
**Psychology for Engaging Vulnerable Young People; The Role of the Community
Educational Psychologist in Supporting Professionals who Work with Young People.**

Declaration

Submitted by Emily Claire Jane to the University of Exeter as a thesis for the degree of Doctor of Educational Psychology in Education, Child and Community Psychology, July 2010.

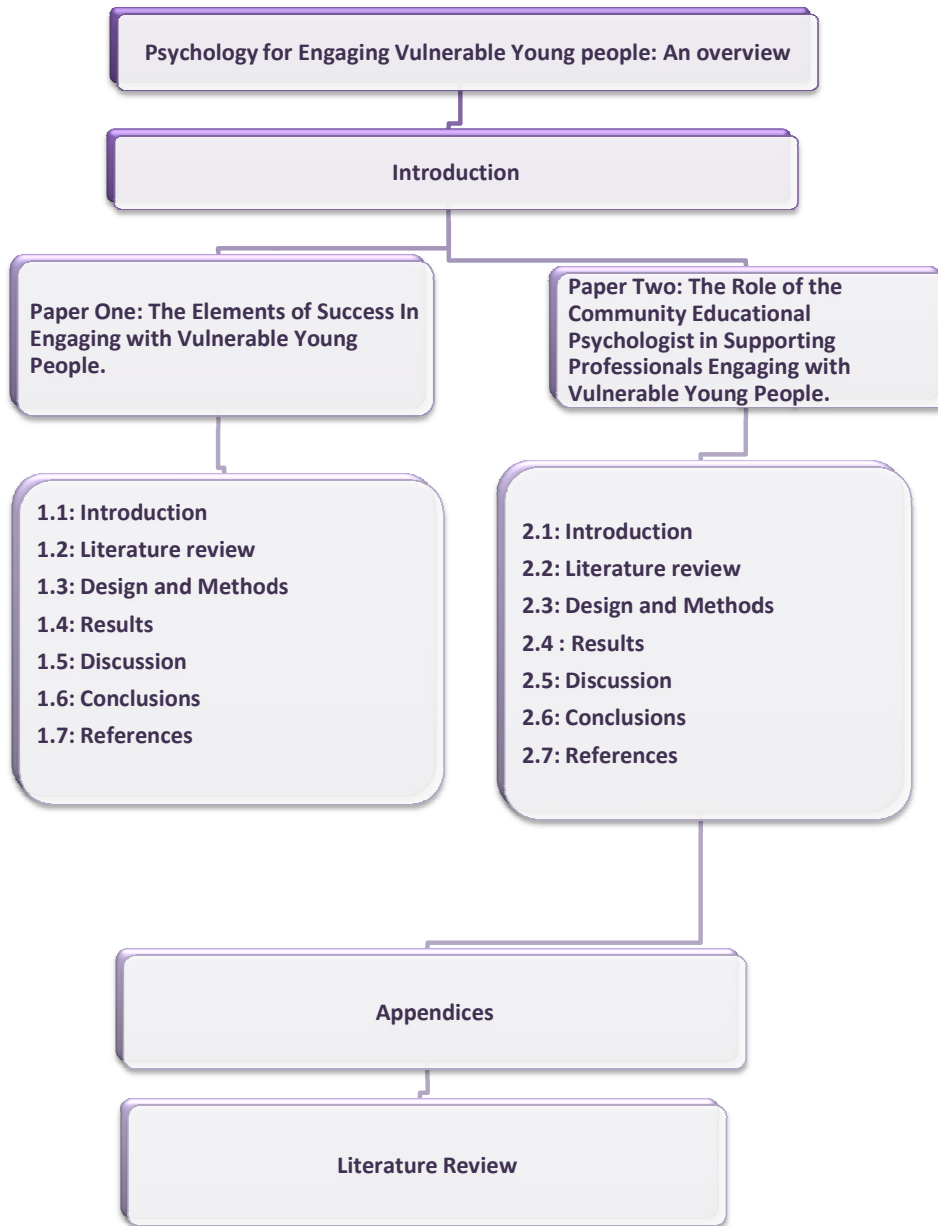
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Emily Jane



Overview.

This thesis is formed from two papers. The first explores the perceived elements of success in engagement with vulnerable young people. The second explores the contribution of a Community Educational Psychologist in supporting the professionals whose role it is to engage with vulnerable young people.

Paper One: The Elements Of Success in Engagement with Vulnerable Young People.

The literature review for paper one sets out the existing evidence to support the importance of the process of engagement in change work with vulnerable young people. It uses therapeutic literature to draw on evidence regarding the therapeutic relationship, which although prevalent in the adult literature, is limited in the child and adolescent literature. Further exploration of the attachment literature points to more recent explorations of certain elements of success in building this relationship specifically with adolescents.

The rationale for exploring these elements of success, then, are that:

- Engagement is key in work with vulnerable young people
- Traditional models of therapeutic delivery are not attractive for vulnerable young people, and are in fact marked by attrition rates that are correlated to both age and vulnerability risk factors.
- Specific guidance in building engagement is limited for those professionals employed in models that are accessible for vulnerable young people, such as youth work.

Paper one therefore explores the elements of successful engagement from the perspectives of eleven vulnerable young people and ten professionals, drawing out and analysing personal constructs via a process of content analysis categorizing these elements. Further differentiated analysis compares constructs, terminology used, and priorities made between young people and professionals.

It finds, consistent with both the attachment and therapeutic relationship literature, that young people in this study clearly prioritised an affective relationship with the helping professional. They were also preoccupied by pragmatic issues such as accessibility.

Professionals in this study reflected a differing perspective of the same experience. Commitment to helping young people was a priority, but in contrast to young people, personal aspects of well-being

and resilience factors that enabled professionals to provide an emotional space for such a relationship were rated as highly important elements of success.

Implications for practice included an emphasis on reflective practice development to support professionals, and a need for professionals to be aware of the young person perspective regarding the importance of an affective relationship and pragmatic factors.

Paper Two: The Role of the Community Educational Psychologist in Supporting Professionals Engaging with Vulnerable Young People.

Paper two builds on the findings from paper one by applying the contribution that a CEP can make in the support of professionals engaging with vulnerable young people.

The rationale for this paper includes evidence from the literature suggesting that:

- Many service models informed by psychology are not accessible to vulnerable young people.
- Professionals engaging with vulnerable young people have limited access to psychological techniques and support.
- Educational Psychologists work increasingly through others in non-traditional settings as Community Educational Psychology (CEP) approaches emerge.

A Solution Focused peer supervision model was used to support three professional peer groups for two hours per month for six months. Data was collected regarding professionals' constructs regarding successful engagement practice both pre- and post- intervention, an observation diary kept and a post-intervention semi-structured interview administered. This data was analysed using content and interactive thematic analysis.

Conclusions from this action research include that Solution Focused peer supervision has been effective in these peer groups in improving professionals' self perception of their own reflective practice, and their positive practice with young people. It also concludes that the role of the psychologist in this supervision exceeded that of a facilitator of SF peer supervision and that the application of wider psychological frameworks and the management of group processes were seen as important aspects to the Community Educational Psychologist role by both professionals and the CEP. Furthermore, a Community Educational Psychologist could further contribute to the practice of professionals in the youth work sector by the provision of case consultation and training.

Perspective

My perspective is informed by ten years of youth and community practice in the independent sector in both the UK and Africa. My experience in the community sector before entering Educational Psychology training has given me specific interest in empowerment approaches, which brings an interactionist positioning to this research. Time in community centre management has given me skills and interest in supporting teams through supervision models. Finally, involvement in charity sector strategy bodies has given me a socially critical perspective when considering social policy and work cultures.

Paper One:

The Elements of Success in Engaging with Vulnerable Young People.

Abstract

The process of engagement is essential in practice with young people at risk of social exclusion. The elements of success in building this relationship are explored to some extent in the therapeutic literature, but do not necessarily cross the discipline divide to provide clear guidance for youth work practice. This paper explored the elements of success in engaging with vulnerable young people from the perspectives of eleven vulnerable young people and ten practitioners using Personal Construct Psychology methods to elicit and compare perceptions of the process of engagement. Professionals' personal theories of the causation and prevention of a commonly occurring case study were also investigated for their relationship to the personal constructs guiding their practice. It was found that young people prioritised the affective elements of the relationship, but that pragmatic considerations were also of high importance to them. In contrast, professionals prioritised a commitment to young person well-being, followed by factors supporting the well-being of the practitioner including self reflection. Implications for practice include an appreciation of the factors important to young people, such as genuine warmth and affect, and pragmatics that make a worker more accessible such as ad hoc availability and approachability.

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1.1. Introduction.

This is the first of two papers that explore the contribution of a Community Educational Psychologist in promoting ways of successfully engaging with vulnerable young people. Its specific focus is on the identification of successful practice that contributes to this engagement and explores this through the constructs of a group of professionals and a group of vulnerable young people.

Young people in the United Kingdom are the unhappiest of all industrialised countries in Europe (UNICEF 2007). There is a strong youth agenda to tackle the issues that make them so, and strong social incentives to make vulnerable young people's well-being a priority (DCSF 2005, DCSF 2006).

Work to change attitudes and behaviours to promote general wellbeing must be grounded in a strong professional-client relationship (Lambert and Barley 2002). In the following literature review however I will show that there is a need for increased consensus and guidance across disciplines about practice regarding the specific elements that make these relationships work in challenging circumstances.

1.2. A Review of the Literature

This literature review firstly defines which young people are likely to be referred to as 'vulnerable', and explores some of the barriers that they may experience in accessing services. Secondly, the importance of the concept of engagement in work with vulnerable young people is shown and an overview of the differing discipline approaches and perspectives of engagement are presented. Thirdly, examples of literature showing successful engagement from the therapeutic and youth sector literature are given, and the gaps in the literature explored. Fourthly, more recent developments from the application of attachment theory to work with vulnerable young people is presented as a possible framework for movement forward. Finally it is identified that research exploring the specific elements of success in engagement with vulnerable young people is needed to inform youth sector practice.

Literature was searched using academic web based search engines; EBSCO, PsychARTICLES, Google scholar, and personal books. For the evidence base supporting current policy governmental department websites were also used. Further information and studies regarding youth and community evidence bases were obtained from the informal education website: www.infed.co.uk. As this subject area crossed disciplinary boundaries, care was taken to vary search terms; for example using the term 'therapeutic alliance' in the therapy literature to access research around

the engagement of adolescent clients, and the use of the term 'NEET' ('Not in Employment Education or Training') to access youth policy documents and youth work literature, and the term 'at-risk youth' to similarly access mental health literature.

The term 'vulnerable young people', although used widely in the literature, does not have an official definition. Government guidance however, such as the Youth Matters Green Paper, (DCSF 2005) define vulnerability as factors that put young people at risk of social exclusion including those of; not being in employment education or training (NEET), teenage pregnancy, drug misuse, crime and antisocial behaviour.

Vulnerable young people as defined above, experience barriers in accessing support services for both intrinsic and extrinsic reasons. Situational factors like homelessness or instability of shelter are often compounded by family breakdown, drug misuse, and offending behaviours (De Anda, 2001). The mental health literature tells us that the risk of the development of disorders such as anorexia nervosa, depression and conduct disorders is higher in adolescence (Davis, Martin, Kosky & O'Hanlon, 2000).

Historically young people may well have experienced services that are not effective, resulting in cynicism or support services fatigue, and a view of engagement as relinquishing fiercely-held autonomy (Baer, Peterson and Wells, 2004). Systemically, service resources may well be shaped best to meet the needs of younger children in the prioritisation of the long-term savings inherent in early intervention work.

Finally culturally, despite a myriad of recommendations for including the voices of young people in the shaping and delivery of support services (DOH 1999, DOH 2000, DOH 2001, DCSF 2005, DCSF 2006) the UK holds institutionalized and unhelpful stereotypes regarding young people (Slesnick, Meyers, Meade and Segelken, 2000) and a culture of not listening with credulity to them (Butler and Green 2007).

Policy positions and research reports recognise that engagement between vulnerable young people and helping professionals is essential for effective work with vulnerable young people. This is evidenced widely in the fields of youth work (Crimmens, Factor, Jeffs, Pitts, Pugh, Spence and Turner, 2004), psychotherapy (Karver, Handelsman, Fields and Bickman, 2006) and youth justice (DCSF 2004).

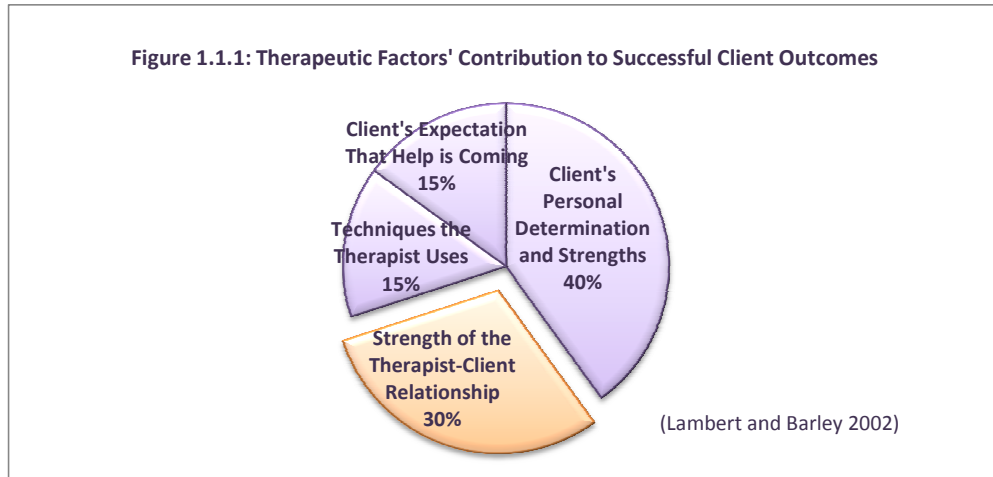
Consensus does not exist across disciplines on what promotes success in building this engagement or indeed what 'engagement' means. Literature from the youth work disciplines, including group work, street-based work, targeted individual work and youth offending work, seems to concentrate on engagement as participation (Hart 1992; Hart 1997). Whereas research from the therapeutic and mental health literature concentrates on engagement as a process (Liddle 1995) in particular focusing on therapeutic relationship factors; that is, the relationship between client and therapist (Karver et al 2006). It has to be said however that the evidence for elements of success specifically related to young people in both approaches is limited, and offers limited guidance in terms of best practice (Colley 2006). It is best to review the literature available for successful engagement from both aspects to fully understand current positioning.

Youth work approaches tend towards phenomenological retrospective accounts of specific, localised projects. From these a picture can be gained of what is working in the sector for engagement with vulnerable young people. A national study of street-based youth work for example found that the common elements of trust, empowerment, a relationship with a consistent adult professional and enabling young people's voices to be heard are shown to correlate with successful engagement (Crimmens et al 2004). One example of the project evaluation approach lies in the work of Orme, Salmon, and Mages (2007) who evaluated an interactive drama project for the delivery of sexual health education to vulnerable young people (as understood by this paper's definition, above). This found that programmes with the elements of young-person perceived relevance, active involvement, validation and valued input, confidentiality, and not feeling 'bored' or 'lectured to by adults' (Orme et al 2007, p 359) were successful with young people who were marginalized by other approaches to sexual health education.

Criticism of this evidence base include that it is slim, (Colley 2006), and that there is a general 'scattergun' or 'fire fighting' approach rather than one of combined strategy across the sector (Yates and Payne 2006). I would also argue that although project evaluations show how the youth sector successfully manages to engage young people who cannot engage with other services, these approaches do not spell out the elements of interpersonal skills needed to usefully inform further successful practice.

More detailed explanations of the factors for success in building of relationships with vulnerable young people come from the therapeutic literature. A meta-analysis of the relationship variables in youth treatment (Karver, Handelsman, Fields and Bickman, 2006) indicates that the role of the therapeutic relationship (the relationship between client and therapist) in therapy with young

people may play a role that is even more essential than that in adult therapy. In adult therapy, apart from independent client factors, this has been shown to comprise the largest element of therapy success (Lambert and Barley 2002).



The historical literature laying down essential conditions for therapeutic relationships is well established. It states the importance of genuineness, empathy and positive regard (Rogers 1957), and furthermore that in the initial stages of therapy (or engagement) counsellors must show that they are attractive to engage with, trustworthy and expert (Strong and Dixon 1971).

The specific conclusions we can bring to the successful factors of engagement with vulnerable young people from the Karver et al (2007) meta-analyses of therapy success factors with children and adolescents are limited. This paper, for example, did not differentiate between results for adolescents and children, and a heavy skew of 80% toward cognitive behavioural therapy approaches lent an emphasis to the effect of directive approaches, which could well have led to the conflicting findings regarding the roles of 'client autonomy', 'therapist direct influence' and 'affect towards therapist'. The role of autonomy in adolescent engagement with therapeutic processes, as I will show below (Hughes 2009), has been shown to be a particularly critical factor for young people. The skew in the meta-analysis above towards therapist-led approaches therefore lends particular weakness to its relevance to the literature for young people and engagement.

Interestingly for colleagues operating outside of the usual mental health models of delivery, such as youth offending service workers, and youth workers, this meta-analysis did find that the effect of the therapeutic alliance (that of congruence between the therapeutic aims of client and therapist)

was highly generalisable across settings, including 'treatment as usual in the community'. The strength of this particular therapeutic factor could hold relevance for workers in the youth sector.

The recent prevalence of attachment theory-based applications with vulnerable young people offers a way forward for promoting success in the engagement process for professionals (Geddes, 2005, Bomber, 2007, Youell, 2006, Hughes, 2006 & 2009). In this approach all focus is placed on the importance of the relationship with the helping adult. Research into the practice that uses attachment-based intervention, at the 'Kids Company' in London, (Gaskell 2008) found that the relationship was not the conduit for intervention, but that 'the possibility to develop a relationship with a trusted adult figure...is a significant intervention in itself' (Gaskell 2008 p.28).

Hughes (2009) provides an illuminating account of common reasons why professionals can fail in the engagement process with young people. As with his work with children with developmental trauma, the intersubjective elements of attunement, joint awareness and joint attention are held as essential for the formation of the therapeutic relationship with vulnerable young people. It is useful here to consider what can commonly occur instead of these elements, to illustrate attachment theory in action with young people. Hughes points out that in contrast to an adult attuning to an adolescent, remaining calm and rational may be received as a lack of attunement to an adolescent, whose emotionality may be high and who may be experiencing a high degree of immediacy and intensity. Instead of sharing joint attention, young people's agendas may well concern something immediate, whereas an adult often will want to speak about long-term objectives. Joint awareness may also often be absent in the interaction due to a lack of cooperative stance about reasons for a meeting.

Furthermore, Hughes points out that objectivity can deny the adolescent the empowerment to have an effect on another, and the judgment of an adolescent's inner world when they do choose to share it, serves to suppress any further personal disclosure.

It is clear that although engagement with vulnerable young people is recognised as the cornerstone of intervention work, clear, consistent messages about how to build that engagement are either missing or not yet extensively reaching across the divide between therapy and youth work to inform practice. Further research is needed therefore to clarify those elements of success in practice from both the professional and vulnerable young person perspective.

1.2.6 Research Aim:

The general aim of this paper was to find the priorities, similarities and differences in approaches and attitudes between a group of professionals and a group of young people regarding the elements of success in engagement with vulnerable young people.

The research took place across two authorities in South West England. Professionals taking part were engaged with vulnerable young people at risk of the factors for social exclusion as detailed above, working within Children, Schools and Families directorates. These professional roles included those of Family Development Workers, Youth Workers, Youth Offending Services Officers and Social Workers. Young people engaging in services that target vulnerable young people were interviewed including those engaged with NEET services, Targeted Youth Work Services, and Youth Offending Services.

1.2.2 Research Questions

The rationale for the methodology used to explore this area will be discussed in the section below. However firstly it is important to provide some context for the following research questions. In the literature reviewed above, much is made of the need to include client voice in shaping services, however limited amounts of the papers reviewed represented that voice. It is important then to ask firstly:

1. What do vulnerable young people think are the important aspects for professionals to engage with them?

It is then that we should specifically explore with professionals whose role it is to engage with vulnerable young people:

2. What do professionals think are the important aspects of engaging vulnerable young people?

Thirdly, it will be interesting to see what background factors contribute to certain approaches and attitudes to engagement in professionals, and to discern if there are relationships between certain beliefs and engagement styles by asking

3. How do professionals perceive prevention and causation for a commonly occurring set of issues concerning a young person?

and

4. How do professionals' views on prevention/causation relate to their constructs regarding the elements of success in engaging with vulnerable young people?

Finally, and most importantly for implications for practice

5. What are the similarities and differences between professional's and young people's views about engaging young people?

3. Design and Methods

3.1 Methodology

Attempts to capture the experiences of young people engaging with therapeutic support use phenomenological approaches to best represent young people's individual views (Bury, Raval and Lyon, 2007). In the youth literature this tends to be focused towards participation in projects and evaluation rather than practitioner guidance (Orme et al 2007). In the therapeutic literature, French, Reardon and Smith, (2003) point out the benefits of uncovering process issues with a qualitative approach, as opposed to the difficulty of drawing clear conclusions regarding outcomes from quantitative data. Overall there is a shift away from a 'researching on' towards an 'exploring with' methodology when listening to service users and shapers (Fulcher 1995).

Phenomenological research techniques from the field of Personal Construct Psychology (PCP) (Kelly 1955) have been used to explore the multi-agency shared understanding of educational success for children in foster care (Coulling 2000), to elicit the views of children on the Special Educational needs register (Maxwell 2006), and to draw out the consensus and contrast or terminology used for attributes between experts from differing professional cultures (Gaines and Shaw 1989). The benefits of PCP lie in its interpretivist approach; its particular gearing to understanding people's understanding (Ravenette 1977).

This research takes an interpretivist perspective and uses phenomenological methodology to gain an in-depth exploration of the experiences of professionals and vulnerable young people in the process of engagement.

3.2 Sampling and Participants

This research took place across two local authorities within the South West of England.

Professionals were approached opportunistically, selection criteria being roles with a specific emphasis on engagement with vulnerable young people and professionals either known or recommended to the researcher. Ten professionals participated and their contexts and roles were:

A Community Psychology led children's centre project working with Black and minority Ethnic (BME) populations within areas scoring high on the Multiple Deprivation Index (Office of National Statistics 2007), in a navy port city (Senior Educational Psychologist).

A parent partnership project, in the same city above, also led by a Community Educational Psychologist (two parent support workers).

A charity sector project providing commissioned services to engage and progress young people not in employment education or training (NEET). This operated in a rural area, taking referrals from a number of areas scoring high on the deprivation index (Office of National Statistics 2007) (Senior Youth Work Coordinator, Social worker, Youth Worker).

A youth offending service operating in an area of deprivation (Youth Offending Officer, Assistant Youth Offending Officer).

A newly formed locality team in an area of deprivation in a South West authority (Family Support Worker, Targeted Youth Support Work coordinator).

Eleven young people were recruited through the professionals participating in both stages of the research project. Initially approached by a familiar professional, meetings were set up with the professional alongside to promote confidence and trust in the process, and all young people were given the choice of the familiar professional remaining alongside for the duration of the interview. Three chose to do so. Ages ranged from 13 years 5 months to 17 years 3 months. All young people were defined for the purposes of this study as vulnerable young people on the grounds of their existing contact with services targeted for young people at risk of social exclusion. Two young people had offended and were engaged with a Youth Offending Officer, seven young people were categorized as NEET and engaged with one of two NEET targeted support and skills projects, and two young people were accessing one-to-one targeted youth support due to mental health issues.

3.3 Ethical Considerations

Please refer to appendix 3.22 (p. 137) for a full discussion of ethical considerations.

3.4 Methods

One interview was conducted with each participant.

Professionals were asked to respond to a vignette of a commonly occurring scenario (appendix 3.4, p. 83) and to outline the significant issues, explain how they would deal with this scenario, what could prevent this scenario, and to provide some casual factors.

This was followed by the triadic elicitation of ten constructs using following ten eliciting elements under the theme: successful engagement with vulnerable young people:

1. My self now
2. My Past Self
3. My ideal self
4. A colleague from whom I would choose to learn
5. A colleague from whom I would not choose to learn
6. A multiagency colleague from whom I would choose to learn
7. A multiagency colleague from whom I would choose to learn
8. A multi agency colleague from whom I would not choose to learn
9. A supervisor from whom I would choose to learn
10. A supervisor from whom I would not choose to learn.

Participants were then asked to rate the ten emergent constructs on a repertory grid, with time following this for reflection, and feedback regarding emerging patterns to the participant.

Responses were recorded on a response form.

Young people's interviews consisted of simply the elicitation of ten constructs using 'a picture and its opposite' technique (Ravenette 1980) in which young people were asked to draw a picture of a helping professional who was successful in engaging with them, with ten labeled constructs, and an 'opposite' picture composed of the opposite poles of those constructs. (Please see appendix 3.2, P. 81, for the young person interview procedure script, and 3.6, p. 89, for an example completed picture and its opposite.)

This was followed by a 'magic wand question' adapted from the solution focused 'miracle question' (De Shazer 1988) to elicit the priority construct for the young person. Young people were asked: 'If I put a hundred professionals in one room to train them to be the best they could be at working with young people, and I gave you a wand to wave over them to give them one superpower or skill, what would that superpower be?'

Care was taken to keep the interview brief. Preliminary interviews with professionals revealed the high cognitive load of completing the ratings on the repertory grid, and consideration was given to the possible failure and resultant stress that this would place on a group of young people with a high incidence of concentration and literacy difficulties. It was decided to prioritise the elicitation of constructs rather than the rating of constructs, and this held implications for the comparative analysis of the constructs from the two groups.

3.5 Instruments.

An information sheet, interview script, and procedure for young people is available in appendices 3.1 (p. 79) and 3.2 (p. 81).

An interview procedure and response form for professionals is available in appendices 3.3 (p. 82) and 3.4 (p. 83). The vignette provided was produced from composite case studies from the researcher's youth sector experience and checked for appropriateness with colleagues.

3.6 Analysis Procedures.

A within participant cluster analysis of repertory grid ratings was conducted, using the online, platform independent 'WEBGRID5' (Shaw and Gaines 2010).

Content analysis between professionals' and young people's constructs followed the generic content analysis procedure laid down by Holsti (1968) following seven steps: identification of categories, allocation of constructs to categories, tabulation of the result, establishing the reliability of the category system, summary by meanings, summary by illustrative example, summary of frequency of construct occurrence in each category.

Comparison between young people and professionals used differential analysis (Holsti 1968). To compare percentages fairly young people's constructs were weighted with 0.9 to allow for the n11 compared to n10 professionals.

Professional responses to vignettes utilized deductive thematic analysis (Braun and Clarke 2006) under the themes ‘causation’ and ‘prevention’ at four systemic levels those of ‘young person’, ‘family’, ‘agency’ and ‘cultural’.

Finally, categories revealed by content analysis were compared and contrasted on both attributes described and terminology, using the ‘consensus, correspondence, conflict and contrast matrix’ (Shaw and Gaines 1989) as below:

Table 1.3.1: Shaw and Gaines, (1989) Four-way Comparison of Constructs in Terms of the Distinctions Made and the Terminology Used for Them

		Terminology	
		Same	Different
Attribute	Same	<p><u>Consensus:</u></p> <p>Individuals use terminology and distinctions in the same way. <i>Illustration: A professional and a young person both using the term ‘approachability’ to refer to attributes such as friendliness and proactivity that make professionals easy to talk to.</i></p>	<p><u>Correspondence:</u></p> <p>Individuals use different terminology for the same attribute. <i>Illustration: A professional using the term ‘grounded’ and a young person the term ‘being himself’ to refer to the same attribute of genuineness.</i></p>
	Different	<p><u>Conflict:</u></p> <p>Individuals use the same terminology for different distinctions. <i>Illustration: A professional using the term ‘friend’ to refer to the attribute of appropriate boundaries, and a young person using the same term ‘friend’ to refer to the approachability of a professional.</i></p>	<p><u>Contrast</u></p> <p>Individuals differ in terminology and distinctions. <i>Illustration: A professional and young person talking about different aspects of the relationship using differing terminology. Such as the young person using the term ‘pretty’ to refer to the attribute of fixed or external characteristics whilst professionals fail to refer to this attribute. Similarly a professional using the term ‘resilience’ to refer to the attribute of internal well being in the professional where young people do not talk about this attribute.</i></p>

This model was created to compare repertory grids between experts, to compare and contrast language used by those experts. The statistical methodology used in this process however was not practical for this research, necessitating that the young people completed a repertory grid, which was not achievable as above, and also that each professional rated each other’s repertory grid, again not practical from the sampling methods. Therefore this model is used as a model in which to explain content analysis findings rather than repertory grid ratings analysis between participants.

1.4. Results

The results section is organised according to the five research questions for this paper:

1. What do vulnerable young people think are the important aspects for professionals to engage with them?
2. What do professionals think are the important aspects of engaging vulnerable young people?
3. How do professionals perceive prevention and causation for a commonly occurring set of issues concerning a young person?
4. How do professionals' views on prevention/causation relate to their constructs regarding the elements of success in engaging with vulnerable young people?
5. What are the similarities and differences between professional's and young people's views about engaging young people?

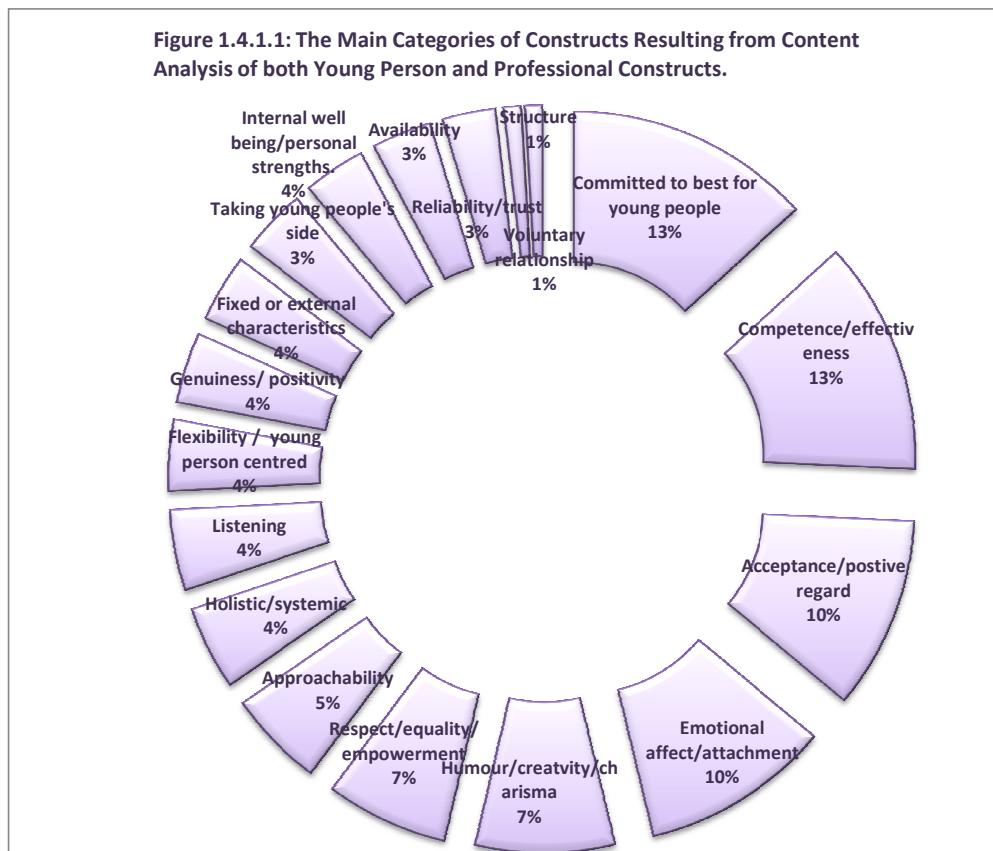
To answer these questions the results are presented in the following order:

- Firstly the overall categories found in the content analysis of all constructs elicited are presented.
- Secondly the findings from the 'picture and its opposite' interviews with young people are presented following content analysis to reveal the most important themes for them in professional's engagement with them.
- Thirdly, data from the repertory grids produced by the professionals interviewed will be presented, again following content analysis, to reveal themes and the order of importance of those themes to professionals.
- Fourthly, a thematic analysis of the data resulting from professionals' responses to a vignette are presented, organised by theme and the prevalence of those themes to show the considerations professionals give to prevention and causation factors in their work with vulnerable young people.
- Fifthly, the analysis of the relationship between individual professional's responses to the vignettes and the constructs revealed in their individual repertory grids is presented to illustrate the impact that professionals' considerations of causation and prevention factors lends to the constructs that they find important in practice.
- Finally, a differential analysis of the constructs that young people find important when engaging with them is compared to the constructs that professionals found important and

the areas of similarities and differences the terminology for attributes used are compared using Shaw and Gaines' (1989) model of 'consensus, conflict, correspondence and contrast'.

1.4.1: The Main Categories of Constructs Resulting from Both 'A Picture and its Opposite' Interviews with Young People, and Triadic Elicitation with Professionals.

All constructs elicited from both professional and young people under the theme 'elements of success in engaging with vulnerable young people' were analysed using content analysis producing the resultant categories and percentage distribution of constructs (for a full content analysis refer to appendix 3.5, p. 85):



With all groups taken together the greatest frequency of constructs occurs in the categories; 'committed to best for young people' (13%), 'competence/effectiveness' (13%), 'acceptance/positive regard' (10%), 'Emotional affect/attachment' (10%), 'humour/creativity/charisma' (7%), and 'respect/equality/empowerment' (7%). Differential content

analysis explores the results for young people and professionals as separate groups below.

1.4.2: What Vulnerable Young People Think are the Important Aspects of Practice for Professionals to Engage with Them (Research Question 1).

Young people were asked to draw a picture and its opposite of a helping professional (for a completed example see appendix 3.6, p. 89). Ten constructs regarding the successful elements of engagement of professional practice were elicited and assigned to categories using content analysis, as below.

