

**The exploration of social, emotional and behavioural
functioning of pupils with ASD of primary age in educational
settings and how this is managed.**

Volume 2 of 2

Submitted by Laura Christine O'Brien,

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(Signature) Laura Christine O'Brien

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Appendices

Appendix 1 - Typologies of mixed method designs

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Appendix 2 – Strengths and Difficulties Questionnaire (S.D.Q.)

Strengths and Difficulties Questionnaire

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Appendix 3 – RCADS parental questionnaire

Revised Children’s Anxiety and Depression Scale for Parents (RCADS-P)

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Appendix 4 – Part two teacher semi-structure interviews

- a) General background information
 - i. How many years has the teacher been teaching?
What experience of working with SEN pupils does the teacher have?
Where was he/she trained?
Does he/she have experience of working with pupils with ASD?
What qualifications does the teacher have?
What type of SEN and/or ASD CPD has the teacher received?
- b) Teacher's understanding of ASD
 - i. What does the teacher know about ASD? How was this knowledge formed?
 - ii. What approaches is the teacher aware of which support pupils with ASD?
How did the teacher find out about these approaches?
- c) Concerns about teaching pupils with ASD
 - i. Did the teacher have any concerns about teaching a pupils with ASD?
What is causing the pupil's difficulties? Anxiety? Any issues outside the classroom?
- d) Current approaches and strategies
 - i. Which approaches are used? Why?
Are the approaches effective? How do you know?
Who decides which approaches are to be used? How are the decisions made? Can other staff contribute ideas?
 - ii. Is any assisted technology used? What kind? Are they useful?
 - iii. Is there a specific approach used to manage anxiety? What kind? Is it useful?
 - iv. Is this approach used with other pupils – SEN or non-SEN? Why?
- e) Support received
 - i. Who has given support to the teacher? What kind of support? How useful and frequent was this support?
 - ii. Which mode of CPD does the teacher think is the most useful? Who provided this? How was it accessed? What type of CPD would be useful?
- f) Abandoned approaches
 - i. Has the teacher tried and then abandoned any approaches? Why were these unsuccessful?
- g) Further support
 - i. In which area does the teacher feel more support would be useful?
 - ii. How could support be improved in the future for ASD pupils?
 - iii. What new developments would be useful to pupils with ASD?

Appendix 5 – RCADS child questionnaire

Revised Children’s Anxiety and Depression Scale (RCADS)

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Appendix 6 – Pupil introduction and consent

Hello. I am a teacher in a primary school nearby and also a research student. I am very interested in how you feel in your classroom at school and how you manage your feelings if sometimes you feel worried or stressed. I would like to learn which things help you. I am conducting a survey and having meetings with children your age in (add in area) to talk about times when they feel worried or stressed and will visit some to see them in their classrooms. I would like to invite you to take part as well.

If you would like to take part, I will ask you some questions about how you feel in school. There are multiple choice answers. This will take about 15 minutes of your time. Some children will be visited in their classrooms in a few weeks time. If you are one of these children I will watch you in class to see how you manage your feelings when you are worried or stressed. We will talk about these things for about 10 mins afterwards.

Please feel free to speak freely during our discussions. I will not mention you by name from among the other children when I write about your thoughts and feelings afterwards. I hope that by talking with you and other children we will find a good way to help children to manage their stressful situations in school.

If you would like to stop being part of this study at any time just let me or someone you trust know and we will stop immediately. If at any point you are uncomfortable with my note-taking or questioning, please let me know as soon as possible so I can change what I'm doing. If you do not want to answer some of the questions that is fine as well. Some of the questions may make you feel uncomfortable or sad. If you want to skip a question just tell me and we will go on. You can speak to me for as long or as briefly as you choose. It is entirely up to you.

It is completely up to you if you would like to take part. Do you have any questions about me or this study? Would you like to take part?

Appendix 7 – Letter of interest to named teachers in schools

(Email to a direct email address)

Dear (add here head teacher's name and SENCO's name),

I am a local primary school teacher currently investigating the levels of stress experienced by pupils with ASD in primary schools in (add area here). I am writing to offer (add school name here) Primary School the opportunity to join this ASD research study.

Children with an ASD diagnosis are welcome to take part in this study as are children who do not have a diagnosis but are receiving extra help or support at school due to exhibiting autistic characteristics. Please find attached to this email further information regarding this project. In the first instance I will need to spend about 10 mins assessing the child and 12 mins with the class teacher. For a very small number of children (3/4) I will visit again. Please do not hesitate to contact me should you have any questions and I look forward to hearing from you. Thank you very much for your time and support.

Yours sincerely,

Laura O'Brien

(Primary teacher at (add school name) School and PhD student at Exeter University.)

Appendix 8- Letter of interest to unnamed teachers in schools

(Email when a direct email address is unavailable)

Dear (add school name here),

I am a primary teacher at (add school name) in addition to currently investigating the levels of stress experienced by pupils with ASD in primary schools in (add in area). I am writing to invite (add school name here) Primary School to join this ASD research study. I am unable to attach the information to this form however if you could forward me and email address I will do so. Please do not hesitate to contact me should you have any questions and I look forward to hearing from you.

Yours sincerely,

Laura O'Brien

Appendix 9 – Letter to invite teachers to participate in the study

Doctoral Study - Stress in primary age children with ASD: How this is managed in mainstream and special settings

Dear teaching colleagues,

I am a primary school teacher in (add in area) who is very interested in ways in which to support ASD children in the classroom. I am currently undertaking research concerning children's emotional and behavioural responses in classrooms of which anxiety plays a part. This doctoral study will also investigate the ways in which children with are taught and managed. The study aims to investigate the strategies and techniques that teachers find most successful.

This is a very interesting and exciting investigation which has the aim of being beneficial to both class teachers and ASD children. Feedback will be provided to teachers to help to support them in their role which will help to improve the school experience of anxious ASD children.

To conduct this research I will firstly visit each school to complete questionnaires with the children who experience emotional and behavioural difficulties in class and their teachers. I will send a questionnaire home for parents to complete. For a limited number of children the study will then progress to a discussion and possible observations regarding the use of strategies and technologies in schools.

It would be wonderful to include as many children as possible within (add in areas here). Please feel free to contact me if you would like to join in or to ask any questions you may have regarding this study. I hope to hear from you soon.

With kind regards,

Laura O'Brien

Email contact: lo253@exeter.ac.uk

Appendix 10 – Letter of invitation to participate in the study to schools



GRADUATE SCHOOL OF EDUCATION

LETTER OF INVITATION TO PARTICIPATE IN RESEARCH

Project title: Stress in primary aged children with ASD: How this is managed in mainstream and special settings

Dear (add head teacher's name here),

I, Laura O'Brien, am a primary teacher in a local school in (add area) as well as a doctoral researcher enrolled at the University of Exeter. I would like to invite children attending (add school's name here) Primary School to participate in a research project entitled:

Stress in autistic primary aged children: How this is managed in mainstream and special settings

This research will be conducted in three parts. The first part will involve acquiring the levels of stress children with ASD experience in school and the levels teachers and parents perceive this to be. Research concerning the different ways in which this stress is addressed in schools will be undertaken during part two. The final section of the study will be an investigation into which stress reducing strategies are currently the most effective in schools.

The purpose of this research is to investigate the levels of stress children with ASD experience during the school day and how this is managed. This is an area in which there has been little research and therefore it is hoped that the findings may make a positive contribution to the education of autistic children. By evaluating different strategies to support anxiety in schools it is hoped that this research will expose and explain positive practices which will support and benefit children with ASD and teaching staff. Your consent to invite pupils at (add school's name here) Primary School to become participants is being requested primarily for the first part of this study.

For this study participants must be autistic primary aged children. By working with teachers, parents and children through surveys the levels of anxiety experienced by autistic children at school will be determined. A more detailed exploration of different strategies used to support the most anxious children will then follow. Further information will be sent to you if children at (add school name here) Primary School to be invited to participate in this later stage.

(add school's name here) Primary School's participation is confidential. The study information will be securely kept and although the results of the study may be published or presented at professional meetings the school's and the children's identities will not be revealed.

Participation in this study is entirely the school's own decision. You are free to withdraw at any time. I will be happy to answer any questions you may have about this study. You may contact me by following the details below or by contacting my primary or secondary advisor who are also listed below.

If you would like pupils at your school to have the opportunity to take part in this research study please contact me via the university email listed below.

Thank you for your consideration and I very much hope your school will join this study.

