respond to the needs of the group: empathising, challenging, offering a different perspective, questioning, gentle guidance, not getting involved, encouragement to reflect Recognise that there are multiple, equally valid ways to accomplish most tasks Assist with formative assessment through consultative exploration: which	Engagement in reflection on their own and other's practice, what works, what does not work? Engagement in reflection on systemic/contextual/organisational issues Review data to adjust the intervention	Responsiveness

	strategies have you tried? Which ones worked? Which ones didn't? What do you think may be the reasons for this?		
Goal setting	<p>Allow consultees to choose locations, times, interventions, strategies, goals etc.</p> <p>Link current knowledge/discussion throughout</p> <p>Use language of choice and provide choices</p> <p>Encourage consultees to experiment</p> <p>Offer extra support if needed</p> <p>Assist with planning the collection of data</p>	<p>Report any changes in practice</p> <p>Feelings of confidence/competence to offer ideas and request support and advice</p> <p>Actively engage in goal setting e.g. GAS</p> <p>Demonstrate feelings of volition (choice)</p>	Autonomy
Celebrate	<p>Celebrate success and change in practice</p> <p>Value all voices and contributions</p>	<p>Recognise accomplishments and contributions of themselves and each other, acknowledge them</p>	Equity

The session structure reflects the outline in Truscott et al.'s paper of EPL in practice and the processes and mechanisms identified in this research study. Truscott et al. have set out the enacted EPL components and participant's roles in a broad sense before consultation sessions, during sessions and between sessions. The practical framework developed from this research focuses upon

what happens during a consultation session, which is better suited to the UK context of consultation. The framework can potentially be used as a consultation session, or it can be used to support an action research project. Either way implicit within the framework is the promotion of professional learning. Ideally, the framework should be used in group consultation to support social learning and motivation theories, however there is no reason why it cannot be used with just one other adult as the unique strength of this framework is its explicit links to theories of learning and motivation to promote learning and behaviour change in the adults.

Further research could look at using the practical EPL framework in a range of contexts to assess its use from both the consultant and the consultee's perspective using a critical realist methodology.

6.7 Implications for Professional Practice

From the learning within this research and consideration of what EPs need in practice, a practical EPL framework incorporating the identified processes and mechanisms has been suggested to support EP practice as a contribution to the development of EP research, practice and knowledge. The EPL framework needs to be used flexibly if it is going to be included in EP professional practice in the UK. This research has attempted to consider how this could be done and the impact that it might have on consultee learning and behaviour change. Even though there was a consistent reason for the consultations (implementing EC across the school) and the case studies had that in common, each consultation was different with a different focus. This was due to diverse needs and roles of the staff and the school's context. However, if we take a critical realist perspective, there appears from the literature and from this research that key process, mechanisms and discursive strategies could be common across all consultation frameworks and incorporated to promote learning and behavioural change hence the development of the EPL practical framework (see table 6.2).

Kelly and Woolfson (2008) state that EPs need a clear view of how underlying psychological theory affects their work and how the philosophy of science functions with more effective interaction of theory, skills and social imperatives to shape the profession of the future. The fifth theme from Newman et al.'s

(2016) meta-synthesis on consultation process research suggests that ongoing training about effective communication and relationship building is important for training EPs. It could also be argued from the results of this study that one way to do this might be to introduce EPs to the EPL theoretical framework that incorporates psychological theory and a philosophy of science along with the importance of effective communication and relationship building skills. This is one of EPL's strengths.

The current frameworks for practicing EPs are not prescriptive in terms of one psychological theoretical perspective but instead provide a series of scaffolding steps to inform and structure the sequence and focus of EPs interactions and enquiries with their clients (for example, Monsen et al. 1998; Woolfson et al. 2003). These types of frameworks often guide assessment and intervention, take a multi-agency approach and integrate Bronfenbrenner's ecological approach rather than explicitly identifying particular psychological theories that could make the difference. It is the EP that decides what theories and interventions could be used within the frameworks to apply psychology. It also requires EPs to be up to date with their subject knowledge and current research on practices and interventions. Within the EPL framework, there is still scope to be able to use a particular step by step problem solving framework if necessary. The session structure would need to be followed to make the consultation exclusively EPL alongside the enacted roles using appropriate processes/mechanisms that promote the EPL components. This would make it flexible enough to be incorporated into EP professional practice in the UK as well as directly linking it to theories of learning and motivation, a unique strength of this consultation/professional learning model.

There are a number of consultation frameworks that are promoted in EP practice. A distinction can be made between theoretical frameworks and practical frameworks (Kelly, 2008). EPL is a theoretical framework as it describes how a theory works or may be applied in practice. The theory it applies is well suited to the practice of consultation within educational psychology if the EP is focusing upon learning and behaviour change of the adults. However, it may be that the EP is following more of a behavioural framework and consulting about a particular intervention that has been put into place. The adult would still need

to be motivated and feel confident and competent enough to implement the intervention with integrity. It could be argued that the underlying theory of socioconstructivist learning and self-determinism can be applied to all consultation frameworks and models.