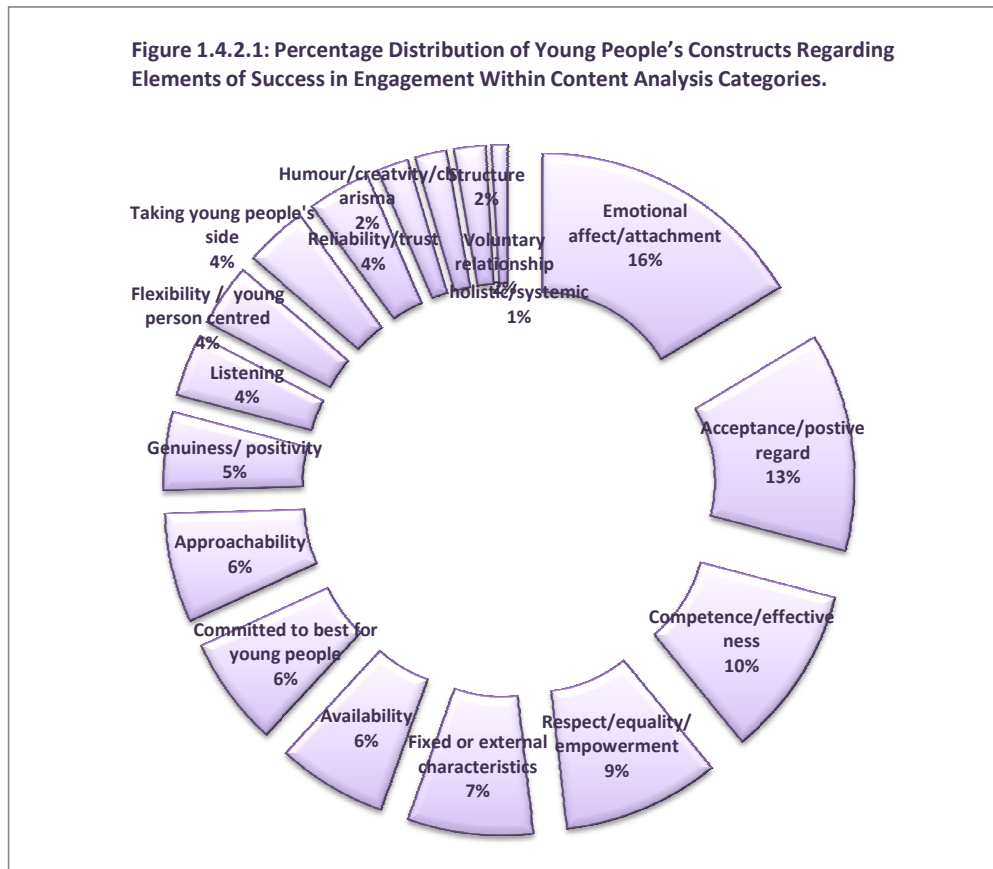


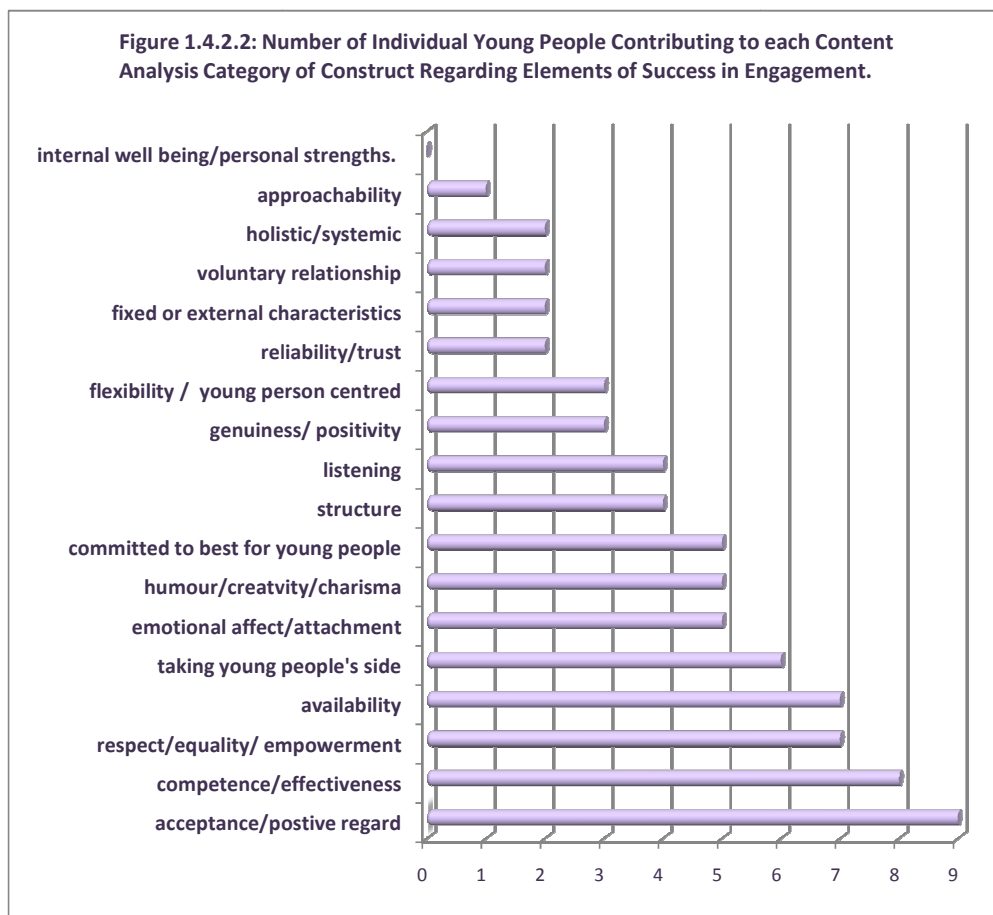
Table 1.4.2.1: A Summary of the Content Analysis of Young People's Constructs

Category	Description	Illustrative Example (preferred construct-unpreferred construct)
Emotional affect/attachment	A personal, caring individual relationship.	<i>She bonded with my mum and me-Everything between us is kept neutral. Wanted to be with me-didn't like me. Knows me-Not interested.</i>
Acceptance/positive regard	Nonjudgmental and understanding attitude towards young people.	<i>Tried not to make me feel guilty-Told me off/made me feel guilty. Accepting what you say-making you feel small.</i>
Competence/effectiveness	Professional knowledge, confidence in practice and efficiency.	<i>Knew what she was doing-Pick up words as he goes along. Responsible-letting people get on bad influence. It helps me-there's not much need for it.</i>
Respectful/equality/empowering	Treating young people with equality and respect and involvement in decision processes.	<i>Civilized conversation-They always tell me what to do. Talks to me like a normal human being-Talks down to you.</i>
Fixed or external characteristics	Miscellaneous characteristics to do with appearance and situational factors.	<i>Casual-Dressing like they want everyone to know they're in charge. Pretty-Not good looking. Known her a long time-just met/new. Same background and culture-more privileged. A woman-A man.</i>
Available	The practical and attitudinal accessibility of the professional.	<i>Always interested in what I have to say-Busy with other things. Always has time-Too busy to care.</i>
Committed to best for young people	Motivated by young people's needs.	<i>Genuinely concerned about my welfare-not particularly bothered. Nourishing-Bullying. openness-only doing it because it's a job.</i>
approachability	Factors such as friendliness and proactivity that make professionals easy to talk to.	<i>Friendly approach-Mean and strict approach. Always smiling-doesn't really look at anybody. Friendly-moody and sarcastic.</i>
genuineness/positivity	Congruency between personal values and expressed attitudes towards young people.	<i>Nice generally anyway/cares-some are nice 'cos they have to be. Makes a good impression-tries to make a good impression.</i>
Listening	Active listening skills.	<i>Checks out my views-Butting in before I could explain.</i>
Flexibility / young person-centred	The ability to be responsive to young people's needs.	<i>mellow-not allowed to do anything. different/original-following a trend.</i>
Taking young people's side	Understanding of young person's perspective and willingness to advocate.	<i>Stick with you-giving up. They take your side-going against you.</i>
Reliability/trust	A commitment to confidentiality and reliability.	<i>I can talk to her about anything-Tell my Dad :(, earns my trust-blabbing about everything you tell them.</i>
Humour/creativity/charisma	A fun, innovative and creative approach to work with young people.	<i>Fun to be around-boring.</i>
Structure	Expectations explained to young people.	<i>Explained the rules clearly-Make me feel left out and confused</i>
Voluntary relationship	The freedom to choose to engage.	<i>I can choose the relationship-Had to be there.</i>
Holistic/systemic	An awareness of the whole young person and the systems in which work is situated.	<i>Communicating with my family-not giving my family feedback</i>

It is clear from the analysis of the frequency within categories of constructs provided by young

people, that the five most important elements of success in professional practice in terms of engagement for them are: emotional affect from the worker (16%), a feeling of nonjudgmental acceptance of them (13%), belief and trust in the practitioners’ competence (10%), being treated with respect and an empowerment focus (9%), and finally, external or fixed characteristics, such as gender, dress, and perceived cultural background (7%).

To appreciate the importance given to different categories by young people, it is important to consider the spread of contributions within each category. The following table illustrates the number of individual young people contributing to each category.



The most popular categories of construct when measured by the number of different contributors are ‘acceptance/positive regard’, ‘competence/effectiveness’, ‘respect equality’, ‘availability’, and ‘taking young people’s side’. In comparison to the frequency of constructs in each category, this replaces ‘emotional affect towards young people’ with ‘acceptance/positive regard’ as the most

popular category. Equally, ‘availability’ and ‘taking young people’s sides’ prove more popular when measured by the number of contributors versus frequency of constructs in category, placing ‘external, or, fixed characteristics’ at a lower priority. However both methods of analysis support the importance placed by young people on constructs encompassed by the categories; ‘acceptance/positive regard’, ‘competence/efficiency’, ‘availability’ and ‘respect/equality’.

4.2.2 The ‘Superpower’ Question.

Young people’s responses to the ‘magic wand’ question were as follows:

Table 1.4.2.2: The ‘Superpowers’ and Corresponding Content Analysis Categories.

Category	‘Superpower’
Competence/effectiveness	‘Persuasiveness – that’s the whole point of their job’ ‘To be helpful’ ‘Responsible’
Emotional affect/attachment	‘To build friendships with people’ ‘Compassion’ ‘To care about you individually’
Listening	‘Listen!’ ‘To be able to listen and understand’
Genuineness/positivity	‘Genuine’
Approachability	‘Friendly’
Misc.	‘Spoil me with money, bring sweets’

The responses from the young people to the ‘superpower question’ correspond to the categories of constructs already prioritized by both frequency of constructs and number of contributor.

1.4.3: What Professionals Think are the Important Aspects of Engaging Vulnerable Young People (Research Question 2).

Ten constructs under the theme ‘elements of success in engaging with vulnerable young people’ were elicited from ten professionals engaging with young people, using triadic elicitation (see appendix 3.7, p. 90, for an example of a completed repertory grid interview). Content analysis of the constructs elicited revealed the following categories.

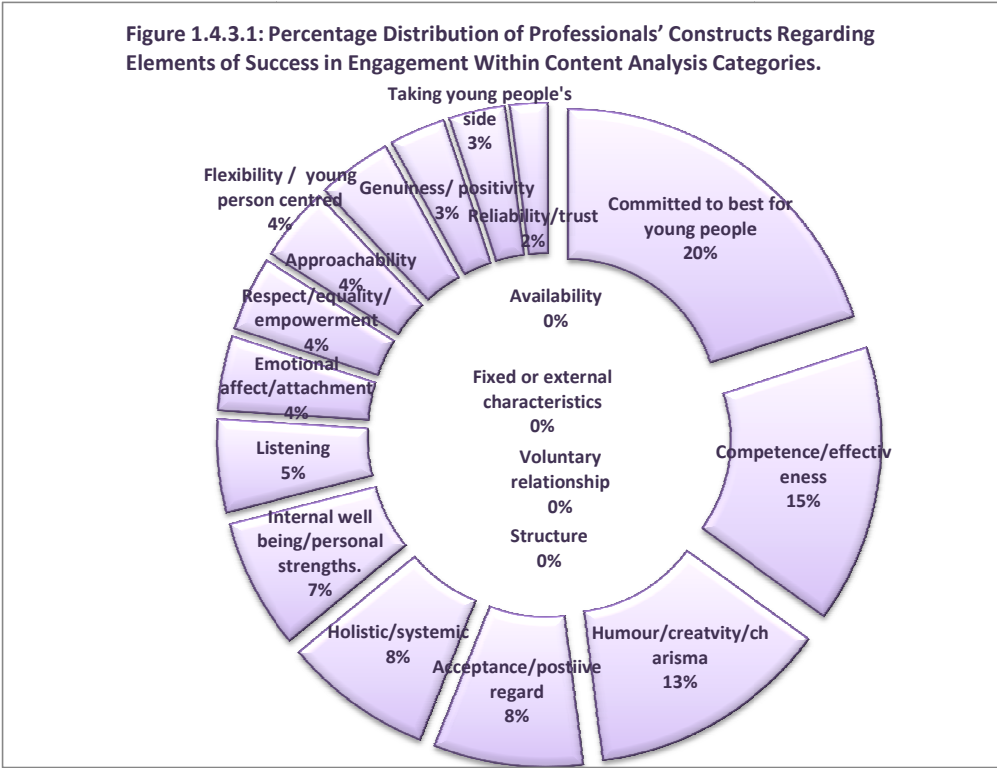


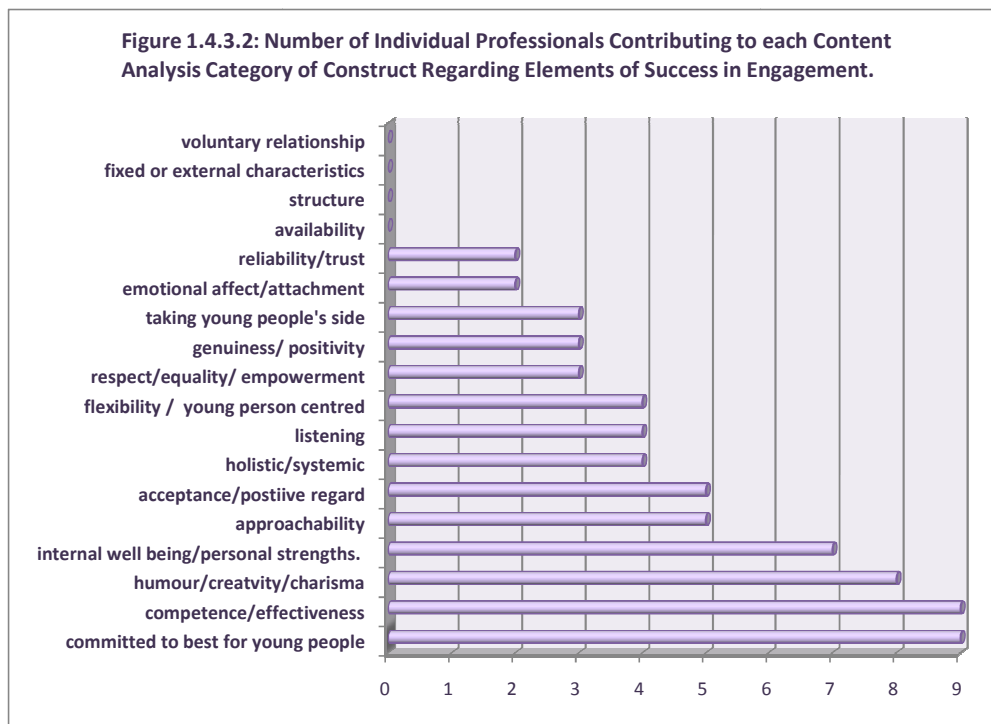
Table 1.4.3.1: A Content Analysis of the Categories Arising from the Triadic Elicitation of the Constructs of Ten Professionals on the Theme: 'Engaging with Vulnerable Young People'.

Category	Definition	Illustrative examples (preferred construct-unpreferred construct)
Committed to best for young people	Motivated by young people's needs.	Good intentions towards young people-inadequacy. Well being focus-Disinterest. Value driven-Money driven.
Competence/effectiveness	Professional knowledge, confidence in practice and efficiency.	Thorough-Missing things. Productive-Complacent. Focused on outcome/effective-Lack of motivation. Confidence in self as professional-acting/following others.
Humour/creativity/charisma	A fun, innovative and creative approach to work with young people.	Creative-Stifling. Innovative-Boring. Presence-Invisibility. Creative-Not engaging outside the box. Ability to play-Seriousness.
Acceptance/positive regard	Nonjudgmental and understanding attitude towards young people.	Open minded-Judgmental. Nonjudgmental-Assumptions about young people.
Holistic/systemic	An awareness of the whole young person and the systems in which work is situated.	Interconnectedness-Aloofness. Breadth of understanding-Narrow, blinkered focus.
Internal well being/personal strengths	Factors contributing to the emotional resilience of the professional.	Resilience-Getting knocked down. Strong-blaming past experience/victim. Self actualisation-Fears.
Listening	Active listening skills.	
Emotional affect/attachment	A personal, caring individual relationship.	Genuine empathy-apathy. Depth of practice-emotionally detached.

Table 1.4.3.1: A Content Analysis of the Categories Arising from the Triadic Elicitation of the Constructs of Ten Professionals on the Theme: ‘Engaging with Vulnerable Young People’.

Category	Definition	Illustrative examples (preferred construct-unpreferred construct)
Respect/equality/empowerment	Treating young people with equality and respect and involvement in decision processes.	Respectful-Bully. Empowering-controlling.
Approachability	Factors such as friendliness and pro-activity that make professionals easy to talk to.	Open-abrupt/defensive. Approachable language-Expertise language.
Flexibility / young person led	The ability to be responsive to young people’s needs.	Flexible-Domineering. Considerate-Single minded. Understanding-Uncompromising.
genuineness/ positivity	Congruency between personal values and expressed attitudes towards young people.	Grounded-Manipulative. Down to earth-Think they're important.
Taking young people's side	Understanding of young person’s perspective and willingness to advocate.	Stand up for young people-Slagging them off.
Reliability/trust	A commitment to confidentiality and reliability.	Respect confidentiality-Untrustworthy.

The top five categories as measure by construct frequency for professionals regarding elements of success when engaging with vulnerable young people were ‘commitment to the best for young people’ (20%). ‘Competence/effectiveness’ (15%), ‘humour/creativity/charisma’ (13%) ‘acceptance/positive regard’ (8%) and ‘holistic/systemic’ (8%).



A consideration of the number of individual contributors to each category place 'competence/effectiveness', 'committed to best for young people', 'humour/charisma', 'internal well being', and 'approachability' as the top five categories.

1.4.4 How Professionals Perceive Prevention and Causation for a Commonly Occurring Set of Issues Concerning a Young Person (Research Question 3).

Thematic analysis (appendix 3.8, p. 92) revealed the following main themes in regards to prevention, causation and support:

Table 1.4.4.1: Thematic Analysis of Professionals' Theories of Causation and Prevention in Response to a Vignette.

Theme	Illustrative examples.
Cultural Factors:	Family instability, state guidance vs. personal freedom, raised awareness of issues, rights without responsibilities, oppression, deprivation, neighbourhood systems.
Agency Systems	Educational, Multiagency blame, better collaborative working, historical negative experiences of support, meeting needs appropriately.
Family systems	Personal agency /empowerment, parenting skills, intergenerational patterns, boundaries, patterns of within young person blame.
Young person	Search for identity, resilience factors.

Professionals tended to place causation and prevention factors at a family systemic and agency levels, with less emphasis on within young person factors, and some factors at a cultural systemic level.

1.4.5 How Professionals' views on Prevention and Causation Factors Relate to Intervention Practice (Research Question 4).

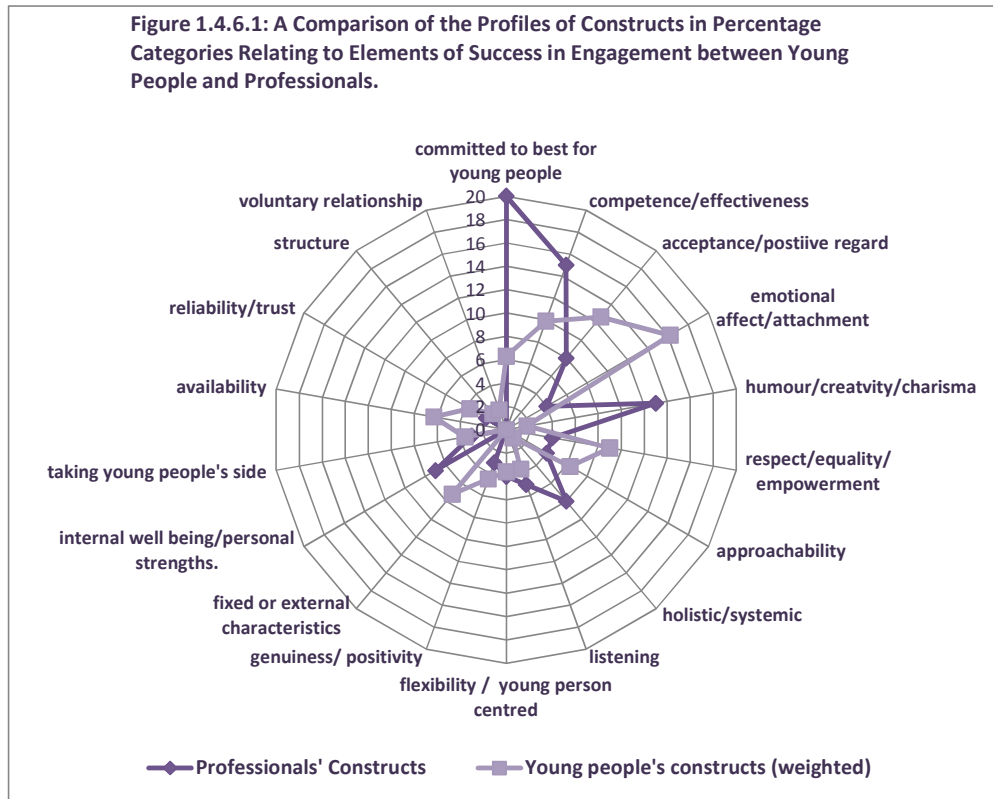
Cluster analyses of the ratings on individual repertory grids provided by professionals (appendix 3.7, p. 90) were analysed using the programme WEBGRID5 as detailed in the analysis section above. Clusters of constructs correlated at 90% were assigned a category description, and compared with themes arising from thematic analysis of responses to a vignette (above).

Table 1.4.5.1: The Comparison Within Individual Professionals of Themes Arising from the Consideration of Causation and Prevention Factors and Constructs Elicited in Relation to Practice In Engaging with Vulnerable Young People.

Professional	Role	Vignette Themes	Cluster analysis themes; constructs occurring at 90% agreement.
Professional 1	Senior Community Educational Psychologist	Intergenerational patterns, deprivation, meeting needs appropriately.	Equality, holistic, efficiency
Professional 2	Parent Partnership Support Advisor	Parenting advice, rights without responsibilities, equality, empowerment.	Commitment to role, positivity
Professional 3	Parent Partnership Support Advisor	Within-young person blame, State guidance vs. personal freedoms, personal agency.	Innovation, competence, non-judgmental
Professional 4	Senior Youth Worker	Multi agency blame, better collaborative working, intergenerational patterns, within-child blame, meeting needs appropriately.	Principled, facilitator role
Professional 5	Social Worker	Reflectivness, parenting/attachment, state guidance vs. personal freedoms.	Insight, efficiency
Professional 6	Youth Worker	Identity, oppression, rights without responsibilities, state disempowering.	Efficacy, value-driven
Professional 7	Youth Offending Officer	Early intervention, within young person blame, multiagency blame.	Solution focused, proactivity,
Professional 8	Family Support Worker	Family instability, boundaries, parenting education, early intervention, state disempowering.	Self-actualisation, child-led.
Professional 9	Targeted Youth Support Coordinator	Boundaries, neighbourhood environments, intergenerational patterns, deprivation.	Emotional stability, value driven, containment.
Professional 10	Assistant Youth Offending Officer	Intergenerational patterns, within-child blame patterns, better multiagency collaborative working.	Holistic, empathy, emotional drivers

Analysis of the themes revealed by cluster analysis of professionals' repertory grids, and thematic analysis of response to a vignette, appear to show agreement between constructs regarding holistic approaches, and causation and prevention factors at the 'cultural factors' level (figure 1.4.4.1). This may be also related to role, and will be explored further in the discussion.

4.6 The Similarities and Differences between Professionals' and Young People's Views About Engaging Young People (Research Question 5).



The figure above illustrates the main areas of similarity and difference between young people's and professional's constructs in regards to engagement. They differ substantially in their main priorities professionals prioritise 'committed to the best for young people', and 'competence/effectiveness', whereas it is clear that young people prioritise the emotional affect of the worker and 'acceptance and positive regard'. Other notable peaks of importance placed by young people occur in the categories 'availability, respect/equality and fixed or external characteristics. These are not shared by professionals, who favour humour, the internal well-being of the worker and a holistic approach.

Areas of similarity occur in the categories of 'flexibility/young person-centred', 'listening' and 'reliability'.

To understand these patterns of similarity and difference in more detail, it is useful to compare and contrast not only the attributes (constructs) described by participants, but to compare and contrast

the terminology used for them. For this purpose the Shaw and Gaines (1989) model of ‘consensus, conflict, correspondence and contrast’ was used as follows:

Table 1.4.4.2: A Comparison of the Consensus, Conflict, Correspondence and Contrast between Professional and Young Person Constructs in the Theme: ‘Elements of Success in Engaging with Vulnerable Young People’.

		Terminology	
		Same	Different
Attribute	Same	<p>Consensus</p> <ul style="list-style-type: none"> • Approachability: ‘approachable-closed in’ (YP2) ‘Approachable-remote’ (P10). • Taking young people’s side: ‘on your side’ (YP3) ‘stand up for young people’ (P7). • Listening: ‘good at listening-not communicating’ (YP7) ‘being receptive-not listening’ (P4). • Reliability/trust: ‘trustworthy-talk about everything I’ve said to him’ YP11) ‘respect confidentiality-untrustworthy’ (P3). • Humour/creativity/charisma: ‘humour’ (YP11) ‘sense of humour’ (P9). 	<p>Correspondence</p> <ul style="list-style-type: none"> • Genuineness/positivity: ‘being himself’ (YP9) ‘grounded’ (P8). • Committed to best for young people: ‘want to help’ (YP6) ‘passionate’ (P2, P3, P7, P9). • Flexibility/young person-led: ‘chilled out-bossy’ (YP8) ‘flexibility-rigidity’ (P8). • Holistic/systemic: ‘communicating with my family’ (YP10) ‘interconnectedness’ (P5). • Respectful/equality/empowering: ‘civilized conversation-they always tell me what to do’ (YP4) ‘empowering-controlling’ (P1). • Competence/effectiveness: ‘she knew what she was doing (YP1) ‘confidence in self as professional’ (P6). • Acceptance/positive regard: ‘accepting what you say (YP8) ‘nonjudgmental’ (P6).
	Different	<p>Conflict</p> <ul style="list-style-type: none"> • Emotional affect/attachment: ‘Knows me’ (YP5) ‘depth of practice-emotionally detached’ (P) vs. availability: ‘Always has time’ (YP). 	<p>Contrast</p> <ul style="list-style-type: none"> • Fixed/external characteristics: ‘a woman-a man’ (YP11) vs. no constructs from professionals. • Voluntary relationship: ‘I can choose the relationship’ (YP2) vs. no constructs from Professionals. • Structure: ‘explained the rules clearly’ (YP1) vs. no constructs from professionals • Internal well-being: ‘resilience-getting knocked down’ (P6) vs. no constructs from young people.

Implications for both theory and practice of the patterns of consensus, correspondence, conflict and contrast between young people’s and professionals’ constructs of successful engagement are further explored in the discussion.

1.5 Discussion

In this section the findings are discussed with reference to the literature in order of the research questions. Reflections on the process are then discussed and conclusions with implications for both theory and practice are set out.

1.5.1 Young People’s Constructs Regarding the Elements of Success for Engagement.

Both the frequency and spread of responses from the contributors to the category 'affect' showed strong congruence between the young people's views and the attachment literature placing the affect with practitioner at the centre of practice.

The importance of 'affect' as shown with this sample of young people is supported by the attachment literature, (Hughes 2009, Gaskell 2008) which emphasises the importance of that relationship as the key determinate of engagement. Opposite or 'un-preferred' constructs for this category echo Hughes' (2009) advice regarding common mistakes when relating to adolescents, namely that of remaining too calm and rational, which can be perceived as a lack of attunement 'everything between us is kept neutral' (S1.YP1).

The construct of 'Respect/empowerment' for these young people relates to the emphasis in the literature on autonomy in both the psychodynamic, (Hughes 2009) and youth and community literature (Crimmens et al 2004). The popularity of this category for young people is not surprising. However, a separate category, also relating to autonomy, that of 'voluntary nature of the relationship', only itself received two constructs. It would appear then, that autonomy has various strands and meanings to young people, only one of which relates to the voluntary nature of the relationship, and has more to do with the quality of interaction between the worker and young person, once there is a relationship.

It is interesting that young people were also much attuned to the motivation of the professional. 'Committed to best for young people' encompassed a range of constructs to do with the young person's perception of the focus of professionals. Studies of children with attachment difficulties point out the hyper-vigilance that is present in children whose early emotional experiences have taught them to be either vigilant for danger from adults or in an anxious aroused state to be opportunistic about their needs being met (Bomber 2007, Geddes 2005). The attachment style of children and adolescents lies on a spectrum, and it may be interesting to explore whether there is a difference between vulnerable and non-vulnerable young people in this respect. Vulnerable young people will have experienced negative interactions with adults either in the home, or in another setting with professionals. This may make the prioritisation of finding out adult motivation to be with them more important than for a non-vulnerable population.

The importance of 'acceptance' for these young people is also supported by therapeutic literature (Hughes 2007). It is important to reflect on the opposites provided by young people in this category. The constructs 'told me off/made me feel guilty' (S1.YP1), 'making you feel small' (S1.YP8), 'what have I done now?' (S1.YP4) and "'oh god" judged before they know you' (S1.YP3)

illustrate some of the attitudes that these young people experience outside their successful relationship. They correspond to literature that points out that such stereotyping and judgment reinforces a sense of negative self and corresponding behaviour (Geddes 2005). As one professional put it in a causation response to the vignette 'The young person thinks "they're all telling me I'm like this, I might as well do it"' (S1.P3).

Two further categories of constructs given high importance by young people related to the availability of the worker and a more miscellaneous collection of fixed or external characteristics. These will be discussed further in the section comparing young people's and professionals' priorities.

1.5.2 Professionals' Constructs Regarding the Successful Elements of Engagement.

Professionals prioritised the following categories as relevant to engagement with vulnerable young people 'committed to the best for young people', 'competence', 'humour', 'internal well being', 'approachability' and 'acceptance'.

Differences between the emphasis placed on categories between young people and professionals will be discussed in the next section. For the moment, it is worthwhile noticing that the categories taking the highest percentage (with number of contributor also taken into consideration) are internal; they are to do with motivation, attitude and resilience factors, more than they are to do with externally measurable skills. Even the category of 'competence/effectiveness', focuses far more on factors internal to professionals such as 'confidence as practitioner', than it does on skills such as time management. This has implications for the appropriate focus for professional development and support. The importance of reflective supervision to support professionals working with vulnerable young people is widely supported (Kessel and Haan 1993) however skills-based training can often be prioritised over a more continuously-supported reflective approach. This will be explored further in Paper Two.

1.5.3. Prevention and Causation: Relationships with Promoting Engagement with Young People.

It would appear that most professionals place causation and prevention factors at systemic levels around the young person. This would correlate with literature that emphasises the importance of avoiding within-child blame and looking for the causation factors for behaviours in the systems around the child or young person (Norwich 2005).

Individuals who showed a higher awareness of holistic factors through the cluster analysis of their

repertory grids, also showed a pattern of higher levels of systemic awareness in their responses to the presented vignette. This in turn seemed to be related to the training exposure that participants had. Professionals currently or recently engaged in training in which sociology was a factor were able to enter into discussions about prevention and causation factors with ease, and, it would appear from the relationship detailed above, were more able to take cultural factors of prevention and causation into consideration and hold constructs regarding holistic approaches to engagement with young people.

1.5.4: The Similarities and Differences between Professionals' and Young People's Constructs Regarding Engagement.

In this sample, young people and professionals agreed to a small extent that the elements of listening, being flexible, or young person-led, and reliability are important for the process of engagement. This is supported by the literature as previously discussed (Rogers 1957, Strong and Dixon 1971, Hughes 2009).

The two main differences between groups occur in the most popular categories for young people and professionals. Professionals prioritise 'committed to the best for young people', and 'competency/effectiveness'. Young people prioritise 'emotional affect' and 'acceptance'. One is significantly more relationship-focused than the other.

Further differences reflect the differing perspectives that both groups come to the same experience from. Professionals find it important to have humour, internal well-being factors and a holistic approach. Young people contribute almost solely to the categories of 'availability', 'fixed or external characteristics' and 'respect/equality'. A young person in the process of engagement will of course be comparing the professional to workers in other roles, in which case being practically and emotionally available to them will be an important characteristic. Whereas perhaps the workers interviewed assumed that professionals working with vulnerable young people would be practically available as part of their role. It is interesting to understand that young people will react to fixed and situational factors, such as gender and dress, and that this is certainly something that professionals need to be sensitive to.

In analysing the differences and similarities used in the Consensus, Correspondence, Conflict and Contrast model, (Shaw and Gaines 1989) it is important to emphasise the difference between the disparities in emphasis on constructs revealed by differential content analysis, and the difference in attribute understanding and the language used for those attributes as drawn out by the Shaw and

Gaines model. There may be consensus between groups for example about language used to describe an attribute; however they may not share an emphasis of how important that is. Therefore, the attribute and terminology for 'fun' is understood by both groups, yet emphasized as important by only the professionals.

The quadrant 'consensus', where the same terminology is used to describe the same attribute tells us that young people and professionals in this sample are using the same language to describe the same factors of 'approachability', 'taking young people's side', 'listening', 'reliability/trust' and 'humour'. This is reassuring, as it means that it is likely that when they talk to each other about these attributes there is shared understanding.

Young people and professionals' terminology and attributes 'correspond' for the construct categories 'genuineness/positivity', 'committed to best for young people', 'flexibility/young person-led', 'holistic/systemic', 'respectful/equality/empowering', 'competence/effectiveness' and 'acceptance/positive regard'. Again, it is reassuring to think that understanding of these elements of the engagement process are shared by both groups, however recommendations for practice would be that professionals are aware of the language that they use in describing these elements and are sure to check for understanding.