Doctoral Researcher

Laura O'Brien

PhD Student

University of Exeter

Lo253@exeter.ac.uk

Supervisors - Graduate School of Education

Prof. Brahm Norwich

B.Norwich@exeter.ac.uk

Dr. Alison Black

A.E.Black@exeter.ac.uk

Appendix 11 - Letter of invitation to participate in the study to parents



GRADUATE SCHOOL OF EDUCATION

LETTER OF INVITATION TO PARTICIPATE IN RESEARCH

Project title: Stress in primary aged children with ASD: How this is managed in mainstream and special settings

Dear parents,

I am a primary teacher in a local school as well as a doctoral researcher enrolled at the University of Exeter. I would like to invite you and your child to participate in a research project entitled:

Stress in primary aged children with ASD: How this is managed in mainstream and special settings

This research will be conducted in three parts. The first part will involve acquiring the levels of stress children with ASD experience in school and the levels teachers and parents perceive this to be.

Research concerning the different ways in which this stress is addressed in schools will be undertaken during part two. The final section of the study will be an investigation into which stress reducing strategies are currently the most effective in schools.

For this study participants must be autistic primary aged children. By working with teachers, parents and children through surveys the levels of anxiety experienced by autistic children at school will be assessed. The study will then explore the different strategies used to support the most anxious children in schools. Further information will be sent to you if your child is to be invited to participate.

The purpose of this research is to investigate the levels of stress children with ASD experience during the school day and how this is managed. This is an area in which there has been little research and therefore it is hoped that the findings may make a positive contribution to the education of autistic children. By evaluating different strategies to support anxiety in schools it is hoped that this research will expose and explain positive practices which will support and benefit autistic children and teaching staff. Your consent is being requested primarily for the first part of this study.

Your participation is confidential. The study information will be kept securely and although the results of the study may be published or presented at professional meetings your or your child's identity will not be revealed. The information collected will be analysed for this study and may be published or used in future research.

Participation in this study is entirely the school's, pupils', teachers' and parents' decision. After consent has been gained from all groups the study may begin. Please note that you are free to withdraw at any time. I will be happy to answer any questions you may have about this study. You may contact me by following the details below or by contacting my primary or secondary advisor who are also listed below.

If you would like to take part in this research study please sign and return the slip below to your child's school office by Wednesday 21st December.

Thank you for your consideration and I very much hope you will join this study.

Doctoral Researcher

Laura O'Brien

PhD Student

University of Exeter

Lo253@exeter.ac.uk

Supervisors - Graduate School of Education

Prof. Brahm Norwich

B.Norwich@exeter.ac.uk

Dr. Alison Black

A.E.Black@exeter.ac.uk

✂.....

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

Stress in primary children with ASD: How this is managed in mainstream and special needs settings

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....

(Signature of participant)

.....

(Child's name)

.....

(Date)

.....

(Printed name of participant)

Please indicate how you would like to receive your questionnaire:

- a paper version in child's book bag**
- electronically – please provide email address**
- in person with the researcher at school**

A copy of this form will be kept by the researcher.

Email of researcher(s): lo253@exeter.ac.uk

If you have any concerns about the project that you would like to discuss, please contact:

Professor Brahm Norwich – B.Norwich@exeter.ac.uk

or

Dr. Alison Black – A.E.Black@exeter.ac.uk

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix 12 - Letter of invitation to participate in the study to teachers



GRADUATE SCHOOL OF EDUCATION

LETTER OF INVITATION TO PARTICIPATE IN RESEARCH

Project title: Stress in primary aged children with ASD: How this is managed in mainstream and special settings

Dear teachers,

I am a primary teacher in a local school as well as a doctoral researcher enrolled at the University of Exeter. I would like to invite you and your child to participate in a research project entitled:

Stress in primary aged children with ASD: How this is managed in mainstream and special settings

This research will be conducted in three parts. The first part will involve acquiring the levels of stress children with ASD experience in school and the levels teachers and parents perceive this to be. Research concerning the different ways in which this stress is addressed in schools will be undertaken during part two. The final section of the study will be an investigation into which stress reducing strategies are currently the most effective in schools.

For this study participants must be primary aged children with ASD. By working with teachers, parents and children through surveys the levels of anxiety experienced by autistic children at school will be assessed. The study will then explore the different strategies used to support the most anxious children in schools. Further information will be sent to you if your child is to be invited to participate.

The purpose of this research is to investigate the levels of stress children with ASD experience during the school day and how this is managed. This is an area in which there has been little research and therefore it is hoped that the findings may make a positive contribution to the education of autistic children. By evaluating different strategies to support anxiety in schools it is hoped that this research will expose and explain positive practices which will support and benefit autistic children and teaching staff. Your consent is being requested primarily for the first part of this study.

Your participation is confidential. The study information will be kept securely and although the results of the study may be published or presented at professional meetings your or your child's identity will not be revealed. The information collected will be analysed for this study and may be published or used in future research.

Participation in this study is entirely the school's, pupils', teachers' and parents' decision. After consent has been gained from all groups the study may begin. Please note that you are free to withdraw at any time. I will be happy to answer any questions you may have about this study. You may contact me by following the details below or by contacting my primary or secondary advisor who are also listed below.

If you would like to take part in this research study please sign and return the slip below to your child's school office by Wednesday 21st December.

Thank you for your consideration and I very much hope you will join this study.

Doctoral Researcher

Laura O'Brien

PhD Student

University of Exeter

Lo253@exeter.ac.uk

Supervisors - Graduate School of Education

Prof. Brahm Norwich

B.Norwich@exeter.ac.uk

Dr. Alison Black

A.E.Black@exeter.ac.uk

✂.....

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

Stress in autistic primary children: How this is managed in mainstream and special needs settings

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....

(Signature of participant)

.....

(Child's name)

.....

(Date)

.....

(Printed name of participant)

A copy of this form will be kept by the researcher.

Email of researcher(s): lo253@exeter.ac.uk

If you have any concerns about the project that you would like to discuss, please contact:

Professor Brahm Norwich – B.Norwich@exeter.ac.uk

or

Dr. Alison Black – A.E.Black@exeter.ac.uk

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix 13 – Letter to SENCO forum

Dear teaching colleagues,

I am a primary school teacher in London who is very interested in ways in which to support ASD children in the classroom. I am currently undertaking research concerning children's emotional and behavioural responses in classrooms of which anxiety plays a part. This doctoral study will also investigate the ways in which children with are taught and managed. The study aims to investigate the strategies and techniques that teachers find most successful.

This is a very interesting and exciting investigation which has the aim of being beneficial to both class teachers and ASD children. Feedback will be provided to teachers to help to support them in their role which will help to improve the school experience of anxious ASD children.

To conduct this research I will firstly visit each school to complete questionnaires with the children who experience emotional and behavioural difficulties in class and their teachers. I will send a questionnaire home for parents to complete. For a limited number of children the study will then progress to a discussion and possible observations regarding the use of strategies and technologies in schools.

It would be wonderful to include as many children as possible within the south London boroughs of Croydon, Lambeth, Southwark, Lewisham/Kent, Wandsworth and Merton. Please feel free to contact me if you would like to join in or to ask any questions you may have regarding this study. I hope to hear from you soon.

With kind regards,

Laura O'Brien

Email contact: lo253@exeter.ac.uk

Appendix 14 – Example of automated online SDQ results generated

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Appendix 15 - Example of automated online RCADS results generated

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Appendix 16 – RCADS raw score to t-score conversion charts

Pupil Charts (all subareas)

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Pupil Charts (Total Anxiety Score)

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Adult Charts (All subareas)

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Adult Charts (Total Anxiety Score)

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Appendix 17 – SDQ and RCADS case summaries

Case Summaries^a

	SDQ Teacher Total Difficulty Categorised	SDQ Parent Total Difficulty Categorised	RCADS Child Total Anxiety Categorised	RCADS Teacher Total Anxiety Categorised	RCADS Parent Total Anxiety Categorised
1	borderline	borderline		no difficulty	no difficulty
2	difficulty	difficulty	no difficulty	difficulty	no difficulty
3	difficulty		no difficulty	no difficulty	
4	difficulty	no difficulty	no difficulty	no difficulty	no difficulty
5	borderline	difficulty	no difficulty	no difficulty	borderline
6	difficulty	no difficulty	no difficulty	no difficulty	no difficulty
7	borderline	difficulty	no difficulty	no difficulty	difficulty
8	difficulty	difficulty		no difficulty	no difficulty
9	no difficulty	difficulty	difficulty	no difficulty	no difficulty
10	no difficulty	difficulty	no difficulty	no difficulty	difficulty
11	no difficulty		difficulty	no difficulty	
12	no difficulty	difficulty	difficulty	no difficulty	borderline
13	difficulty	difficulty	no difficulty	difficulty	difficulty
14	difficulty		no difficulty	no difficulty	
15	difficulty		borderline	no difficulty	
16	borderline	difficulty	borderline	no difficulty	no difficulty
17	no difficulty	borderline	difficulty	no difficulty	no difficulty
18	borderline		no difficulty	difficulty	
19	difficulty			no difficulty	
20	borderline	no difficulty	no difficulty	no difficulty	no difficulty
21	difficulty	difficulty	no difficulty	no difficulty	borderline
22	difficulty	difficulty	no difficulty	difficulty	no difficulty
23	difficulty	difficulty	no difficulty	difficulty	difficulty
24	borderline	difficulty	no difficulty	no difficulty	no difficulty
25	difficulty		no difficulty	borderline	
26			no difficulty		
27		difficulty	no difficulty		difficulty
28	difficulty		no difficulty	borderline	
29	difficulty	difficulty		no difficulty	no difficulty
30	difficulty	difficulty	no difficulty	no difficulty	difficulty
31	no difficulty	difficulty	no difficulty	difficulty	no difficulty
32	borderline	borderline	no difficulty	no difficulty	no difficulty
33	no difficulty		no difficulty	no difficulty	
34	difficulty	difficulty	no difficulty	no difficulty	difficulty
35	no difficulty		no difficulty	no difficulty	