The EPL framework overlaps with other established models and frameworks in EP practice, for example, EPL incorporates problem solving with goal setting and solution oriented practice. This overlaps with integrated problem solving frameworks (see Mosen et al. 1998) and solution-oriented practice frameworks (see Rees, 2008 and Harker, Dean and Mosen, 2016). Wagner's frameworks for consultation (See Wagner 2016) identifies personal construct psychology, systems thinking, family therapy, solution focused thinking and narrative thinking in her frameworks for consultation. Again, an overlap can be seen with the practical activities such as the reflective conversations and the action planning crucial to any consultation model and there are also overlaps linked to personal construct psychology, solution focused thinking and systems thinking. However, a crucial difference between Wagner's frameworks for consultation and the EPL framework is the lack of focus and explicit links to the theories of learning and motivation. In fact, amongst the established models it is only activity theory that makes Vygostky's learning theory and mediation explicit (see Leadbetter, 2008).

The EPL model was originally developed for work at an organisational level. In this research study it was used organisationally in some school contexts and at an individual level in other school contexts again demonstrating the flexibility of the EPL approach. Similarities and overlaps with other frameworks that promote work at an organisational level such as the constructionist model of informed and reasoned action (COMOIRA; see Gameson et al. 2008) and the SPARE wheel approach to evaluation (see Burden 2016) are evident as they all engage in a recursive cycle of data collection.

The framework that seems to resonate most with EPL is COMOIRA. For example, one of the core concepts of COMOIRA is enabling dialogue which asserts the power of collaborative relationships and joint working to engage, empower and enable others to makes sense of and to manage their own change

issues. This in turn promotes self-efficacy, confidence and independence. This is also the aim of EPL, however, EPL explicitly link these concepts to learning and motivation theories through the enactment of the components (relatedness, authenticity, responsiveness, autonomy and equity) COMOIRA does not.

By considering other frameworks known and used by EPs there is evidence that they all involve problem-solving, goal setting and solution focused thinking. They all engage in systemic thinking and what undergirds them all is social constructionism. All the frameworks have an end goal of changing practice and all frameworks recognise the importance of dialogue and relationships as integral to the change process, EPL is no different in this respect. What sets EPL apart is the explicit link to learning and motivation theory enacted in the components prevalent within the theoretical framework. To be able to use this theoretical framework in the UK context this research has attempted to develop a practical framework by researching what processes and mechanisms contribute to and promote learning and motivation. This is what makes this framework unique and what makes this research a unique contribution to developing EP practice in consultation.

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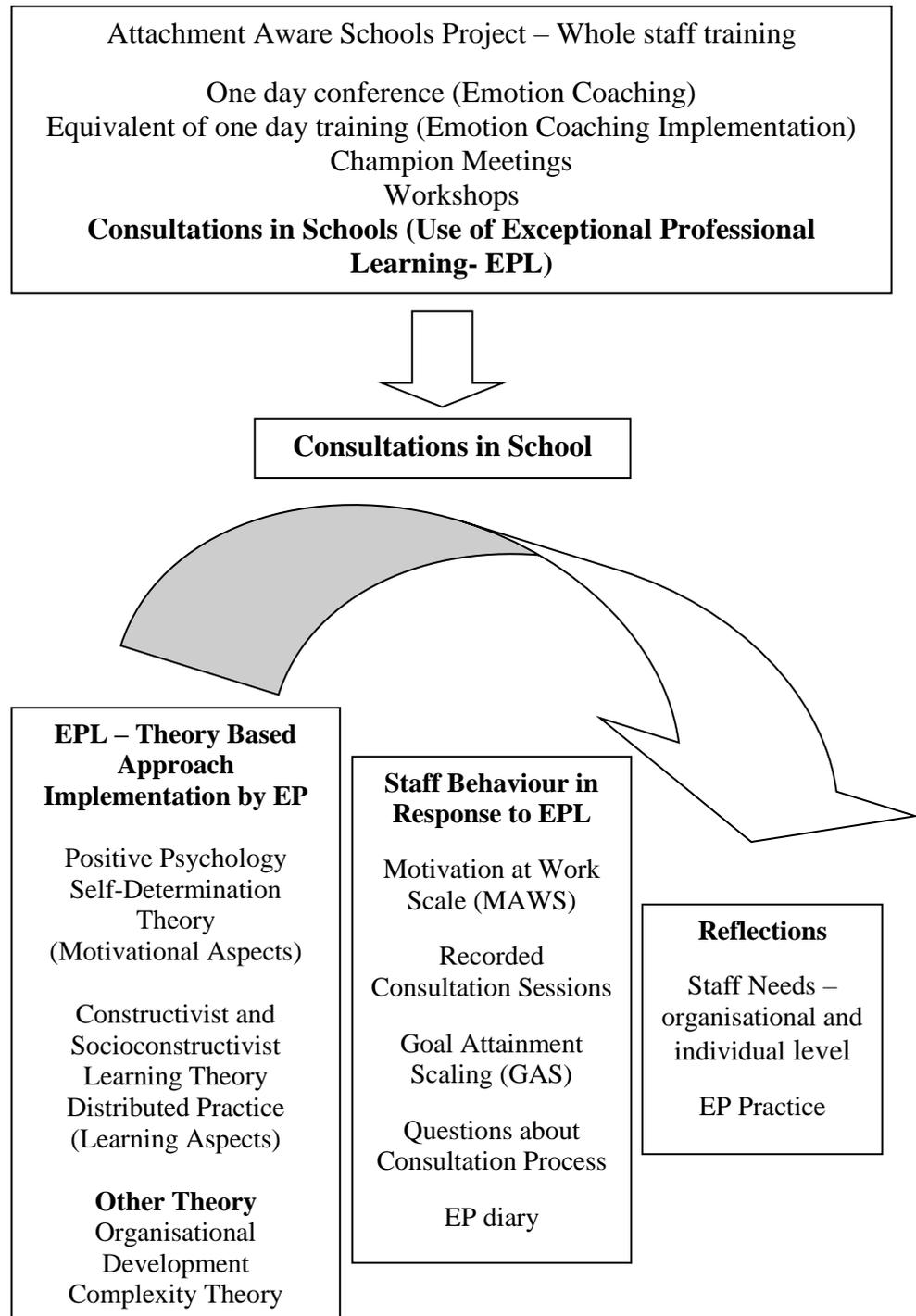
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8 Appendices