The quadrant of 'Conflict' refers to different attributes referred to by the same terminology. The process of content analysis separated constructs referring to different attributes, which makes this a difficult quadrant to explain in terms of the Shaw and Gaines model. However it is noticeable that the category 'emotional affect/attachment' certainly had constructs that conflicted with constructs within the category 'availability' in that young people spoke both of the importance that a professional 'knows me' (S1.YP5) and 'always has time'. Whereas when professionals (numbering only two contributors to the category 'emotional affect/attachment') seemed to prefer to talk about 'genuine empathy', 'interest' and 'depth of practice' versus being 'detached' and 'emotionally detached' (S1P10). When talking about availability therefore, it is likely that professionals are thinking about emotional availability as opposed to practical availability.

Categories fitting the 'contrast' quadrant, where different language is used for different attributes, present fewer complications for practice than the conflict quadrant does. Here, there is no muddle in language, simply differing priorities and emphasis. The categories fitting this quadrant seem to reflect the different perspectives that young people and professionals bring to the engagement experience. For the young people, pragmatic and immediate considerations, such as an adult being

not only emotionally available, but also having the time, is an important factor. Additionally situational and personal factors can have a significant impact on their ability to engage – such as gender, dress, and previous knowledge of the worker. However professionals do not acknowledge these attributes. This is something to bring to their attention. Again the psychotherapeutic literature supports practitioner self-awareness of their characteristics and what this may mean to a client (Rogers 1957).

Professionals themselves have preoccupations about the relationship that young people are not aware of. For example the emphasis placed by professionals on humour and on worker-resilience factors, may well reflect the different experience that they are having. It may in fact not be in the interest of the engagement process to share these preoccupations with young people, taking the focus away as it would from the relationship to personal professional needs. It is certainly the case that therapeutic literature supports the idea that therapist well-being and psychological adjustment is consistently related to successful therapeutic outcome (Beulter, Machado and Neufeldt, 1994). Well-being and resilience is therefore of a valid importance to professionals not only personally, but also for the success of the engagement process.

Recommendations for practice may involve consideration of the importance placed on humour and fun. The vulnerable young people engaging with professionals in this study take the relationship seriously and feel that they have this relationship for serious reasons. Professionals may be investing time in ensuring that they are attractive from a fun perspective, where their efforts could be better placed on demonstrating emotional affect, and positive regard towards their young people.

1.5.5. Reflections on the Research Process.

Both methodological issues and personal reflections are considered here.

The young people targeted by this research were not all comfortable with writing or drawing. At the beginning of the process the option of both drawing and recording words on their behalf with their direction was offered. Given the prevalence in the sample of young people with literacy issues, it was not surprising that seven of the eleven young people were happier that I, rather than they, record words. The number of young people who further asked for the picture to be drawn for them with their direction was surprising. Further methods of elicitation could follow psychotherapeutic work (Wilson and Long 2007, Berg and Steiner 2003) which utilizes 'small world' models and objects and pre-drawn pictures to help children and young people express themselves.

Some professional participants found it uncomfortable to identify particular people when thinking of the eliciting elements 'a colleague/multiagency colleague / supervisor from whom I would not choose to learn'. This was despite it being explained that the information was confidential, and that they could use a pseudonym or initials. Personal construct psychology research using eliciting elements benefits from the presence of contrasting elements to draw out constructs and the phrasing used was careful. It is worth noting the important role of the researcher to reframe such elements ('can you think of someone who has elements of practice from which you would choose not to learn?') and to contain any anxieties created by questions.

Samples were not matched, in that some of the professionals interviewed then had direct relationships with the young people interviewed, however some were entirely unrelated. Therefore participants were compared who were not experiencing the same relationship. It can be assumed then that some contrasting views may reflect not contrasting perspectives, but contrasting experiences of the engagement process. Matched sampling, along with a larger sample, could lend robustness to explorations into this area in the future.

Personal construct psychology techniques were found to be useful to compare and contrast perspectives on shared experiences between different groups such as clients and service providers. The findings and conclusions cannot be generalised given its methodology, yet they can be illuminative in other settings and with other young people. In this study the ratings within the repertory grids were used only for cluster analysis. More accurate comparisons utilizing the rating scales between participants could be used if one construct was provided and therefore was constant between grids, (Honey's analysis, 1979) or if participants' grids were presented to each other to rate and compare (Gaines and Shaw 1989).

As a researcher, my experience in the youth sector and existing multiagency links in the area helped the sampling and interviewing process. Previous experience with building rapport quickly with vulnerable young people supported young people to talk freely about their experiences of engagement. Sampling of vulnerable young people was challenging with four cancelled appointments, and five withdrawals from the process before the meeting. Bearing in mind the challenges facing engagement with vulnerable young people, allowance in research time and perseverance must be made in accessing young people's voices in this area. Understandably, however sensitively approached through the professional with existing engagement, young people in vulnerable situations are likely to have reservations about meeting a new professional. Equally, it is a risk of the research process that professionals working sensitively to establish and maintain

engagement with a vulnerable young person feel under pressure to keep to a research interview appointment with a young person when circumstances change. It is a researcher's responsibility to ensure that professionals are reassured and supported to act in the interests of the young person over the demands of research. This was achieved in this research by allowing contingency time for rescheduled appointments and approaching other participants, and by communicating understanding to professionals about the pressures of practice.

1.6 Conclusions

This research defined the different perspectives that young people and professionals bring to the engagement process and the different needs that these perspectives bring. It also outlined the values that are shared between young people and professionals. More detailed analysis of the use of terminology for attributes highlighted areas in which professionals need to be mindful that there may not be shared understanding.

The young people interviewed prioritised the emotional affect for the worker and acceptance factors. The importance of this to young people is supported by the increasingly prevalent therapeutic literature guided by attachment theory. Young people also focused on pragmatic and presentation issues such as the availability of the worker and external characteristics. It will help professionals to be mindful that these are priorities for vulnerable young people in the engagement process.

Professionals reflected a different perspective to the work by emphasizing the emotional infrastructure behind creating that affect in factors such as an attitude of being committed to the best for young people, competency, resilience, humour and a holistic approach. These internal factors were of more importance than skills based knowledge, and supported the importance of reflective practice development and support for professionals.

Both groups agreed that approachability, flexibility and reliability are important for the engagement process. Young people are also just as interested in the relationship producing outcomes for them as professionals are. This is more important to them than elements of fun, although a sense of humour may increase approachability and acceptance.

The methodology was found to be useful in comparing and contrasting perspectives on engagement, and could be utilised to evaluate practice. Equally, the addition of methodological steps such as participants grading of other participants' repertory grids, and the provision of a fixed,

and therefore comparable, supplied construct as used in Shaw and Gaines' research (1989) could be included to allow for more statistical analysis and comparison in further research.

1.7 References

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Paper Two

The Impact of Community Educational Psychology on Professionals Engaging with Vulnerable Young People through Six Months of Solution-Focused Peer Supervision Coaching.

Abstract

Vulnerable young people access services such as Youth Services and Youth Offending Services. Professionals in this sector have limited access to Educational Psychology. Educational Psychologists are increasingly working outside traditional settings in Community Educational Psychology roles, however more evidence is needed to illustrate the diverse possibilities of practice. This paper explores the role and perceived impact on practice of a Community Educational Psychologist coaching six, monthly sessions of Solution-Focused peer supervision with three professional peer groups from Youth Services, Youth Offending Services and Police Youth Intervention. Personal construct shifts regarding the elements of success in engaging with vulnerable young people were measured pre- and post-intervention along with role and impact themes identified through observation diaries and post-intervention semi-structured interviews. Findings included the importance of the non-intervention specific elements of the psychological supervision, the impact of Solution-Focused techniques as both a tool and process for professional development, and recommendations for further support for professionals working with vulnerable young people.

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1. Introduction

This paper explores the role of the Community Educational Psychologist (CEP) in supporting professionals engaging with vulnerable young people. It follows from a linked previous paper exploring the perceived elements of success in engaging with vulnerable young people. This found that young people want their relationship with a professional to have outcomes, that they focus on the interpersonal affective elements of the relationship, and that professionals tend to focus on the infrastructural internal aspects that underpin their ability to provide this relationship.

This second paper aims to provide a concrete example of CEP practice to add to the growing body of research in this area. It explores in depth the intricacies of working through other professionals to achieve change in vulnerable young people's lives, particularly focusing on vulnerable young people who do not access services other than those specified. As psychologists work increasingly through others to achieve systemic change, (Norwich, 2005) a larger body of evidence is needed to provide both a rationale for psychologists to defend this systemic approach, and directions for best practice.

My general perspective is set out in the overall introduction for this thesis. However for the purposes of the intervention used in this paper, it is worth noting relevant areas of interest and experience from my previous roles. During my work in management in the youth and community sector I placed emphasis on the development of youth work practice through reflective managerial supervision and the use of peer supervision processes, and found aspects of both to be effective. The aim of this research is driven by my own experience of the lack of access to psychologically informed practice in the youth sector, and the knowledge that support can be improved for vulnerable young people through the use of effective supervision methods with professionals who engage successfully with them.

2. Literature Review

This literature review will explore the following: Firstly, the access that vulnerable young people have to support; secondly, the access to support services and appropriate models of support over the developmental stages; and thirdly, examples of services that are successful in attracting and retaining engagement with vulnerable young people.

The work of Educational Psychologists (EPs) is increasingly through others in a collaborative systemic context, and some aspects of this practice are referred to as community orientated. This literature review will investigate existing research showing CEP practice, and identify areas in which further research is needed, particularly in regards to contributing to work with vulnerable young people.

Finally I will outline the rationale for the use for both peer supervision and Solution-Focused (SF) interventions to bring useful psychological theory and practice to those practitioners who engage successfully with young people.

This literature review was carried out using EBSCO, Psych Info and Google scholar online academic search engines, in addition to personal books and journals. To ensure that a diversity of sources was accessed, differing search terms were used to access literature from different disciplines. Online websites for organisations representing the professions of interest were accessed, such as the Youth Justice Board, 'Infed', covering informal education research in the youth and community sector, and governmental websites for policy and research.

2.2.1 Vulnerable Young People and Access to Psychology Services.

In the previous paper I set out the situation for vulnerable young people, that is people aged between 13-19 who are at risk of not being in education, employment or training ('NEET'), at risk of teenage pregnancy, drug misuse, crime, antisocial behaviour or mental health issues, and their barriers to accessing services. Here, I will set out the challenges particular to their opportunities to access psychologically informed services.

The recognition of the need for psychological factors, such as an awareness of child development, a recognition of the importance of attachment in early intervention work in the early years are evident and the role for the psychologist appears to be well-established and defined (Wolfendale and Robinson, 2001; Dennis, 2004). The recognition of the importance of psychological factors in intervention practice with vulnerable young people is less evident in youth work, however. The government green paper, *Youth Matters*, (2005) recognised that young people accessing individual support services needed a trusted central professional with whom to build a consistent relationship. A 'targeted support' model was proposed consisting of holistic support from various professionals funneled through this central professional (DfES, 2005). It is not clear from any published papers in the literature searches described above, what the defined EP contribution, if any, to targeted support is.

Within psychological intervention services offered in more traditional models through CAMHS (Child and Adolescent Mental Health Services) there is ample evidence that attrition rates increase steeply with age (Pelkonen, Marttunen, Laippala and Lonngvist, 2000; Armbruster and Kazdin, 1994). One may also hypothesize that the application of Educational Psychology to work with vulnerable young people, especially those not accessing education and those over 16, is not well established. This appears to be evident through the lack of literature specifically relating EPs to vulnerable or at risk young people in comparison with the proliferation of published reports of EP practice in the early years and school settings, and the traditional models of accessing EP practice through educational settings. Smith (2005) warns of the dangers of over-relying on delivering to vulnerable young people in the school context. It could be argued then that vulnerable young people are not best accessed through schools and educational settings for EPs.

2.2.2 Services Engaging with Vulnerable Young People and their Relationship with Psychology.

Services specifically targeted at vulnerable young people include Youth Offending Services (YOS's), Police Youth Intervention Services, and Youth Services. A focus on the engagement of young people, shaping services around their particular needs, and incorporating their views into service delivery contribute to a higher engagement rate than in universal or untargeted services (Crimmens et al 2004).

Evidence for the use of explicit psychology to inform interventions used with these young people is limited, although many services may use psychological principles implicitly and intuitively. YOS's, for example, rely on a strong bias towards the use of cognitive behavioural therapy (CBT) programmes to target issues such as anger management and consequential thinking (Prior 2005), targeted youth work appears to have a scattergun approach to interventions (Yates and Payne 2006). These models of working do appear to have more success in the engagement of young people, where traditionally accessed therapeutic models of delivery seem to fail. Studies investigating their long-term impacts have mixed results (Prior 2005), and integrated and underpinning understandings of developmental psychology and psychological approaches are missing.

2.2.3 Emergent Community Educational Psychology Practice.

The strong collaborative working agenda (DfES 2003, DfES 2004a; DfES 2004b; DfES 2004c; DfES 2005a; DoH 1998; DoH 1999; DoH 2001; Milbourne, Macrae, and Maguire, 2003) and increased commissioning opportunities mean that EPs are working increasingly in a variety of settings. Debates rage about the best models for multi-agency working and the role of the EP within it

(Hughes 2006, Doyle 1997 Leadbetter 2006). Since the reconstruction of the profession (Gillham 1968) a strong central argument has developed for the role of the EP at a systemic level supporting other professionals in their work (Norwich, 2005; Boyle and Mackay, 2007; Taylor, 2003).

Community Educational Psychology (CEP) is an approach that can be seen as either a discrete area of applied psychology or embedded as a general orientation (Mackay 2006). Practice definition is emerging through published examples of CEP practice nationally (Stringer, Powell, and Burton 2006, Jones 2006, Wood 2006, Mackay 2006). The Hampshire Educational Psychology service, for example usefully define the values and approaches that make them a community orientated service:

- Interactionist
- Systemic
- Embedded research
- Meeting people where they are
- Proactivity, prevention partnership and participation
- Social justice through social action
- Meaningful and respectful.

(Stringer Powell and Burton, 2006 p.62)

One area of increasing involvement that does bring CEP's into contact with vulnerable young people is that of inclusion in multi-agency youth offending teams. EPs have made contributions in areas such as bullying culture change (Ahmed 2006), mental health (Cooper and Tiffin 2006, Knowles, Townsend and Anderson, 2006), and rehabilitation (Champion and Clare 2006).

In a paper reflecting on the challenges and opportunities available to an EP working with a youth offending team, Ryrie (2006) sets out the case for EP involvement with Young Offenders making links between youth offending and low achievement, non attendance and exclusion. He also adds to this the focus that EPs have for the well being of young people.

His contributions in the team included direct casework with young people, strategic development, training (of team members and parents), with additionally recommended roles in research, and team facilitation. Ryrie reflects that the most valuable contribution he made was the flexibility and diverse opportunities to use problem solving frameworks and skills.

Although examples exist for CEP practice, as above, community psychology continues to be slow to develop in the UK (Kagan 2007). Its identity remains blurred and it suffers from a lack of illustrative diversity of practice. This supports the need for research in this area to provide further examples of practice. I would also argue that the evidence presented above regarding the access to psychologically informed services for vulnerable young people indicates a particular direction for CEP development.

2.5 Peer Supervision

Peer supervision is a supportive way in which professionals of similar experience enable each other to learn about 'a professional attitude, skills and one's personal way of carrying out his/her profession' (Hanecamp 1994 p.503). Professionals take turns in the role of supervisor and supervisee and can form groups of varying sizes. It is used widely in professions where workers come across complex human real-life situations that benefit from reflection to inform future practice, such as nursing (Hyrkäs, Koivula, Lehti and Paunonen-Ilmonen, 2003), collaborative working across disciplines in child mental health (Thomasgard, Warfield and Williams, 2004), teacher coaching (Gunn Morris and Chance 1997), doctoral supervision (Sambrook, Stewart and Roberts, 2008) and co-working relationships in industry (Hodson 2008).

A review of peer supervision evaluation found that participants spoke about their own growth and development, increased confidence and self-esteem, increased taking care of health and well being and ability to look at problems more objectively (Žorga, Dekleva and Kobolt, 2001). This paper also warned caution: absence of a leader means that all group members must take responsibility and have an awareness of process issues, and common communication issues can occur.

Peer supervision, with its focus on personal development and a self-sustaining structure appears to offer a good fit for professional practice development. A structure for guiding this development is presented below.

2.6 Solution-Focused (SF) Practice

Solution focused practice is increasingly popular with an expanding group of both EPs and EPS's and is used increasingly across the areas in which EPs are involved including group work (Durrant 93), in-service training (Murphy 1994) teacher consultation (Rhodes 93), inter agency meetings (Rhodes and Ajmal 1995), and direct therapy work with children (Berg and Steiner 2003). The roots of SF can be traced to a group of counsellors who chose to focus not on problems that clients brought, but on

what was working well, and to build on these capacities using various questioning techniques. These draw out exceptions to the problem situation, explore what behaviour a client would engage in if a miracle occurred, visualise 'good enough' as opposed to 'perfect' goals, and reframe experiences positively (De Shazer 1988). Its appeal lies in the pragmatic, time-limited and capacity-building model of working, which can enable practitioners to tap into systemic factors, and can particularly appeal to children and young people as a non-stigmatizing form of intervention (Berg and Steiner 2003).

Enthusiasm in the EP field for SF use is not currently matched by a commitment to evaluating its effectiveness, and evidence is limited. Stobie, Boyle and Woolfson, (2005) present the available evidence which shows that SF techniques can help with parent-child conflict, communication problems, and family violence, amongst other issues and offer suggestions for measuring the approach's effectiveness. With an increase in commissioning models of service this may become a necessity if EPs want to continue to use this approach.

SF was adopted as an approach in this study for a number of reasons: It provided an ideological fit with the capacity approaches inherent to young person-centred work. SF was also already an approach adopted by the educational psychology service (EPS) in which the research took place. Finally, SF provided a clear structure and tools with which to both equip professionals and explore personal development issues.

2.7 Research Aim

The aim of this research paper is to examine how a CEP supports professionals working with vulnerable young people. Based on the review above, this will be explored through the use of a SF peer supervision intervention with selected professionals supporting vulnerable young people.

The particular research questions relating to this aim are as follows:

1. How does a CEP use various psychological approaches including a SF framework to support professionals working with vulnerable young people?
2. How do professionals working with a CEP perceive the provided support processes and the perceived impact of this support on them in their work with vulnerable young people?

2.3. Methods and Design

2.3.1 Methodology

This study takes a phenomenological stance; it concentrates on the interpretation of the experiences of the professionals participating in the psychologist-facilitated intervention and their perceptions of impact on differing aspects of practice. It also interprets the experiences of the psychologist involved to gain a full perspective of the process. This study therefore gathers qualitative data before and after an intervention in an action research design using interpretivist research and analysis methods from the fields of Personal Construct Psychology (Kelly 1955) and interactive thematic analysis to reach an 'understanding of their understanding' (Ravenette 1977).

2.3.2 Participants and Sampling

This research took place within an EPS in the South West of England. Recent reorganisation of council services had established area and locality teams of multi-agency professionals with the intent of increasing cross-agency collaboration. Alongside these co-working developments, area services were exploring new ways to work through commissioning opportunities, in which the EPS was active.

Professionals were recruited for this research from the same geographical area, although not all professionals worked within the Children, Schools and Family directorate. The geographical area covered by the professionals' practice was a remote rural area encompassing six super-output areas within the top 10% of most deprived areas for the UK, ranging as high as 1.8% most deprived (DCLG, Indices of Deprivation 2007).

Professional participants were selected firstly on the basis of their occupations in terms of targeted work with vulnerable young people. 'Vulnerable' in this context was defined as aged 14-18, and at risk of social exclusion on the grounds of not being in education, employment or training ('NEET'), at risk of teenage pregnancy, drug misuse, crime, antisocial behaviour or mental health issues. Professionals were then sampled opportunistically, depending on their availability to take part, line management agreement and volunteering to take part once approached. Three statutory organisations were firstly approached at management level; the Police, Integrated Youth Support Services, and Youth Offending Services, with an initial proposal (appendix 3.9, p. 93) outlining the

aims of the project, the potential capacity development benefits to the organisation and the participation commitment needed. Initial meetings were held with management in these organisations. Managers then approached individual professionals with the SF peer supervision proposal. Following their agreement and interest an initial meeting was held to provide information and gain sign-up.

Four participants from the Youth Offending Service showed interest to take part in the project forming two peer groups of two, one group of four professionals signed up from Integrated Youth Support Services, and two Youth Intervention Officers from the Police Force.

Following the initial meeting and taster session one, two professionals from the Youth Offending Service were unable to continue due to long-term sick leave and high work commitments. One professional from the Integrated Support Services was unable to meet the commitment of the initial meeting and taster session and chose not to continue with involvement.

All remaining participants took part in all SF peer supervision sessions, (excepting one absence due to sick leave) as below:

Table 2.3.2.1: Professional Participants; Peer Groups, Roles and Gender.

Organisation/peer group	Participant	Role	Gender
Integrated Youth services (IYS)	S2.P1.IYS	Youth Support Worker	Female
	S2.P2.IYS	Youth Support Worker	Female
	S2.P3.IYS	Youth Work Coordinator	Female
Youth Offending Services (YOS)	S2.P5.YOS	Assistant Youth Offending Officer	Female
	S2.P6.YOS	Assistant Youth Offending officer	Female
Police	S2.P7.POLICE	Police Youth Intervention Officer	Male
	S2.P8.POLICE	Police Youth Intervention Officer	Male

2.3.3 Intervention.

A monthly peer supervision support session was facilitated by the researcher using an SF framework for 6 months. Sessions ran for two hours and were held for the Youth Offending Services (YOS) and Integrated Youth Services (IYS) peer groups at their workplaces in private meeting rooms, and for the Police peer group in a children's centre family room. YOS and IYS peer groups completed six sessions, and due to a delayed beginning, the Police peer group completed five.

Structures for sessions were set by the facilitator based on a SF scaling conversation framework. This explored issues brought by participants through firstly the framing of the conversation, secondly the 'preferred future', thirdly 'what is working well now', fourthly where on the scale would be 'good enough' and finally, visualisation of the next step up (appendix 3.12. P. 98) The

roles of SF peer supervisor, SF peer supervisee, and observer were rotated depending on participant confidence and enthusiasm to take differing roles.

Facilitation was responsive to the needs of the different peer group cultures. Variation between groups of the focus of support by the CEP was recorded in observation diary notes and is reported in table 2.4.3.2.

The CEP training, support and experience included monthly supervision with a Senior Educational Psychologist, two peer supervision sessions with an EP colleague with SF practice qualifications and experience, and 1.5 days of pre-intervention SF training as well as previous experience both in SF techniques in EP consultative practice and in the management and supervision of professionals engaging with vulnerable young people.

2.3.3 Methods.

An interview was held with all professional participants pre- and post-intervention. In the pre-intervention condition this elicited professionals' constructs regarding the elements of success in engaging with vulnerable young people using the comparison of three eliciting elements, such as 'past self, colleague you would choose to learn from and a supervisor you would not choose to learn from' in a triadic elicitation procedure (Fransella and Dalton 1990) (appendix 3.10, p. 94). Following elicitation, participants were asked to rate constructs in a repertory grid, and a reflective discussion was held to confirm interpretations of their terminology.

Post-intervention, a semi-structured interview again elicited professional constructs under the theme; 'elements of success in engaging with vulnerable young people'. This was followed by a series of semi-structured questions (appendix 3.11, p. 96) regarding process issues, impact of the intervention on various aspects of practice, and opinions about the psychologist role and contribution. This interview was recorded and then transcribed (appendix 3.19, p. 119).

In addition, a reflective diary was kept by the psychologist for all SF peer supervision sessions (appendix 3.13, p. 99).

2.3.4 Analysis Procedure.

All constructs were analysed using a generic content analysis procedure laid down by Holsti (1968) following seven steps: identification of categories, allocation of constructs to categories, tabulation of the result, establishing the reliability of the category system, summary by meanings, summary by

illustrative example, summary of frequency of construct occurrence in each category. Differential analysis was used to compare constructs between professional groups and pre and post intervention.

Qualitative data collected via post-intervention semi-structured interviews and reflective diary observations were analysed using interactive thematic analysis, rather than a grounded theory approach, due to pre-existing themes of interest such as process factors, the role of the psychologist and impact on various aspects of practice.

2.3.5 Ethical Considerations.

Ethical guidelines provided by the British Psychological Society and Exeter University were followed for both thesis papers. For a complete consideration of all ethical issues and example consent forms please refer to appendices 3.21, 3.22, 3.23 and 3.24, pages 134-140.

2.4. Results.

The results section presents the research material in three main parts, which relate to the three main types of data gathered. The first section deals with constructs elicited through the use of repertory grids with all professionals pre and post their participation in the SF peer supervision sessions. It presents not only the main categories revealed by content analysis, but also the differential analysis between professions, and compares constructs elicited both pre and post intervention.

The second section reports both the development of, and themes arising from, SF peer supervision sessions as noted in the observation diary and analysed with interactive thematic analysis. These are broken down into respective professional peer groupings, and comparisons between professional groups are made.

The third section presents findings from the interactive thematic analysis of post-intervention interviews with all professionals; namely process factors, impact on practice, participant views on the contribution of the psychologist, and comparison between the views of the professional groupings.

2.4.2 Repertory Grid Constructs.

A full content analysis was performed on all constructs elicited both pre and post intervention with participating professionals. For a full table of all constructs and categories with percentage distributions please refer to appendices 3.16 (p. 110) and 3.17 (p. 114).

Differences and Similarities across Professional Groups.

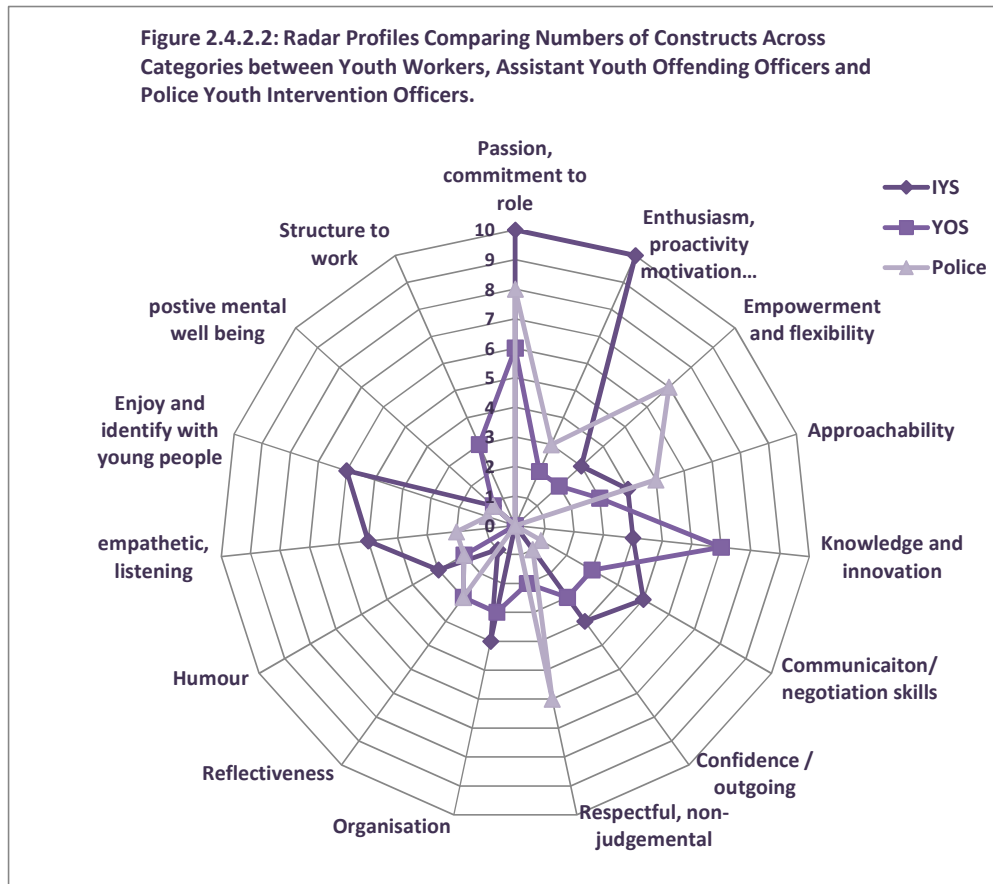


Figure 2.4.2.2 utilizes a radar profile to depict the differential analysis between professional groups on constructs both pre and post intervention regarding elements of success in engagement with vulnerable young people.

It is clear that Integrated Youth Services (IYS) professionals place a higher emphasis on constructs lying in the ‘commitment to role’, ‘proactivity and motivation’, ‘enjoyment and identification with young people’ and on ‘empathetic listening’ than do the other professional groups.

The Police Youth Intervention Officers contribute to the generally high importance placed by all groups on the category ‘commitment to role’, however their specific emphasis lay in the categories ‘approachability’ and ‘empowerment’.

Youth Offending Service Workers also contributed to the popularity of constructs clustered around the category ‘passion and commitment to role’, however showed an individual emphasis on the category ‘knowledge and innovation’.

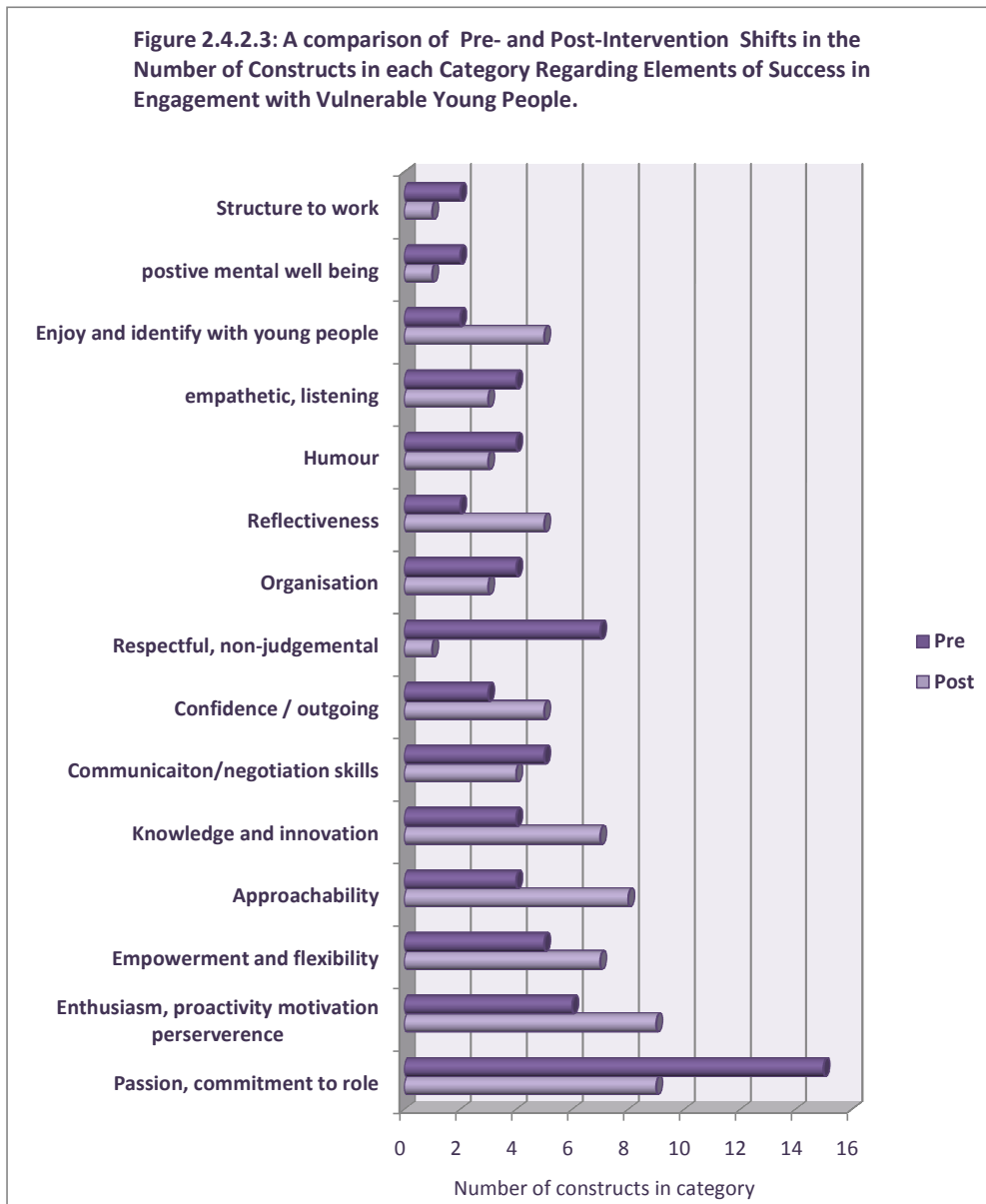


Figure 2.4.2.3 illustrates the shift of the number of constructs attributed to differing categories regarding the elements of successful practice in engaging with vulnerable young people in the participating professionals both pre and post intervention.

The largest proportional positive shifts are shown in the categories, 'reflectivness', 'enjoy young people', 'confidence', 'approachability' and 'enthusiasm'.

Negative shifts in constructs are shown in the categories 'empathy', 'humour,' 'organisation' and 'respectful, non-judgmental'.

2.4.3 Solution Focused Peer Supervision: Observations from Coaching Practice.

An observation diary was kept of all solution focused peer supervision sessions and comprised of both notes kept during sessions, and reflections following. (For an observation diary extract see appendix 3.13. p. 99). A summary of all process themes arising are presented below. Appendix 3.18 (p. 115) presents thematic analysis tables for individual professional peer groups, along with illustrative examples. Practice examples noted in the observation logs are included in section 4.4.2 which assesses the intervention impact on practice.

Table 2.4.3.1: A Summary of all Themes Arising from Thematic Analysis of Observation Diary Notes.