36		borderline		no difficulty	no difficulty		
37			difficulty	no difficulty		borderline	
38		no difficulty		no difficulty	no difficulty		
39		borderline	difficulty		no difficulty	no difficulty	
40		borderline	difficulty	difficulty	no difficulty	borderline	
41		difficulty	difficulty	difficulty	no difficulty	no difficulty	
42		borderline	difficulty	no difficulty	no difficulty	difficulty	
Total	N		39	29	37	39	29

a. Limited to first 100 cases.

Appendix 18 – Part two teachers’ interview schedule

Teacher Interview	Areas to cover	Sub-areas	Probing questions	
General Background Information	Teacher’s background			
		How many years teaching?		
		Experience of pupils with SEN?		
			Where were you trained?	
			In which areas of SEN do you have experience?	
				What specific experience do you have of pupils with ASD?
		Qualifications?		
		CPD?		
			Any CPD related to SEN?	
	Any CPD related to ASD?			
Knowledge about ASD	What do you understand about the nature of ASD			
		What else do you know?		
		How did you form this knowledge?		

	What knowledge do you have about teaching approaches for pupils with ASD?			
		How did you find out about these approaches?		
			What have you read about ASD?	
Concerns about teaching pupils with ASD	What are your concerns relating to teaching this pupil with ASD?			
		Please give examples		
		What do you think is causing these difficulties?		
			Why do you think this?	
			Do you think anxiety is the underlying cause of the areas of difficulty the child is experiencing ?	
				Why do you think this- for what reasons?
				Are there issues outside lessons

				affecting the pupil?
				Are there issues at home?
				Other issues?
Current Approaches and Strategies	What approaches do you use with this pupil?			
		Why do you use them?		
		How did you come to use it/them?		
		How effective are they?		
			How do you know they are effective / ineffective?	
		Who decides which approaches are to be used?		
			How are these decisions made?	
				Do other staff contribute ideas?
				Is feedback shared?
		Do you use any assisted technology?		
			What kind?	

				How useful are they?
				Where did you learn about them?
		Do you use approaches to calm anxiety or to deal with peoples' anxieties?		
			What kind?	
				How useful?
		Are any of these approaches used with any other pupils?		
			Any other approaches used even those with no SEN?	
			Any other approaches used with pupils with another form of SEN?	
				Why? (Prompt to explore further)
Support with Approaches and Strategies	Who has given you support with your teaching this pupil?			
		What kinds of support have you received?		
			How useful was this support?	

				Frequency/duration of support?
				Are any supports more useful than others?
What type of support have you had?				
		Which modes of CPD are the most useful? Demonstrations/modelling/literature /visiting other settings etc?		
			Who provides the most useful CPD?	
			Where is it available and how do you access it?	
			Why is the CPD you have received useful?	
			Do you think any other types of CPD would be useful?	

				Why do you felt this?
Abandoned Approaches and Strategies	Have you abandoned any approaches ?			
		How were these decisions reached?		
			Are these approaches abandoned for all pupils or individually?	
			Why do you think they were unsuccessful ?	
Further Support or Development	Would further support be useful?			
		What is the main area of need where you think autistic pupils require support?		
			Do you think anxiety is the underlying cause of the areas of difficulty the child is	

			experiencing ?	
	Do you have ideas for developing further support?			
		How do you think autistic pupils should be supported?		
			Can you give more details?	
	What new developments would you favour for pupils with ASD?			
		What would this involve?		
		Who would be involved?		
			Why do you think this would be an improvement?	

Appendix 19 – An example of a part two transcribed teacher interview

Example Child

General Background Information

The teacher has been teaching for 18 months and has experience of teaching children with SEN. She was trained as a teacher at the Institute of Education in London in the UK. While at the Institute University she had did not have any training in either SEN or ASD. The teacher gained a PGCE at the Institute. She has since had CPD training focusing on both SEN and ASD. Her school ran an INSET day on ASD.

Knowledge about ASD

The teacher believes that ASD is a condition which affects all areas of learning. Children with ASD can be placed on a spectrum to highlight how severe are their difficulties. The teacher gathered this knowledge from her CPD training and from her experience of working with children. She has not read any literature on autism.

Concerns about Teaching Pupils with ASD

The teacher did had general concerns about teaching all the children in her class. However she was also concerned with this child that he finds changes to routines difficult to manage and that she would have to plan things out well in advance to support him in his area. She is unsure what is causing this difficulty however she feels that anxiety may be playing a part. The teacher notes that this child has issues at home and it is difficult to engage with his mother to discuss these.

Current Approaches and Strategies

The teacher addresses this pupil specifically each time by name firstly to make sure that she has his attention. The teacher also discusses changes to the pupil's routine before they occur in order to reduce his anxiety about this. The teacher found out about these approaches through her school's SENCO, INSET,

SALT and her own ideas. She finds these two approaches to be very effective for this child. She knows this as this pupil is making progress in school. She decides which approaches are to be used in the classroom herself. Other staff do contribute to these decisions as the SENCO, and other teachers who either teach or have taught this child have discussed ideas with her. The teacher feeds back the approaches she would like to be used to the relevant staff. No assisted technology is used in the classroom with this pupil. When this pupil appears anxious the teacher uses mindfulness activities with him. He is encouraged to stretch, breathe and listen to music. This information is provided by a mindfulness club. This pupil is also encouraged to colour in at these times. The teacher uses this approach with other SEN and non-SEN pupils as all children can have anxieties.

Support with Approaches and Strategies

The teacher has received support from the SENCO, SALT, INSET providers and the previous class teacher. Some of this support is available daily however none of it has been useful for the teacher. Out of this selection the best support has come from the SENCO. She has modelled different approaches for the teacher in school. She found this is the best support she has received as from this she learnt what resources were available and could order new items. The SENCO does know the children herself so the range of ideas suggested were suitable for this child. The teacher would like more CPD as what she has received is not enough and some children in her class are not making progress.

Abandoned Approaches and Strategies

The teacher has tried to use a visual timetable with this child but has since stopped. The teacher noticed that the pupil did not like it. This pupil was the only pupil in the class using a visual timetable.

Further Support or Development

The teacher feels this pupil would benefit from help with interacting with other children. The teacher feels that the difficulty in doing so is caused by anxiety. Small

group work with other autistic pupils was suggested as a way in which to approach this difficulty. This work could take the form of discussion and play with sharing and taking turns. The teacher thinks she should run these groups with support from the Educational Psychologist. This would help to support this pupil in this main area of need which needs developing.

Appendix 20 – Part one SDQ and RCADS total scores

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SDQ Teacher Total Difficulty Categorised	39	92.9%	3	7.1%	42	100.0%
SDQ Parent Total Difficulty Categorised	29	69.0%	13	31.0%	42	100.0%
RCADS Child Total Anxiety Categorised	37	88.1%	5	11.9%	42	100.0%
RCADS Teacher Total Anxiety Categorised	39	92.9%	3	7.1%	42	100.0%
RCADS Parent Total Anxiety Categorised	29	69.0%	13	31.0%	42	100.0%

a. Limited to first 100 cases.

Appendix 21 – Letter to schools concerning part three of the study

Dear (add SENCO's name),

I hope you are well and thank you so much for your help and participation in the research study regarding stress in autistic pupils of primary age.

I am now in the final section of the study which entails working with the two children who scored the highest anxiety levels, the two children who scored the lowest and the two children who were in the middle from all the results gathered from schools in the London area.

(Insert name here) in your school was one of the two pupils who scored the lowest. Please could we arrange a time when I can visit (insert name here) again. I would like to visit (insert name here) for two half hour periods in her classroom observing whatever she normally does. I will note down what she is doing at the start of every minute for thirty minutes. It does not matter what (insert name here) is doing – working alone, in groups, in the classroom, doing written work, PE etc. In this way it is hoped that different activities will be taking place in different schools. I can observe the two half hour sessions on the same day or on different days whichever is easier for you. It would be wonderful to speak with the class teacher for about 15 mins afterwards and the child for 10 mins to enable any ideas they may have to be included in the overall picture.