8.1 Appendix 1: Conceptual Map

Conceptual Framework for a study of the exploration of an EPs consultation practices to promote sustained professional learning and behaviour change in EP contexts



8.2 Appendix 2: Information Sheet

School of Psychology
Information Sheet



Title of Project: Processes within School Consultation that Facilitate Consultee Learning and Behaviour Change: Using the Exceptional Professional Learning model.

Ethics Approval Number: 836

Researcher: Lisa Taylor

Supervisors: Anthea Gulliford

Contact Details: Educational Psychology Service, Mere Education Centre,

Lawnswood Road, West Midlands, DY8 5PQ. 01384 814359

lisa.taylor@dudley.gov.uk

This is an invitation to take part in a research study on the use of a consultation model that combines what is known about school-based consultation and professional learning to help staff to implement emotion coaching strategies day to day in their classrooms.

Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

If you participate, you will be asked to be part of group of staff that meet regularly to look at how emotion coaching can be implemented practically in the classroom. You will be asked to try out some strategies, that you feel comfortable trying and then reflect upon how it has gone. Part of the sessions will look at continuing your professional development and any knowledge or extra training that you feel may be beneficial will be included as part of the sessions.

The number of consultation sessions and how often we meet will be jointly negotiated between the Researcher and the School staff throughout the summer term 2016.

Participation in this study is totally voluntary and you are under no obligation to take part. You are free to withdraw at any point before or during the study. All data collected

will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act.

If you have any questions or concerns please don't hesitate to ask now. We can also be contacted after your participation at the above address.

If you have any complaints about the study, please contact:

Stephen Jackson (Chair of Ethics Committee)

stephen.jackson@nottingham.ac.uk

8.3 Appendix 3: Consent Form

School of Psychology

Consent Form



Title of Project: Processes within School Consultation that Facilitate Consultee Learning and Behaviour Change: Using the Exceptional Professional Learning model.

Ethics Approval Number: 836

Researcher: Lisa Taylor lisa.taylor@dudley.gov.uk or lpxldt@nottingham.ac.uk

Supervisor: Anthea Gulliford Anthea.Gulliford@nottingham.ac.uk

The participant should answer these questions independently:

- Have you read and understood the Information Sheet?
YES/NO
- Have you had the opportunity to ask questions about the study?
YES/NO
- Have all your questions been answered satisfactorily?
YES/NO
- Do you understand that you are free to withdraw from the study?
YES/NO
(at any time and without giving a reason)
- I give permission for my data from this study to be shared with other researchers provided that my anonymity is completely protected.
YES/NO
- Do you agree to take part in the study? YES/NO

“This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time.”

Signature of the Participant:

Date:

Name (in block capitals)

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher:

Date:

8.4 Appendix 4: Framework used in Consultations

Outline of Framework used in Consultations devised from the EPL framework.

Session Structure	Consultant's (EP's) role: activities	Consultees / Learning Group role: activities	EPL Component
Discussion of the problem / problem solving activities	Nurture relationships with and between the group Use of a framework to structure problem solving discussion and activities if needed	Join in with the discussion and social interactions Feel like a team/learning community that can support one another in school	Relatedness
Agree upon knowledge, skills and confidence.	Identify extra training and support – professional development, plan for and deliver it Assess content of the session and method for presenting the content	Identify extra training and support Consider contextual factors	Authenticity
Reflection	Link consultee knowledge with appropriate experiences Recognition that there are multiple, equally valid ways to accomplish most tasks Assist with formative assessment by asking questions - Which strategies have you tried? Which ones worked, which ones didn't? What do you think may be the reasons for this?	Ask for clarification, ask questions about implementation Demonstrate things that work Look at data to adjust intervention	Responsiveness
Goal setting	Allow participants to choose locations, times, interventions, strategies, goals etc... Assist with participation of data collection to bring back to the group via the GAS	Active engagement in setting goals (GAS)	Autonomy