Theme	Definition
Existing capabilities	Competencies in peer support, communication, active listening and interpersonal communication.
Commitment to process	Openness to SF supervision, attendance and expressed enthusiasm
Independence of use of SF supervision tools	Confidence, fluency and increasing independence of the use of SF techniques within SF sessions.
'External general' to 'internal specific' shift	Focus of session moving from what generally practitioners would like to see change in others, to what specifically will change in their behaviour and appearance.
Noticing and naming	Ability to notice and name specific positives in practice
Reframing from problem to solution focus	A move from automatic focus on problem solving to celebrating existing success.
Non SF psychological techniques	Use of Transactional Analysis, counter transference, and locus of control
Resistances to facilitation	Areas of challenge in the process particular to the peer group
Reflective practice	The increase in sustainable strategies to support confidence in practice
Focus on self development	The use of SF peer supervision to change internal scripts
Team development	The use of SF peer supervision to improve team processes
Cultural response to SF peer supervision	Responses to adopting SF practices within existing work cultures
Transfer of SF to practice	The reported use of SF techniques outside SF sessions.
CEP facilitative role	Differing aspects to CEP facilitative role.

Comment [j1]: Do you mean their own? If so, clarify!

General Process Factors and Psychologist Role Themes Arising from Thematic Analysis of Observation Reflections.

The themes identified in the table above will be explored further in the discussion section. Initially participants used sessions to bring examples of casework with young people, team relations and youth work sessions to explore, using the SF scaling structure. As time went on, consistent themes emerged for individuals, for example confidence in practice, de-escalation, workload management, and transmitting trust and positivity to young people, which then were developed using SF techniques.

Cultural Differences Between Professional Groups.

Table 2.4.3.2: Differing aspects to CEP facilitative role for different peer groups arising from the thematic analysis of observation diary notes (for a full analysis of all peer group differences please refer to appendix 3.18, p. 115).

<i>Youth workers</i>	<i>Assistant Youth Offending Officers</i>	<i>Police Youth Intervention Officers</i>
Strong redirection from problem to solution focus needed. Working on What Works ('WOWW') observation in direct practice with young people.	<i>Countering the negative impact of perceived rejection from vulnerable young people with containment, and framing through attachment theory. Scaffolding of SF techniques through step by step scaling processes. Modeling of SF techniques. Flexibility with taking of facilitator, observer supervisee role.</i>	<i>Strong scaffolding needed, directional at times Flexibility and sensitivity around zone of proximal development – i.e. comfort zones around taking different roles. The need to model the role of supervisee.</i>

To be discussed further in the next section, particular themes arose for the different professional peer groups. The Police peer group had particular issues with supervision opening up and trust in the process of self reflection: 'What if we don't like what we find under the stones when we turn them over?' (S2.P8. Observation diary: session 1) and benefited from a gradual, more scaffolded introduction to the process, especially in regards to taking on different roles in the supervision process. The Police also incorporated SF techniques specifically into existing Restorative Justice

processes. Cultural measurements of success was also an area of preoccupation ‘I could write a story but who wants to read a story? Where are the figures?’ (Police Youth Intervention Officer, Observation Diary, Session 1).

Assistant Youth Offending Officers had a particular focus on coping with high levels of emotional rejection from young people. This seemed to arise from their particular positioning of wanting to engage on the young people’s terms to maximise the effectiveness of their work, however frequently coming to relationships with young people that were not voluntary in nature. In addition, the young people they worked with in turn had experienced high levels of rejection themselves and this was reflected in their relationship with the external, particularly adults, and particularly authority figures. Interestingly, the SF model appeared to have the easiest fit with culture here, perhaps due to the one-to-one, goal setting nature of their work. Similarly, these professionals reported satisfaction with existing supervision models within their organisation. This congruency of supervision models seemed to lead to a quick establishment of trust between the psychologist and professionals and quick acceptance of the direction of work.

Integrated Youth Workers had a group work focus and used SF techniques in these group situations with young people. Although the realisation of the capacity of young people lay at the heart of the work culture value for these professionals, there was a strong existing informal culture of supporting team members by the identification of and empathy with problems. Sensitive, yet at times strongly directive facilitation was needed to enable this group to move from this existing coping strategy to a solution focus. Reflections by peer group members showed the powerful influence and change this had for them.

2.4.4 Post Intervention Interviews.

All participants took part in a semi-structured post-intervention interview. Thematic analysis revealed three main areas: process issues, impact on practice, and finally the contribution of the Community Educational Psychologist. The results are presented in these sections.

Process issues.

Table 2.4.4.1: Interactive Thematic analysis of Process Issues Arising from Post Intervention Semi-Structured Interviews.

Theme	Definition	Illustrative items
Time	The appropriateness of the time commitment, and effective use of	All said that time commitment was worthwhile, some suggestions about more sessions, or revisiting top up in six months.

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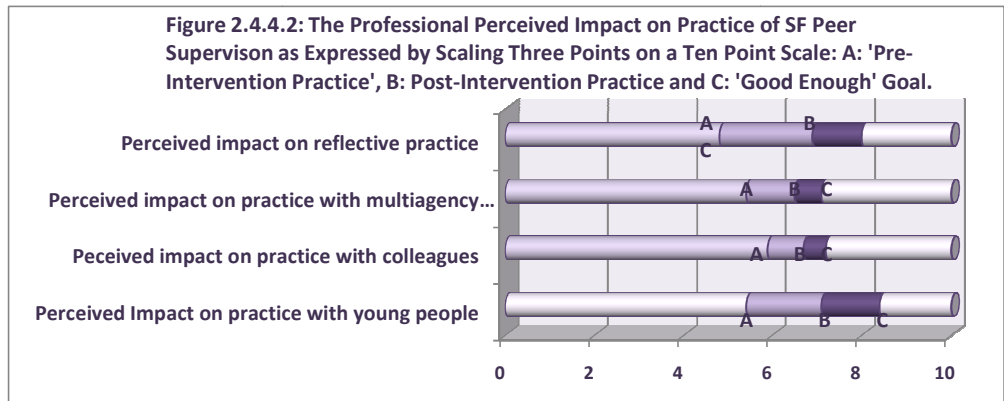
	professionals' time.	<i>Issues regarding making sure that managers clear space and not just expect this to be TOIL'ed.</i>
Useful SF tools	SF specific tools found useful by participants.	<i>Scaling, enjoyed the specificity of picking down, sense of pleasure in mastering this. and WOWW observation 'its not clouded by inspection. Its not clouded by judgments' (S2.P2.IYS) Visualisation, reframing</i>

Table 2.4.4.1 (cont.):

Theme	Definition	Illustrative items
Non SF tools	Access to other psychological theory frameworks to understand and frame practice	<i>Counter transference: 'I've tried to say "ok well that's your feeling and not my feelings"...which I think is helping a lot to be more positive.' (S2.P3.IYS) Locus of control, Transactional analysis.</i>
Suggestions	Participants suggestions to improve SF supervision process	<i>SF techniques taught alongside supervision training for managers. If struggling with role-playing, then the role of observation is an easy route in. A six-month later check. Video examples of SF conversations to watch</i>
Roles within sessions	Participants responses to different roles	<i>A manager enjoyed being observed herself. A number of participants found it easier to be the facilitator than the facilitated. All participants found observing the safest place at times when they felt uncertain.</i>
Groupings	The effect of the peer groupings.	<i>In the group of three, extra time as observer was appreciated for the lack of other responsibilities 'standing back and looking at what's going on' (S2.P2.IYS). Choosing groups on basis of existing relationships worked well. Interesting suggestion of this with peer groups not working well together.</i>
Co working with peer supervisors	The effect of working alongside those engaged in SF peer supervision in practice.	<i>IYS participants reported being able to spot things in practice and notice and name SF practice to each other as it was occurring. This seemed to increase the amount of SF applied in practice in comparison with other peer groups, where co-working with SF peers happened less.</i>
Paperwork	Participants reaction to paperwork produced to support the process	<i>Kept to a minimum. IYS liked this in comparison with training programmes. Generally the experiential nature of the coaching was appreciated. Initial generic frameworks were not as useful to participants as reports or guidance produced specifically in response to a need, such as SF guidance to meetings, WOWW feedback letters, etc.</i>
Emotional investment in process	The elements of personal risk and vulnerability brought to the process	<i>'You have to put some of yourself out there which is quite hard' (S2.P3.IYS)</i>
Non intervention specific	Useful aspects of the process unrelated to SF.	<i>Time to talk with colleagues. Facilitated reflection time.</i>
Tools vs. self development	The use of SF for its tools versus the use of SF for self reflection and meta awareness	<i>'It generally makes you more positive' (P3 SSI)</i>
Coaching model	Participants comparisons between the coaching model used and other models of professional support and development	<i>All responded that regular practice got the fluency up. However, still referred to the need to practice it more. 'Doing it once off didn't get it to the forefront of my skills' (YOS referring to previous SF training course). Police liked intimate aspect and focus of attention.</i>
Flexibility of focus/collaborative nature of	The responsiveness needed to meet individual peer group learning or	<i>WOWW for IYS, SF guidance for meetings for police, etc. Appreciated.</i>

process:	support needs.	
Common areas of difficulty	Areas of challenge common across peer groups.	<i>Relaxing back in to problem focused models: 'we kept going back to ... "well why don't you do this?" And it's difficult to rein yourself in isn't it?' P8</i>
Overall	Participants comments about the overall process.	<i>'Really really useful' 'very positive project' 'I've enjoyed it (P5.YOS) 'very useful' P8</i>

Perceived Impact on Practice.



The biggest effect perceived by professionals, as measured by post intervention self reported SF scaling, occurred on their self-reflective practice and direct practice with young people. Less effect was perceived on practice with multi-agency and same agency colleagues.

Table 2.4.4.3: Thematic Analysis Summary of the Impact of SF Peer Supervision on Reflective Practice, Practice with Young People, Colleagues and Multiagency Colleagues as Reported in Post Intervention Semi-Structured Interviews (for Illustrative Examples see Appendix 3.20, p. 131).

Self Reflective Practice	Young People	Colleagues	Multi Agency Colleagues
SF Focus shift on own practice.	Specific noticing and naming	<i>Noticing and Naming</i>	Situation perception
Meta awareness of practice.	Behaving positively	<i>Team Motivational technique</i>	Awareness of practice
SF observation	Specific scaling of goals	<i>Confidence with colleagues</i>	General confidence
Confidence	Reframing young people's constructs	<i>Ownership of SF facilitation</i>	Sharing what's working
External to internal Locus of control	Depth of work	<i>Barriers to the application of SF with colleagues.</i>	Opportunities
Seeking help and support	Fit with existing practice		Barriers to the application of SF with colleagues.

Table 2.4.4.4: Case Examples of Impact On Practice.**Case Example of Impact on Self Reflective Practice**

A peer pair of Youth Workers focused SF sessions on visualising positive practice in a youth session about which they felt particularly negative and de-motivated. Both workers took turns initially to be SF supervised by myself, then facilitated each other in later sessions to visualise a positive Christmas party. Both were able to report changes in their practice – visualisation of smiling more, noticing and naming the behaviours they wanted to see, and transmitting trust expectations towards the young people through positive and relaxed body language. This resulted in them feeling that the session had ‘turned a corner’ (observation notes session 5), that there was more conversation with young people as opposed to a policing role (observation notes, session 5), and increased meta-awareness of the impact of their own practice on breaking conflict cycles; ‘before I challenged 10 times, now I can just laugh’ (P3. Post-intervention interview).

A Case Example of Impact on Practice with Young People.

A Police Youth Intervention Officer used visualisation of a preferred future as part of a SF scaling conversation in preparation meetings with two sides of a restorative justice conference. On sharing goal setting with both parties, they were surprised to discover that ‘good enough’ for both of them would lie at 7 out of 10 and at this point, one would be able to walk past the other without a derogatory comment being made.

A Case Example of the Impact on Practice with Colleagues.

A Youth Worker used SF peer supervision to transfer her success in relating to young people to success in relating to colleagues in a challenging team situation. With a miracle goal of ‘calm and safe to relate all the time’, her peer supervisor was able to help her identify through triangulation to other situations, that when she was calm and safe around young people her body language was calm, conversation natural happy and smiling, sharing a joke, and feeling equal. Having been helped to identify what was already working well, the worker was then able to identify that at ‘good enough’ communication and team work with colleagues, she would be confiding in them, smiling, saying hello and making them feel welcome, looking forward to sessions, feeling prepared, and comfortable to challenge practice appropriately. The next step up used elements of existing success, such as engaging in a relaxed cooperative activity with young people to structure the next action for her, which was to engage in a relaxing cooperative game with a particular colleague and, on challenging practice to do so as she did with young people, in a relaxed and smiling manner. The youth worker reported that this was a very helpful conversation and changed not only her practice but her levels of anxiety around team relations.

A Case Example of Impact on Practice with Multiagency Work.

An Assistant Youth Offending Service Officer identified the capacity of a father in a Team around the child (TAC) meeting where the father was present, but not included in the process. Her acknowledgement of the positive role model that dad was providing led to change in the CAF action plan to reflect what was working well for the young man and his father and to encourage further work here. (P6. post-intervention interview)

Participants reported the least effect on practice in regards to multi-agency (MA) work. Some limited transfer of SF skills had occurred, such as noticing and naming, and using SF to refocus colleagues on positive achievements rather than feeling overwhelmed. In addition, several

participants spoke about general raised levels of confidence in their own practice impacting on their ability to be proactive and to work assertively with MA colleagues. However some professionals also spoke about the barriers they perceived to using SF in MA practice such as a lack of opportunity, a feeling of not enough confidence and fluency with the techniques to risk using them in a wider context, and at times, as with the impact on practice with colleagues, a feeling that it was not appropriate to their role.

Perceived Impact on Practice from Interviews - Professional Differences.

It appeared that those working more 1:1 perceived the tools being more helpful, and those working with groups saw the impact more predominantly on approaches to work and self-attitudes than having an impact. This difference was most apparent between the Youth Workers and Assistant Youth Offending Officers, however the Police Youth Intervention Officers reported both.

A notable difference existed in response to SF feedback. Integrated Youth Support Workers responded positively to the WOWW observation carried out about their practice at youth sessions. However Assistant Youth Offending Officers did not respond well to SF letters regarding their SF skills development. ‘It might seem as if we’re being a bit false if we’re over congratulating’ (S2.P6.YOS).

Cultural differences between agencies were apparent in approaches to management and supervision. Youth Offending Officers and Police Youth Intervention Officers felt quite reticent about managers taking on the role of SF facilitator for new peer supervision groups, whereas Integrated Youth Support Workers were enthusiastic about adding SF to their managers’ skills.

2.4.5. Participant Perceptions of the Role of the Psychologist.

Table 2.4.5.1: An Interactive Thematic Analysis of the Perceived Role of the CEP in the SF Peer Supervision Process as Reported in Post-Intervention Semi-Structured Interviews.

Theme	Definition	Illustrative examples
Familiarity with SF	Fluency and confidence with coaching SF techniques	‘They need to know what they’re doing with the techniques definitely.’ (S2.P1.IYS).
Containment	The role of containing participant anxieties and maintaining supervision as a safe space.	‘It’s that feeling of safe hands in case you do go down that route where actually its pretty dark and scary....I suppose the thought of a psychologist there to be brought back.’ (S2.P7.POLICE) ‘It’s being able to have the skills and ability to manage the feelings and fears’. (S2.P7.POLICE) ‘A psychologist would have greater understanding of how the effects of what was being said would have on people’ (S2.P5.YOS).
Wider psychological	The ability to relate to	‘It’s useful to have the psychology behind it because

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knowledge	psychological theory, e.g. positive psychology, behavioural reinforcement, psychoanalytical tools.	you can kind of underpin where you're coming from' (S2.P2.IYS). 'To be able to rephrase something and give an example; that's been really useful' (S2.P2.IYS).
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Table 2.4.5.1: An Interactive Thematic Analysis of the Perceived Role of the CEP in the SF Peer Supervision Process as Reported in Post-Intervention Semi-Structured Interviews.

Theme	Definition	Illustrative examples
The impact of the psychologist's previous experience	A feeling that the psychologist can understand working contexts.	'If it was an educational psychologist coming from a purely educational background, I don't know how that would have worked.' (S2.P2.IYS) 'It's been really useful knowing that that person has some understanding of what we do.' (S2.P2.IYS).
Managing/holding group processes	The role of managing the group process.	'You would know how to move it on whereas most normal people wouldn't have a clue' (S2.P3.IYS) 'Rightly or wrongly I felt that you really know your stuff...so it gives me confidence.' (S2.P5.YOS).
Essential qualities in a facilitator	Qualities needed by any facilitator of this process, such as SF knowledge, enthusiasm, and experience.	'You need someone who believes in it wholeheartedly themselves' (S2.P5.YOS) 'Understanding people's emotions more in depth, and the ability to deal with those things'. (S2.P8. POLICE).
Other ways in which a psychologist could be useful	General consultation for themes arising and strategies for those themes.	'You coming in and perhaps giving advice on strategies' (S2.P5.YOS). 'We could just use that expertise so widely' (S2.P5.YOS).
Managing without psychological facilitation.	Participants' ideas about sustaining SF peer supervision.	'It's something that can be delivered and fed down to a team. (S2.P2.IYS). 'It maybe trickles down' (S2.P3.IYS).
Relationship	The interpersonal relationship aspect to the process.	'You really need to build relationships again don't you? Like working with young people'. (S2.P1.IYS).
SF observations and feedback	The psychologist as practice observer.	'I think the WOWW observations...are particularly beneficial to workers. (S2.P1.IYS).
Making SF supervision internal.	Agendas of internal managers could impact on emotional depth of the sessions.	'I'm not sure whether our managers would look at it in the same light as a psychologist would.' (S2.P6.YOS) 'Our supervisors have got a set agenda that they've got to meet targets.' (S2.P6.YOS). 'I couldn't actually picture any of my supervisors doing this' (S2.P7 POLICE).

2.5. Discussion

The discussion of these findings will broadly follow the two research questions: firstly how does a CEP use various psychological approaches including a SF framework to support professionals working with vulnerable young people? Secondly, how do professionals working with a CEP perceive the support processes and the impact of them on their work with vulnerable young people?

I will follow this with reflections on the research process, recommendations for both further research and further practice, and conclusions.

2.5.1 How Does a CEP use Various Psychological Approaches to Support Professionals Working

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with Vulnerable Young People?

The rationales for the use of SF techniques within a peer supervision framework were provided in both the literature review and method and design section of this paper. Here I will explore from the research findings in what ways these interventions supported the professionals involved.

Modelling SF Techniques.

A large proportion of the psychologist role was in the modeling of SF techniques to the participants. This included using the tools of reframing, noticing and naming specific positives, facilitating the supervisee to bring issues from external general to internal specific, structuring along the SF conversation structure, and SF feedback. The power of modelling specific noticing and naming in situ with practice with young people was particularly powerful with the Youth Workers. However a SF letter, modelling written feedback techniques, using feedback about specifics about SF practice that were going well for the YOS Officers was not received with as much enthusiasm. It may be that cultural differences were at play, or that workers find observations relating to direct working practice with young people more relevant and interesting than observation about SF peer supervision practice. This difference in reaction may also have been about the construing of the role of SF as a tool rather than a self-development focus (discussed below). A further suggestion was made by the YOS officers for the observation of a community panel (which comprises trained community members and a YOS advisor with the responsibility of setting and monitoring youth offender contracts) and enthusiasm shown about this, however time limitations meant that this did not happen.

Psychodynamic Factors.

It was clear from observation diary reflections, that the role of the psychologist in the process involved a number of processes that were useful to each group in different ways, which can be understood from a psychodynamic perspective. Containment of strong feelings of rejection and anxiety regarding the ability to perform roles and meet the complex emotional needs of young people were paramount to all professionals involved. This would be congruent with the attachment theorists, such as Biddy Youell, (2006) who apply attachment theory to practice. Recommendations for attachment-related work in practice include the acknowledgement of the strong feelings aroused in professionals working with children and young people with attachment difficulties, and their role in containing those emotions. In turn these professionals need to have access to containment; 'containment for the containers'. Equally, several participants responded well when

interactions they were describing were related to the psychodynamic idea of counter-transference. 'I don't have to take it on; its their feelings' (S2.P3.IYS) which in turn seemed to contribute to the increase in resilience factors needed to engage positively with vulnerable young people. This aspect to the work confirmed previous suspicions as to the value of bringing psychodynamic understanding to the youth context.

Placing Practice in Relation to Psychological Theories.

Although a SF structure was repeated in each session, at times participants wanted to discuss and to better understand behaviours they were coming across in practice. At these times, flexibility was allowed in the session to relate to psychological theory if helpful. In this way the themes of counter transference (as above), the locus of control, (Rotter 1990) and the transactional analysis ego states of parent/adult/child (Berne, 1964) were discussed. It became apparent that a deeper understanding of attachment theory and developmental psychology would be relevant and helpful to these professionals; however, discussion in my own SF supervision revealed the difficulty of deviating too far from the focus of SF practice within the sessions. This remains, then, an identified area of professional development need for these professionals that could not be adequately met within the SF peer supervision structure. Recommendations for future practice are included below.

The Balance Between the use of SF as a Tool and Professional Development.

It was clear from the initial negotiations with the organisations involved that the motivations for involvement differed between managers and workers. A strong agenda for managers was to invest in a professional development process that would leave sustainable resilience skills. Peer supervision is less resource-intensive than clinical supervision (Lakeman and Glasgow 2009) yet has the potential to leave self-sustaining organisational development.

Workers were more interested at the outset in skills and strategies that would support them with direct practice with young people. This is not an unusual dilemma for the EP. Work within schools is often negotiated in terms of meeting an immediate need for strategies with the changing of systemic factors or longer-term professional capacity of lower immediate importance to the consultee concerned (Norwich 2005).

Previous experience with the WOWW observation approach in schools had proved the benefits of offering both. The SF tools themselves encourage the movement from external general e.g. 'I just want him to behave better', to internal specific; 'I will notice when he uses the chair appropriately

and smile and comment on it', which in itself has a focus on the development of the professional's practice. Equally, SF tools were immediately accessible as tools. All professionals were trying scaling in practice from the first session, and so this answered the participants' immediate need for strategies to use in practice.

It was an emergent reflection theme during and post-intervention that participants vocalised the increasing extent of meta-awareness and self-development in their practice.

Other Factors

Participants mentioned the effects of talking to peers, time out to reflect, and their relationship with the psychologist as being important to the process and to the changes that they made. Meta-analysis of therapeutic literature relating to factors contributing to successful client outcomes (Lambert and Barley 2002), indicates that only 15% of factors are related to the intervention technique used. 40% of factors impacting on successful outcomes occur outside the therapy context, 30% on the client-therapist relationship, and 15% on the hope generated by therapy. This indicates that the strength of the impact of SF techniques, psychodynamic theory or other techniques used in this intervention should not be emphasised over and above these other important factors.

Alternatives to the Intervention Offered.

Professionals involved in this research did not have access to an EP working within a more usual consultative framework. When the more traditional role of the EP was outlined to them, professionals did express interest in access to psychological support for practice via this model, however, they expressed awareness of the limitations of this, and the wider, longer-term benefits of the professional development aspects of SF peer supervision.

Some aspects of psychological knowledge would be best addressed within a training model. Observation diary reflections identified training needs regarding attachment theory and child development, aspects of which appeared to be relevant to practice and yet absent from all training and continuing professional development routes available to these professionals.

2.5.2 How do Professionals Working with a CEP Perceive the Support Processes and the Impact of Them on Their Work with Vulnerable Young People?

Perceptions of the Role of the Psychologist.

Consistent with reflective diary observations, post-intervention interviews showed that participants agreed that the role of the psychologist went beyond that of a facilitator of SF and coach for peer supervision techniques. Post-intervention reflections refer to the containment of feelings, the usefulness of linking practice to psychological theory regarding interactions between people and child development, and managing group processes. Some elements of the role could, they felt, be met by a non-psychologist, as long as they were experienced in the application of SF in practice, were familiar with working contexts, brought enthusiasm to the role and did not have a target driven agenda. For this last reason, some professionals felt ambivalent about an internal manager taking on this role, depending on the existing cultural approaches to supervision.

Impact on Reflective Practice.

Shift in the reported awareness of reflective practice, and differences shown in pre- and post-intervention construct category percentages confirmed that this was the greatest area of change for professionals over this period. This was despite perhaps initial perceptions of SF primarily as a tool to use with young people, as discussed above. The meta-awareness and choice of action in practice open to professionals following SF peer supervision could arguably represent the most effective elements of intervention. Some change in the use of self-reflection in personal life was also reported. This shift in reflective practice was cross-referenced by all professionals to other areas of change in practice; an increase in confidence, for example, leading to more confident interactions with young people. This indicates that the increase in meta-awareness underpins all other areas of change in practice for these professionals.

Impact on Practice with Young People.

The rationale for this research and intervention was that vulnerable young people would benefit from increased access to psychologically informed services. An important question therefore was; did this intervention impact on practice with young people? The findings suggest that professionals taking part in the intervention perceived that it did, in that they reported firstly changes in their own practice and secondly noted changes in young people's behaviour in response. I have provided anecdotal evidence from reported examples of practice from Police Youth Intervention Officers, Youth Workers and Youth Offending Workers; from these examples it would appear that SF peer supervision may have improved practice in both direct and indirect ways. Direct SF skills improved perceived practitioner ability to improve difficult relationships, and the indirect benefits of SF supervision, such as raised positivity, the ability to see and vocalise micro-specific positives, and confidence in practice were reported by professionals to have an impact on practice with young

people. In addition, as discussed above, non SF factors of psychological supervision, such as the application of psychodynamic knowledge were also perceived as having impact on practice. In fact one professional referred to discussions regarding counter-transference and transactional analysis as most significant in shifting her practice with young people.

Impact on Practice with Colleagues and Multi-agency Colleagues.

Some impact was reported regarding practice with same agency colleagues and within the multi-agency context, but it is to be noted that participants also reported a number of inhibiting factors for the transfer of SF skills to these contexts. It is interesting to note that some of these factors, such as confidence and fluency, did not hold the same participants back when putting SF techniques into practice with young people, arguably a more demanding audience. It would appear from the comments gathered that there are attitudinal factors inhibiting implementing SF techniques with colleagues. Doubts about the transferability of SF techniques and ownership of a role to implement these techniques with colleagues, may be related to general inhibitions in collaborative practice. Leadbetter (2006) provides insight into the factors that both inhibit and inspire professionals in collaborative learning contexts, including intimidation of other professionals, using activity theory to encapsulate the multiple factors contributing to successful or unsuccessful engagement with collaborative processes. Close inspection of these factors lies outside the scope of this particular paper, since those factors were not allowed for in the thematic collection of qualitative data. SF peer supervision may well be a useful tool for the development of collaborative practice with professionals, if made a focus of the intervention.

2.5.3 Reflections on the Research Process.

Young people were directly involved in the research process in paper one representing their perspective of the process of engagement. A fuller discussion of the challenges in engaging vulnerable young people in the research process in a meaningful way, whilst ensuring both confidentiality and emotional safety for them is described in Paper One. The time limitations of this research paper meant that it would have been difficult to guarantee a similar level of ethical research practice, although it is acknowledged that within a longer time-frame the opinions held by the vulnerable young people accessing the professional involved would be very valuable.

Negotiation with the managers of professionals taking part in psychological supervision is essential. Care was taken to approach managers firstly to gain organisational consent, then allowing firstly the time for supervision to occur within paid work hours for participants, and to ensure that

participating was on a voluntary basis. For future reference, clarity of this arrangement must be assured at practitioner level. Although these factors were discussed at the information meeting pre intervention, I found that one youth worker had been taking part at times on her days off with an understanding, but no specific arrangement, that this would be taken in lieu.

2.6 Conclusions

A pragmatic example of an Educational Psychologist working in a community context to support vulnerable young people has been provided here, with a number of insights into what can work.

Recommendations for CEP practice in psychological supervision for professionals working with vulnerable young people include:

- That a CEP is responsive to the individual needs of practitioners, taking into account familiarity with reflection and group processes, and the existing roles and expectations of supervisors and observation within organisational cultures.
- That the non-specific intervention elements of supervision are likely to have more impact than the specific technique used, (in this case SF) and psychologist awareness must be kept of these process elements.
- That the modeling of SF techniques of professionals in practice is a powerful tool to both embed SF techniques themselves, but also support practitioners to bring about change.
- That the SF conversation structure is best introduced and coached in small sections, with initially high levels of modeling and scaffolding tapering to independent practice.
- That clear negotiation is essential with managers of participants regarding the voluntary nature of participation and allowance of during-work time for supervision sessions.

In summarizing the main findings two themes emerge. Firstly what has been learnt in regards to peer supervision in this context, and secondly, the importance of applied psychology in the process of support and consultation.

For this group of practitioners SF peer supervision has impacted on self-reflection and direct practice with young people with a lower perceived effect towards practice with colleagues and within the multi-agency context. However large differences exist between professional cultures in regards to their ability to adapt to peer supervision models of support. For the professional groups with existing supervision models that already support reflective practice, peer supervision provides a good fit with which to introduce SF techniques for both direct practice and the meta-awareness of

practice. For those less used to supervision models adaptation to, and independence with, peer supervision structures was more challenging and necessitated higher levels of scaffolding and support from the psychologist.

The second main strand of findings involved the impact of the unique contribution of the psychologist; namely the use of a wider range of applied psychological knowledge. This holds deeper implications for CEP practice. In this study the psychologist was valued by professionals for fulfilling functions in the supervision process such as containing anxiety, and for placing practice in psychological contexts such as psychodynamic interpretations, attachment theory and developmental psychology. Recommendations arising from this would be that psychologists are careful not to restrict themselves to one particular approach.

In the increasing climate of commissioning services and the need for psychologists to market themselves in arenas unused to what CEPs can do, CEPs must be careful not to oversimplify the possibilities of their role in new contexts.

Further opportunities for CEP's in the local context lie outside the peer supervision model, in access to consultation in regards to case work and practice themes. Additionally, the CEP could contribute to the continuing professional development of professionals supporting vulnerable young people through training, particularly regarding the relevance of understanding attachment processes and an understanding of developmental psychology.

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What are the elements of professional success in engaging with young people?

To answer this question I am interviewing young people who have experienced success in engaging with a professional and people whose job it is to engage successfully with young people.

To help me to find out what young people value in professionals who work with them, I will be asking you to draw a picture of the perfect helping professional, and a picture of the opposite of this, and to talk about the characteristics of both.

I will then ask you to sort a list of characteristics into an order of importance.

Overall this will take an hour and a half of your time.

I would like to use your opinions from our meeting to learn about the most important elements of professional practice in working with young people. I will compare what you find important with what professionals find important and see if there are similarities and differences.

I will share your opinions with a wide range of people, however I will make sure that your identity is kept private and that any personal information you give me, such as your name or phone number, is not shared, kept in a locked place and eventually destroyed.

This research forms part of a wider study that looks at the contribution that a community psychologist can make in multi-professional groups to the successful engagement of young people in vulnerable situations.

Research suggests that the way we work together is still not meeting the needs of our most vulnerable young people, and I am interested in finding out what professionals and young people think is successful, and how their views compare and contrast with each other.

If you choose to take part in this research it is important that you know that:

- Participation in the project is entirely voluntary
- You are free to withdraw at any time without any disadvantage
- Data will be securely stored and destroyed when it is no longer needed
- The results of the project may be published but your anonymity will be preserved

Introduction.

‘Thank you for taking part in this research. I’m looking at what makes some people good at working with young people, like you. I value your opinions on contact you have had with people out of school whose job it is to work with people your age. I know that you have been in contact with x (name of worker who nominated them as participant) and they said that this had gone well at times. I’ll be interested to hear why that is and if that’s been different at other times.

We are going to do two main things together; drawing and labelling two pictures, and thinking of an important skill.

First I will ask you to draw two pictures – the first of a worker (it can be the person I have spoken about or someone else) who you think is good at working with young people. We’ll think together then of some of the things that make this person good at connecting with young people.

Then I’ll ask you to draw a picture to opposite person – someone who is not good at working with young people. This can work best if you have someone in mind but you don’t have to let me know who it is. Or we could think together of some characteristics that make up an ‘opposite’ person.

Then we’ll list together some of the reasons this person is not so good at connecting with young people.

The last thing we’ll do together is think about the most important characteristic or skill that a professional needs to have when working with young people.

Thank you for your time.

What are the Elements of Success in Engaging with Vulnerable Young People?

To answer this question I am interviewing people whose job it is to engage successfully with vulnerable young people in the community.

To find out about your view on the world I'm using repertory grids, which are based on an approach known as Personal Construct Psychology.

This technique asks you to compare factors in yourself and people you know to build a picture of the important values that guide your work.

I will need an hour of your time to interview you, and following this we can analyse the findings from the repertory grid together, or you can receive a full analysis and report through the post.

If you choose to take part in this research it is important that you know that:

- Participation in the project is entirely voluntary
- You are free to withdraw at any time without any disadvantage
- Data will be securely stored and destroyed when it is no longer needed
- The results of the project may be published but your anonymity will be preserved

Procedure 1.P.1: Successful Elements of Practice: Professional Interview Procedure Script.

(This form is for guidance and explanation purposes only. The interview will be undertaken with the full guidance and support of the researcher.)

Introduction.

‘Over the next hour we will be undertaking two different procedures. The first procedure will present you with three vignettes (small examples of cases), and will focus on a discussion of your response to those situations and your opinion of the general issues surrounding them.

The second procedure will focus on the values and opinions you hold important in regards to effective multi-agency working when engaging with vulnerable young people. To do this we will be using a mechanism called a repertory grid. This will elicit your views on the world or, ‘constructs’, by asking you to compare elements of yourself with other professionals you hold in high regard and with professionals you would not choose to emulate. This will form a rating scale unique to you on which we will be able to explore the elements of practice you find most important for successful engagement with vulnerable young people.

Finally we will reflect on the process together, both on what we have discovered, and what was surprising, and if there should be any arising issues identify some next steps.’

1.1.1 Procedure: Young People and Families: Causation Factors.

Please read the following vignette:

A young woman of thirteen has been staying out of the family home all night. Child protection concerns from the youth workers have initiated social care involvement. At the meeting her mother asks for her daughter to be housed or fostered because she feels that she can no longer cope with her, and that the arguments are driving a wedge into her new family.

1. What do you see as the significant issues to consider in this case?
2. How would you deal with this in your role?
3. What in your opinion could prevent this scenario?
4. What do you think some causal factors might be?