Thank you once again for all your help and I look forward to my final visit(s) to (insert name here) Primary School.

With best regards,

Laura O'Brien

Appendix 22 – Letter to parents concerning part three of the study



GRADUATE SCHOOL OF EDUCATION

Project title: Emotional and behaviour functioning of primary aged children with ASD: How this is managed in mainstream and special settings.

Dear parents,

I am a primary teacher in a local school as well as a doctoral researcher enrolled at the University of Exeter. A while ago I wrote to you concerning a research study I have been undertaking concerning how emotional anxiety and stress is managed in primary schools.

Thank you very much for your support in joining the study and for completing and returning the parental questionnaires.

Following the analysis of these results your child has been selected to take part in the final section of this study. Your child will be visited at school and observed in their normal classroom routines to capture their classroom experience. They will be offered the opportunity to contribute their perspective about school and to explain what they like and do not like in school. This will take place this term before the summer holidays. If you have any questions about these visits or would

prefer that your child does not continue in this study please either email me at lo253@exeter.ac.uk or inform your child's school's SENCO teacher.

Thank you once again for your support in this study concerning how children with ASD are supported in classrooms.

Yours faithfully,

Laura O'Brien

PhD Student

University of Exeter

Lo253@exeter.ac.uk

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Appendix 23 - Possible observable descriptions of approaches categorised

1. Observable Primary Approach	Specific	Middling	General
use of home-school contact book	✓		
'Clicker 6'	✓		
teacher talk about topics of interest to the pupil	✓		
pre-teaching of a topic	✓		
calm voice/reassurance from an adult		✓	
explanation of the day's routine		✓	
different work from peers which interests this pupil		✓	
checking pupil can repeat what they have been asked to do		✓	
repeated clear instructions			✓
calling pupil's name			✓
shared behaviour code with the pupil			✓
sanctions applied			✓
positive reinforcement/praise			✓

'Forest School' style learning			✓
write worries down and put them in the worry box			✓
2. Observable Additional Support in Class Approach	Specific	Middling	General
visual clues, eg visual timetable, picture supports, post-it reminders, cubes and cards	✓		
stress toys including ear deadeners, 'Play Doh', 'Blu Tack' and wobble cushion	✓		
sensory aids	✓		
task boards	✓		
teacher ignores pupil and allows them to self-select and self-soothe	✓		
pupil has the opportunity to write feelings and responses	✓		
distract pupil to another focus	✓		
touch typing instead of hand writing responses	✓		
ICT programmes/ iPad apps or laptop games		✓	
refocus to quiet activity, eg. colouring in		✓	
use of talking partners/speaking buddy		✓	
countdown by adult/time reminders		✓	

extra time given to respond		✓	
reward charts/time			✓
3. Observable Additional Support while Withdrawn from Class Approach	Specific	Middling	General
'TEECH' programme	✓		
isolation unit	✓		
Makaton	✓		
'Attention ASD' programme	✓		
removal of pupil to work with 1:1	✓		
extra PE session	✓		
break from work/movement breaks		✓	
comic strips		✓	
social stories		✓	
ELSA support		✓	
mindfulness activities, eg, stretching, listening to music and breathing techniques		✓	
SALT therapy		✓	
'Relax Kids' programme		✓	

removal from class/to a quiet area alone			✓
removal to working in a smaller group			✓

	1. Primary school typical approach	Additional support approach	
		2. In ordinary class	3. Withdrawal – other setting
Specific level of description	Home-school contact book 'Clicker 6' Teacher talks about topics of interest Pre-teaching of a topic	Visual clues Stress toys Sensory aids Task boards Ignore pupil to self-select and self-soothe Pupil writes down feelings and responses Distract pupil to another focus Touch typing instead of hand writing responses	'TEECH' programme Isolation unit Makaton 'Attention ASD' programme Working with 1:1 Extra PE

<p>Middling level of description</p>	<p>Calm voice/reassurance from an adult</p> <p>Explanation of the day's routine</p> <p>Different work form peers</p> <p>Checking pupil can repeat instructions</p>	<p>ICT programmes/iPad/laptop</p> <p>Refocus to another area</p> <p>Talking partners/speaking buddy</p> <p>Countdown by adult/ time reminders</p> <p>Extra time given to respond</p>	<p>Breaks</p> <p>Comic strips</p> <p>Social stories</p> <p>ELSA support</p> <p>Mindfulness activities</p> <p>SALT</p> <p>'Relax Kids' programme</p>
<p>General level of description</p>	<p>Repeat clear instructions</p> <p>Calling pupil's name</p> <p>Shared behaviour code</p> <p>Sanctions applied</p> <p>Positive reinforcement/praise</p> <p>'Forest School' style learning</p> <p>Writes worries down and put them into a worry box</p>	<p>Reward charts/time</p>	<p>Quiet area location</p> <p>Work in smaller group</p>

Types of behaviour observed	0 = none
	1 = crying
	2 = rocking
	3 = shouting
	4 = self-harm
	5 = flicking
	6 = echolalia
	7 = twirling
	8 = perseveration
	9 = other

Pupils task engagement	0 = shows no interest
	1 = notices but ignores
	2 = shows a hint of interest
	3 = shows some apparent interest

	4 = shows good level of interest
	5 = shows intense involvement

Appendix 24 – Options to record interactions

Option One

Interactions could be recorded as highlighted below:

Interactions	0 = with peer 1:1
	1 = with peers in a group
	2 = with peers in whole class
	3 = with teacher 1:1
	4 = with teacher in group
	5 = with teacher in whole class
	6 = with teaching assistant 1:1
	7 = with teaching assistant in group
	8 = alone

Following Webster et al (2013) the direction of the interactions are not to be recorded here. Webster noted that there were far more examples of children interacting with the observed pupil than the observed pupil interacting with other children however all of these interactions were grouped together and simply recorded as peer interaction.

Option Two

Interactions will be recorded by whoever initiates interaction.

Interactions	0 = peer initiates to pupil in 1:1 situation
	1 = pupil initiates to peer in 1:1 situation
	2 = teacher initiates to pupil in 1:1 situation
	3 = pupil initiates to teacher in 1:1 situation
	4 = teaching assistant initiates to pupil in 1:1 situation
	5 = pupil initiates to teaching assistant in 1:1 situation
	6 = peer initiates to pupil in group
	7 = pupil initiates to peer in group
	8 = teacher initiates to pupil in group
	9 = pupil initiates to teacher in group
	10 = teaching assistant initiates to pupil in group
	11 = pupil initiates to teaching assistant in group
	12 = peer initiates to pupil in whole class
13 = pupil initiates to peer in whole class	

	14 = teacher initiates to pupil in whole class
	15 = pupil initiates to teacher in whole class
	16 = alone

Option Three

Only interactions which result in a response are recorded as interactions are understood to involve two people actively listening, speaking and engaging with each other. It is not noted who initiated the interaction.

Interactions	0 = with peer 1:1
	1 = with peers in a group
	2 = with peers in whole class
	3 = with teacher 1:1
	4 = with teacher in group

	5 = with teacher in whole class
	6 = with teaching assistant 1:1
	7 = with teaching assistant in group
	8 = alone

Appendix 25 - Observations of strategies to manage the emotions and behaviour of children with ASD

Name of Pupil: _____

Name of Teacher: _____

Age of Pupil: _____

Year Group: _____

Pupil is to be observed for the first 30 seconds of each minute for thirty minutes. The researcher will code below what is observed during the remainder thirty seconds of each minute (the key follows.)

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil																														
Pupil context																														
Interactions																														

Pupil context	0 = with the whole class
	1 = with a group of peers
	2 = with a peer 1:1
	3 = with a teacher 1:1
	4 = with a teaching assistant 1:1
	5 = with another adult, eg. specialist staff – SALT, Ed. Psych.

Interactions	0 = with peer 1:1
	1 = with peers in a group
	2 = with teacher 1:1
	3 = with teaching assistant 1:1
	4 = alone

Responding to Needs ((d) *To what extent and in what ways are the emotional and behavioural needs of the pupils with ASD being met in the classroom?*)

- i. How would you describe the emotions of this pupil? How did you learn this? What kinds of emotions are we talking about?

- ii. How would you describe the behavior of this pupil? How did you learn this? What do you cover by the term behaviour?
 - a. How does this pupil approach learning?

 - b. Was this lesson a typical example of the emotions and behavior exhibited by this pupil? If not what is usual?

 - c. How does this pupil get on with his/her peers?