Session Structure	Consultant's (EP's) role: activities	Consultees / Learning Group role: activities	EPL Component
Celebrate	<p>Acknowledge accomplishments and contributions by consultees</p> <p>Encourage other members of the group to acknowledge accomplishments and contributions</p>	<p>Members of the group to acknowledge accomplishments and contributions of themselves and each other</p>	Equity

8.5 Appendix 5: MAWS

Motivation at Work Scale (2010)

Using the scale below, please indicate for each of the following statements to what degree they presently correspond to one of the reasons for which you are doing this specific job:

1 = not at all

2 = very little

3 = a little

4 = moderately

5 = strongly

6 = very strongly

7 = exactly

Statements	Response
Because I enjoy this work very much	
Because I have fun doing my job	
For the moments of pleasure that this job brings me	
I chose this job because it allows me to reach my life goals	
Because this job fulfils my career plans	
Because this job fits my personal values	
Because I have to be the best in my job, I have to be a “winner”	
Because my work is my life and I don’t want to fail	
Because my reputation depends on it	
Because this job affords me a certain standard of living	
Because it allows me a make a lot of money	
I do this job for the paycheck	

8.6 Appendix 6: Example of the First Level of Coding

Case Study 1: 1st Consultation: Consultee responses linked to EPL components:

Autonomy	Relatedness	Responsiveness	Authenticity	Equity
<p>TAs implementing it – more change in practice</p> <p>More conscious awareness of what you are saying Change in practice</p> <p>Using EC at home as well. Wider impact</p> <p>Made me stop and think about what I was saying and words I was using Change in practice</p> <p>Transferring EC used with one individual to more children – teaching them to interact with others in the moment instead of just asking them to stop and sit down Change in practice</p> <p>Group came up with ideas for plan/crib sheet for supply staff and ideas for scripts to support other staff together and for staff to ask for help Confidence/competence to offer ideas</p> <p>Requesting ideas for scripts, language and words to help with confidence and implementation Requesting ideas to help with quiet children</p> <p>Asking to put together a handout of ideas</p>	<p>Feeling comfortable to say what hasn't gone well/ what is not working e.g. time as a barrier Problem solving</p> <p>Disclosing feelings and emotions in front of each other – worried about saying the wrong thing/mind goes blank</p> <p>Disclosure about confidence and competence in front of each other – reluctance to challenge other staff practice</p> <p>Responded to an example of good practice by reporting own good practice</p> <p>Group providing examples valued by others (prompted reflection on practise/ how to overcome barriers)</p> <p>Agreement with each other as well as disagreeing, challenging and questioning Engagement in joint problem solving together</p> <p>Encouraging each other to step-up with challenging poor practice and to find their confidence</p>	<p>Reflection on others practice: difference between TAs and Teachers; personality of staff some will find it easier; pressure to deliver curriculum with teachers and tug between doing academic input and dealing with children's emotions, use with more vulnerable children not with others, lunchtime staff; supply teachers (impact of different routines on pupils) and them not following an EC approach</p> <p>Reflection on own practice: feelings of confidence/competence; importance of development of relationships/trust with pupils; barriers e.g. time; knowing what to say and how to say it to see outcomes for children; interpreting children's feelings correctly to teach emotions and empathise, not talking children to death, not knowing whether to do academic or emotional stuff first when 1:1 and only have child for 15mins</p> <p>Reflection on attachment training after gathering feedback from staff – didn't fit context / attachment needs for context</p>	<p>Identification of training/support needs: for lunchtime staff to understand importance of relationships and develop their skills; teachers to understand their attachment needs in context e.g. quiet children, how EC fits and how to use it; use of combined role modelling from group and scripts to all staff to start to change practice</p> <p>Examples of situated learning/ practice; ASD, social communication; group of challenging boys, group work or individual work outside the classroom</p> <p>Starting to notice and consider other children – quiet children through data collected</p> <p>Eventually change in policies and behaviour system will be needed in context of EC ethos</p> <p>Work towards having consistent supportive language/ narrative e.g. use of 'tell me more about it' to promote active listening for children and for TAs to support</p>	<p>Agreement within learning group that they can all support and learn from one another in school – can go to each other and say 'I have done this, what do you think?' Same level of knowledge</p>

<p>for all staff Requesting support</p> <p>Consultee feeling like she could be a really useful tool if she knew how Requesting support</p> <p>Could combine the handout with role-modelling the scripts to change staff practice. Confidence/ competence to offer ideas</p> <p>Staff noting they don't have to use the words the EP gives them they could use their own once guided. Feelings of volition</p>		<p>Reflection on what has worked previously and what is working now to remove barriers e.g. time to communicate</p> <p>Reflection on policies and behaviour systems – organisational practice</p>	<p>Teachers in a respectful way</p> <p>Recognition within group that each person has a slightly different role in school. Identify contextual needs</p> <p>Recognition by consultees that context in school is an EC ethos and most supply would not know that</p>	
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2nd Consultation: Consultee responses linked to EPL components:

Autonomy	Relatedness	Responsiveness	Authenticity	Equity
<p>Suggestion from staff of doing drama as part of staff training Confidence/ competence to suggest ideas</p> <p>Going to do charter in school (tie all initiatives together) Confidence/ competence to suggest ideas</p> <p>Ideas offered for strategies, being a star, different ways of interacting and how to change child's thinking Confidence/ competence to suggest ideas</p> <p>Discussion of ABCC – agreement to do it – I think I will do that –</p>	<p>Valuing of learning provided by colleague</p> <p>Expressing feelings with one another, reluctance to do drama, frustration with certain children, concerns with getting wording wrong</p> <p>Admitting struggling with strategies for a child</p> <p>Reassuring each other – no right or wrong words</p> <p>Engaging in debates, discussions and working out strategies joint problem solving</p> <p>Asking challenging questions of each</p>	<p>Reflection of others practice: TA using gentle challenge, personality, didn't attend training but read everything, other staff's implementation of EC and their response to it and being encouraged to reflect on their practice</p> <p>Reflection on own practice (what works and what doesn't): use of words, what and how to say them, forgetting to implement EC when involved in day to day routine of school, breathing techniques, not putting pressure on child (not working), response to being challenged</p>	<p>ASD child used to gently challenge SENCo's practice</p> <p>More work needed with members of staff where it is not in their nature and so will find it harder to implement, bigger change for some, thinking about being supportive</p> <p>Recognition of lots of initiatives in school and a need to link them all</p> <p>Engagement in discussion of individual case</p> <p>Identification of further training for TA – resilient school</p> <p>Examples of good practice</p>	<p>Recognition that one TA in group has a calming nature</p> <p>Praise of TA for changing young person's thinking</p> <p>Recognition of good practice on a day to day basis</p> <p>Recognition that visual prompt is a good idea</p>

<p>Feelings of volition - choice Choice not to do EC in planned order, depending on child and what is needed Feelings of volition Idea to have visual prompts around school – consultee confidence/ competence to offer ideas volunteered to come up with designs. Feelings of volition Mental Health awareness training to be delivered to staff by Group – request EP support Request to look at GAS with EP next term Got many plans for September Confidence/ competence to offer ideas and feelings of volition</p>	<p>other, prompting colleague to reflect on individual’s behaviour - joint problem solving Valuing question by colleague prompted reflection Offering a modelled valued response to group Empathising with one another around frustrating children Feeling comfortable to discuss what’s not working in front of each other Joint problem solving Joking with each other about role play Expressing concerns about other initiatives being forgotten about – comfortable to do this in front of group Disclosure of feelings</p>	<p>Reflection on engaging parents – consistency, all in it together – Organisational practice Reflection on consultation process, being part of the group provides time for reflection, listening to others examples of good practice Reflection on need to look at policies and combine all initiatives in school for organisational development</p>	<p>provided with known pupils by consultees Recognition that the group is supported and other staff need support (loads that want to be doing better with EC), need to keep it at forefront of thinking – visual prompt Recognition that parents want to be engaged and involved due to types of parents/ area of school Talk of knock on effect about talking about EC around school, receiving input, more likely to do it, staff more likely to see it and hear about it – staff needs/ support for staff</p>	
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1st Consultation: EP responses to promote learning and motivation

Autonomy	Relatedness	Responsiveness	Authenticity	Equity
<p>Linking EC training to practice e.g. discussing the idea of dismissing emotions and putting on your oxygen mask first Linking EC and practice to a mentally healthy environment, suggestions of</p>	<p>Acknowledgement of feelings/ empathy of each other: staff are worried about saying the wrong thing (result of training and raising awareness) Nurture relationships: encouragement of staff to support one another in EC way; EP making it explicit that group</p>	<p>EP responding to issues/needs through questions/statements – confirmation (yeah, is that right, I agree etc.), asking questions to encourage reflection (could the head support with that, what plan do you think you need?) refocusing, reviewing and summarising (so we have discussed...),</p>	<p>EP used group of challenging pupils in school to show how to use BFA Recognition of context of how TAs are used by SENCo to help discuss practice Different roles EP recognised time for TAs as a barrier in this context to identify other</p>	<p>Asking staff to celebrate their change in practice EP recognised a good idea from a consultee and informed her of it Acknowledging practice</p>