1.1.2 Procedure: Successful Elements of practice when Engaging with Vulnerable Young People.

This repertory grid will be used to explore what you hold as important in working with other professionals and will be compared with the values held by other professionals and young people.

People often find the process of drawing out constructs that they hold an interesting process. To fully analyse the information you provide, I will need the time to use a computer programme, WebGrid 5. However following constructing the repertory grid I would like to carry out an 'eyeball' analysis together to reflect on anything that you find useful. I will also be able to send you the fully analysed grid and accompanying report of the findings should you wish.

1. Listing Some Elements:

Please list the following on a set of cards using initials or pseudo names if you wish:

- 1. Myself as a Professional**
- 2. My ideal Professional Self**
- 3. Myself in the past**
- 4. A colleague I would like to learn from**
- 5. A colleague I would not choose to learn from**
- 6. Another professional (different agency) I would like to learn from.**
- 7. Another professional (different agency) I would like to learn from.**
- 8. Another professional (different agency) I would not choose to learn from.**
- 9. Someone in a supervisory role who I would like to learn from**
- 10. Someone in a supervisory role I would not choose to learn from**

(Names used on these cards will only have meaning to you, and they will be destroyed - however please retain them should you feel the need to do so.)

2. Eliciting Ten Constructs:

At random select three cards; in what way are two people ('Elements') similar in regards to engaging young people or families and working in a multi-agency context, and one dissimilar?

What is the opposite of that value?...and repeat this process nine further times until you have a complete list of construct and their opposite poles in your repertory grid.

3. Rating Elements on your Repertory Grid.

You will now have a set of ten constructs and their opposites on your repertory grid.

Putting your named elements into the top of the centre columns, now rate each element for each construct out of five.

1.1.3 Time for some reflection and analysis... (Aide memoir):

Laddering up most significant constructs.	<input type="checkbox"/>
Confirm next steps and expected timing of feedback.	<input type="checkbox"/>
Any surprises?	<input type="checkbox"/>
Significant quotes - particular consent to use.	<input type="checkbox"/>
Alert to any issues and further support needed.	<input type="checkbox"/>

Appendix 3.5: Content Analysis of all Constructs Elicited.

Category	Definition	Constructs	No. YP constructs/ind YP	No. Prof Constructs/ind profs	Total no constructs
Committed to best for young people	Motivated by young people's needs.	S1.YP2 Get involved-Lazy. Didn't want to be there. S1.YP3 Want to help, enjoy it -if horrible, react. S1.YP6 It's about me-intimidating/power trip. S1.YP6 Genuinely concerned about my welfare-not particularly bothered. S1.YP6 Nourishing-Bullying. S1.YP7 encouragement-leading you the wrong way. S1.YP9 openness - only doing it because it's a job. S1.P1 Team player-Empire building S1.P3 Engagement-Despondency/resignation. S1.P2 Passionate-Glory hunting. S1.P3 Good intentions towards young people-inadequacy. S1.P3 Passionate-Not engaging. S1.P4 Facilitate development in others-Barrier. S1.P4 Caring-Disinterested. S1.P4 Well being focus-Disinterest. S1.P4 Value driven-Money driven. S1.P5 Motivated by belief-motivated by knowledge. S1.P7 Passionate-Jobsworth. S1.P7 Integrity-Not being accountable. S1.P7 Dedicated-Lazy. S1.P7 Engaged-Disconnected. S1.P7 Focused on goal-Lack of direction. S1.P8 Belief in work-Insecurity. S1.P8 Integrity-Hang ups. S1.P9 Passionate about ideals-Unmotivated, work-centred. S1.P9 Care about their young people-motivated by money. S1.P10 committed to needs of young people-unreliable	7/5	20/9	27
Competence/effectiveness	Professional knowledge, confidence in practice and efficiency.	S1.YP1 Took everything I learned on board-I didn't understand/learn anything. S1.YP1 Knew what she was doing-Pick up words as he goes along. S1.YP2 Helpful--. S1.YP3 See them doing it right-wary of how they are with others. S1.YP4 Tells me how it goes-intimidating. S1.YP5 Helps me understand-Making it harder to understand. S1.YP5 Finds out extra information-Doesn't do anything. S1.YP6 Pursues things with me-telling me to solve it on my own. S1.YP7 responsible-letting people get on bad influence. S1.YP9 knows what he's talking about-say what we want to hear. S1.YP10 it helps me-there's not much need for it. S1.P1 Thorough-Missing things. S1.P2 Knowledgeable-Closed minded. S1.P3 Successful-Mediocre/jobsworth. S1.P3 Productive-Complacent. S1.P3 Focused on outcome/effective-Lack of motivation. S1.P4 Knowledgeable-Ignorance. S1.P4 Professional-Unqualified. S1.P5 Concise-Unfocused on job in hand. S1.P5 Attentive-disorganised. S1.P5 Thoughtful considered-Talk a load of crap. S1.P6 Organisation-All over the place. S1.P6 confidence in self as professional-acting/following others. S1.P7 A 'doer'-Glory hunting. S1.P8 Experience-Lack of wisdom. S1.P9 A lot of knowledge-Ignorant.	11/9	15/9	26
Acceptance/positive regard	Nonjudgmental and understanding attitude	S1.YP1 Tried not to make me feel guilty-Told me off/made me feel guilty. S1.YP3 Knowing the whole person-up tight, couldn't build relationship. S1.YP3 Introduce selves-'oh god', judged	14/8	8/5	22

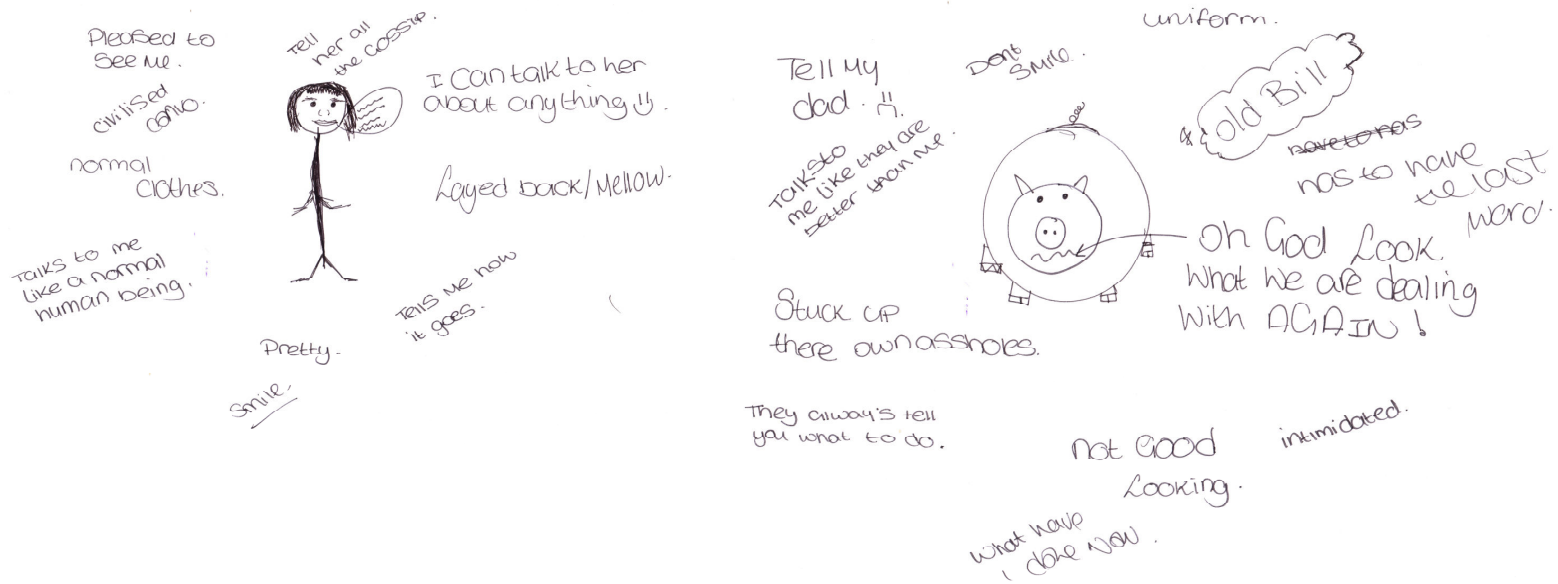
	towards young people.	before they know you. S1.YP3 Live and let live-just there. S1.YP4 Tell her all the gossip-'What have I done now?'. S1.YP5 Can tell her anything-Tells me to ignore it. S1.YP6 Understanding of how young people think-Old school treatment. S1.YP7 someone I can talk to-not care attitude. S1.YP8 acknowledging what people say-argumentative. S1.YP8 accepting what you say-making you feel small. S1.YP9 comfortable-uptight. S1.YP9 same level of friendship despite situations we have gone through-saying what people want to hear. S1.YP11 understanding-hard to talk to. S1.YP11 comfortable-wouldn't be able to be myself. S1.P2 See best and bring it out-Not stepping outside role. S1.P2 Empathetic-Judgemental. S1.P4 Open-minded-Judgemental. S1.P6 Nonjudgmental-Assumptions about young people. S1.P8 Self-awareness-Unaware of the need not to jump to conclusions. S1.P8 Acceptance-Judgemental. S1.P9 On wavelength-Uncaring. S1.P9 Open minded-fixed idea about young people.			
Emotional affect/attachment	A personal, caring individual relationship.	S1.YP1 She bonded with my mum and me-Everything between us is kept neutral. S1.YP1 Wanted to be with me-didn't like me. S1.YP4 Pleased to see me-'Oh god look what we are dealing with again!' S1.YP5 Makes me feel happy-Makes me annoyed. S1.YP5 Like a sister-Just a head of year. S1.YP5 Talks about personal things-Doesn't have time. S1.YP5 Makes me feel safe-Makes me feel like I'm trapped in a room. S1.YP5 Knows me-Not interested. S1.YP6 Shows she cares-rude/not acknowledging people. S1.YP6 Willing to engage about home life-gives the wrong vibe to talk. S1.YP7 notices my emotions-not bothering but knowing something's up. S1.YP10 approached me-only talk to you if telling you off. S1.YP10 asks me about my feelings-talk about our future. S1.YP10 caring-not helpful. S1.YP10 makes me happier-dread going. S1.YP11 makes me feel safe-scared. S1.YP11 asks me if anything's wrong and helps-wouldn't see if anything was wrong. S1.YP11 kind-strict. S1.P1 Engagement absolutely embedded-Lack of prioritisation of engagement. S1.P10 genuine empathy-apathy. S1.P10 interested-detached. S1.P10 depth of practice-emotionally detached.	18/7	4/2	22
Humour/creativity/charisma	A fun, innovative and creative approach to work with young people.	S1.YP1 humour-Serious. S1.YP11 fun to be around-boring. S1.P1 Creative-Stifling. S1.P2 Not able to motivate. S1.P2 Inspire people. S1.P3 Self-reliant-No resources. S1.P6 Right thing to say at right time-Passivity. S1.P6 Innovative-Boring. S1.P6 Presence-Invisibility. S1.P7 Creative-Not engaging outside the box. S1.P8 Ability to play-Seriousness. S1.P9 Sense of humour-Not being able to take a joke. S1.P10 fun-morose. S1.P10 bubbly/dynamic-dull. S1.P10 funky-staid.	2/2	13/8	15
Respect/equality/empowerment	Treating young people with equality and respect and involvement in decision processes.	S1.YP2 Friend-like (working towards being equal)-Working towards being more in charge. S1.YP3 Know how to speak to you-rude tone. S1.YP4 Talks to me like a human being-Talks to me like they are better than me/stuck up their own assholes. S1.YP4 Laid back/mellow-Has to have the last word. S1.YP4 Civilized conversation-They always tell me what to do. S1.YP5 Laughs and Jokes-Rude to me. S1.YP6 Talks to me like a normal human being-Talks down to you. S1.YP8 respect-being abusive. S1.YP8 treat you equal to them-attitude. S1.YP11 Easy to talk to-shouting. S1.P1 Respectful-Bully. S1.P1 Empowering-controlling. S1.P2 Professional-	10/7	4/3	14

Section 3: Appendix 3.5: Content Analysis of all Constructs Elicited

Approachability	Factors such as friendliness and proactivity that make professionals easy to talk to.	Using derogatory terms. S1.P6 Patient-Intolerant. S1.YP1 Friendly approach-Mean and strict approach. S1.YP2 Approachable-Closed in. S1.YP10 always smiling-doesn't really look at anybody. S1.YP10 easy to talk to-not communicating. S1.YP10 friendly-moody and sarcastic. S1.P3 Open-Abrupt/defensive. S1.YP4 Smile-Don't smile. S1.YP8 friendly-nasty. S1.P5 Approachable language-Expertise language. S1.P8 Openness-Defensiveness. S1.P10 approachable-remote.	7/5	4/5	11
Holistic/systemic	An awareness of the whole young person and the systems in which work is situated.	S1.YP10 communicating with my family-not giving my family feedback. S1.P1 Social holistic model-Clinical/diagnostic. S1.P1 Broad community systemic-Narrow focus(school/education). S1.P4 Awareness of strategy level-Can't be arsed. S1.P5 Broader world view-Selfish Aggressive nature. S1.P5 Interconnectedness-Aloofness. S1.P5 Breadth of understanding-Narrow, blinkered focus. S1.P10 consider bigger picture-superficial. S1.P10 understand/analyse behaviour-preoccupation with trivial things.	1/1	8/4	9
Listening	Active listening skills.	S1.YP2 Checks out my views - Butting in before I could explain. S1.YP7 Good at listening-not communicating. S1.YP7 listening to people's ideas in groups-not hearing. S1.YP8 listen-self centred. S1.P1 Extremely good at listening-Not engaged in learning. S1.P1 Really good communication skills-Misinterpreted. S1.P2 Being receptive-Not listening. S1.P4 Listen-Dismissive. S1.P5 Methods of accessible communication-Hard to get hold of.	4/3	5/4	9
Flexibility / young person centred	The ability to be responsive to young people's needs.	S1.YP6 Taking into account individual needs-working to a set regime. S1.YP8 chilled out-bossy. S1.YP10 mellow-not allowed to do anything. S1.YP11 different/original-following a trend. S1.P3 Flexible-Domineering. S1.P6 Considerate-Single minded. S1.P8 Flexibility-Rigidity. S1.P9 Understanding-Uncompromising.	4/4	4/4	8
Genuineness/positivity	Congruency between personal values and expressed attitudes towards young people.	S1.YP3 Love life/positive-bad day, take it out on everyone. S1.YP7 nice generally anyway/cares-some are nice cos they have to be. S1.YP9 genuine-doesn't care about minority groups. S1.YP9 being himself-going from the book. S1.YP9 makes a good impression-tries to make a good impression. S1.P2 Grounded-Manipulative. S1.P8 Genuineness/honesty-Contdescension. S1.P9 Down to earth-Think they're important.	5/3	3/3	8
Fixed or external characteristics	Miscellaneous characteristics to do with appearance and situational factors.	S1.YP1Soft voice-Deep voice bad choice of words. S1.YP2 Casual-Dressing like they want everyone to know they're in charge. S1.YP4 Pretty-Not good looking. S1.YP4 Normal clothes-Uniform. S1.YP7 known her a long time-just met/new. S1.YP9 same background and culture-more privileged. S1.YP9 shared interests-telling us what we want to do. S1.YP11 A woman-A man.	8/6	0/0	8
Internal well being/personal strengths.	Factor contributing to the emotional resilience of the professional.	S1.P5 Calm-Emotive. S1.P6 Resilience-Getting knocked down. S1.P7 Positive energy-Despondency. S1.P2 Strong-blaming past experience/victim. S1.P8 Self actualisation-Fears. S1.P9 Calm-detached. S1.P9 Interests other than work-Work centred tunnel vision.	0/0	7/7	7
Taking young people's side	Understanding of young person's perspective and	S1.YP3 On your side-hierarchy. S1.YP3 Stick with you-giving up. S1.YP8 going out their way to help you out-dropping you in it. S1.YP8 they take your side-going against you. S1.P4	4/2	3/3	7

Section 3: Appendix 3.5: Content Analysis of all Constructs Elicited

	willingness to advocate.	Supportive-Obstructive. S1.P6 Stand up for young people-Slagging them off. S1.P7 Seeing the best for everyone-taking the easy route.			
Availability	The practical and attitudinal accessibility of the professional.	S1.YP2 Always interested in what I have to say-Busy with other things. S1.YP2 Time to talk and listen-No time to listen about feelings. S1.YP2 Reliable-Not there for me. S1.YP5 Always has time-Too busy to care. S1.YP6 Time to sit and talk-sending problem away. S1.YP7 available-don't have time for me. S1.YP9 Laid back-up tight/not enough time to talk to individuals.	7/5	0/0	7
Reliability/trust	A commitment to confidentiality and reliability.	S1.YP4 I can talk to her about anything-Tell my Dad :(S1.YP7 earns my trust-blabbing about everything you tell them. S1.YP8 trust-lying. S1.YP11 trustworthy-talk about what I've said to him. S1.P3 Respect confidentiality-Untrustworthy. S1.P7 Reliable-Untrustworthy.	4/4	2/2	6
Structure	expectations explained to young people.	S1.YP1 Explained the rules clearly-Make me feel left out and confused. S1.YP1 She prepared me for the next lesson-End the lesson with just 'Bye see you next time'.	2/2	0/0	2
Voluntary relationship	The freedom to choose to engage.	S1.YP2 I can choose the relationship-Had to be there. S1.YP3 Don't have to be there-pressured, had to be there.	2/2	0/0	2



Vignette Response S1. P6.

A young woman of thirteen has been staying out of the family home all night. Child protection concerns from the youth workers have initiated social care involvement. At the meeting her mother asks for her daughter to be housed or fostered because she feels that she can no longer cope with her, and that the arguments are driving a wedge into her new family.

1. What do you see as the significant issues to consider in this case?

Well-being of young woman. Most important is the relationship with mum, and the reasons she is not at home. Mum's reaction support why young woman doesn't want to be at home. Only thirteen – this is not normal behaviour for a thirteen year old. What the actual issues are, what's happening to daughter to cause behaviour to then cause mum's reaction? Mum's new family: feeling unloved? Not enough attention? She could be with friends. Something is happening at home.

• **How would you deal with this in your role?**

I would talk to the young woman, try to find out why she's staying out of home. Get mum and daughter talking, work with young woman first to get her to the point of talking to mum, facilitate a meeting, mediate, and provide a safe space to get away from defensiveness.

• **What in your opinion could prevent this scenario?**

Enable the young woman to talk to someone before a crunch point is reached. Skilling up young people to negotiate for themselves – to be empowered with support from background. Family is a private place.

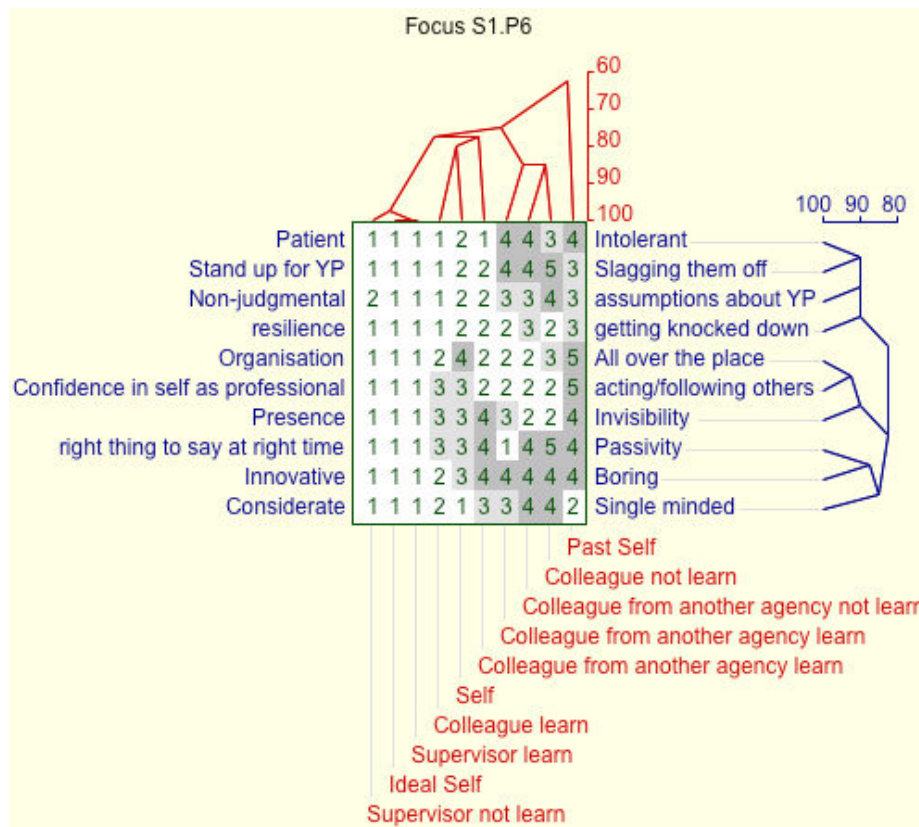
S1.P6's '2.4 identity theory': A young person looks for their identity in school/society. If it matches with the norm depicted by culture (2.4 children, two parents and a dog), then the young person is happy. If a young person's background does not conform with this, they will look for an alternative identity i.e. they need to make their own '2.4', and will look for this with peers, risk taking with companionships through similarities like drugs. Part of a helping professional role is to turn this searching energy into a positive and constructive force providing a time and space to reflect on where they want to go. A balance is needed. You can't just take away the negative – such as drugs, as its fun and important to the young person's identity, you must address the reasons and motivations for behaviour.

• **What do you think some causal factors might be?**

Not coping with change/being prepared. No teaching, for example regarding divorce. Things can be sugar coated until things happen. Always sold this idea of two parents and dog traditional family structure and young people might feel isolated and resent their family for not fulfilling expectations. Our country is built for those kinds of families i.e. two parents, and also families with not as much money – discrimination exists at a structural level

There are get out of jail free cards, enabling parents to relinquish responsibility to social care. Systems are out there to enable them to, and a cultural perception that they can. Looking outward rather than asking for help. Social care is viewed as an option so is used.

Repertory Grid S1.P6



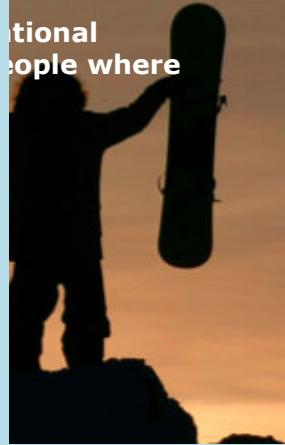
S1.P6: Repertory Grid Clusters at >90%

Patient, stand up for YP, Non judgmental, resilience
 Organisation, confidence in self as practitioner, presence.

Appendix 3.8: A Thematic Analysis of Data Resulting from Vignette Responses.

Category	Illustrative Example
Young person	
Search for identity	'Risk taking due to something missing at home – the search for a family somewhere else'. (P6)
Resilience	'I don't know how some of them come through it' (P3)
Meeting needs appropriately	'If they're not in school or education, what makes you think they'll engage with support there?' (P3).
Family systems	
Prevalence of family breakdown	
Personal agency	'Everyone has the power to be what they want to be' (P3)
Parenting/attachment support	'They don't come with a rule book' (S1.P2)
Intergenerational patterns/cycles of abuse	'Generations of unemployment' (P9) 'heaps and heaps of causation it's endless really' (P3)
Boundaries	'Strict boundaries when I grew up' P2
Family stability	'Western families are falling apart' (P8) 'People change relationships too easily' (P8)
Education	
Within-young person blame	'Families need to take responsibility and agencies need to deal inclusively with families and not with symptoms from the child.' (P7) 'They're all telling me I'm like this' (P3)
Agency systems	
MA blame	'A culture of blame between agencies' (P7)
Lack of early intervention	Intervention for families before they have children' (P7) "We've been asking for help for years" (P7)
Better MA collaborative working	Social care may be involved but what are they going to do? Unlikely to be their remit and they will close the case quickly' P7 She's not engaging with statutory agencies why not try a youth worker? P4
Historical negative experiences of helping	'Helplessness from being let down originally' (P7)
Cultural systems	
Dilemma between state guidance and personal freedoms	'Normality' (S1.P7) Am I imposing values? (P3) That imposition of values is something I try to stay away from as much as possible (P7)
Raised awareness of issues	(P7)
Rights without responsibilities	'You have rights but no consequences' P2
Cultural discrimination/oppression	'Cultural ideas of hoodies'
Universal parenting education	'Exploring parenting at school' (P8)
Neighbourhood environment	'a sense of community is important....lack of temptation and influence' (P9)
Deprivation	Economics lead to emotional factors' (P9)

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Procedure 2.P.1: Successful Elements of Practice: Professional Interview Procedure Script.

(This form is for guidance and explanation purposes only. The interview will be undertaken with the full guidance and support of the researcher.)

Introduction:

‘Over the next hour we will be undertaking a procedure which will focus on the values and opinions you hold important in regards to effective practice when engaging with vulnerable young people. To do this we will be using a mechanism called a repertory grid. This will elicit your views on the world or, ‘constructs’, by asking you to compare elements of yourself with other professionals you hold in high regard and with professionals you would not choose to emulate. This will form a rating scale unique to you on which we will be able to explore the elements of practice you find most important for successful engagement with vulnerable young people.

Finally we will reflect on the process together, both on what we have discovered, and what was surprising, and if there should be any arising issues identify some next steps.’

2.1.1: Successful elements of multi-agency practice when engaging with vulnerable young people.

This repertory grid will be used to explore what you hold as important in working with other professionals and will be compared with the values held by other professionals and young people.

People often find the process of drawing out constructs that they hold an interesting process. To fully analyse the information you provide, I will need the time to use a computer programme, WebGrid 5. However following constructing the repertory grid I would like to carry out an ‘eyeball’ analysis together to reflect on anything that you find useful. I will also be able to send you the fully analysed grid and accompanying report of the findings should you wish.

1. Listing some Elements:

Please list the following on a set of cards using initials or pseudo names if you wish:

11. Myself as a Professional

12. My ideal Professional Self

13. Myself in the past

14. A colleague I would like to learn from
15. A colleague I would not choose to learn from
16. Another professional (different agency) I would like to learn from.
17. Another professional (different agency) I would like to learn from.
18. Another professional (different agency) I would not choose to learn from.
19. Someone in a supervisory role who I would like to learn from
20. Someone in a supervisory role I would not choose to learn from

(Names used on these cards will only have meaning to you, and they will be destroyed - however please retain them should you feel the need to do so.)

2. Eliciting Ten Constructs

At random select three cards; in what way are two people ('Elements') similar in regards to engaging young people or families and working in a multi-agency context, and one dissimilar?

What is the opposite of that value?...and repeat this process nine further times until you have a complete list of construct and their opposite poles in your repertory grid...

3. Rating Elements on your Repertory Grid.

You will now have a set of ten constructs and their opposites on your repertory grid.

Putting your named elements into the top of the centre columns, now rate each element for each construct out of five.

2.1.2 Time for some reflection and analysis... (Aide memoir):

- | | |
|---|--------------------------|
| Laddering up most significant constructs. | <input type="checkbox"/> |
| Confirm next steps and expected timing of feedback. | <input type="checkbox"/> |
| Any surprises? | <input type="checkbox"/> |
| Significant quotes - particular consent to use. | <input type="checkbox"/> |
| Alert to any issues and further support needed. | <input type="checkbox"/> |

Procedure 2.2: Post-Intervention Interview.

2.2.1: Semi-Structured Interview for Professionals

1. Tell me what you thought about SFPSV

Prompts...

- What particularly has been effective?
- What didn't work so well?
- What did you enjoy?
- Any lightbulb moments?
- Change?
- Time commitment worthwhile?

2.a How best could a supervisor or coach help you in your work?

2.b. What particularly could a psychologist offer that others could not offer?

Prompts...

- Supervision
- Direct consults
- Learning how to use SF as tool with young people
- SF as tool with peer
- SF as tool with multi agency
- SF as self reflection

2. Has SFPSV affected your practice with young people?

Prompts...

- Positively?
- Negatively?
- Relationships?
- Outcomes?

4. Has SFPSV affected your practice with colleagues?

5. Has SFPSV affected your practice with multi-agency colleagues?

6. Has SFPSV affected the way you reflect on your own practice?

7.a In a year's time what will your practice with YP look like?

7b How will that have been influenced by SF?

Prompts...

- Direct work with YP
- Peer support
- Multiagency
- Personal development/resilience reflection

8. Scaling exercise:

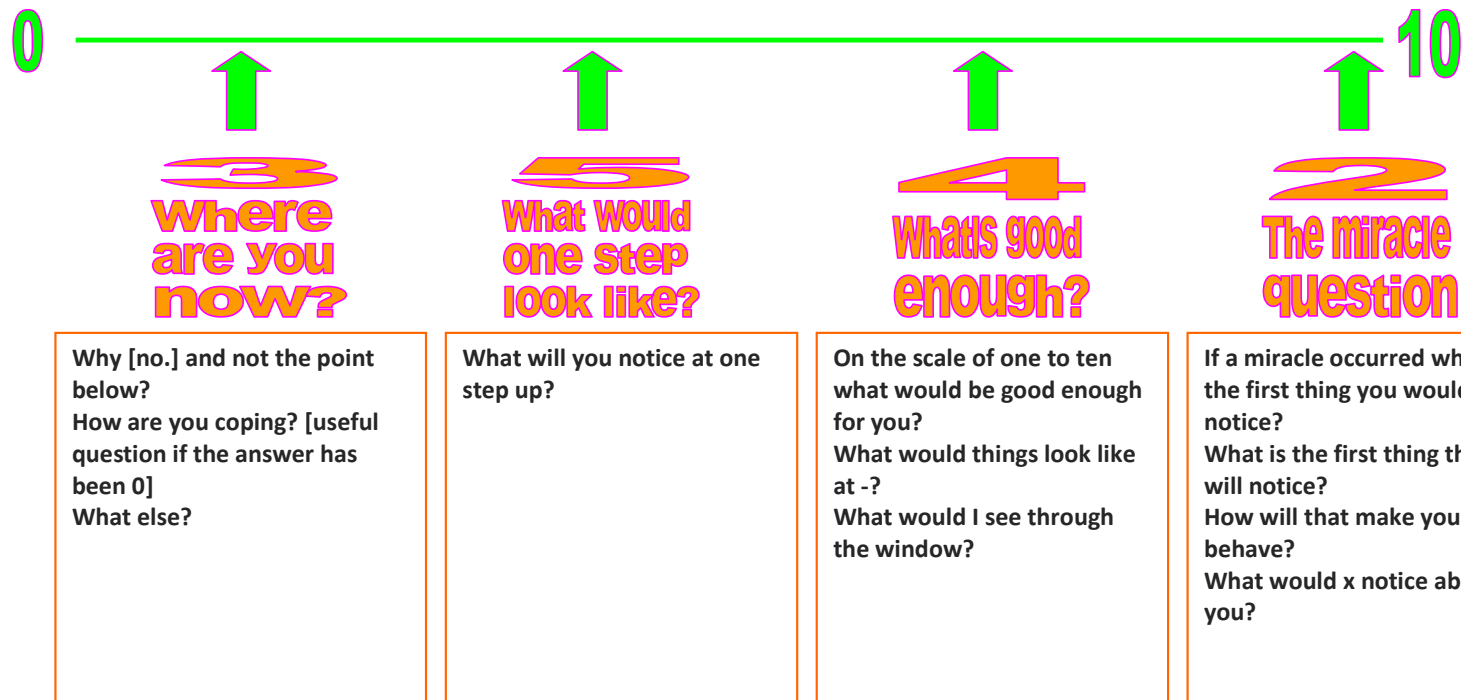
- Best hopes for relationships with YP, where now, where before, where good enough
- For peers
- For multi-agency colleagues
- For self-reflective practice.

2.2.2: Post Intervention Repertory Grid.

Preferred construct (1)	Self	Ideal Self	Past Self	Colleague learn	Colleague not learn	MA colleague learn	MA colleague learn	MA colleague not learn	Supervisor learn	Supervisor not learn.	Unpreferred Construct (5)
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Setting the scene

Thank you for your time
I cannot promise that the change you want will be achieved, but I can guarantee that I will be committed in our time together to work hard toward the change you want, and I am assuming that you will be too.
If our conversation were useful to you what would you notice in two weeks time?



Observation diary extract: Assistant Youth Offending Officers: SF peer supervision session 3: 13.11.09.

Good news:

S2.P6 is getting married! She also phoned a young person today as she was late and didn't back down, stayed firm and didn't cancel the appointment despite high pressure, communicated aggressively from the young person to do so.

S2.P5: met a young woman in H. Was planning anger management, but discussed getting behind with school work with three pieces of English coursework to do. Used SF to find that young woman wanted to turn things around at school. S2.P5 now liaising with school and shifting focus away from anger management to meet needs as expressed by young woman. S2.P5 feels that this is more young person-centred and more likely to impact on her prospects in the long term. (felt that SF gave her the tools to back up this decision).

Peer supervision round one: S2.P6 supervisor: S2.P5 supervisee

Issue presented: sixteen year old in care, unhappy with accommodation and other aspects Continuing to offend on order, and making herself vulnerable through lifestyle. Transferred from other worker not engaging with one and unlikely one to be.

Supervision content	Observation of SF supervision skills (EJ)
Engages with me	Humour to engage
Happy to work with x.	Outlining case
Questioning about removal vs. realistic nature and 1 part removed	Using the miracle question well to elicit specifics.
Satisfied that I'd used my limited resources to bring about positive outcome	Revisiting concern- One foot in the pain
Feeling questioning leading to; 'sense of hope', 'build on resources to bring about changes for other young people	Reframed to self focused on self Feeling questions led to sudden flow
Final meeting visualisation...	Circle of concern and circle of influence/locus of control and repositioning the issue in the correct place.
Pull up in cp waiting for me	'Feel like?'
Remembered appointment, is keen to see me, can see happiness on face	'Look like?'
Ask each other how each other are	What would you be looking like?
Blurting out good news	Smiling? How? Animated
Take down into building and she'll offer me a drink	Body language relaxed, relaxed, friendly approachable
She'd suggest go to lounge	Counter transference
Feeling optimistic	So is that the main concern
Feeling safe	When you left
Therefore go to lighthearted effective praising congratulating and feel a buzz.	Followed it through
S2.P5 feedback: helpful!	