- d. How does this pupil regulate his/her emotions?

- e. How does the school aim to meet the emotional and behavioural needs of this pupil? How do you know it is working?

- f. Who supports the emotional and behavioural needs of this pupil?

- g. How does he get on with the teacher and teaching assistant? How do you know?

- h. What do you think was going on with this pupil in this lesson?

- i. Do you find anything puzzling about this pupil's behaviour?

Appendix 27 – Part three pupil interview

1. Who do you work with in school? (maybe use visual images?)
 - a. Why?
 - b. When?
 - c. What do they do?

2. Where do you like to work in school? When? All of the time? Sometimes?
 - a. In the classroom with the other children?
 - b. Alone in a small area?
 - c. In a smaller room with only a few other children?

3. What do the adults in school do that help you to work hard?

4. What do you find does not help you to learn?

5. What do you not like about school?

6. Do you feel that you are getting better at learning in school?

a. How are you getting on in your learning?

b. How do you get on with others?

c. Do you like to work with your peers or with adults?

7. What would you change?

a. Any changes to your support or teaching?

b. Do you have many friends in school? Would you like to get on with others better?

c. Any other changes you would like to see in school?

d. Do you like coming to school? Do you think you behave well in class and are happy?

Appendix 28 - Part three observations of strategies to manage the emotions and behaviour of children with ASD

Pupil: Child A

Observation: 1

Lesson: Art

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	0	0	5	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Interactions	3	3	4	2	2	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Description of approaches employed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 – point scale regarding the interest of the pupil on the task set	4	5	4	4	3	3	3	3	3	3	3	4	4	4	4	4	5	4	4	4	4	4	3	3	4	3	4	3	3	3

NB: Child A liked joining the rest of the class for this afternoon’s activities. There was some interaction with a few boys close to him but overall he was very quiet and generally focused on the activity at hand.

Pupil: Child A

Observation: 2

Lesson: Drama

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Interactions	4	4	4	3	2	2	4	4	3	4	4	4	4	4	4	2	2	4	4	4	4	4	4	4	4	4	4	4	2	3

Pupil: Child B

Observation: 1

Lesson: English/Drama (poetry reading and acting)

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	3	2	5	5	5	5	3	5	5	5	5	5	5	5	5
Interactions	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	2	4	4	4	4	2	4	4	4	4	4	4	4	4

Description of approaches employed <small>(ear defenders)</small>	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 – point scale regarding the interest of the pupil on the task set	2	2	2	2	4	2	2	2	2	2	2	3	3	3	3	4	5	4	2	2	2	5	2	2	2	2	2	2	2	2

NB: Child B was quiet in the class however did interact with the teacher when she wanted something or had a concern.

Pupil: Child B

Observation: 2

Lesson: English (writing a story)

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Interactions	4	4	4	4	4	4	4	4	4	1	4	1	4	4	4	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4

Description of approaches employed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 _m (calm voice)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 – point scale regarding the interest of the pupil on the task set	1	1	3	3	2	3	3	4	4	3	4	4	3	4	4	4	3	4	4	5	2	3	3	2	4	3	4	4	5	5	5	5		

NB: Child B completed the task set quietly however she did lose focus sometimes and did not appear to be listening or thinking about the activity – instead she looked around the room.

Pupil: Child C

Observation: 1

Lesson: Literacy (speaking and listening)

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th	
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Pupil context	5	6	5	5	5	5	6	5	5	5	5	6	6	5	5	6	6	5	5	5	6	6	6	5	5	5	5	6	6	5	
Interactions	4	3	3	4	4	1	3	2	4	4	4	3	3	4	4	3	2	4	4	4	4	3	3	3	4	4	4	4	3	3	4

Description of approaches employed	0	1g (call name)	0	0	0	0	1g (call name)	0	0	0	0	1g (call name)	1g (call name)	0	0	1g & m (call name and calm voice)	1g & m (call name and calm voice)	0	0	0	1g & m (call name and calm voice)	1g & m (call name and calm voice)	1g & m (call name and calm voice)	0	0	0	0	1g & m (call name and calm voice)	1g & m (call name and calm voice)	0	
Type of behaviour observed	2	0	2	2	2	2	2	2	0	0	2	9 (laughing)	9 (laughing)	0	0	2	2	0	0	0	2	2	2	2	0	0	0	0	2	2	0
6 – point scale regarding the interest of the pupil on the task set	3	3	2	3	3	4	3	3	2	2	3	5	5	2	2	4	5	3	3	5	4	4	4	3	3	3	4	2	3	4	

NB: Child C was sitting at the back of the class and rocked a great deal. He had his own square piece of carpet to sit on. He was seated by another child who also had a square piece of carpet. Child C’s name was called several times throughout the session to focus him back to the whiteboard and to halt the rocking.

Pupil: Child C

Observation: 2

Lesson: Art/Free play in the classroom

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	0	6	6	5	5	6	6	6	6	5	5	5	6	5	5	5	5	5	5	5	3	3	3	6	5	3	0
Interactions	4	4	4	2	3	2	4	4	2	4	3	3	4	4	4	3	4	4	4	4	4	4	4	2	2	3	3	4	2	2

Description of approaches employed	0	0	0	0	1 _m	1 _m	0	0	1 _m	0	1 _m	1 _m	0	0	1 _m	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
					(calm voice & checking questions)	(calm voice & checking questions)			(calm voice & checking questions)		(calm voice & checking questions)	(calm voice & checking questions)			(calm voice & checking questions)																					
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6 – point scale regarding the interest of the pupil on the task set	4	4	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	3	1	5	5	3	5					
																										(just walked away)										

NB: Child C walked around the room and self-selected the activities. He spent a great deal of time walking around and looking for resources. He spoke when he required something, sometimes to another child but mostly to his adult. He displayed a high level of interest and concentration during self-selected activities. Much more concentrated than when listening on the carpet. He only interacted when a TA requested his attention or at the start when he wanted something.

Pupil: Child D

Observation: 1

Lesson: RE/PHSCE

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2 (water fountain)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	5	5	5	5	5	5	5	2	2	5	1	2	2	2	3	2	2	2	5	5	5	5	5	5	5	5
Interactions	4	2	4	4	4	4	4	4	4	4	4	2	2	3	2	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4

Description of approaches employed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	00	0	0	0	0	1 m (calm voice)	0	0	0	0	0	0	0	0	0	0
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6 – point scale regarding the interest of the pupil on the task set	4	3	2	2	2	2	2	2	4	4	3	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	

NB: Child D liked to complete his activity alone. When working alone he was focussed however he did interact when he needed something from either adults or children.

Pupil: Child D

Observation: 2

Lesson: Art/DT

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th		16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	2	2	2	0	0	0
Pupil context	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	5	0	0	0	5	5	5	5	1	1	1	0	5	5
Interactions	4	4	4	4	4	4	4	4	3	4	4	4	4	2	2		4	4	2	2	3	4	4	2	4	2	2	2	2	3	4
Description of																															

approaches employed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 – point scale regarding the interest of the pupil on the task set	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	4	4

NB: Child D displayed a high level of interest in completing his activity alone. He had a variety of resources available to him which he had brought from home however he did interact with others when tidying up or when he needed something else.

Pupil: Child E

Observation: 1

Lesson: Literacy/Singing

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Interactions	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Description of approaches employed	0	0	0	0	0	0	0	0	0	0	1 _m (repeat instructions)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 – point scale regarding the interest of the pupil on the task set	5	4	4	5	5	5	5	5	4	4	5	4	4	5	5	5	5	5	5	5	5	4	3	1	1	2	3	0	0	3	2	1			

NB: There was a drumming workshop and the children could join in with the music by clapping. Child E's attention fell and she continually looked the wrong way when the volume grew very loud. She did not join in the singing at all. She was reluctant to join in the clapping but did so eventually only slightly. When she did start clapping her participation was short in duration and very quiet in volume. She did not raise her hands in the air like the other children – she had a slight smile on her face at some points but she just looked around. Her looking around the room was very evident especially when the music become louder. She did not notice what the other children were doing she just looked the other way – maybe an anxiety coping mechanism? She appeared to be very anxious during the loud moments. It was very obvious she did not join in with the activities today as literally every other child in the room was except her. There was some hand clapping but this soon stopped and she appeared very anxious throughout.

Pupil: Child E

Observation: 2

Lesson: SRE

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Interactions	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Description of approaches employed	0	0	0	0	0	0	0	0	1 _m	1 _m	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
									repeat instructions)	(repeat instructions)																				
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 – point scale regarding the interest of the pupil on the task set	4	4	3	3	4	5	5	5	3	3	3	4	4	4	4	3	4	4	4	4	3	3	3	3	4	3	5	5	4	
						(watching a video)	(watching a video)	(watching a video)																						

NB: Child E was very quiet during the class discussion and she had no interaction with the adults in the room or her peers. Child E was sitting right at the front of the carpet area in front of the teacher – her regular seat. As time moved on from about the 20th minute it appeared to be a long time for Child E to remain focussed. It was a long listening time. Child E did not offer any answers during the session or interact with anybody unless directed to do so.