<p>audits that are out there</p> <p>Linking EC findings in research to impact on adults</p> <p>Encouraged to experiment to build confidence e.g. asking to try an approach and then report back</p> <p>Providing choices of interventions: BFA, gentle challenge, use of scripts, giving choices of language to put in crib sheet</p> <p>EP asking what other training needed/ anything else to discuss.</p> <p>Providing choices</p> <p>.</p>	<p>is there to support one another, reflect on practice together and to learn off one another</p> <p>Reassurance about not getting it right all the time/ putting too much pressure on self; raising awareness is a good starting point for learning</p> <p>Agreement/ disagreement/ confirming with each other. Joint Problem solving</p> <p>EP reflecting back words – active listening</p>	<p>gently challenging (could you say...), clarifying (by repeating back consultees words, confusion in using the same term but EP and consultee had two different meanings of it)</p> <p>EP explicitly pointed out their shift in practice – more teaching less direction of non-intellectual skills</p> <p>Recognition that there are a variety of ways to accomplish tasks e.g. how to engage in a variety of ways with children and adults and how to engage with staff to support practice</p> <p>EP choosing to not get involved with discussion of plan for supply staff as consultees were independently problem solving</p> <p>Explicit support/teaching about gentle challenge, BFA, scripts, changing face, other strategies</p> <p>Gentle guidance towards emotional work then academic work in 1:1 situation</p> <p>Teaching about what the term problem solving is – not always being able to have a solution but could be about creating more effective thinking, building emotional resilience</p> <p>Providing examples to teach what works in EP practice in similar situation, following a suggestion of a way forward</p> <p>EP providing examples of use in practise with adults</p>	<p>approaches, less time consuming</p> <p>Different roles</p> <p>Acknowledging roles and individual differences in roles to encourage learning in context</p>	
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		<p>and children to assist with assimilation</p> <p>Explicit teaching about EC as a tool and a philosophy to encourage reflection</p> <p>EP reflection of own practice – eager to reassure, moved group on too fast, dismissive, same issue brought up again later</p>		
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2nd Consultation: EP responses to promote learning and motivation

Authenticity – EP made active decision to work her way through GAS to build upon what was discussed in first consultation session.

Autonomy	Relatedness	Responsiveness	Authenticity	Equity
<p>Freedom from external pressure – real life, ok if you haven't had a chance, use GAS when ready, when it fits with other changes in school</p> <p>Encouraging staff to change scripts to fit context.</p> <p>Providing choice</p> <p>Providing a choice ABCC offered as a suggestion and way of collecting more data, alongside setting expectations, ideas for scripts.</p> <p>Offer of EP support to reflect on the charts</p> <p>Using language of choice ' I would try..., Maybe try.. bit of trial and error... if you</p>	<p>Acknowledgement of feelings of stress and how busy time of year is</p> <p>Relationship building through general discussion about others who make us feel relaxed</p> <p>Acknowledging of feelings that training can prompt lots of reflections</p> <p>Contribute to consultee's discussions to teach / reassure</p> <p>joint problem solving</p> <p>Checking/reflecting back comments made by staff</p> <p>active listening</p>	<p>Assess levels of need e.g. stress, time of year to provide appropriate response – reassurance.</p> <p>Reviewing strategies on GAS, gentle challenge.</p> <p>Explicitly asking about strategies, what has been tried, what hasn't, what might be useful to encourage reflection</p> <p>Encourage reflection on context, relationships, where child is on assault cycle will depend on what an adult might say – lots of ways of responding, no right or wrong ways; of teacher's life experiences, of pupils to interpret behaviour</p> <p>Prompting discussion/debate from examples given</p> <p>Offering up ideas about different perceptions and thoughts child</p>	<p>Encouraging using real life situations as examples to help staff to implement EC</p> <p>Asking about an individual case in different contexts in school, small group, class group and emotional response with others</p>	<p>Explicit praise and recognition of work being done and that they were a good example of a learning organisation</p> <p>Encouraging others to praise accomplishments</p> <p>Recognition of good practice/ ideas in group and outside on a day to day basis</p>

<p>think it would be helpful</p> <p>Encouragement to experiment and then reflect to build confidence and competence</p> <p>Linking research to practice – PATH curriculum/ questionnaire, development of emotions</p> <p>Linking previous discussions and knowledge to why strategies were offered and how they work</p> <p>Linking GAS with EC steps/ approaches</p> <p>Linking adult to learning hierarchy</p> <p>Linking benefits to adults and children of using examples from school context</p> <p>Offering a way to engage with parents (example of booklet)</p>		<p>might have.</p> <p>Encouraging reflection</p> <p>Offering up ideas of different ways of interpreting behaviours.</p> <p>Encouraging reflection</p> <p>EP Reflection on own practice last time, not responding well to questions about the quiet children – therefore linked this back into info given this consultation.</p> <p>Confirming thinking/ providing rationale</p> <p>responding to issues</p> <p>EP providing own thoughts on consultation process to prompt reflection on process</p>		
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8.7 Appendix 7: Example of the Second Level of Coding

Case 1: Consultees responses linked to EPL components

Component	Promotion of learning and motivation	Example
Autonomy	<p>Change in Practice</p> <p>Wider impact Confidence/competence to offer ideas</p> <p>Requesting support/advice</p> <p>Feelings of volition (Choice)</p>	<p>TA implementing it, more conscious of what you are saying, made me stop and think; using it with more children that just the most challenging.</p> <p>Using it at home.</p> <p>Ideas for a crib sheet, scripts for staff to ask for help, role-modelling to staff, do charter in school, designs for visual prompt.</p> <p>Ideas for scripts/handout for staff, help with quiet children, could be a useful tool if knew how, look at GAS, deliver mental health training.</p> <p>Complete ABCC chart, not doing EC in planned order, design visual prompts, plans for next term, use their own words for scripts.</p>
Relatedness	<p>Disclosure of feelings</p> <p>Valuing ideas/practice</p> <p>Engaging in joint problem solving Encouragement of each other</p> <p>Empathising</p> <p>Relationship building</p>	<p>Worried about saying the wrong thing, making things worse, concerns of not being confident to discuss practice with staff and to challenge, frustration with certain children.</p> <p>Responding to examples of good practice by providing own example, valuing questions asked.</p> <p>Prompting reflection through asking questions of each other.</p> <p>To step up to challenge practice, reassure there is no right or wrong words, How a child is with everybody, weepy.</p>