Peer supervision round two: S2.P5 supervisor: S2.P6 supervisee

Issue presented: Hears voices; needs to randomly punch and kick. Would like young person to engage and to keep appointment with mental health nurse.

Supervision content

What happened
 Not bother
 She would remember every appointment
 Looking forward to seeing her
 Spring in your step
 Pass on good news
 'safe' happy in knowledge that I'd be welcomed
 'bleary eyed dragged out of bed
 wouldn't feel like I was trying to interrogate her
 looking forward to the next time

 Talking to myself! Family
 confident and head up

Observation Notes (EJ)

Facilitated
 Alternating between assisting and eye contact
 'How would you know?'
 humour and acceptance
 'When you're looking forward to seeing her what
 would someone else see in you?' - good
 triangulation and refocusing on internal specific.
 'What would you see instead?/ in contrast?' -
 Good use of reframing.

 'How would sessions come to an end?' –
 redirection.

 More triangulation v good!

Feedback from S2.P5:

'Found it easier. Previously I was worried that it might feel fake or happy clappy and it doesn't. I noticed that it feels natural.'

'Pleased. It makes you think about things you don't normally'

'We do tend to focus on negatives and not celebrate small achievements and its nice to question that and perhaps challenge how not be.

Things we've learnt or reinforced today:

Feeling questions, thinking questions, 'what would it look like?' questions and noticeable behaviour questions, bringing outcomes into the circle of influence/ control.

EJ to write SF letter to S2.P5 and S2.P6 to celebrate existing strengths in SF techniques and to introduce/model this method for use in practice.

EJ Reflections

S2.P4 contacted to let me know that X (YOS worker intended to take part) was off sick, and when offered to join the girls, asked if ok to not as had inspection looming and felt stressed. Alternative arrangements made for him to join S2.P5 and S2.P6 as a peer group should X either not return before the next booked session, or return and find that SFPSV is not currently a priority for him.

The session started with me offering a range of options including, turn and turn about as usual, SF letters, attachment presentation basics, transactional analysis (TA) recap. S2.P5 and S2.P6 chose

turn and turn about keenly; S2.P6 wanted to cover TA due to a parenting course essay, but seemed confused by all other options so abdicated responsibility to me. We agreed to go ahead and then respond to time for choices.

I gave a quick recap of the scaling process, beginning the preferred future miracle question, and we also quickly sorted who would go first. S2.P5 in her direct way was quick to try to clarify the difficulty inherent in the preferred future exercise when working with a worker rather than directly with a client, due to the tendency to want to see change in the client's behaviour rather than the professional's.

My explanation of this conundrum improves each time I do it! But I still have some way to go and there were moments when I felt out of my depth a little, as she needed such explicit examples and details that I struggled, however I did use the circle of concern and circle of influence to help her differentiate between that which the supervisee can control and that which they can't. Interesting discussion regarding keeping it realistic, i.e. can you allow your supervisee to wish for the moon? I used the e.g. of a child's preferred future of going up into space in a rocket, and how explicit feelings could be extrapolated from this about achieving goals, feeling proud and excited doing something you love for a living, etc, without putting your own values on this. E.g. if you were a facilitator who felt it unrealistic that women shouldn't be in the workplace, that should still not affect your ability to help a supervisee visualise being in the workplace. I think I was trying, through hyperbole as usual, to express this idea of judgment free facilitation, but also the independent nature of facilitation. We keep coming up against this with all the professional peer groups. We're so target orientated by our work, that stopping to visualise and stopping to appreciate without eliciting immediate action plans feels against the grain. And in fact may directly fall opposite to some of these workers' constructs of what their role is and what they need to achieve. The sense of loss of control and trust I had to embark on to let S2.P2 go between sessions was quite profound, and so I'm asking a similar thing of these professionals myself. I find myself linking these ideas to the power of creating your future by visualisation constantly through sessions to almost defend SF techniques. However this marked leaning towards goal-orientated work could be a factor standing the way of empowering the young people that they work with. All are keen to crack on with forcing the steps towards the goals, where as this technique actually requires high levels of trust and belief in people to be able to work out those ideas themselves. Is the empowerment of young people in direct conflict with target driven outcomes and the usual practice that cascades from this approach?

We began with S2.P6 to S2.P5. She made a good start, but it soon became apparent that we were

best focusing purely on visualisation of the preferred future today rather than moving on. I think my own SF supervision with x [colleague with SF training and SF experience] helped me to understand the importance of this and to be brave enough to make this a priority.

I used the idea of counter-transference to communicate the feedback mechanism operating when you are strengthened by a positive visualisation of the session with a young person.

S2.P5 to S2.P6: S2.P6 used an example of young woman she sees who communicated to her that she needs to randomly punch and kick strangers on the street, that she hears voices telling her to do so, but doesn't keep appointments with the mental health nurse

S2.P6 was quickly slipping into fluent rehearsal today of the actual reality - young woman answers door in very brief shorts, half asleep, unwilling to greet, Mum's upstairs possibly shooting up, young woman spends the first part of her visit looking around for a fag butt to light.

As usual the preferred future seemed to focus on engagement – and keeping powerful feelings of rejection at bay. S2.P6, in keeping with her previous 'confidence' visualisation in the previous session, would like to end the session with her head held high, feeling optimistic.

Feedback from S2.P5 and S2.P6 today: they felt that they found it easier, that in spite of the danger that it could feel 'fake' and 'happy clappy', it doesn't. I noticed their fluency is increasing already. They also commented that: 'It makes you think about things you don't normally.' And; 'We do tend to focus on negatives and not celebrate our small achievements'. That its 'nice to question things.' 'I know (can trust) that it wont be critical.' They also acknowledged the need to risk what we would be seeing at the miracle stage.

S2.P4's feedback to S2.P5 and S2.P6 is that he did find the first session useful, but the interview uncomfortable.

S2.P5 said at the end: **'I do find it useful and I'm not just saying that.'**

[Address]

Dear [peer partners],

Solution Focused letter from the observed youth session at [Youth centre]: Monday 14th December 2009.

As we discussed in our last solution focused (SF) peer supervision session, this is a solution focused letter to feed back to you all the positive elements of practice I observed in your youth session on Monday. I hope that it will also provide you with another SF tool that you may consider using with young people, or other workers, to notice and name the successful things that they are doing.

It was an absolute pleasure to see you all work on Monday. Thank you for inviting me into your session.

I'll begin by mapping the successful practice I observed in the two different environments - the hall and cafe. I will then provide some further observations in sections corresponding to some of the principles of SF that we have discussed.

Games and basketball in the Hall

I noticed many examples of all workers providing encouragement to young people to joining in and trying their best: **'you were doing so well!'**

Despite the noise levels of a large group activity in a hall with difficult acoustics, I noticed both [P1] and [colleague] noticing young people who were not demanding attention but lacked the confidence to join in, and individually give attention to enable them to take part.

Acknowledgment of taking part with sweets as a reward was highly valued by young people who showed them to others. This worked as an incentive.

[P1] showed good tactical ignoring of the team name 'wankers' and skillfully facilitated reframing this to 'smarties'.

One young person looking unhappy and shy with body language opened up when [colleague] deliberately spoke to him and included him in the basketball session.

Food, chat and a quiz in the Cafe

I noticed a general environment of trust, sharing and talking. Young people were respecting rules such as keeping out of the kitchen and responding well to sensitive reminders from [P1] and [P2].

[P1] and [P1] showed their extensive knowledge of young people by asking 'keeping in mind' questions, they were also nurturing them with food, drink and caring.

Noticing and naming wanted behaviour

[P2] thanked a young man for closing the music room door.

An emphatic and positive '**you're welcome!**' in response to a young person saying thank you for the food.

Reframing/positive gossip

In response to excitable interest in the smashed window - [P2] deflected by saying; '**it doesn't matter it's resolved now.**'

When one young person didn't want to join in the activity and said 'this is crap' [P1] asked what they did like to try to focused the on a positive, facilitating the young person to reframe; 'I like pass the parcel'.

Distraction and reframing techniques were used in the cafe when young people wanted to come into the cramped kitchen area or wanted different thing to eat - flexibility was shown but also encouragement in appropriate choice.

The quality of the relationship between worker and young person is something that both [P2] and [P1] have identified as key to effective working and I was certainly able to notice:

[P1] showing young people that she cared about their health and safety with patience and humour when she prevented young people jumping on bean bags saying 'we don't want you to die!'

A lot of examples of young people engaging in small examples of positive ways to engage youth workers positive attention by joking, directing jokes towards workers, sharing in front of workers and catching workers eyes and smiling.

[colleague], [P1] and [P2] using strategies that show that you keep a young person in mind; '**I know what you said, are you poorly?**' '**Do you want a cup of tea?**'

[P2] and [P1] exchanging genuine smiles and laughter during the noisy and rambunctious hall session!

We have discussed triangulation - the idea that noticing and naming elements of success from different perspectives increases the number of existing capabilities that are noticed. I therefore had a discussion with several young people to find out what they thought you were doing well as a team.

The young people I spoke to were very positive about the sessions they attended. It was clear that you were meeting basic needs for them in somewhere warm to meet that was out of the house. I thought this was not to be overlooked in the importance that this gives to sessions for these young people.

You have been successful in creating a safe space for these young people. When I asked what sessions would be like if youth workers were not there, they said that people would fight, not get on and it would not be a safe place to be.

The young people went on to talk about the characteristics they appreciated in you. Humour was mentioned a lot, and also the idea that if they were ever in trouble or need to talk to someone, all the members of the team would be available and had been in the past: **'If you're upset they notice and ask you if you're OK.'** **'They're very observant'**.

Young people liked being involved and having responsibility - **'like when they help us but let us choose what we want to do.'**

It is clear that your informal education goals are perceived to be effective with these young people. They reflected that they really enjoy sitting around and talking and were proud to say that they not only talked about **'the usual things like sex, drugs and alcohol,'** but also had **'intellectual discussions like about Barack Obama'**.

There are so many good points to reflect on that I thought a summary at this point might be useful to you! I think that the main strengths you all showed within the session were as follows:

- **Structured, prepared activities**
- **A good quality of relationship, with youth workers showing that they care for individual young people.**
- **Young people being noticed and positive behaviours named**

- **Nurturing elements to the session - food, chat, and the intimacy of the cafe**
- **Responsibility and trust being given to young people**
- **Humour and enjoyment of young people, and appreciation of their humour**
- **Regularity of sessions and importance of meeting basic needs**

During SF letters it can be useful to revisit some of the goals expressed at the beginning of the process during the scaling exercise. [P2] and [P1], some of your hopes for the Christmas party session were that:

- The young people would participate really well
- The workers would be smiling and happy

Furthermore, [P2]'s initial goals regarding sessions at [youth centre] included some of the goals below:

- Feeling positive and proud
- A sense of success
- Embracing the possibilities
- Open receptive body language
- Listening to ideas
- Feeling trusting and hopeful
- Motivated

I hope that this has been useful for you!

With warm wishes,

Emily Jane

Trainee Educational Psychologist

X Council

[address]

Dear [S2.P5],

Following our last meeting, where we used solution focused (SF) peer supervision techniques, I thought I would write you a letter to celebrate the successful things you are achieving in solution focused peer supervision techniques so far.

I also hope that this letter will be useful to you as an example of another tool to add to your growing collection of SF techniques to help young people and colleagues identify their existing capacities.

In session two, when you first use scaling with [peer partner], I noticed many things that you were able to do already. These included:

- A bravery in asking for clarification
- Clear listening skills
- A good use of body language to encourage S2.P6 to talk
- Exploring questioning
- Reframing to focus – [peer partner] on a preferred future

You were skillful in managing to check out times when – [peer partner] needed details such as legalities, but always returned to moving towards her goal of being a confident practitioner.

In extending the visualisation of the preferred future, you were able to ask what – [peer partner] would see in terms of young people's behaviour and from there use it as a framework to work out what she herself would be doing.

Your facilitation was successful in that you did not lead, but allowed –[peer partner] to come to her own conclusion, i.e. 'don't care instead'

However keeping to SF theme you didn't give up there! You reframed – [peer partner]'s 'don't care attitude' to a positive term.

In session three, I was really pleased to hear your good news about the young woman who had turned the corner with regards to her school work and the way you were able to make a strong decision to not simply follow the programme begun, but respond to the immediate and important

need. You were animated and excited about this development for this young person and your commitment to her positive outcomes was very clear!

You used your bravery and clarification skills to ensure that the session focused on an area you tried to develop - namely the understanding of focusing the preferred future on the person in the room, your peer, rather than on the young person. You rightly identify that this is the most challenging part to SF peer Supervision, and this helped us to focus the session.

When working on the visualising of the preferred future – [peer partner]'s 10 out of 10, it was clear to see that you were working hard to incorporate the learning about visualising the pictures along with your existing skills in this.

I noticed that you used your existing skills within this supervision in:

- Body language
- Eye contact
- Clarification questioning such as 'how would you know?'
- Triangulation questions, pushing – [peer partner] to consider the positive elements from as many perspectives as possible e.g. when [peer partner] said she would be talking to herself when she left the house, you immediately asked 'what would a passer-by hear you saying?'
- Reframing; 'what would you see in contrast to this?'
- Humour and acceptance but when [peer partner] deflected with humour, you manage skillfully to accept the joke, yet remain unremitting in pushing her towards identifying the positives!
- Again you showed your bravery and ability for innovation in your decision to prioritize listening actively over note taking

In addition I noticed you do several new things that showed your ability to move the focus of the visualisation out of [peer partner]'s circle of concern, into her circle of influence.

You used [peer partner]'s natural inclination to focus on what she would see in her client as a springboard to what effect that would have on how she would look, feel and behave. For example you asked 'When you are looking forward to seeing her; what would someone else see in you?'

It is clear that both you and [peer partner] are developing your SF skills to complement your existing strengths, and already using these elements of SF practice with increasing fluency. I look forward to

our next three sessions together!

With warm wishes,

Emily Jane

Trainee Educational Psychologist

X Council

Content Analysis of All Pre- and Post-Intervention Professional's Elicited Constructs with Differential Analysis by Profession and Pre- / Post-Intervention Stages.

Category	Definition	Construct (preferred construct – unpreferred construct)	Sum	%	IYS	YOS	Police	Pre	Post
Passion commitment to role	Principled, value driven factors as motivation.	S2.P1.IYS doing what you want to do-Not know what you want to do. S2.P1.IYS Loving it-negative. S2.P1.IYS Embracing their job-Going through the motions. S2.P2.IYS Passionate-detached. S2.P2.IYS2 Passionate-distant. S2.P2.IYS2 Motivated-Not having best interests of young people at heart. S2.P3.IYS Passion-disinterest. S2.P3.IYS2 Passionate about what they do-not caring. S2.P3.IYS Going the extra mile-Can't be bothered. S2.P2.IYS Outcomes-Showmanship. S2.P5.YOS Dedicated to role-Partial engagement in role. S2.P5.YOS2 Value driven-Working from a textbook. S2.P5.YOS value based-Factually based. S2.P6.YOS Going above and beyond-Just doing what's necessary. S2.P6.YOS Want good outcomes-Just getting them through. S2.P6.YOS2 Wanting to make a difference-Own needs first. S2.P7.Police Belief in young people-Lack of passion. S2.P7.Police Enjoy their job-Negative attitude. S2.P7.Police2 Nothing's too much bother-Can't be bothered. S2.P7.Police2 Genuine interest-Just doing it as part of their job. S2.P8.Police Passion for what you do-Only turning up for the money. S2.P7.Police2 Compassion-Keep within boundaries of job. S2.P8.Police Caring-'Not my problem'. S2.P8.Police2 Urge to help young people-Stereotyping young people.	24	17.1	10	6	8	15	9
Enthusiastic, energy proactivity motivation perseverance	Factors that show energy for the role.	S2.P1.IYS2 Positive-Unenthusiastic. S2.P1.IYS2 Energetic-Demotivated. S2.P1.IYS2 On form-Slack. S2.P1.IYS2 Excitable-Dull. S2.P1.IYS Interested-Unenthusiastic. S2.P2.IYS2 Enthusiastic-Removed. S2.P3.IYS2 Enthusiastic-Lackadaisical. S2.P3.IYS Enthusiastic-disinterested. S2.P3.IYS Hardworking-Lazy. S2.P3.IYS2 hardworking-Lazy. S2.P5.YOS Seeing processes through-Lack of Stickability. S2.P6.YOS Confident-Put things off. S2.P7.Police Enthusiasm-Non-action. S2.P8.Police2 Enthusiasm-Lethargy. S2.P7.Police2 Willingness to try-walking away.	15	10.7	10	2	3	6	9

Section 3: Appendix 3.16: Content analysis of all constructs

Empowerment listening to YP views flexibility	Factors contributing to a young person led approach.	S2.P2.IYS2 Work with-Decisions without consultation. S2.P2.IYS2 Listen to young people. S2.P2.IYS2 Empowering-Control. S2.P6.YOS2 Shared aim with young people-Talking at young people. S2.P6.YOS2 Taking the time to listen-Set agenda. S2.P7.Police Attitude of equality-rigid. S2.P7.Police2 Talk to-Talk at. S2.P7.Police Openness-Structured. S2.P7.Police2 Practise damage limitation-Seeing black and white. S2.P8.Police Ability to listen-talking over. S2.P8.Police Talk with-Talk at. S2.P8.Police Using sport for inclusion-work is driven by own agenda.	12	8.6	3	2	7	5	7
Approachable	Factors that make a professional approachable to a young person	S2.P8.Police calm and approachable-cagey and protective. S2.P8.Police2 Gain instant rapport-Abrupt/inappropriate. S2.P8.Police2 Openness-Unapproachable. S2.P3.IYS Approachable-Hard to talk to. S2.P5.YOS2 Quickly put someone at ease-Making someone feel awkward. S2.P2.IYS Approachable-authoritative. S2.P7.Police2 Open/encouraging-intimidating manner. S2.P1.IYS2 Approachable-miserable. S2.P7.Police2 Approachable-Aloof. S2.P2.IYS2 Approachable-Authoritative. S2.P5.YOS2 Inviting to young people-Judgemental. S2.P5.YOS Friendly and approachable-Closed	12	8.6	4	3	5	4	8
Knowledge/experience/ informed	Factors contributing to professional wisdom and judgment.	S2.P1.IYS2 Knowledgeable-Unaware.S2.P2.IYS2 Creative-Stale. S2.P3.IYS2 Creative-Lack of ideas. S2.P3.IYS2 Leaders-Unable to deal with situations. S2.P5.YOS Thorough-Vague/indecisive. S2.P6.YOS2 Accepting responsibility-Blame the system. S2.P5.YOS Knowledgeable and wise-Lack of life and work experience. S2.P5.YOS2 Experienced-new to role. S2.P6.YOS Knowledge of practice experience-Ignorance in how to act. S2.P6.YOS Accepts responsibility-Ineffectual. S2.P6.YOS2 Competence-Ineffective	11	7.9	4	7	0	4	7
Team skills/communication/negotiation skills	Factors showing activeness and openness to communication.	S2.P1.IYS2 Skill sharing/ideas-stagnancy. S2.P1.IYS Being aware - Being selfish. S2.P2.IYS Influence-not banging on tables. S2.P3.IYS Professional-Inappropriateness. S2.P3.IYS2 Confrontational-Shying away from problems. S2.P5.YOS Honest-Deceitful. S2.P5.YOS2 Supporting Colleagues-Insular. S2.P6.YOS Good communication-Not letting people know. S2.P8.Police2 Team work-Friction.	9	6.4	5	3	1	5	4

Section 3: Appendix 3.16: Content analysis of all constructs

Confidence in practice/outgoing with people	General personality factors helping connection.	S2.P1.IYS Positive-Shy. S2.P3.IYS2 Outgoing-shy. S2.P2.IYS Confident with young people-stilted intervention. S2.P6.YOS2 Confident of own abilities-Not believing in yourself. S2.P8.Police2 Outgoing-Withdrawn/insular. S2.P5.YOS2 Confident in own abilities-Self doubt. S2.P6.YOS2 Assertive-Insecure. S2.P3.IYS Confident-Emotional	8	5.7	4	3	1	3	5
Respectful non-judgemental	Positive and power sharing attitudes.	S2.P5.YOS Abstaining from voicing certain things-Opinionated. S2.P6.YOS Non-judgemental-Stereotyping. S2.P7.Police Appropriate language-Disrespectful language. S2.P7.Police Respect-Rude. S2.P8.Police Respect for others-Abrasiveness. S2.P8.Police2 Ability to communicate with young people-not commanding respect. S2.P8.Police Aura of/commands respect-Projecting negativity. S2.P8.Police Tact and diplomacy-Inappropriateness.	8	5.7	0	2	6	7	1
Organised	Factors such as time management, prioritisation.	S2.P2.IYS Organised-Chaotic. S2.P2.IYS Realistic-Unachievable goals. S2.P2.IYS Able to prioritise-Spreading too thinly. S2.P1.IYS2 Organised-Chaotic. S2.P5.YOS Structured practice-bombastic. S2.P6.YOS2 Reliable-Cancelling easily. S2.P5.YOS2 Well organised-perfectionism in wrong areas	7	5.0	4	3	0	4	3
Meta-awareness continuous learning reflectiveness	Meta awareness of practice	S2.P1.IYS Aspirational - Not in the right place. S2.P5.YOS2 Desire to learn and improve-Closed to suggestions/adamant. S2.P6.YOS2 Good knowledge-Unable to move on. S2.P6.YOS2 Not taking things personally-Not handling criticism well. S2.P7.Police2 Ability to step back and see-Absence of thoughtfulness. S2.P7.Police Continuous learning-over reliance on tools. S2.P8.Police2 Learning from mistakes-Stuck in time.	7	5.0	1	3	3	2	5
Humour fun	The ability to use fun or play.	S2.P1.IYS Fun-Intense. S2.P3.IYS Sense of humour-Jobsworthiness. S2.P3.IYS2 Sense of humour-Straight-laced. S2.P5.YOS2 Easy going-Straight. S2.P7.Police Fun-Takes self seriously. S2.P6.YOS Sense of fun-Taking everything seriously. S2.P8.Police2 Humour-Miserable.	7	5.0	3	2	2	4	3
Empathetic, listening focused	Factors contributing to receptivity.	S2.P1.IYS Listening-distracted. S2.P1.IYS Engaging-Disinterested. S2.P2.IYS Listening-not taking things on board. S2.P2.IYS2 Sincere-Lack of empathy. S2.P3.IYS2 Empathetic-Cold. S2.P8.Police2 Empathetic-Growling. S2.P8.Police Empathise-Not focusing on current task or person.	7	5.0	5	0	2	4	3

Section 3: Appendix 3.16: Content analysis of all constructs

Enjoys YP company identifies with young people	Genuine joy in the presence of young people.	S2.P1.IYS2 Happy to be with young people-Going through the motions. S2.P1.IYS2 Common interests-Out of touch. S2.P2.IYS Being on side of young people-Being arrogant. S2.P2.IYS2 Ambition for young people-Lacking drive. S2.P3.IYS Happy with young people-Stressed with young people. S2.P3.IYS Genuine-false. S2.P7.Police2 Likes being around young people-negativity.	7	5.0	6	0	1	2	5
Positive mental attitude well-being/ state of mind	Internal well-being factors.	S2.P7.Police Always positive-Allowing things to seep through. S2.P6.YOS Able to handle stress-Not able to cope. S2.P3.IYS2 Relaxed communications-stressed within and without.	3	2.1	1	1	1	2	1
Structure	The communication of boundaries.	S2.P5.YOS Boundaried-Unstructured contact. S2.P5.YOS2 Clear-Not communicating expectations. S2.P6.YOS Setting clear expectations-Wavy boundaries.	3	2.1	0	3	0	2	1
			140	100	60	40	40	69	71

Content Analysis Table of Constructs Regarding the Successful Engagement with Vulnerable Young People Showing Categories and the Percentage of Constructs in each with Definitions and Illustrative Examples.

%	Category	Definition	Illustrative examples (preferred construct-non-preferred construct)
17.1%	Passion and commitment to the role	Principled, value driven factors as motivation.	<i>Embracing their job-Going through the motions, Going the extra mile-Can't be bothered, Passion for what you do-Only turning up for the money.</i>
10.7%	Enthusiasm, proactivity, motivation and perseverance	Factors that show energy for the role.	<i>Seeing processes through-Lack of stickability, 'Enthusiasm-Lethargy', and 'Willingness to try-walking away'.</i>
8.6%	Empowerment, flexibility and listening	Factors contributing to a young person led approach.	<i>Talk with-Talk at', 'Empowering-Control', 'Taking the time to listen-Set agenda', 'Work with-Decisions without consultation'.</i>
8.6%	Approachability	Factors that make a professional approachable to a young person	<i>'Calm and approachable-cagey and protective', 'Approachable-authoritative', 'Inviting to young people-Judgmental' and, 'Open/encouraging-intimidating manner'.</i>
7.9%	Knowledge and innovation	Factors contributing to professional wisdom and judgment.	<i>'Knowledge of practice experience-Ignorance in how to act', 'Accepts responsibility-Ineffectual', 'Leaders-Unable to deal with situations'</i>
6.4%	Communication/negotiation skills	Factors showing activeness and openness to communication.	<i>Skill sharing/ideas-stagnancy. Influence-not banging on tables. Confrontational-Shying away from problems. Supporting Colleagues-Insular. Good communication-Not letting people know. Team work-Friction.</i>
5.7	Confidence/outgoing	General personality factors helping connection.	<i>Outgoing-shy. Confident with young people-stilted intervention. Outgoing-Withdrawn/insular. Assertive-Insecure.</i>
5.7	Respectful-non judgmental	Positive and power sharing attitudes.	<i>Abstaining from voicing certain things-Opinionated. Nonjudgmental-Stereotyping. Respect for others-Abrasiveness.</i>
5%	Organisation	Factors such as time management, setting priorities	<i>Organised-Chaotic. Able to prioritise-Spreading too thinly. Reliable-Canceling easily. Well organised-perfectionism in wrong areas</i>
5%	Reflectiveness	Meta-awareness of practice	<i>Desire to learn and improve-Closed to suggestions/adamant. Ability to step back and see-Absence of thoughtfulness. Continuous learning-over reliance on tools.</i>
5%	Humour	The ability to use fun or play.	<i>Sense of humour-Jobs worthiness. Easy going-Straight. Fun-Takes self seriously.</i>
5%	Empathetic/listening	Factors contributing to receptivity.	<i>Listening-distracted. Sincere-Lack of empathy. Empathetic-Cold.</i>
5%	Enjoys, identifies with young people	Genuine joy in the presence of young people.	<i>Happy to be with young people- Going through the motions. Likes being around young people-negativity.</i>
2.1%	Positive mental well-being	Internal well-being factors.	<i>Always positive-Allowing things to seep through.</i>
2.1%	Structure to work	The communication of boundaries.	<i>Boundaried-Unstructured contact. Clear-Not communicating expectations.</i>

Thematic Analysis of Session Observation Reflections by Peer Groupings.

3.18.1: Thematic analysis of Session Observation Reflections with Youth Workers:

Theme	Definition	Illustrative items
Existing capabilities	Competencies in peer support, communication, active listening and interpersonal communication.	<i>Mirroring body language and tone, creating safe talking space for peer supervisee, acknowledgement of skills already employed in engaging with vulnerable young people.</i>
Commitment to process	Openness to SF supervision, attendance and expressed enthusiasm	<i>A high commitment and interest, willingness to risk something new.</i>
Independence of use of SF supervision tools	Confidence, fluency and increasing independence of the use of SF techniques within SF sessions.	<i>Triangulation ('when else have you been successful in this?') Specificity: 'what would I see?' Visualisation techniques Structuring the SF conversation increased with familiarity with the process.</i>
'External general' to 'internal specific' shift	Focus of session moving from what generally practitioners would like to see change in others, to what specifically will change in their behaviour and appearance.	<i>From slipping into listing young people's changed behaviours at 'good enough' to more fluency and less need for prompting and reframing to list what the practitioner will be doing at 'good enough'.</i>
Noticing and naming	Ability to notice and name specific positives in practice.	<i>Particular use to turn around negative behaviour in youth session.</i>
Reframing from problem to solution focus	A move from automatic focus on problem solving to celebrating existing success.	<i>'There were no smashed windows and the police only came once!' (P2 Session 5) An Increased ease of 'good news' introductory section to each session for all participants</i>
Non-SF psychological techniques	Use of Transactional Analysis, counter-transference, and locus of control.	<i>The 'parent adult child' model allowed Youth Workers to analyse their own roles in interactions 'it makes you think about it and be mindful' (IYS session 3).</i>
Resistances to facilitation	Areas of challenge in the process particular to the peer group.	<i>Initially youth workers were resistant to positive reframing, and stuck in the problem focus needing strong persistence with reframing facilitation. Taking roles other than that of observer were of particular challenge to one worker, who benefited from lots of time as observer</i>
Reflective practice	The increase in sustainable strategies to support confidence in practice.	<i>'We couldn't have done this six months ago' revelations about a session seen as problematic in session two.</i>
Focus on self development	The use of SF peer supervision to change internal scripts.	<i>'Scaling allows me to be less negative about my work' IYS2 session three.</i>
Team development	The use of SF peer supervision to improve team processes.	<i>Active reflection on SF tools in practice 'oh yeah, we just did this!' (Session four) The power of co-working between SF peers.</i>
Cultural response to SF peer supervision	Responses to adopting SF practices within existing work cultures.	<i>Fit with existing reflective aspects of supervision Resistance to move away from problem solving frameworks</i>
Transfer of SF to practice	The reported use of SF techniques outside SF sessions.	<i>Particular transfer of scaling to direct practice with young people (reported use by session two) Particular use of reframing as a team to change</i>

CEP facilitative role	Differing aspects to CEP facilitative role.	own practice and youth session planning and post-youth session team reflections. <i>'Working on What Works' (WOWW) observation</i>
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3.18.2: Thematic Analysis of Session Observation Reflections with Assistant Youth Offending officers.

Theme	Definition	Illustrative examples
Existing capabilities	Competencies in peer support, communication, active listening and interpersonal communication.	<i>Strong trust relationship in peer pair. Strong active listening skills – facilitation helped meta awareness of skills such as mirroring already in use. Clear and concise questioning</i>
Commitment to process	Openness to SF supervision, attendance and expressed enthusiasm	<i>All session attended. 'I do find it useful' (session four) Consistent feedback scores of 8 or 9 / 10 for usefulness each session All sessions attended.</i>
Independence of use of SF supervision tools	Confidence, fluency and increasing independence of the use of SF techniques within SF sessions.	<i>A quick adaptation to scaling and application to peer supervision practice I found it easier than I thought' (P6 session two)</i>
'External general' to 'internal specific' shift	Focus of session moving from what generally practitioners would like to see change in others, to what specifically will change in their behaviour and appearance.	<i>Particular skills in reframing and challenging each other to focus on what they themselves could change. Locus of control framework used to separate what can and can't be controlled in practice.</i>
Noticing and naming	Ability to notice and name specific positives in practice	<i>Increasing ability to pick out the existing good practice and name it both for self, and facilitating peer to do so. Examples of this in practice with young people e.g. praising a young person for not retaliating when her mother slapped her face.</i>
Reframing from problem solving to solution focus	A move from automatic focus on problem solving to celebrating existing success.	<i>Initial difficulties in stepping away from outcomes focus to SF focus. Expectations to deliver specific programmes such as CBT based anger management, inhibited the use of SF scaling in practice, however increase in SF confidence allowed workers to increasingly work from areas of success with young people. E.g. young person's coursework and liaison with education prioritised over AM delivery.</i>
Non SF psychological techniques	Use of Transactional Analysis, counter transference, and locus of control	<i>Psychotherapeutic ideas of counter transference and containment, useful for framing understandings of interactions with young people, especially levels of rejection. Strong relevance of attachment theory to practice, however further time was needed to explore this adequately, and a consultation rather than SF coach model needed to adapt to this need. Locus of control used, to separate circle of influence and concern, and brief TA framing also proved relevant.</i>
Resistances to	Areas of challenge in the process	<i>Some caution express around the possible 'airy-</i>

Section 3: Appendix 3.18: Thematic Analysis of Session Observation Reflections by Peer Groupings.

facilitation	particular to the peer group	<i>fairness' of SF. SF feedback letters supplied for SF peer supervision practice met with suspicion – value of feedback queried without 'constructive feedback'</i>
Reflective practice	The increase in sustainable strategies to support confidence in practice	<i>An increased ability to appreciate own strengths such as perseverance, the provision of containment, and micro-interactions, such as smiling and relaxed body language.</i>
Focus on self-development	The use of SF peer supervision to change internal scripts	<i>'I'm actually quite good' (P3. Session three)</i>
Cultural response to SF peer supervision	Responses to adopting SF practices within existing work cultures	<i>A familiarity with the reflective elements of supervision provided a good fit with SF supervision practices. Existing young person-centred practice.</i>
Transfer of SF to practice	The reported use of SF techniques outside SF sessions.	<i>Reframing used extensively with young people used to negative framing of behaviour Scaling and visualisations used in practice SF tools used for active self-reflection and meta awareness of practice with young people.</i>
CEP Facilitative role	Differing aspects to the CEP facilitative role	<i>Countering the negative impact of perceived rejection from vulnerable young people with containment, and framing through attachment theory. Scaffolding of SF techniques through step by step scaling processes. Modeling of SF techniques. Flexibility with taking of facilitator, observer supervisee role.</i>

3.18.3: Thematic Analysis of Session Observation Reflections with Police Youth Intervention Officers.

Theme	Definition	Illustrative examples
Existing capabilities	Competencies in peer support, communication, active listening and interpersonal communication.	<i>Strong peer trust relationship Particular strengths in interview techniques transferred to SF, including awareness of positioning, listening skills and the use of silence.</i>
Commitment to process	Openness to SF supervision, attendance and expressed enthusiasm	<i>High commitment to attending sessions conflicting with a high initial anxiety regarding reflection; 'what if we don't like what we find under the stones when we turn them over?' (Police Youth Intervention Officer, session 1). Taking responsibility and ownership of session early on.</i>
Independence of use of SF supervision tools	Confidence, fluency and increasing independence of the use of SF techniques within SF sessions.	<i>Need for directional scaffolding of scaling structure and reframing to move from a problem focus position throughout process</i>
'External general' to 'internal specific' shift	Focus of session moving from what generally practitioners would like to see change in others, to what specifically will change in their behaviour and appearance.	<i>As above, strong structured facilitation to encourage focus on internal specific.</i>
Noticing and naming	Ability to notice and name specific positives in practice	<i>Increasing ability through subsequent sessions to identify what already works well in practice.</i>
Reframing from problem to solution focus	A move from automatic focus on problem solving to celebrating existing success.	<i>Within facilitated structure, increasing abilities to facilitate peer to focus on achievements.</i>

Section 3: Appendix 3.18: Thematic Analysis of Session Observation Reflections by Peer Groupings.