Pupil: Child F

Observation: 1

Lesson: Music

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
Location of pupil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil context	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Interactions	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4

Description of approaches employed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Type of behaviour observed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6 – point scale regarding the interest of the pupil on the task set	4	3	4	4	3	3	4	3	4	3	3	3	4	4	4	4	3	4	4	5	3	3	3	3	4	4	4	3	3	2

NB: Child F was very quiet in the lesson and the teacher noted that he does not notice him in the classroom at all. Child F waited patiently in a line for his instrument to be tuned. Child F very rarely interacted with anyone in the room but was able to follow the lesson and copy the other children.

Pupil: Child F

Observation: 2

Lesson: PE

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13 th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th	
Location of pupil	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Pupil context	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	3	3	3	3	3	5	5	5	5	3	5	
Interactions	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	3	3	3	3	3	3	4	4	4	4	4	4	4	4	3	4

Description of approaches employed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 _m	1 _m	1 _m	1 _m	1 _m	1 _m	1 _m	1 _m	0	0	0	0	0	1 _m	0	
																	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)	& g (calm voice and repeater instructions)						(calm voice)		
Type of behaviour observed	0	0	0	0	0	9	9	9	0	9	0	9	9	9	0	0	1	1	1	1	1	1	1	1	1	9	9	9	9	9	9	9
						(flapping)	(flapping)	(pacing)		(pacing)		(flapping)	(little jumps and flapping)	(flapping)			(crying)	(crying)	(crying)	(crying)	(crying)	(crying)	(crying)	(crying)	(crying)	(moved away from others, back turned)	(moved away from others, back turned)	(moved away from others, back turned)	(moved away from others, back turned)	(moved away from others, back turned)	(moved away from others, back turned)	(moved away from others, back turned)
6 – point scale regarding the interest of the pupil on the task set	5	5	4	4	3	5	5	5	4	4	5	5	5	5	4	5	0	0	1	1	1	1	1	1	2	3	3	3	3	3	3	3
																(lying on floor)	(lying on floor)	(standing up)	(standing up)	(off field, back to teacher)	(off field, back to teacher)	(off field, back to teacher)										

NB: The teacher stated that Child F had had a bad earlier session. The children were making rockets and his broke and he found it very difficult to deal with this. During PE Child F held his hands up at elbow height in fists throughout – anxiety? The ‘9’s above indicate when another child scored a rounder and Child F was exhibiting excitement in a non-verbal manner. Each time a child batted Child F looked where the ball went but made no real attempt to field. He took a few steps in the direction of the rolling ball. When it was Child F’s turn to bat he

ignored the other children telling him to just run to first base and waited for a second bat. (The bowler did misplay and he should have had another attempt.) Child F took a very long route to second base and was therefore caught out at second. He fell to the ground and lay motionless. He would have been in if he had taken a straight route between bases. Child F would not get up and the teacher spent a long time with him. In the end she pulled him up by the wrist.

Appendix 29 - Part three pupil's interviews

Child A

Child A works with his class teacher, the teacher in charge – the class teacher and also a TA in school. Child A also mentioned some other adults however he could not remember their names. He works in the classroom sometimes and sometimes in another room. The staff explain things to him to help him to understand. He prefers to work in the main classrooms with the other children. He likes to work with all the class although sometimes he likes to work in a small area instead where it is quiet.

Child A feels that the staff in school help him a lot as they help him not to worry about things as this is something which he does. He could not think of anything at school which does not help him to learn. He does not like Maths lessons as he finds them “tricky” especially when they have to take tests.

Child A thinks he is getting better at learning in some areas. In other areas Child A does not think he is getting better. He believes that Literacy and grammar are easier for him and that he has made good progress in these areas. He does not think that he has made progress in Maths. Child A thinks he gets on well with others in his class and prefers to work with children rather than adults.

Child A does not want anything to change at school. He has two friends – J. and D. and would not like any more. He like to come into school every day and thinks he behaves well. He is happy.

Child B

Child B works with the class teacher, the teaching assistant and another teaching assistant in another class. She works with the class teacher in the classroom and is taken outside the classroom to work with the TA's. She is sometimes taken outside if she is feeling stressed and she feels that this does help her. Sometimes, another TA, also takes her from class. Another teacher also works in the class. (She is a part time teacher who works for two days in the class. This class has a job share class teacher role.)

Child B would rather work in the classroom with the other children. She likes this better than working in a smaller area away from the rest of the class however when she is stressed coming outside the classroom does help her. When she does feel stressed adults take her out of the classroom and calm her down. When she is outside there are few children and she finds it easier to regulate her emotions. The staff are good at calming her down. Usually she becomes stressed when the work is too hard. The TAs take her out of the class and add the work to her 'finishing off tray'. This work can then be finished off at a later time. Child B feels that some things which happen in school do hinder her learning. When there are big changes to the school day she worries and this makes completing her school work much harder. Changes in the school day are the biggest thing which Child B does not like about school. When there are changes she feels anxious and stressed. She then starts to scratch herself (child showed the marks on her arms and legs). Child B says after this happens she does not feel good. She thinks that she is getting better with the learning and that she gets on with the other children well. She prefers though to work with adults rather than children in school.

Child B does not feel that there are any changes which the school can do to better support her learning. Child B listed E., K., R., Z., G. and O.a as her friends at school and thought that maybe she would like some more. Child B sometimes likes coming to school although she always feels stressed in the morning. She believes that she behaves well in class however she is only sometimes happy at school.

Child C

Child C works with many members of staff at school. He works with the class teacher in the mainstream class and SENCO in the special room. Child C said there was another teacher but he could not remember her name. He works in the classroom with his peers and enjoys doing this. Child C feels that all the adults help him to learn as they talk to him and everyone listens. He likes how the class teacher claps her hands and everyone stops what they are doing and claps back. (The researcher saw this today.) Child C thinks this is good as everyone is then listening to the teacher.

Child C likes to work in the classroom with the other children. He prefers to do this as this is the best way for him to work. Child C finds painting and writing the hardest things he is asked to do at school. Child C says that these are difficult lessons but the teachers explain things to him and talk to him which makes them easier. Child C also spoke about Jesus in school and how the teachers talk about Jesus – “I love Jesus. Muslims don’t like Jesus.”

Child C does not like going to the head teacher’s office as “he is a grumpy head teacher”. The head teacher “gets upset with people but he gives out badges on a Friday”. Child C finds that this does not help him to learn but instead makes him worry. Child C said that he gets “bored and sad when people...” will not play with him at school. “I get upset”. Child C was talking about playtime when other boys are playing football. “They don’t care about me and don’t play with me”.

Overall Child C feels that he is getting better at learning at school. He feels that he gets on well with the other children at school however he prefers to work with adults. Child C would like to more school trips to different places. Child C says that he is friends with all the children in his class but he would still like to have more friends. At home he has one sister but he would like a brother.

Child C said he like coming to school every day and he believes that he behaves well in school. He says he is happy at school.

Child D

In school Child D works with the PSA, SENCO and the class teacher. The class teacher teaches him in class with the other children and the THE PSA supports him sometimes in class. She also hears him read sometimes outside the classroom. The SENCO used to show him pictures of shapes and pictures of people smiling but she doesn't do this anymore.

When in school Child D likes to work in the classroom with the other children. He finds that this is the best place for him to learn and he enjoys being with the other children. The class teacher helps him in class by teaching him. If child 1 has a problem or he does not understand he asks his class teacher and he helps him by explaining it again. The class teacher is very good at sharpening pencils and when child D snaps a pencil his class teacher sharpens it very quickly. Child D does not think there are any things done in school which do not help him to learn or that do not support him when learning.

Child D does not like the work set in school. He particularly does not like speaking in the class or writing. Child D, however, does feel that he is getting on well with his learning and gets on well with the other children. He prefers to work with adults that with children.

Child D would like softer rules on toys in school and would like to be able to have his fidget spinner in class. He mentioned three children in this class with whom he is friends, K., J. and V., and said that he would not like any more friends as they are enough. There are no other changes he would like to see in school.

Child D said he always likes coming into school and 'in my opinion' he behaves well. Child D said he was happy at school.

Child E

Child E generally works at her table in the classroom with the class teacher giving information and directions to her along with the rest of the class. Her class teacher is the class teacher. In addition to Mr S. Child E also works with the PSA who is TA for both year four classes at the school. Child E thinks that The class teacher especially helps her to learn as he asks her lots of questions and explains things to her. She is not so familiar with the PSA and was unsure of what he does at school and whether or not he is a teacher.