		Joking with one another, laughing.
Responsiveness	<p>Reflection on own practice</p> <p>Reflection on others practice</p> <p>Reflection on Training</p> <p>Reflection on previous systemic practices</p> <p>Reflection on organisational practices</p> <p>Reflection on consultation process</p>	<p>Feelings of competence, importance of relationships, discussion of barriers to practice e.g. time, teaching curriculum, how it feels to be on receiving end of someone discussing practice with you, remembering to use the approach.</p> <p>Some staff will find it easier than others – nature, personality, difference in response to it and being challenged, difference between TAs and teachers – pressure of curriculum, supply teachers not understanding it, lunchtime staff and their response to pupils.</p> <p>Didn't fit context / attachment needs of context.</p> <p>Being given time to meet with teacher to discuss strategies, pupils worked.</p> <p>Discussion of policies and how to put EC into them. Engaging parents – all in it together, discussion about combining initiatives.</p> <p>Being part of the group helps to keep it at forefront of thinking, can go to members of the group to ask them about practice, provides time for reflection.</p>
Authenticity	<p>Examples of practice</p> <p>Identification of training/support</p>	<p>Use of examples of individual pupils and groups to support implementation and discussion of it – ASD pupil, phonics group, Year 6.</p> <p>Some staff need more support than others will find it harder to implement, resilient school training identified for TA, use of visual prompts, role-</p>

	Identification of contextual / organisational needs	modelling and scripts, mental health training Recognition that school has attachment needs – quiet children, parents that want to engage in EC, need a change in policies and behaviour systems, need a consistent language/narrative, group has different roles which may impact on how they support staff and children.
Equity	Recognition of good practice Recognition of good ideas Equal knowledge	Calming nature of TA, changing a child's thinking. Visual prompt. Each member of the group has the same amount of knowledge, learn from each other.

Case 1: EP responses to promote learning and motivation linked to EPL components:

Component	Promotion of learning and motivation	Example
Autonomy	Linking (EC to practice, research to practice, GAS to EC, building on past discussions, to adult/ child outcomes). Encouraged to experiment Providing choices Freedom from external pressure Offer of support (Voluntary) Language of choice	Putting oxygen mask on first, PATH curriculum and emotional development, learning hierarchy. Try an approach and report back. Gentle challenge, different scripts, choice of language. Advised to change scripts to fit context. Use of ABCC chart to collect more data. Asking about other training/anything else to discuss. Use the GAS when it fits in with school changes. To reflect on the ABCC charts with staff. To provide an example of a booklet for parents. Maybe try... bit of trial and error... if you think it would be helpful...

Relatedness	<p>Acknowledgement of feelings</p> <p>Encouraging empathy</p> <p>Nurture relationships</p> <p>Reassurance</p> <p>Joint problem solving</p> <p>Active listening</p> <p>General discussion</p>	<p>Staff are worried about saying the wrong thing and making a situation worse, stress, time of year.</p> <p>Of teachers who seem a little defensive, 'your own life experiences build up and impact on you'. Of child 'put yourself in her shoes'.</p> <p>Making it explicit they are there to support one another</p> <p>Not to put too much pressure on self, can't all be done at once, takes time. Becoming more aware is a good starting point for learning.</p> <p>Building on consultee's contributions – crib sheet for supply staff.</p> <p>Checking/reflecting back comments made by staff.</p> <p>Discussion about people who make us feel relaxed.</p>
Responsiveness	<p>Assessing level of need (emotional and practical)</p> <p>Responding to issues/needs</p> <p>Encouraging reflection/empathy</p>	<p>To provide an appropriate response e.g. reassurance...</p> <p>Asking what has been tried, what hasn't.</p> <p>Confirmation (yeah, that is right, I agree) Refocusing, reviewing, summarising (so we have discussed...) Gentle challenge (you could say...) Clarifying (repeating back consultees words) offering a different perspective on a case</p> <p>Could the Headteacher support you with that? Where the child is on the assault cycle to provide right response.</p> <p>Offering a different way of interpreting a behaviour. Of teachers who seem a little defensive, 'your own life experiences build up and impact on you'. Of child 'put yourself in her shoes'.</p>