Non SF psychological tools	Use of Transactional Analysis, counter transference, and locus of control	<i>Limited discussion of wider psychological theory.</i>
Resistances to facilitation	Areas of challenge in the process particular to the peer group	<i>Fear of self reflection Fear of perceived 'role play' in the adoption of supervisor/supervisee roles, and the need for time to acclimatise.</i>
Reflective practice	The increase in sustainable strategies to support confidence in practice	<i>Both officers reporting increased confidence in practice, and increasing meta-awareness of elements of successful practice, through the use of SF reflection.</i>
Cultural response to SF peer supervision	Responses to adopting SF practices within existing work cultures	<i>'I could write a story, but who wants to read a story? Where are the figures?' (Police Youth Intervention Officer, session 1) SF supervision reflective practice compared to managerial supervision focusing on outcomes. Evidence of the position of the officers conflicting between the authoritative police culture and the value base for youth intervention work 'You know you've got the uniform and everyone thinks you've got the answer' (Police Youth Intervention Officer, session 5).</i>
Transfer of SF to practice	The reported use of SF techniques outside SF sessions.	<i>Immediate transfer of scaling to practice Particular transfer of SF to restorative justice processes to promote shared preferred futures.</i>
CEP facilitative role	Differing aspects to the CEP facilitative role	<i>Strong scaffolding needed, directional at times Flexibility and sensitivity around zone of proximal development – i.e. comfort zones around taking different roles. The need to model the role of supervisee.</i>

S2.P7.POLICE Post-Intervention Interview.

1. Just generally, could you tell me what you thought about SFPSV?

Bit apprehensive to begin with. Um and that's mainly because of the way we come to work being problem-based. But once sort of realise and see some of the benefits in it really enjoyed thereafter.

Ok. So how many sessions – because we had five overall – how many sessions do think it took for you think this might be worthwhile?

From the outset of seeing the techniques and what you did and some of the practise from there onwards so even after the first sort of session we would pick out little bit that you were using and thinking yeah I could use that. I can see that I can change that and so within the actual session themselves I guess it's only been the last two that I've actually done it to [peer partner] and yourself.

And I remember that being a real block for a while. I remember suggesting you might want to have a go at this and it felt very difficult for you at first didn't it? I think I was asking quite a lot from you wasn't I to start doing it?

Yeah and I think that's sort of doing it with a peer so a colleague because we work so closely together I think it's the fear of falling flat on your face isn't it? To make a complete cock-up. And. Which is quite strange really because even ...because I'm a trainer for restorative justice – and so you're used to putting yourself in that position but to actually...it felt quite personal actually to sort of unstrip some of the layers there and actually and go and say 'right this is what we're going to do'. And it felt quite odd even though there was some control. It didn't always feel as if I was in control because of learning the different techniques and stuff.

Sounds as though it put you in quite a vulnerable place. Do you think you need to go there or do you think it could have been done without you feeling quite so vulnerable?

Um. I think we needed to go there. I don't know how [project partner] felt about it. But [project partner] was quite open from the outset.

Right. I remember you saying at the beginning our first session you said quite plaintively and I really felt for you. You said 'but you know we're suppose to be right. We're supposed to know what we're doing and if we start looking underneath stones how are we going to know whether

we're right anymore or not?' And I remember that being a really sort plaintive kind of memory for me that that really was going to be very vulnerable to look under those. And I thought t you were very very brave to do that. If that's how you felt about that at the beginning but then to continue with it. What was it that made you have those doubts and yet jump in with both feet?

I think initially because of the way it was learning a whole new way of questioning. It was learning a new technique to questioning um and that fear of actually messing up in front of a colleague that I work very closely with you know. But them having gone away and tried it, I could see the benefits of it and then I suppose having a bit of self belief that yeah I can do this you know.

So what elements of SFPSV has been effective for you?

What elements? Um I really enjoy that way that once you start you sort of the other person can focus in on one particular thing and you keep picking at that, picking at that, but picking at it in a positive way that they can see the positive ways as well.

So using it as a tool was effective? What hasn't worked so well for you?

I think I would still feel a bit odd given the role I do and the position I have within the organisation because I see myself as a small cog and so no necessarily doing that supervision even though I can see the benefits of that. But the actual idea behind it of using that as a build up towards a restorative conference looking at all the aspects and getting them to think about it and actually looking at the positives that are going to come from it yeah.

So you feel very confident in terms of a tool to use with your clients, but when it comes to peers and you think of supervision...

Think maybe it's that word supervision because I don't supervise anyone. And it is that getting your head round it. If someone came to me and said I've got this problem and I was in a position to use this to work through it to get them to seebut I wouldn't see it myself as 'right I'm going to supervise you through this.'

Thanks. That makes a lot of sense. Did you have any light-bulb moments? Were there any times over our last five sessions where you thought 'something clicked for me there'?

I think from the outset that being able to see what you were doing. Again the change in the language how you used it and some of the ways in which you got people to visualise things and I really did like the scoring. Yeah. And I've used that quite a lot. So yep.

So it's when you see it fitting in to your practice?

Yeah.

What would you change about it? What difference would you make to the programme?

I would have liked to have seen it done, like, being shown in an actual session. And the reason I say that is that's possibly the way I learn, so for me I use that when I'm training RJ [Restorative Justice techniques] you know we show them a video so people can see it and then you talk around it.

So a bit more input. That's more part of a training model isn't it?

Yeah. That's it.

What about the time? In terms of time commitment, was it worthwhile?

Yes.

It was? Because it was quite a hefty time commitment.

Again I think from the initial meeting and you saying 'I want to do this' and I said 'yeah I'll do that' not realising actually that it's a big commitment it's just another couple of dates in the diary kind of thing, and then that first one its like, yeah forgot that got to do that, but then realising as time went on its good to see the benefits of it and ...

So did the way when you saw it in the diary; did your feelings change towards it?

Yeah

Oh right in what way?

Positive. Obviously the first one or two yeah you could see it but it was a commitment. As opposed to I can actually see something really positive from this.

Great. Ok. So to me that sounds as though there's something slightly inherent in terms of reward in those two hours that we spent together that it isn't just about the tools that you leave with, but something about that experience itself that puts something positive into your week.

Did I come away with a little skip in my step? Yeah. I think did. Because I could actually see how it was building and again the confidence coming through that did help. So look forward to it as opposed to another commitment.

Initially I hadn't thought of it that way but I suppose it makes sense.

Because you're then looking forward to...because on the second or third one you said 'oh we'll look at how we can do this in a meeting as opposed to one-to-one' and it's like 'yeah lets see if we can do that' and so you already looking forward to the next instalment.

Ok that's really useful. What about the gap between sessions: would you have them more frequent or less frequent or do you need as many sessions or would you have more? If you were designing it how would you....

I suppose in an ideal world yeah, maybe a few more to build upon those skills that you're learning. But the frequency of them, no I think that's about right. Unfortunately we did have to miss one but you know, so it gives you time to go away and reflect and then start building towards the next one.

2. Ok thank you. Going back to this idea of this as a coaching model rather than a training model, if you had a supervisor or a coach how could they best help you in your work?

I don't understand the question sorry.

I want to pick out what particularly a psychologist brings to this. Because you can get a supervisor or you can have a coach and I want to find out is that useful meeting regularly, rehearsing things, practically going through things. And would they be useful for other areas of your practice.

I don't know. I mean quite early on I could see the benefits in one particular area. I suppose I haven't really looked to extend that across. I could see myself using it as a tool in a particular area – the restorative side. I suppose.

I want to know does it need to be psychologist that does this? What is it particularly that a psychologist brings to the table that is useful?

I suppose the expertise isn't it?

But could you get an expertise in solution-focused skills that would be just as useful or is there anything extra?

Don't know... um...

Could someone in the police force do this? Or another supervisor do this?

I suppose it's that feeling of safe hands in case you do go down that route where actually its pretty dark and scary. I suppose the thought of a psychologist there that to be brought back. Whereas I couldn't actually picture any of my supervisors doing this. Or very, very few. There's probably one or two that's probably very good at it possible use the skills.

I'm wondering ...you're talking about organisational issues...if you can't rely on a certain job title being having the skills to do it then maybe I understand from what your saying that the job title of psychologist gives you feeling that they do have the skills to do this? Even though you might get the odd person within the police that could.

Yes that's right.

Ok so your expectation is that a psychologist – any psychologist – would have the training to be a pair of safe hands.

Yep.

Ok. Is there anything and I'm thinking about specifics could you describe to me what you mean by safe hands?

Like I sort of said, because of the way its done, you're looking at the solution side and your picking away and picking away, and yeah you're looking at the positives but sometimes the negatives might come through, or the doubts, and it's being able to have the skills and the ability to manage the feelings and fears and to actually stop going down into that place that's yeah and it uncomfortable and to be honest the ability turn it round and bring it back.

3. That's a very comprehensive answer and gives me a better picture of what it is separate that psychologists can offer. Ok the next four questions are around 'has solution-focused peer supervision affected your practice?' and it's with four different client groups. One is young

people, one is peers, so other people in your agency, the third is people from other agencies, multiagency colleagues, and fourthly your relationship with yourself and your practice. Has it changed that? So the first thing is: has solution-focused peer supervision affected your practice with young people?

Yeah because again its another opportunity in exploring and bring them to make them realise that we might have been harmed, i.e. they might have been a victim but there are positives to come from that, and I can see that huge benefits when you're talking with bullying type scenarios, that you actually then look at it through...because with a lot of the bullying you tend to find they started off as friends and that's a really good starting point that you can bring through. And using the model picture this what scale would you put on, that when you bring them together, already you've got them in a nice safe place that they can say yeah we've gone through that.

Great.

So I can see the positives there.

In terms of your ability to form relationships with young people; do you think it's affected that at all? And in terms of outcomes do you think it's affected your outcomes with young people?

Yeah I do. I think again positive because you'll... it's given me the ability to take them on that journey a little bit further. Whereas before you could take them so far and if it didn't quite work unfortunately the nature of your game is that we're the police and that's it. But to actually take them a little bit further on the realisation that they have offended.

So its given you that extra dimension so you can keep trying?

Yeah.

4. Ok great. Has it affected your practice with colleagues at all?

I think its early days. I mean I was a bit apprehensive actually doing the peer supervision with [peer partner].

What was it that you were frightened of?

I think its because [peer partner] has been in the role for a long time and is obviously well respected by peers and colleagues and the likes and then to suddenly step up to that mark and question him

and see some of his vulnerabilities as well. And that's the thing isn't it? To suddenly...he doesn't know that...it's a bit uncomfortable in some respects.

Do you think that's affected you negatively in the way you relate to [peer partner] at other times, or positively or not at all? Do you work together very similarly?

Yeah we do and we've I suppose I think deep down there's that fear of changing that relationship because we do, we practise in a very similar way. We're doing work experience, we're not afraid, if [peer partner] is flagging for me to step up and voice that...you know we've got that understanding now. I think I was afraid that by doing peer supervision it might damage that. Because suddenly you see the vulnerable side to someone that you've not seen before.

And what did you do in the end?

Actually I think it worked out really nice. Quite comfortable. I think I suppose because its an area that I do a lot, and that's the restorative side, t actually focus on that on thing and using the skills there, to actually get [peer partner] to work through it as well, as opposed to trying to impose my self, its suddenly using those skills to get to that moment where , yeah, you're now actually feeling a bit more confident or he was feeling a bit more confident about coming to the conference himself, so its quite satisfying that, to get to there.

So what about other colleagues, have you changed the way you work with them?

I can't say I've really noticed. I've not gone out of my way to do it. And I suppose if the opportunity arose I can use that and do that then yeah, but at the moment, no.

5. What about multi-agency colleagues?

A little bit, because again in some of the build-ups you've had other colleagues form schools and that, and because they go down this route its like he's doing that, I've not seen that which is quite nice. But not to put them in awe of it as well. It's a fine line. I don't want to go in there having the big magic wand and I'm going to solve everything with this, because its being realistic isn't it and its trying to keep it realistic.

So what other agency workers are we talking about here?

We're talking about the pastoral teams at schools. So they're the ones that are dealing with it on a daily basis with the young people – the ones that come to them with problems.

Ok so pastoral staff.

Yeah, deputy heads...

6. What about affecting your own practice. Have there been any changes or ...the processes you go through when you think about your practice or make decisions?

I guess leading up to...if I'm invited in, leading up to anything that I'm looking at ways in which I can try and manipulate it around so I can use it. And then coming away thinking about it. I could have done that. I missed that. So its beginnings. It's like being back in probation again. As a newly shiny pc where you go into an incident, you're thinking about oh what can be done and then the solution produced and try and self-reflect and say I could have done that better. It's brought that to the surface again which is quite nice because I think sometimes you just get a bit comfortable in what you're doing.

8. Brilliant. Ok. I'm going to end with a scaling exercise. I'm going to do it four times again. I'm going to ask about young people, colleagues, colleague from other agencies, and your self-reflection. So you're going to be very familiar with this! What would be your best hopes for relationships with young people? In a perfect world? And all your practice with vulnerable young people was going 100% well. What would it look like? What would you be doing well?

What would I be doing well? Gosh that quite hard isn't it? Offending again where you actually start to get to the root of their problems and start to resolve some of them. Sometimes I just scratch the surface on a lot so you might put a plaster over the initial bullying but actually there's something a bit further down, but I suppose its actually starting to go a bit deeper. So you're resolving the bullying for instance and then getting them to start moving forward themselves.

On a more fundamental level?

Yeah.

Well when you started this process, where were you on a scale of one to ten in terms of that sort of activity?

Some you have good days, some you have bad days, some that's hard as you've tried, you bring in as many agencies and the one to one, and it's very hard. So I would put them sort of down towards the four, some that you can get in quite nicely and it just fits and it falls into place and it's a seven.

Where would you put your practice? Before we started this process?

I would put myself up as a six.

And where would you put yourself now?

I can see the journey. There's still a lot to learn and a long way to go. But yeah a good seven scratching an eight.

Ok what's good enough?

I don't know. It's being realistic, good enough I've always sort of tried to have that so I can save one and keep moving forward. I suppose that's an eight stroke nine. Still pushing pushing, pushing. So.

Great ok that's a journey. And in terms of working with colleagues at ten out of ten, thinking about working in team and also working for colleagues, where would you put yourself before we started the process in terms of that?

It's quite strange because this role actually can be quite isolated and you'd asked me a few years ago when I was part of a neighbourhood team, then I would have scored it quite high because you get so used to working as a team and bouncing ideas off each other, and you know picking up on other people's enthusiasm, and vice versa, and then suddenly to come into this it's quite an isolated role within the police that there are a lot of misconceptions um. So where do I put myself. Um. Again I think with the work that I do, a six maybe seven.

Has that changed for you during the process?

It's probably the same. Again, because a lot of my peers haven't seen this part of it so its not really...I mean I have the opportunity to do it later on today and tomorrow. But they know particular fields that I do, and that I'm good at, so I do get a lot of colleagues asking for advice on that. And I suppose its... and opportunities really to start possibly refining some of the techniques to give them something to think about.

That's interesting. So would you have a goal that was higher in terms of good enough or do you think you're happy where you are at the moment?

No I'd like to push that a little bit higher. And I think that's sort of self-belief and recognising the opportunities to use it to get them to think about it and look at the positives and work through that.

That sounds like that's something to do with fluency.

Ummm. Yeah.

Ok your self-reflective practice. Where would you put yourself on a scale as a self-reflective practitioner before you started this process?

Gosh. It was that I'd...it was there in the distant past so I would have been quite low. Sort of two or three. Its something yeah occasionally you revisit but not an awful lot.

And where are you now then?

Gosh it's bounced right up.

Right so that's been the biggest change then?

Yeah. I'd go up to a six.

Wow! And how does that feel? What difference does that actually make to you?

I think it's benefited what I do again its that stopping and giving yourself time to think about it. Kind of what did go well what didn't go well what could have been changed what doesn't need changing, but I think you can't sort of just say that went well so I did not need to change it but its always looking again isn't it?

So in a way it sounds a though you have not only given yourself a bit of space to think about alternatives, but started realising what it is that you're good at already. Would that be...?

Yeah.

Ok you're a six at the moment where would you want to be in terms of self-reflection and being that reflective practitioner?

I don't know if I can develop that myself, for myself or whether it can be if I'm working with other people to use that for them as well. So its pushing that a little bit more so that could possibly be explored so if I'm in a multi-agency bit having, again, the conviction to self-reflect with them, say let's look at this, I suppose yeah it's taking a step back again and say in the CAF process let's take a step back and let's look at what's been really positive and what's not, and see if we can build on that.

Psychologists have a term for that. Its call meta-awareness: the idea that you're aware of what's happening with your nose to the grindstone, the bullying issue in front of you and you're all focusing on that, and then you take a step out of that to look at the process. Is that what you're talking about?

Yeah. So building on my own self-reflection but then trying to encourage others to sort of come with me.

That's quite a brave step isn't it?

Yeah. I did scratch into this at one of my CAFs. I did try it.

What happened?

It was a bit mixed. There was others in the room that could see and were able to come back a little bit and others that were like no this is what we are focusing on. And I suppose its having the confidence and conviction to say no actually we do need to step back and reflect and look at ...

7. In a year's time what do you think your practice with young people will look like?

Oh I don't know.

The second half of that question is; and how will that practice have been influenced by solution-focused methods?

I suppose if I can maintain the ability and confidence to do that I think it can only make it better.

And that's to do with moving them on at fundamental levels?

Umm.

So there's a connection there between keeping the self-reflection and that awareness and being able to move them forward?

Yeah I think now that I've opened my eyes to it again, looking at it from different angles is going to hopefully be quite positive. You know its like you said about if you try to engage at one level they don't. So it's looking at it in other ways and by doing the self-reflection over here on one you might find something that works over here.

9. Ok. Brilliant, would you recommend this to anyone?

Yeah.

Who?

I can see the real benefits of similar types of role within the police for this, anyone within pastoral teams within schools to be able to have the fundamentals to do it. I can see the benefits of that quite a lot. Don't know about supervisors. Its like I said there's some, yeah I can see it, but others, no. And I think that's, I think they struggle with some of the management sort of day to day man management skills and so to put them into this position where they're actually digging a little bit deeper and actually scratching on feelings as well don't think it would...

It would be too much?

Ummm. Don't think it would work, no.

And I suppose we're going back then to that second question about having a psychologist in to work with.

Yeah.

Have you got any recommendations for me about things to do differently or what I could keep doing?

The only thing is to see it in practise and but I think that would help to cement it in place in what the ideas are behind it and how you can use it with timescales, no that was good, the way in which was delivered, fantastic - nice and relaxed and encouraging.

Good. Thank you so much for being really brave and jumping in with me on this.

3.20.1: Thematic Analysis of the Perceived Impact of SF Peer Supervision on Reflective Practice as Reported in Post -Intervention Semi-Structured Interviews.

Theme	Definition	Illustrative Examples
SF Focus shift on won practice.	Shift from problem solving frameworks to incorporating solution focus in reflective practice.	<i>'I look for positives now' (S2.P1.IYS)</i> <i>'It's allowed me to look at solution and not the problems really' (S2.P2.IYS)</i> <i>there are options that I probably didn't think about before because it was problem based'. (S2.P8.POLICE).</i>
Meta awareness of practice.	Using SF tools to specifically identify what is working well	<i>'There are those kind of light bulb moments where you go; 'oh yeah! See what we just did there!' (S2.P2.IYS)</i> <i>'This makes you think, and I'd say recognize, where you are improving.'</i> (S2.P5.YOS) <i>'It's made me...look at the smaller more micro positives' (S2.P6.IYS)</i> <i>'It's that stopping and giving yourself time to think about it.'</i> (S2.P7.POLICE).
SF observation	The impact of WOWW on self reflection	<i>'I was looking at things in a very negative way and for me that turned it a little bit because I was able to see that there was good stuff coming out of it.'</i> (S2.P2.IYS) <i>'It makes you feel more confident about it and think actually its not as bad as you think it is!'</i> (S2.P3.IYS).
Confidence	Increase in confidence in own practice	<i>I'd be like "oh I'm useless a this I can't do it, so I was quite down, and that way it's quite a big thing that I'm feeling "actually I'm quite good" (S2.P3.IYS)</i> <i>'I've started thinking; "actually I'm quite good at my job". (S2.P3.IYS)</i> <i>'I'm able to achieve more through my practice probably because I feel more confident.'</i> (S2.P3.IYS) <i>'I think its got huge scope for increasing self esteem and confidence within your practice'. (S2.P5.YOS)</i> <i>'It has increased my confidence' (S2.P6.IYS).</i>
External to internal Locus of control	A shift from a position of helplessness to identifying what can be done.	<i>'Focus on the positives and keep working on those rather than focusing on the negatives 'cause perhaps you can't do anything about them anyway.'</i> (S2.P1.IYS) <i>'Rather than just stressing and thinking; "oh everything's going wrong and they're all going mad" and what have you. I'm like "actually why's this happening and what can I do to change it?'</i> (S2.P3.IYS)
Seeking help and support	Being proactive in finding support and talking openly.	<i>'I speak more to [peer partners]'</i> (S2.P3.IYS)
Increased agency and proactivity:	A number of professionals reported an increase in their 'can do' attitudes.	<i>'it's easier to work towards what you want to work towards' (S2.P1.IYS)</i> <i>'Ok, well, if I break that down into chunks I can probably manage that' (S2.P2.IYS)</i>

3.20.2: Thematic Analysis of the Reported Impact of SF Peer Supervision on Practice with Young People:

Theme	Definition	Illustrative items
Specific noticing and naming	Use of specific SF praise with young people.	'I look more for the positives' (P1.IYS post intervention interview)
Behaving positively	Modeling positive behaviour in practice	'I try to be loads more positive and young people have picked that up' (S2.P2.IYS)
Specific scaling of goals	Using scaling to set small, specific goals	'They've found it useful as a way to get to where they were and where they want to go. And I think it's made me more aware of evaluation and congratulating the young people'. (S2.P6.YOS).
Reframing young people's constructs	Challenging negative assumptions in young people, and providing positive alternatives.	'I'm encouraging them to think in a more positive way' (S2.P6.YOS). 'I'm challenging their negative thoughts especially, and getting form them the positives and where they want to be.' (S2.P6.YOS).
Depth of work	The use of SF to meet motivational and emotional factors with young people.	'I can persevere with RJ [Restorative Justice] work for longer: whereas before you could take them so far and if it didn't quite work unfortunately the nature of your game is that we are the police and that's it.' P7
Fit with existing practice	Ways in which professionals have been able to use SF alongside existing models of practice.	Restorative justice for police, goal setting and visualisation of preferred futures for youth offending officers, noticing and naming positive behaviour in behaviour management for Youth workers.
Empowerment and trust in young people's own solutions	The use of SF to allow young people to lead the direction of work.	'...get them to think about the solutions. Instead of directing them which I probably would have jumped in and done' (S2.P8.POLICE)
Confidence in practice	Increase confidence in own practice with young people.	I'm able to achieve more through my practice probably because I feel more confident'. (S2.P3.IYS)
Improved efficiency/outcomes	The perceived impact of SF on outcomes for young people.	'I think we're working with young people a lot better than what we were'. (S2.P2.IYS)

3.20.3: Thematic Analysis of the Impact of SF Peer Supervision on Practice with Colleagues as

Reported in Post-Intervention Semi-Structured Interviews.

Theme	Definition	Illustrative items
Noticing and Naming	Transfer of specific encouragement of YP to colleagues	'Its made me congratulate or thank them.' (S2.P6.YOS)
Team Motivational technique	Motivational techniques with colleagues not involved in SF peer supervision process.	'Just going 'argg! Are we achieving anything?' and just kind of pulling back and going 'you know that's what we want and look how far we are towards it.' (S2.P2.IYS)
Confidence with colleagues	The impact of general raising of confidence through SF supervision	Raised confidence enabled a YOS worker to say no to requests.
Ownership of SF facilitation	A question of who's doing it.	Seen as useful for other colleagues and to facilitate good/better team relations, if facilitated by an external facilitator rather than themselves.
Barriers to the application of SF with colleagues.	Perceive lack of opportunities, low confidence with techniques, Perception of suitability of their roles, transferability of techniques.	'I probably didn't feel too confident, but that is going to come with practice...because its still quite relatively new really...I'll get him next time!' (S2.P8.POLICE). 'I perhaps am still a bit doubtful as to how widely I could use it with colleagues' (S2.P5.YOS) 'I think maybe it's that word supervision because I don't supervise anyone' (S2.P7.POLICE).

3.20.4: Thematic Analysis of the Impact of SF Peer Supervision on practice with Multi-Agency Colleagues as Reported in Post-Intervention Semi-Structured Interviews.

Theme	Definition	Illustrative items
Situation perception	Perception of current MA work	'We're having an awful lot of trouble with a lot of agencies...' (P1)
Awareness of practice	Meta awareness of practice as it occurs	I do look for the positives instead of always...thinking about the negatives...but I suppose its been brought to my attention a bit more.' (P1)
General confidence	Confidence and proactivity with MA Colleagues.	'I think I've improved quite a lot in that I can do it [phone calls]' (P3) 'I'm holding them to task more' (P6)
Sharing what's working	Using noticing and naming with MA colleagues.	'"He's doing that" I've not seen that, which is quite nice' (P7)
Opportunities	Which multi agency colleagues in which situations.	Pastoral teams at school Restorative justice conferences Referrals Collaborative projects
Barriers to the application of SF with colleagues.	Perceived lack of opportunities, appropriateness of use, not feeling it's in the role to facilitate.	'I haven't' really done a lot like that recently' (P8) 'There are probably more opportunities for me within this for peers' (P8) 'I've not used it in that way' (P5) 'Not to put them in awe of it' (P7) 'I don't want to go in there having the big magic wand and 'I'm going to solve everything with this'. (P7) 'it's having the confidence and conviction to say "no actually we do need to step back and reflect"'(S2.P7.POLICE)
Not affected		I don't think its affected it really' (P3)

STUDENT HIGHER-LEVEL RESEARCH



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STUDENT RESEARCH AND THESIS

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Title of your project: The Role of the Community Psychologist in Promoting Multi-Agency Capacity in Supporting Vulnerable Young People.

Brief description of your research project

This research proposal explores the contribution that the application of community orientated psychology can make in the promotion of effective elements of practice in engaging with vulnerable young people and families.

The proposed research will take the form of two separate yet connected papers. The first part of this research will survey the perceptions of need and of successful practice in professionals working with hard to reach young people, and will explore the constructs of professionals, hard to reach young people, and their families.

The second phase of this research will explore different cases of applied community orientated psychology in reaching hard to reach families and young people. A second extension option to this paper will involve a piece of ethnographic research with the research embedded as community psychology practitioner.

Give details of the participants in this research (giving ages of any children and/or young people involved):

Stage one will involve interviews with 10 professionals, sampled opportunistically. Following this interview I will be looking for opportunities to interview the families or young people (aged 9+) that have benefited from successful engagement with their services.

If they are able to recommend a suitable service user to meet with me, and have permission to do so from their line manager, I will ask them to approach the parent, carer or young person initially to see if they would be willing to be part of the research project, ask for their (and where necessary their carer's) consent, and then to attend an interview with me. Consent will be sought from the client recommended to share their anonymised feedback with the service.

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Stage two will involve three groups of participants - professional members of a neighbourhood action focus group, 10 young people (aged 9+) from the neighbourhood who have been involved with these professionals, and finally the parents/carers of those young people.

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs)

Participants will be informed as to the purpose of the information gathered, the duration of its storage, and the conditions of use - i.e. that it may be published but will be anonymised. Young people involved with these professionals will be carefully informed of the purpose of the research, initially contacted in tandem with the trusted professional, who they can turn to for further information at any time. All participants will be reminded that they are able to withdraw at any time.

The nature of the data collected (see below) allows for continuous feedback about information shared. For instance; the repertory grid is fed back either immediately after an interview, or via a full written analysis by post (guided by the participants choice) - this gives the participant another opportunity to review the information that they have shared and to change or withdraw parts that they may feel uncomfortable sharing.

For the purpose of reporting the findings of this research, not only the identity of the individuals, but also the identity of the neighbourhood will be anonymised to prevent any individual being identified.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

Data will be collected by way of interviews that elicit repertory grids. These grids allow participants to firstly construct positive and negative constructs regarding multi-agency work, and then rate themselves and others on the emerging scales. The individuals used as prompts to elicit these constructs are kept anonymous to the researcher. Therefore no defamatory conversations can occur. Following the construction of the repertory grid, the constructs held as most important to the participant are explored in more depth. This is followed by a short debriefing, and reflection on the process. This is an important element to the interview, as reflection on own and other's practise could bring up issues for participants around lack of support, historical or current conflict, or future worries and concerns.

These issues will either be resolved with the researcher or sign-posted to relevant sources of support - for a professional this may be a line manager, for a young person or carer a significant adult either in their informal support network, or professional support network.

The second stage of the research involved immersion as a practitioner of community psychology in a multi-agency professional group focused around a particular neighbourhood. My initial interviews will follow the structure as above.

Further interventions with the group and members of the community (parents of young people as before) will be reactive to need, following an action research model. Interventions are likely to include group work as a continuation of the preceding construct work, to focus on group roles and group interactions, and training for community members, for example solution focused meeting skills.

The feedback mechanism of the interviews followed by intervention, followed by further interviews to measure distance travelled, will allow interventions to be informed and led by the participants. Feedback to the group will always be framed positively to guide direction towards practise development, rather than critical, or negative, feedback. This will avoid the possibility that the process of the research will distress any participants.

A log will be kept of the group processes and analysed, again, all parties taking part will be made aware of this, their consent sought and will be able to withdraw at any time. The focus of the log will

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be on the practise of the facilitative role of the community psychologist and group processes, rather than on individuals. As part of the ongoing feedback process, this will be shared with the group and used for reflective purposes, ensuring transparency and ownership.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

Completed repertory grids will be kept in a locked cabinet.

When shadowing professionals in the neighbourhood, I may come across unethical professional behaviour. In this project, as with my placement I am supervised by Cornwall County Educational Psychology Service and must adhere to their policies and procedures regarding child protection and other professional conduct. Any concerns will be discussed in supervision with my supervisor and appropriate informed action taken.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

Group work with the action group could make explicit culture or individual clashes between professionals. I have detailed the factors above that I have put in place to manage that risk.

This form should now be printed out, signed by you below and sent to your supervisor to sign. Your supervisor will forward this document to the School's Research Support Office for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

I hereby certify that I will abide by the details given above and that I undertake in my thesis to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed: *Emily Jane* date: 29/6/09

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: _____ until: _____

By (above mentioned supervisor's signature): *M. J. Rose* date: 29/6/09

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occurs a further form is completed.

SELL unique approval reference: 0/02/017

Signed: *Sally Tomlin* date: 12/10/09
Chair of the School's Ethics Committee

This form is available from
<http://www.education.ex.ac.uk/students/index.php> then click on On-line documents

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Ethical considerations.

Ethical considerations particular to Paper One:

Confidentiality.

In accordance with data protection policies data collected was stored in a locked cabinet and shredded after 6 months.

Care was taken to collect only appropriate data such as name, age, and opinions not, for example, case histories of young people such as offending history. Not only did this comply with data protection policy, it also communicated to the young people the importance of their opinions over their 'NEET', or 'Youth Offender' status.

Informed Consent.

Professionals' understanding of involvement in research was double-checked at meetings before signing the consent form. Young people over the age of sixteen were able to give consent for themselves, but had the choice of parental/carer consent being sought. This supported their own empowerment in the process. Young people under sixteen were reassured by their parental/carer consent being sought, however separate consent was also sought from them in an equally formal manner to emphasise their control in the process. It was ensured both verbally and in the written consent form that all participants understood that confidentiality meant that their views would be shared and their likely audience for this, but that their identities would remain anonymous .

Ways to withdraw were signposted directly at the beginning and end of interview, through email, and through the contact professional.

Interviewing Young People.

Care was taken to make the interview procedure as accessible as possible to the young people involved. Design of the procedure meant that data could be collected in as short a time as twenty minutes, extending to forty minutes to have deeper talking about opinions if appropriate. Many participants in the study had had negative experiences of education contexts, and difficulties with literacy. Therefore the interview was set up not only to be unthreatening in terms of engagement with the researcher by offering for the contact professional to stay, but also the option of a short time to the interview, and the research to act as scribe for either writing or drawing with careful

elicitation of views verbally and then checked back for clarification.

Interviewing Professionals.

As with the young people interviewed, professionals were reassured as to the confidentiality of their contributions. Some professionals found it difficult to respond to eliciting elements 'colleague from whom you would choose not to learn, multiagency colleagues from whom you would not choose to learn, and supervisor from whom you would choose not to learn'. The criticisms implicit in these judgments were incongruent with some professionals' values. However with researcher support, reframing away from personal criticism towards more depersonalised attitudes to practice used by individuals enabled participants to feel more comfortable discussing negative aspects of practice with which to compare preferred constructs.

Ethical Considerations Particular to Paper Two.

Professionals were supported as in the methods for paper one. Additionally the process of Solution Focused peer supervision raised a number of further ethical considerations:

- Cultural sensitivity: the facilitating psychologist took care be sensitive and reactive to existing work cultures regarding the existing role of supervisors in the organisation, reactions to self-awareness work and resultant feelings of vulnerability and reactions to change.
- Ensuring the voluntary nature of participation: it was made easy to retire from the process under work pressure. An initial meeting was held to explain the process and outline to commitment needed. Additionally session one was framed as a 'taster' session, further enabling professionals to withdraw if they felt that this process was not going to be useful to them. Each following session included an ending period in which the usefulness of supervision was informally evaluated and further commitment to sessions inquired about rather than assumed.
- Negotiations with managers regarding the need to allow for this supervision time during work hours were carried out before professionals were approached.