Child E prefers to work in the classroom to complete her work. She would prefer to complete her work in a group with her peers as she finds this easier. She thinks that the class teacher and the PSA explain things clearly to her and it is this approach which helps her to learn. She finds it difficult to concentrate in Literacy lessons as she gets distracted easily. Child E feels that in these lessons the posters on display in the classroom are too much for her to handle and she does not like their position when she is trying to complete her work. Child E feels that she does not get on and complete her literacy work to as high a standard as she can because she is distracted by the posters in the classroom.

Child E says that she likes most of the things that occur at school. She feels that she is getting on better now with her learning and is pleased with the progress she feels she has been making. Child E believes that she has a lot of friends in the class and that she is able to get on well with her peers. She is unsure whether she prefers to work with adults or children in school.

Child E could not think of anything she would like to change at school. She listed five other children, all girls, E., E., C. and two others who are her friends within the class and she feels that she is happy with them and does not want to make any more friends. Child E says she sometimes likes to come to school however sometimes she does not want to come. Sometimes she feels very nervous or anxious and this is why she cries and does not want to enter the classroom, especially if she is late in the mornings and the class day has already begun. One these days she really does not want to come to school. Child E says that sometimes she is happy in school and is "normal". Child E believes that she always behaves well in class.

Child F

Child F works with his class teacher and a TA in the school. Usually he is with Miss C. all day. Child F said that the class teacher helps him to learn. She teaches him with the other children in the classroom. When the class teacher is away sometimes another teacher takes the class and then she teaches him all day with the other children. Although child F spends the majority of his time in the classroom with the other children sometimes he does like to be taken out of the room to complete his work. Sometime child F finds it difficult to think and concentrate in the classroom as the other children become too loud. When the classroom becomes very loud the noise distracts him and makes completing his work more difficult. In this situation he prefers to work in a quiet place away from the class as he finds this easier.

The adults help child F to learn in school. Child F feels that they teach him new things and help him to learn along with the other children in his class. Child F feels that he has learnt a lot about English and Maths from his teacher with the other children. However child F said that he finds Maths difficult as it is starting to get 'tricky' now. He feels he has to work much harder at Maths to keep up with the rest of the class.

In school Child F does not like other children shouting at him. This happens in school and he feels the noise is horrible and he feels upset when this occurs. Child F feels that he is progressing only a little bit in his learning. He feels that he gets on well with his friends however not so well with other people. Child F prefers to work with adults rather than children.

Child F doesn't think there are any things which need to be changed in school which would help him to achieve more easily. He stated that he has three friends in school but he would like to get along with others better and increase the amount of friends he has. He would like to have more 'sporty things' available for playtime and then he could play alongside the other children better.

Child F only likes coming to school sometimes. He described how at the end of the weekend he feels bored and tired when he thinks he has to come back to school again the next day. As the week progresses these feelings get better but they then repeat themselves at the end of the next weekend. Child F feels that he

behaves well in class however is only sometimes happy there. Child F believes that he is still settling in to school life.

Appendix 30 - Part three teachers' interviews

Child A

Responding to Needs

The teacher describes this pupil was appearing very anxious. He is up and down a lot with good days and bad days. He also has type one diabetes which needs carefully managing. If the pupil's blood sugar level drops too much he has very low energy. He is always thinking about things and tends to overthink everything. He analyses and worries about things which happen in the school day. Child A's behaviour is very good. He is very polite in school and is leaving the school now to go to year seven in secondary school. Child A is nearing his teenage years and his teacher has seen him become more moody while developing more confidence. He likes to be with his peers in mainstream classes and have become more sociable. There are no behavioural problems. He does still cry after he has been told off by a member of staff.

Child A approaches his learning with a good attitude. He is very positive in lessons however he finds maths more challenging. He forgets new concepts quickly even after he appears to have understood the ideas on previous days. He easier gets confused in this subject. Child A is always quiet in class and never raises his hand to speak. He has never been disruptive. Child A gets in well with the other children particularly with J.

Child A manages his emotions in different ways. Child A cries when he is reprimanded. He never shares problems at school but instead keeps them inside and speaks to his mother when he goes home usually at bedtime. This creates a lot of problems at home at this time. He is working on speaking up at school and uses the five point scale to attempt this. He is starting to speak to a trusted adult at school.

The teacher feels that the school are meeting the emotional and behavioural needs of this pupil. Lessons concerning emotions have been developed and he has a booklet where he can write down his questions to break his fear of verbally asking. The school also have a worry box where Child A can out his worries and the teacher will read them at a later date.

The pupil is supported in managing his emotional and behavioural needs by the teacher in charge and SALT. He has been taught about ASD and about its strengths and challenges. Child A gets on really well with the teaching staff at the school. He does prefer some staff to others. He feels safe at school although he is worried about the transition to secondary school.

The teacher feels that child A is very anxious and notices that he needs things to be repeated over to him several time in maths in a repetitive nature as he forgets from one day to the next. Child A is able to reflect on things but forgets soon after and the anxiety sets in again.

Teacher Collaboration

The class teacher, the teacher in charge, two TA's and some other support staff work with Child A. Child A spends some of his time in a small setting within an ASD unit however this unit is attached to a mainstream primary school. Therefore sometimes Child A goes to the mainstream classes and in that location there are a variety of staff who work throughout different classes with whom Child 5 has contact. There is also a SENCO who teaches Child A English five times a week. Child A has recently joined an athletics programme after school and therefore works closely with the sports coach. Examples of when the collaboration has worked well include general everyday situations. The teacher feels that things work well when the child A's staff are involved. The staff know Child A very well and he likes people when he has got to know them. The sports coach is an example of this. Although the sports coach knew Child A and had been informed of his needs and areas of difficulty this collaboration did not work well until Child A knew the sport coach well. Child A is nervous of new people, is shy before and during meeting new people. Child A is very good at sports and this is why it was suggested that he work with the sports coach. Child A works well with people he knows as he feels he can trust them. With new people Child A is polite but he really does not like change.

An example of when collaboration does not work well is with new staff. Even when they are fully informed of child A's needs, the start is always difficult. It takes a

while until child A gets used to them. He is very passive and has anxiety over new situations and people. The staff have been working on addressing this.

Child B

Responding to Needs

The teacher describes the emotions of this pupil as very up and down. She said that the pupil is very self-involved and her emotions always come first, before other people and what a situation requires. The teacher feels that the pupil can come across as rather selfish in this regard. Every morning child B is anxious about coming into school. She cries a lot and some morning some worse than others however every morning is a struggle. Child B settles down very quickly then when the school day has begun and the school gates are closed. The teacher feels that the crying and reluctance to come into school in the mornings is just learnt behaviour – that is what she does in the morning and so she has continued through every school year to present reacting like this.

Child B is very well behaved in school. She understands the rules and is never in trouble. She does the right thing in class and is of high ability. Child B likes to tell tales on the other children and can get them into trouble. The observations completed were typical of child B's conduct at school. She sits quietly in the classroom and occasionally interact with others.

Child B has the usual friendships for someone her age. In the classroom the teacher moves the children to new seats every week and therefore child B works with a wide range of children and not the child 6e ones all the time. Child B prefers to work with girls which is why she was quiet in class during her observations as both times the child sitting beside child B was a boy. Child B finds it difficult to regulate her emotions. The teacher said she has a basket on her desk which is filled with items she can choose to use whenever she wishes. She has a ball to squeeze, ear defenders, fiddle toys and a vibrating snake. She uses the snake as a scratching toys as she is prone to scratching herself and causing herself injury when she is feeling stressed. She is directed to use the snake three times each day – morning, lunchtime and home time – as these are often the most anxious times for her.

The teacher thinks that the school are meeting her emotional and behavioural needs well. She said the school is stretched financially and money is very limited. The toys mentioned above do all work. The teacher is surprised when child B chooses to use these toys. She notices that she uses the ear defenders for example

in the classroom but not in the outside play area or in assembly when the noise is loudest. The two class teachers, the TA and the SENCO are the staff who support this pupil. The pupil gets on very well with these staff as she will approach them when needed.

In the observed lessons the teacher felt that child B was quiet and did not interact much as she was sitting next to a boy and she prefers to work with girls. The teacher is sometimes puzzled by child B's behaviour as mentioned above with the use of the ear defenders. The teacher also feels that child B's triggers change and is unsure why. Sometimes other children eating fruit upsets her more than at other times. The mornings are always an issue however the severity of her reactions vary. Child B also does not like PE and if the TA is not there this can be an issue and she cries.