	<p>Explicitly pointing out shift in practice Recognising a variety of ways</p> <p>Explicit teaching/providing examples Not getting involved</p> <p>Gentle guidance</p> <p>EP reflection</p>	<p>More teaching of skills and less directing of children. Emotional regulation, the meaning of problem solving and difference between problem solving and solutions. Examples of scripts and situations where they have been used. Group independently problem solving. Work on emotional issue first then academic during 1:1 work ‘the fact they have mentioned it means they need to get it out of their system first’. Moved on too quick from discussing quiet children, didn’t meet need, issue raised again during consultation. Reflection on consultation processes with consultees.</p>
Authenticity	<p>Group of challenging boys</p> <p>Acknowledging different roles</p> <p>Examples of EC in context</p> <p>Individual case</p>	<p>Used to talk through BFA and the link between feelings and behaviour Used to discuss different practice, supporting staff with limits of time and in different contexts in school (e.g. 1:1) Encourage school to use actual examples from school of EC when training/ supporting staff. Discussion of contextual factors and EC scripts.</p>
Equity	<p>Celebrate change in practice</p> <p>Acknowledging good practice Encouraging praise</p>	<p>There has been a shift, celebrate that. School is a good example of a learning organisation. Praise each other’s accomplishments and ideas e.g. visual prompt, changing a child’s thinking.</p>

8.8 Appendix 8: MAWS Raw Scores

MAWS raw scores for case study 1

	Consultee 1	Consultee 2	Consultee 3	Consultee 4	Consultee 5
Intrinsic	6	7	7	7	7
Intrinsic	6	7	6	7	6
Intrinsic	6	7	6	7	6
Identified	6	4	6	5	4
Identified	5	4	5	4	1
Identified	5	6	6	6	5
Introjected	1	4	4	4	4
Introjected	3	4	4	4	4
Introjected	6	2	1	2	4
Extrinsic	6	3	2	3	1
Extrinsic	1	1	1	1	1
Extrinsic	1	1	1	1	1

MAWS raw scores for case study 2

	Consultee 1	Consultee 2	Consultee 3	Consultee 4	Consultee 5
Intrinsic	6	6	5	6	5
Intrinsic	5	7	5	5	5
Intrinsic	5	7	6	5	6
Identified	4	4	4	4	5
Identified	4	4	3	5	6
Identified	6	6	6	4	6
Introjected	5	2	1	4	3
Introjected	4	1	4	4	5
Introjected	5	1	1	4	5
Extrinsic	4	1	1	5	4
Extrinsic	3	1	1	5	2
Extrinsic	3	1	1	4	2

MAWS raw scores for case study 3

	Consultee 1	Consultee 2	Consultee 3
Intrinsic Motivation	5	7	7
Intrinsic Motivation	5	7	6
Intrinsic Motivation	6	7	7
Identified Motivation	4	6	6
Identified Motivation	5	6	6
Identified Motivation	5	5	7
Introjected Motivation	1	5	5
Introjected Motivation	1	5	5
Introjected Motivation	1	4	3
Extrinsic Motivation	1	3	2
Extrinsic Motivation	1	1	1
Extrinsic Motivation	1	3	1

MAWS raw scores for case study 4

	Consultee 1	Consultee 2	Consultee 3	Consultee 4	Consultee 5	Consultee 6
Intrinsic	7	6	4	6	4	6
Intrinsic	4	3	5	6	3	6
Intrinsic	7	6	4	5	4	5
Identified	5	5	4	7	4	6
Identified	2	5	3	7	5	7
Identified	7	7	5	6	5	6
Introjected	3	6	1	4	5	7
Introjected	4	4	1	3	4	5
Introjected	3	4	1	4	4	4
Extrinsic	3	6	3	5	5	6
Extrinsic	1	6	1	2	4	4
Extrinsic	1	4	1	3	3	4

8.9 Appendix 9: Example of GAS

Goal: To support the promotion of an Emotion Coaching approach across the organisation to embed it so that it becomes a philosophy / ethos / way of being and not just a tool.		Degree of Attainment: Trialled?					Goal Attainment Scale and Evidence of Achievement
Strategies / Actions	Outcomes	-2	-1	0	1	2	
Use of elements of the brief functional analysis (BFA) when having conversations to focus upon the function of the behaviour before discussing emotions.	Elements of BFA to be trialled on at least one occasion by one member of staff (SENCo)	No		Yes	More than once by one person	More than once by more than one person	
Through the use of gentle challenge: "I wonder if that was about.." or Asking a colleague to help you reflect on your practice for your professional development.	Staff to have tried out one or both of the strategies on at least one occasion.	No		Yes	Tried out one more than once	Tried out both more than once	
Use of a crib sheet for supply staff that highlights: Pedmore as an Attachment Aware School. Follow an emotion coaching approach to promote good mental health and emotional processing. Recognise that part of children's attachment is linked to trust of adults and that unfamiliar adults cause anxiety to some pupils and therefore there is an increase in behaviour. To support staff who are unfamiliar to the	Crib sheet to be developed to share with supply staff / staff that are unknown to the school	No		Yes		Shared and used with a member of staff	

<p>school a phrase will be used, "Would it be helpful if..." to enable a 'change of face' as a supportive emotional strategy.</p>							
<p>To share a page of scripts with staff to support implementation with all children.</p>	<p>The page to be shared with staff. The learning group to start to use some of the scripts with all children on at least one occasion.</p>	<p>No</p>		<p>Yes</p>	<p>Tried them on once</p>	<p>Tried them more than once</p>	