The Role of the Community Psychologist in Promoting Multi-Agency Capacity in supporting Young People.

Doctorate in Educational, Child and Community Psychology. University of Exeter. Emily Jane. 2010

Informed Consent Form

I have read the information sheet concerning the project and understand what it is about.

All my questions have been answered to my satisfaction

I understand that I'm free to request further information at any stage

I know that:

- My participation in the project is entirely voluntary
- I am free to withdraw at any time without any disadvantage
- That data will be securely stored and destroyed when it is no longer needed
- The results of the project may be published but my anonymity will be preserved

I agree to take part in the project.

Participant Name:

Parent/Carer Name (where appropriate):

Phone / email:

Participant Signature:

Date:

Parent/Carer Signature (where appropriate):

Date:

Further Questions, queries or feedback?

Emily Jane, Researcher, 07791834870. Brahm Norwich, Research Tutor, 01392 264805

This project has been reviewed and approved by the Chair of the School Ethics Committee, University of Exeter.

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Date:

Further Questions, queries or feedback?

Emily Jane, Researcher, 07791834870. Brahm Norwich, Research Tutor, 01392 264805

This project has been reviewed and approved by the Chair of the School Ethics Committee, University of Exeter.

Psychology for Young People Where They Choose to Be: An Exploration into Community Educational Psychology.

A Review of the Literature¹

Abstract: *This literature review supports two distinct yet related research papers. The first of these studies explores the success factors in building professional relationships with vulnerable young people. The second explores the role of the Community Educational Psychologist in supporting professionals who build relationships with vulnerable young people. The rationale for this research is based on several assumptions: That there is currently a gap in the access to psychology for a significant proportion of young people not accessing main stream education; that relationships are the key to success in intervention work with this group; that those staff with least professional support networks are engaged with the young people with most complex circumstances. Relevant literature is reviewed to investigate the strengths of these assumptions, and the gaps in the literature relating to these areas. I also set out the argument that it is necessary that Educational Psychology as a profession meet this need, both pragmatically due to changing professional contexts, and ethically to answer its social responsibilities. The suitability of investigating this area with methodology from the Personal Construct Psychology field is considered, and finally an outline is given of the proposed research.*

¹ This literature review has been marked and examined **separately** from the examination of this thesis. It is appended here for completeness and to give coherence to the whole thesis.

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1. Introduction.

This literature review supports two research articles. The first explores the elements of success in engaging with vulnerable young people and their families where other services have failed to engage. The second paper explores the role and impact of an educational psychologist working with professionals engaging with vulnerable young people and families who have not historically experienced a positive engagement with services, to promote their practice and provide access to relevant psychological theory and practice.

The inspiration for this research comes from my own youth work background. Before we continue to looking at the theories lying behind the practice, it is worth sharing some examples of practice and the questions they raise regarding successful engagement with vulnerable young people, multi-agency working, the children's work force development issues, and the need for dispersed psychological knowledge:

Case example from my youth work practice: Carley, 13, engaged with youth work support regarding the bereavement of her father, and conflict with her step father and mother. School and social care liaison did not go well due to conflicting agency agendas for Carley, who then became further estranged from education, her social worker and mother. A clinical psychologist home visit produced a hypothesis of attachment issues between mother and daughter, however Carley

refused to attend a CAHMS appointment to work further on this. An unofficial foster arrangement chosen by Carley was not tolerated by social care or mother, further entrenching conflict.

What is the general understanding between statutory agencies who are failing to maintain a relationship with a young person and voluntary agencies, such as in this case the youth centre who are managing to maintain a relationship despite limited access to the resources and authority of the other agencies? Why is it that in a case where it would appear maintaining the relationship with a vulnerable young person was the highest priority, were agencies divided? Furthermore, if a young person will not attend a Child and Adolescent Mental Health Services (CAMHS) appointment, and has stopped attending education, how can the appropriate psychological knowledge and help reach her?

Case example from my youth work practice: Adele, 12, experienced physical abuse with her new step-family and mother. The situation escalated until she refused to attend school and turned to casual prostitution in order to get shelter at night. Youth workers referred to social care due to child protection concerns. Social care were not able to address the needs of a young person who could repeatedly choose not to engage by voting with her feet, however Mum, who was extremely stressed, was told firmly that allowing the situation to continue amounted to neglect. Mum promptly relinquished responsibility for Adele, at which point Adele turned 13, and social care intervention was reduced.

Why do our children's, young people's and families' services struggle so much with the growing empowerment and choice of young people to act to leave abusive situations? To an extent some professionals can be prescriptive with their interventions regarding younger children. Additionally children's physical vulnerability at younger ages perhaps acts as a protective factor when it comes to social care intervention; they are prioritised because they are at higher risk. Where else does this leave our young people, but at the thin end of the educational and social support wedge? What is the Educational Psychology (EP) contribution when young people opt out of the educational options open to them?

Professionals who are able to engage with young people in complex situations such as above, and out of mainstream education have a particular set of skills. These workers include, amongst others, youth workers, youth offending officers, police youth liaison officers and charity therapy workers.

However where social care has a clinical psychology team to support children in care, and schools have the Educational Psychology Service; where is the psychology in the youth sector?

To answer this question it is necessary to explore the literature in a number of areas. Firstly, I will look at the literature supporting the idea that a relationship is key to success for engagement and successful interventions with vulnerable young people and their families. For this I will refer to the therapy literature, and in particular EP practice around attachment, but also make links to youth and community work.

I will then explore the evolving role of the EP, its relationship to the emergent practice of community psychology and put forward the relevance of EP's becoming involved with vulnerable young people and their families in a less traditional manner.

It is important for this to be framed within both national and local contexts. So thirdly, I will lay out the international and national frameworks for this, and then explore the local context in which the research will be taking place.

Having set the ground work and rationale for research in this area, I will then take a look at the literature to find the evidence for successful practice of EPs supporting practitioners engaging with vulnerable young people. This will look both at successful school EP practice that can be brought across to a different context, and examples of community psychology approaches.

The questions asked by this investigation do not lend themselves easily to reductionist methods of enquiry, and so it is worthwhile spending some time looking at the methods of research that will be used from the area of Personal Construct Psychology and why this is appropriate using examples from the literature.

Finally I will summarise the journey through the literature with conclusions that can be drawn and a summary of the future direction remaining for research and conclude with an outline of the research proposed.

Sources of literature came from a number of EBSCO and Psychinfo searches, google scholar online searches, and personal books. To ensure that the concepts in question were viewed from a variety of perspectives, a number of differing search terms were used. For example, exploring the literature around the importance of relationships in engaging with vulnerable young people necessitated the terms 'therapeutic alliance' to access therapy literature, but 'NEET' [not in employment education or training]' as a search term to access youth and community work research.

Further information regarding youth and community work approaches came from the informal education website infed.co.uk.

2. The Literature Regarding the Role of the Relationship in Youth Intervention.

***Chapter Synopsis:** Differing approaches to exploring the role of the relationship in youth intervention are compared in this chapter: The first approach, the only current meta-analysis of the relationship factors in clinical youth therapy, is considered. The second approach is more anecdotal in nature and refers to a key piece of work from the Tavistock Clinic, and some observations resulting from successful practice from Dan Hughes. Thirdly I look at the evaluation of the “Kids Company’ approach, which combines attachment theory with neurobiological evidence to support their ‘love is all it takes’ rationale. I briefly refer to youth work practice literature to make the relevant links across and conclude with a summary of potential future directions.*

2.1 The Therapeutic Alliance Literature.

A significant body of therapy literature pertaining to adult therapy establishes the importance of the non-specific factors that influence client change and the outcomes of therapy. The largest proportion of these factors is attributed to the relationship between client and therapist (Lambert and Barley 2002).

The evidence to support the role of the therapeutic alliance in adolescent and youth treatments is more limited. Indications from one meta-analysis of the relationship variables in youth treatment (Karver et al 2006) are that the role of the therapist-client relationship is of even more significance in the treatment outcomes than in the adult literature.

This youth treatment meta analysis however, despite reporting itself as ‘the most comprehensive analysis of the relationship constructs in the youth treatment literature’ (p50) only investigated 49 studies, 25% of which were not published in peer review journals. This sample size limited their ability to use particular construct domains as moderators of the process to outcome relationship as had been used to effect in an adult meta-analysis. Interestingly, some results were conflicting, especially regarding the role of client autonomy, therapist direct influence and affect toward therapist. The authors themselves point out the problematic issue of not separating out studies between child and adolescent treatment, which necessitate differing approaches. In adolescent

treatment especially for example, the role of autonomy is key for engagement as supported by Hughes (2009) below.

Despite the challenges faced by Karver et al (2006), some key findings from this research are of interest to practitioners working with vulnerable young people outside the more disciplined and ordered therapeutic situation. Conclusions were drawn that effect of the therapeutic alliance was highly generalisable across all settings, including 'treatment as usual in the community' which would fit a model more easily recognisable by youth work and youth offending colleagues. The factors with strongest influence on treatment outcome were therapist direct influence (although this was strongly influenced itself by a representation of 80% of CBT therapy which is itself characterised by strong therapist direction). More significantly the therapist relationship with the youth client was seen as having a strong influence on treatment outcome.

2.2 Psychoanalytic Theory in Educational Practice.

A more anecdotal approach is adopted by Youell (2006) in 'the Learning Relationship', which applies Psychoanalytic thinking to education. To Youell the relationship is all and is the context in which a young person relates to learning in every way. She applies the key concepts of projection, transference, and containment to the learning environment. One of the attractive elements to the application of Youell's work is that she frequently refers to her experiences working with adolescents in a non attender unit in the 1980's for both case illustration and as the source of her frustrations and inspirations.

The role of self-awareness using psychoanalytic theory for practitioners working with young people with emotional and behavioural difficulties is key in Youell's anecdotal accounts of effective practice. Where a meta-analysis using qualitative data proved frustrating to researchers when looking for the elements of effective practice in engaging with vulnerable young people (Karver et al 2006), Youell's work shows that practice with vulnerable young people can benefit from more applicable examples in practice, such as this.

2.3 Attachment Theory.

The evidence to suggest the impact of attachment style across the life span is considerable (Munson, McMahon and Spieker, 2001, Ogawa, Sroufe, Wienfield, Carlson and Egeland, 1997, Burk and Burkhard 2002, Hill 2002, Moss, Somlla, Cyr, Dubois-Comtois, Mazzarello and Berthiame, f2006). Research in this area has been more particularly focused on early years and childhood

development and its impact on education and implications for interventions with children in care (Hughes 2006). Brisch (2009) offers a good overview of the effect that attachment patterns can produce in adolescence.

Authors in this area all stress the absolute essential nature of the establishment of a relationship before intervention, internal models and then behaviour change can occur (Geddes 2005, Bomber 2007, Hughes 2006). In the classroom this can take the form of a key attachment figure, in wider settings, Camilla Batmanghelidjh (Gaskell 2008) has shown with her social enterprise; 'Kids Company' that attachment theory based interventions can enable engagement where none other has been possible. A comprehensive evaluation by Gaskell in 2008 had some interesting things to say about the elements of success in the Kids Company approach. This study combined quantitative outcomes such as Strengths and Difficulties Questionnaire (SDQ) scores with a range of qualitative measures including a week long audit and interviews with young people accessing the service. Conclusions particularly relevant to the relationship debate were that; 'At the point of access, children and young people want to access services through Kids Company' (Gaskell 2008 p5). They also quoted an 85% self referral rate from the street.

2.4 Elements of Success in Building this Relationship.

The crystallization of the factors that successfully build this relationship are evidenced in a diverse range of literature. However is it difficult to find a unified perspective on this with a shared language and common understanding.

One emerging consensus comes from the attachment community. Dan Hughes applies similar principles of intersubjectivity as in his work with younger children and adults (Hughes 2009). He accentuates the importance of the attitude of the adult in gaining trust with an adolescent. The principles of attunement, joint awareness and joint attention, are essential, he holds, if an adolescent is to retain autonomy in the relationship, as well as benefiting from the experience of sharing his internal world.

Hughes, as the author of the seminal work 'Building the bonds of Attachment - Awakening Love in Deeply Troubled children' (2006a) which made attachment theory accessible and applicable for professionals, is an appropriate voice of authority to make attachment theory accessible for those working with troubled teenagers.

Interestingly, in the same article Hughes gives three common explanations for why adult attempts

at establishing relationships with an adolescent with attachment difficulties often fail, and it is worth noting these elements to distinguish between why some practitioners in some settings are successful and why others are not:

‘Adolescents tend to experience events affectively with a high degree of immediacy and intensity, characterised by strong emotional expression. When adults respond in a calm, quiet and rational manner, the adolescent often experiences a lack of understanding as if the adult is speaking another language. He just ‘doesn’t get it’.’

‘The adolescent’s attention is often focused on something different than that which the adult is focused on. The adolescent is likely to want to focus on something practical, of interest, and in the ‘here-and-now’. The adult wants to focus on a problem, or a long term goal. When the focus of attention is different, the adult often tries to resolve the conflict by giving the teenager a lecture regarding the importance of the issues that the adult wants to discuss and this importance of the specific goals. The fact that lectures seldom elicit focused attention tends to be overlooked.’

‘Often the adult’s intentions for the meeting differ from the intention of the adolescent, so there is a lack of cooperative stance. The adolescent is often present because he ‘has to be’ or there will be some less desirable consequence. He often experiences the adult as being motivated to fix him, rescue him, choose goals for him or maintain control over him. He is not likely to have a complementary motive that would elicit cooperation. Even when the adult believe that his intentions are in the adolescent’s ‘best interests’, the adolescent is likely to believe fundamentally that his ‘best interests’ are to make his own decisions.’

(Hughes 2009 p127).

Hughes points out two further common obstacles to establishing a relationship between a professional and adolescent; that of remaining too objective, and thereby denying the adolescent of having the experience of having impact on another, and therefore experiencing the interaction as disempowering. Secondly, Hughes refers to a judgement of the adolescent’s inner world when it is shared, according to rules and regulations leading to shutting down of that sharing.

2.5 Attachment Theory Meets Neurobiological Developmental Evidence.

An approach that offers both anecdotal evidence and resultant practical strategies, and a psychobiological theoretical basis is that adopted by The Kids Company, founded by Camilla Batmanghelidjh (A published evaluation of which can be found in Gaskell, 2008). The evaluation of

this project is included here due to the proven success of the methods, the longevity of the programme, and the independent nature of the evaluation.

Gaskell, (2008) Attributes the elements of success to the holistic view of the child and wrapping services around that child and their key relationship in a young person focused way. Another important element to this was not forcing things on the child but going at their own pace:

“Because the emphasis is on the child, because [of] the notion that there has to be some kind of attachment, some kind of trust before the child can accept what is on offer to them – if you push it on them it doesn’t work.” (Kids Company centre worker)

(Gaskell 2008 p5)

In fact proponents of this approach go even further to under score the function of the relationship:

‘Based upon neuro-scientific evidence, it is clear that the attachment and relationship that makes up part of Kids Company’s philosophy is more than a facilitator of interventions. The possibility to develop a relationship with a trusted adult figure, for those who have been deprived of them, or damaged by them in the past, is a significant intervention in itself.’

(Gaskell 2008 p.28)

Informal education has a well-established history of putting a relationship first. Youth workers especially are trained in this discipline. Studies evaluating youth work approaches often cite the flexibility, ‘have a laugh with’ nature of the relationship. Here the elements of trust, empowerment, a relationship with a consistent adult professional, and enabling young people’s voices to be heard are shown to correlate with successful engagement (Crimmens et al 2004). Although this too has a slim evidence base (Colley 06), and has been accused of a general ‘scattergun’ or fire fighting approach (Yates and Payne 06). This in some way can be seen as the effects of short term funding

The Relationship is Key: Future directions for research.

Clearly analysed evidence to find the elements of success in building the relationship in non clinical environments is needed.

Further evidence of the special contribution that EP’s can bring to supporting professional with this relationship in a variety of settings is missing from the literature.

The development of clear strategies to help professionals build that essential relationship is ongoing, and professionals benefit from a practitioner interpreting and supporting the realisation of these strategies.

constraints in the sector as a whole (Clifford 02).

3. A Community Orientation is an Appropriate Development Area for Educational Psychology.

***Chapter synopsis:** Here I examine the current status of the discipline of Community Psychology in the UK, the pragmatic and ethical arguments for movements towards community psychology in educational psychology, and examples of ways in which to contribute to multi agency working.*

3.3 Community Psychology is Currently Conspicuous by its small Presence in the Literature.

Community Psychology is an emergent discipline in the UK. At a time when the traditional role of the EP is in flux towards an increasingly systemically orientated discipline, and within a background context of sea changes towards multi-agency working, community psychology could be seen to form an essential part of this new identity. Indeed, training routes to Educational Psychology now include the provision of 'Community' in the title, however the models of Community Psychology practice are not yet clear, and although there is some pioneering work in this field (Stringer, Powell and Burton, 2006; Jones 2006;) confusion exists around both the definition of Community Psychology and the general level of commitment to its principles within the discipline. Educational Psychology is a long established tradition in the UK and yet the question; 'OK, then what do EPs do?' (Wood 1998) is still a relevant one. I would add to this and ask: 'OK, then what do Community Psychologists do?'

3.2 Definition.

Community Psychology resists a pragmatic definition, not least because some view it as an integrated orientation and others as a discrete area of applied psychology (Mackay 2006). However reviewing the literature, several underlying themes become clear. It is a psychology that takes into consideration social and political factors, and has an empowerment agenda (Mackay 2006, Jones 2006). Hampshire Educational Psychology services usefully define the values and approaches that make them a community orientated service and these values seem to generally apply across Community Psychology:

- Interactionist,
- Systemic,

- Embedded research,
- Meeting people where they are,
- Proactivity
- Prevention, partnerships and participation
- Social justice through social action
- Meaningful and respectful

(Stringer, Powell and Burton, 2006 p.62)

3.3 'Community psychology has been slow to develop in the UK' (Kagan 2007, P.224).

Many proponents of the Community Psychology approach argue that a community orientation was embedded at the outset of the Educational Psychology profession, and that departmental boundaries in public services, encroaching bureaucracy, and increased demarcation of branches of applied psychology have moved Educational Psychology increasingly further away from its holistic roots into a narrow role. (Mackay 2006, Stringer et al 2006). These researchers draw on the dynamically changing environment of children's services in the UK to call for an end to this drift, and a reconstruction of the profession to regain its central position in communities; that of the Community Educational Psychologist (Stringer et al 2006, Gillham 1978).

There are examples across the country and duration of the profession of psychologists striking out to redefine what EPs are capable of in the community context. Examples come from Hampshire (Stringer et al 2006), Sheffield (Loxley 1978), Plymouth (Jones 2006), West Sussex (Wood 2006), and an overall strong orientation in Scotland (Mackay 2006). Together these form an increasing body of evidence to support the widening of the EP role.

3.4 Multi-Agency Working.

It has been a consistent government agenda over the last 10 years to promote multi-agency working. The sheer amount of legislation supporting this shows the importance attached to joined up working around children and young people (DfES 2003, DfES 2004a; DfES 2004b; DfES 2004c; DfES 2005a; DoH 1998; DoH 1999; DoH 2001; Milbourne et al 2003) There is a corresponding extensive body of literature looking at the pros and cons of multi-agency working, (Hughes 2006) the different models (Doyle 1997) and elements for success and barriers and it is appropriate to refer to what EPs can contribute to collaborative working.

3.5 The Promotion of a Shared Understanding is a Key Factor in Collaborative Work.

A number of studies have attempted to find the most important elements for success in multi-agency working. Barclay and Kerr (2006) looked at current practice and how professionals understand and value another's role and identified 6 elements perceived by their participants as key: Shared/joint working; a positive/team attitude; communication; shared goals; a multidisciplinary aspect and an understanding of each other's roles.

Further research highlights the need for 'mutual respect and reciprocity, shared vision with clear and realistic aims and objectives, understanding roles and responsibilities, and overcoming professional stereotypes' (Hughes 2006a p13).

Community Psychology and collaborative work: A summary of Future Directions for Research.

Community Psychology currently lacks a clear identity in the UK.

There is a paucity in the literature of concrete examples of Community Psychology.

The provision of more self proclaimed, published examples of Community Educational Psychology practice will add weight to a currently slim body of literature for this emergent discipline.

Further examples of the distinct contribution that Educational Psychologists can bring to a multi-agency environment will further carve out EP identity in this area.

4. National and Local Contexts.

Chapter synopsis: *In this section I will be placing the previous discussions within the contexts of international movements, national initiatives, and local professional contexts. I begin with a brief review of social pedagogy, and its influence on professions working with young people. Staying with a theme of empowerment, I then move onto the development of relevant policy in the UK along with an overview of the relevance and impact of work focused on young people. Finally it is worth locating the proposed research in its local organisational context to reveal the local influences on practice and the timely nature of providing an example of differing ways of working as EPs.*

4.1 An International Context.

There is an international identity for empowerment movements that comes under the philosophical stance of social pedagogy. Taking a socially critical stance, it provides a 'bottom-up' philosophical basis for action, rather than the 'top-down' approach that the EP profession is more used to with a statutory role. Professions with a more established history of engaging with vulnerable young people take key concepts of this approach on board to inform practice, and it is our Latin American colleagues from the Community Psychology community that provide us with examples of collaborative psychology (Kagan 2007).

4.2 National Moves Towards Empowerment.

The UK government has made moves increasingly towards statutory service providers both listening to and working in partnership with service users. (Engaging Communities, White paper double devolution, creation of department of communities and local government, Safer stronger communities agenda and local partnerships) Society in the UK is also moving from a deficit model of minority groups such as disability and ethnicity towards a social critical and capacity model approach recognising the existing abilities in communities of people, identifying by for example ethnicity, neighbourhood, or disability, to solve their own issues and the essential importance of having the autonomy, resources and recognition to do so. The last 10 years has seen an unprecedented period of government initiatives encouraging and funding community led enterprises to challenge disadvantage such as the Neighbourhood Renewal Unit, Working Neighbourhoods, Community Empowerment Fund, Single Regeneration Budget, Future Builders, and New Opportunities Fund.

Best practice for the sharing of power can be seen in social work, youth work, community work and public health (Sutton 1995). These professions generally have a better track record for challenging social inequalities, rather than supporting majority narratives that unfortunately psychologists have been party to both in the past and are, according to some, even now (Mackay 2002).

4.3 The Status of Young People in the UK.

Of course engaging with vulnerable young people has much to do with recognising the rights and voice of young people, and how we chose to hear them. Butler and Green (2007) identify the cultural position of children and young people and our ability (or not) to credulously listen to their version of events. To illustrate the UK cultural conceptions of childhood they cite a spoof paper on

the 'etiology and treatment of childhood' by Jordan Smoller (1997). The clinical features of this disease are listed as 'congenital onset, dwarfism, emotional lability and immaturity, knowledge deficits, and legume anorexia' (p16).

Joking aside, we still have quite a way to go, as the recent UNICEF report (2007) into child well-being in rich countries illustrated when children and adolescents in the UK rated themselves as unhappiest in all surveyed industrialised countries.

A number of government reviews, the most recent of which; Targeted youth support: Next steps (2009) highlights the need for integrated youth support, with an emphasis on multi-agency work.

4.4 The Local Context.

During the course of this research all organisational aspects of services for children, young people and families will be under change in the Local Authority in which the research will be based. With the reorganisation to a unitary local government, the Children, Schools and Families directorate is taking the opportunity to organise under a localism framework, into multi-agency locality teams. Child and Adolescent Mental Health services are reorganising at the same time. The youth agenda in the authority is radically changing to merge the Youth Service, Connexions and voluntary sector youth provision under one organisation; that of Integrated Youth Support Services.

This change offers some opportunities for a widening role for Educational Psychology in this authority to incorporate and re-identify our role with Community Psychology. Partners in this research will come from agencies forming new relationships and as such may well prove both a fruitful vehicle for showcasing the potential for psychology in multi-agency work, and provide examples of good practice to be taken forward into the formation of locality teams across the county. As such, I believe that this research could contribute both to the growing national evidence of the need for a Community Psychology orientation, and locally to shape collaborative working.

The National and Local Context: A Summary of The Opportunities.

Enabling EPs to work from a socially critical perspective to support the agency and empowerment of vulnerable young people.

Carving out an EP identity in a locality framework

Providing evidence for both good practice in this area and a sustainable commissioned services model.

5. Examples of Psychology Supporting Professionals in Engaging with Vulnerable Young People.

Chapter Synopsis: Three examples of EPs working to support professionals in engaging with vulnerable young people are discussed. The first refers to Youell's work as a good example of an EP sharing psychoanalytic techniques with other professionals. Solution focused literature is discussed briefly, as a relevant and increasingly widely used school of psychological thought as EPs become more involved in systemic work, however the limitations of the supporting evidence of the effectiveness is discussed. Finally an example from the literature of a single ethnographic retrospective account of an EP working within a youth offending team is provided, to show the useful nature of retrospective accounts of practice as we negotiate these new professional paths.

5.1 Psychoanalytic Knowledge and an Awareness of the Effect and Impact of Emotion on a Relationship.

Biddy Youell (2006) describes a light-bulb moment when she became aware of the concepts of projection, transference and containment to reframe the experiences of the students attending an off-site unit for adolescent non-attenders.

Youell holds that without this awareness there are dangers that settings and adults will 'unconsciously act in such a way as to provoke a re-enactment of the earlier difficulty' (Youell 2006; p160). It would appear that an awareness of counter-transference is likely to equip people working with young people with the appropriate tools to attune to them, which of course is the cornerstone for relationship-forming in attachment theory. Youell also argues that psychoanalytic theory is not merely limited to the analysis of individual relationships or the dyadic relationship between key adult and young person. (Bion 1967) brought psychoanalysis to the understanding of groups, and this can be used to apply to whole school, organisation or community to understand the dynamic behind bullying and racism, and other extreme group behaviours such as gang culture.

5.2 Solution-Focused Psychology.

Solution-focused practice is increasingly popular with an expanding group of both EPs and

Educational Psychology Services (EPS's) and is used increasingly across the areas in which EPs are involved including group work (Durrant 93), in-service training (Murphy 1994) teacher consultation (Rhodes 93) and inter agency meetings (Rhodes and Ajmal 1995). Its appeal lies in the pragmatic, time limited and capacity model of working, which can enable practitioners to tap into systemic factors. However this enthusiasm is not matched by a commitment to measuring its effectiveness, and evidence is limited. Stobie et al (2005) present the available evidence which shows amongst other areas, what in particular solution focused techniques can help with including parent-child conflict, communication problems, and family violence, (De Jong and Hopwood 1996) and offer suggestions for measuring the approach's effectiveness. With an increase in commissioning models of service this may become a necessity if EPs want to continue to use this approach.

5.3 Educational Psychology and Young Offenders.

One area of increasing involvement that does bring EP's into contact with vulnerable young people is that of inclusion in multi-agency youth offending teams. EPs have made contributions in areas such as bullying culture change (Ahmed 2006), mental health (Cooper and Tiffin 2006, Knowles, Townsend and Anderson, 2006), and rehabilitation (Champion and Clare 2006).

In a paper reflecting on the challenges and opportunities available to an EP working with a youth offending team, Ryrie (2006) sets out the case for EP involvement with Young Offenders making links between youth offending and low achievement, non attendance and exclusion. He also adds to this the focus that EPs have for the well being of young people.

His contributions in the team included casework, strategic development, training (of team members and parents), with additionally recommended roles in research, and team facilitation. Ryrie reflects that the most valuable contribution he made was the flexibility and diverse opportunities to use problem solving frameworks and skills. This study provides an example of the useful nature of retrospective accounts of practice in the negotiation of new role areas for EPs.

EPs Supporting Professionals: Examples from the Literature: Conclusions

- Psychoanalytic literature supports the importance of the psychological professional in helping professional engaging with young people to be aware of the impact of emotion on relationships and interventions.
- EP's are finding solution-focused psychology a pragmatic way forward in practice, however evaluations of the impact of these approaches are limited. More published examples are needed of evaluations of the effectiveness of this approach.
- Examples of all of the above in practice are useful to EP's embarking on a relatively new area of development for the profession.

6. How Best to Explore this Area?

Chapter synopsis: In this section I intend to provide a rationale and links to the literature supporting the way in which I intend to explore firstly; the elements of success in building relationships with hard to reach young people, and secondly; the impact of community orientated psychology on professionals working with hard to reach young people. This section is not intended as a full methodology as will be provided in the research papers.

6.1 A Rationale for a Personal Construct Approach.

Having discussed the changing role of the EP, the elements of success which include an empowering approach, and understanding the inner world of young people, it seems essential, then, that the methodology of exploration with this group, follow suite, and come from a social psychology pedagogical stance.

There are a number of research methodologies associated with this philosophical approach. The general orientation, as with practice, is one of 'working with' rather than 'doing to'.

A psychological theory that seems to link Community Psychology approaches, empowerment and collaborative working is that of Personal Construct Psychology (PCP) (Kelly 1955). Coming from an interpretivist perspective, where every individual's reality is construed in the light of their previous experience, and their choice of how to construct it, PCP gives us the ability of 'understanding children's understanding' (Ravenette 1977).

Although debate continues regarding where in the Psychology fields George Kelly's theories best fit (Raskin 2002), it is humanists that can perhaps claim precedence. It is the heavy emphasis on personal agency and self-determination (Epting & Leitner, 1992) that provides a good fit with Community Psychology approaches.

6.2 Links to the Literature for Personal Construct Psychology in Research.

Coulling (2000) used PCP to explore the multi-agency shared understanding of educational success for children in foster care. She used PCP interviews with 25 professionals belonging to 5 separate professional groups to elicit the meaning of successful education for children in foster care. She then asked the professionals to think of 3 children in foster care who had succeeded in education, and three who in the professional's view had not, and using triadic comparisons drew out

constructs for success. Professionals then had to rank these in terms of most important criteria for success.

A similar process was carried out with children involved with the study, using initially a perspective from another person (namely a teacher from primary school) to elicit constructs of success in children. The triadic comparisons and prioritisations were then completed as with the professionals groups

In a 2006 investigation into the views of school from children on the special needs register, Maxwell (2006) utilized and extended Ravenette's (1980) 'a drawing and its opposite' to elicit constructs, then used the triadic sort technique (Fransella and Dalton 1990) and found these methodologies effective in eliciting children's views on interpersonal relationships, peer groups, friendships, peer conflict and resolution, and problem solving in relationships. This study showed the significance of PCP as a tool for investigating an organisation and collecting an in-depth understanding of children's perspectives of the organisation in which they learn.

7. Conclusions.

Children's services are structured to target prevention through tapered early intervention. However it would appear that this can sometimes result in specialised, sensitive support for vulnerable young people tapering out.

The most important element of any intervention with vulnerable young people is the relationship with the professional delivering it. Researchers agree across the therapeutic, youth and social professions, although consensus is not yet clear about the elements of success of building this relationship, and vary with the professional perspective. Further research is needed to identify these elements of success and to explore the best ways to disseminate this practice with professionals working with vulnerable young people.

The profession of educational psychology is evolving. Although the road map is not clear, an emphasis on systemic work, multi-agency facilitation, and supervision is supported by the literature. Concrete examples of Community Psychology are currently thin on the ground, and practice is without a clear identity. This gap provides an excellent opportunity to research a concrete example of one form of community psychology, and to flex EP 'muscles' beyond the school setting.

The importance of the workforce development of youth provision, and of making it attractive and

accessible has been identified nationally and strategy drawn up. However the UK remains for the time being the place where young people are most likely to grow up feeling unhappy in Europe. This provides us with the incentive as a profession to act. Local reorganisation of services gives us the opportunity.

If we choose to act we have a number effective tools in our tool kit. Examples of psychology out of schools show us the differing ways in which psychological practice can support the engagement of vulnerable young people, and develop the capacity of professionals working with them. A strong message from psychologists who have trodden this path, is that our most effective tool is what we can bring to the development of others in systems around the young person. Clear, reflective published examples of effective practice are needed to pave the way forward.

Research methodologies based in research with people, rather than research carried out on people hold congruence with the empowering approaches recommended for engaging with vulnerable young people. A number of studies show that Personal Construct Psychology offers a way in which to understand the world through other's eyes, and as a research methodology offers a way in which to gain rich qualitative data about people's experiences and beliefs, whilst at the same time gaining quantitative information to allow comparison within and between groups of people.

8. Research Outline

This study comes from an interpretivist perspective and is ideographic in nature: Although findings may be of interest to others interested in the area of multi-agency working and engaging with vulnerable young people, they will not be generalisable to other populations.

This research will be in two distinct sections:

Paper One: Identifying the Elements of Success in Engaging with Vulnerable young people.

The first part of this research will survey the perceptions of successful practice in professionals successfully engaging with vulnerable young people, and will explore the constructs of professionals and young people of best practice. Ten professionals will be sampled opportunistically, and the young people they work with snowball sampled from these initial participants. The aims of this first cycle will be to find a standardised grid for successful practice, find the levels of 'consensus, correspondence, conflict and contrast' (Shaw and Gaines 1989, figure 1) between and within group constructs of successful elements of engagement with vulnerable young people, and to finally

reflect on the methodology used and to refine it for use in Paper Two.

Shaw and Gaines, (1989) Four-way comparison of constructs in terms of the distinctions made and the terminology used for them

		Terminology	
		Same	Different
Attribute	Same	<p><u>Consensus</u></p> <p>Individuals use terminology and distinctions in the same way.</p>	<p><u>Correspondence</u></p> <p>Individuals use the same terminology for different distinctions</p>
	Different	<p><u>Conflict</u></p> <p>Individuals use different terminology for the same distinctions.</p>	<p><u>Contrast</u></p> <p>Individuals differ in terminology and distinctions.</p>

Paper Two: The Role of the EP in Facilitating Effective Engagement with Vulnerable Young People.

Three Community Educational Psychologist facilitated peer supervision groups of between 2 to 3 professionals will be set up and run over 6 months. Professionals involved will be Police Youth Intervention Officers, Youth Support Workers and Youth Offending Services Workers. Intervention will begin with an initial recording of professional constructs regarding practice engaging with hard to reach young people using the vignette and repertory grid technique as in paper one. Post intervention interviews will measure and compare construct shift in individuals and within and between groups of participants, and content analysis of responses will track any changes.

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