Teacher Collaboration

The class teacher regularly collaborates with another teacher to teach this child as the class teacher role in this class is a job share. One teacher works for two days a week and the other for three. The class has a TA who helps the pupil with transition times. This pupil does not have a 1:1 and there isn't any programme which the pupil follows. The teacher feels that the TA, Janet, works well with the teacher. This TA supported this pupil's class last year and therefore knows all the children quite well. With reference to this pupil the TA understands that the pupil suffers from anxiety and is aware of the triggers for this. The TA is able to remove the pupil from the classroom when this issues become apparent. Also the TA is aware that the pupil finds flies and the presence of fruit stressful. The reason why collaboration with the TA works so well for the teacher is that the TA knows the pupil very well and is able to initiate the removal of the pupil from the classroom herself. The TA can identify the reactions to these triggers herself.

The teacher finds collaboration with other TA's is not so successful. Sometimes other staff members give the pupil too much attention and pander to her too much. The teacher feels that this pupil needs to develop her independence skills. The example of her anxiety over the presence of flies in the classroom – some staff create a huge fuss and take her away for a long period when this occurs however the teacher feels that the pupil needs to be exposed to flies as she will

encounter them in her life and she needs to develop ways in which she can handle her anxiety rather than just taking her away immediately and for a prolonged period. The teacher feels that other TA's are too kind to her and do not see the full picture of her education. The teacher feels that the other TA's give her instant reactions and exactly what she wants. They will remove her from the classroom for ages and the result is she does not finish her work and her books therefore have much less work than her peers. As a teacher she needs evidence in children's books of their attainment and if TA's keep taking the pupil away for long periods then the evidence in the pupil's book is lacking.

Child C

Responding to Needs

The teacher describes child C as a pupil who struggles with his emotions. She stated that he has improved in this area throughout the year. The teacher believes that his SALT sessions have helped him. In class he has constant reminders about how to manage his emotions and he will listen now. Child C, however, is still impulsive and he will continue to lash out without thinking at times. In class child C's behaviour is very good. There are some small incidents as described above however these only occur in the playground during breaks.

Child C is a perfectionist and tries very hard with his school work. He becomes distressed if he does not understand something and also becomes frustrated. The observations were typical as child C is a quiet pupil in the classroom. He likes to work with others in small group settings. He is very passive and will sit and listen. He is not disruptive in class.

Child C gets on very well with the other children, particularly with his group of friends. However they can get annoyed with him sometimes as he is rough when frustrated. This particularly happens during football sessions at playtime. Child C finds it difficult to understand that when he is not kicking the ball or scoring a goal it is not the other children's fault. They are not stopping him from playing but he is not good enough to get to the ball. He is beginning to understand this. He often lashes out at this time. Generally child C regulates his emotions by crying and then lashing out. The school have introduced a key ring which has pictures of different options available to him. Child C uses these pictures to calm down. One option is a time out and others are a selection of squeeze toys.

The teacher feels that the school supports child C's emotional and behavioural needs very well and this is evidenced by the huge improvement he has made in this area this year. The SALT representative takes the lead in helping child C to manage these areas. He has 1:1 session every week which are solely on controlling his emotions. There are no problems between child C and the teaching staff and he listens to them very well. Child C can find it difficult to listen for a sustained period. There have not been any examples of Child C's behaviour which the teachers' find puzzling.

Teacher Collaboration

Several staff work with child C. The class teachers of classes work with child C as well as two TA's who work with child C in the mornings. There is also a PSA who works as a 1:3 with child C and two other children. The staff have worked well together to try to help child C in competitive situations. The staff all know child C very well including his strengths and difficulties. Child C struggles in group situations especially when he does not win. He finds turn taking very difficult when playing games or in competitions. He has had a lot of support in this area via SALT input and enrichment activities. Child C is generally OK now in groups in the classroom but not outside in the playground. The staff can see he has improved as he is now a lot calmer and less aggressive. There are fewer aggressive incidents at school now. He can listen to known adults now whereas before there was just hysteria. The strategies used include the calm down chair and the keyring mentioned above with time out, prompts and stress toys for example.

Playtime arrangements work less well as different people are on duty and he is with a wider range of children from throughout the school with all different abilities. He does not understand all the rules of the different games the children play especially football. This leads to him believing that the other children will not let him play when this is not the case – the reason is child C lacks the skills to win as mentioned above. At playtime there is a reduced staff ratio than in the classroom of 1:8. There are also staff who do not know child C as well who are on duty.

Child D

Responding to Needs

The teacher describes child D as a child who does smile in class but his emotions are in waves. He is happy at school and laugh and giggles and makes funny noises when he thinks something is funny. He is somewhat intense with the other children and really dislikes being told off by an adult in school. He exhibits good behaviour in school however does get involved in naughtiness with others in the classroom. If something is happening child D will join in with the others. When with his peers he will hit back if someone touches him. This retaliation is not rare or unusual.

Child D wants to do well in school and responds well to praise. The teacher has just started a 'happy face' on the board and child D is always one of the first children to respond as he likes his name to be listed there. Child D works hard in school as he always wants to do his best. He is fairly quiet in class and finds paired or group discussions difficult. He resists doing these activities and needs to be told several times to participate appropriately. Child D finds it difficult to accept when he makes mistakes in his work and tends to make the same mistakes again and again. Child D likes to have movement breaks throughout the day.

Child D is well liked by the other children and no child dislikes him. He can be chatty to his friends in the classroom and can always find a friend to become involved with at playtime. Child D used to shy away from his peers at playtime but that is now not the case. When child D is experiencing emotional difficulties he freezes and blushes at school. His mother reports bad behaviour at home but he is not like that at school. The teacher feels that the school are meeting the emotional and behavioural needs of this pupil. He is supported in his emotional needs by a TA via ELSA and 1:1 support sessions in the afternoon. Child D gets on well with his teacher and any other adults who may work with him in school. He likes them and will speak to them. The teacher finds it puzzling that his obsessions last longer than the other children. For example all the pupils liked the 'fidget spinners' but this craze has since passed on. Child D is still obsessed with these however all of the other children have forgotten about them now. He also had an obsession with another girl

in the class. He made a booklet for her with multiple choice questions – ‘do you like me?’ etc.

Teacher Collaboration

The class teacher works with child D as does a PSA not assigned to child D, and the SENCO used to run a social skills session with him working on shapes and pictures of people smiling after school but this has since stopped. The PSA just checks he is on task – the class teacher does the main work. The TA also runs ELSA sessions. The teacher feels that the ESLA session work well as the lady has been trained in this and she knows the child as she has worked at the school for several years. Support does not work well when there is one assistant for a few children and the assistant lacks the ability to move between the children. When child D is not being watched he rushes his work and hurries everything. Child D finds it difficult to learn new things and repeatedly makes the child 6e mistakes – eg, ‘starting th’ words with ‘f’. The assistant is spread too thinly across children with different needs and she lacks the required skills. The teacher notes that any problems /effects of a bad day at school are not seen in school but are reported by child D’s mother as evident at home.

Child E

Responding to Needs

Child E has lots of worries and appears to be very anxious in school. She is very introverted and finds it very difficult to speak about her feelings. She does have a sense of humour though and likes to joke and have fun. Child Es' behaviour at school is excellent however apparently this is quite the opposite at home. Child E's mother complains to the class teacher that she has tantrums, ignores her and is very difficult to manage at home however the class teacher has not seen any evidence of this behaviour at school. The observed lessons were typical of the emotions and behaviours of child E in the classroom.

Child E has some good friends in the class. All of these friends are girls. Child E is rather detached for the other children who are outside of this group of girls. Child E does not like the boisterous children in the class and avoids them at all times. She also does not like the boys in her class. There are a few quieter boys, maybe two or three, with whom she will speak but this is only rarely.

When child E has a problem she will shut down. This is the only tactic she uses with which to regulate her emotions. The teacher has not seen any other response to an emotional problem however child E's mother reports a range of other behaviours at home including ignoring her mother, running away, crying, tantrums etc. The class teacher has not observed any of these behaviours. Child Es' mother has been fearful about school trips as she is worried that Child e will misbehaved like this – eg, run away, throw a tantrums etc however she has been fine on all school trips and there has never been a problem. The class teacher believes that child E's mother maybe throwing negative energy on the situation.

The school works with a SALT representative to help child E to manage her emotions. This has involved 'Lego' therapy and opportunities to work in a team. She has completed a project entitled 'All About child E' with another child named Grace. In this project child E provided details about herself to create a booklet. This work was considered a success as she enjoyed completing it and managed to work alongside G. and discuss emotions. Therefore the SALT representative and the class teacher are responsible for supporting the emotional and behavioural needs of this pupil.

Child E is reported to get along well with her class teacher Mr S. They have a good relationship and he is able to leave the rest of the class to go to the reception area when child E is refusing to come into class. He feels that she likes and trusts him as he listens to him and he is able to bring her up to the classroom. He says that this relationship took a term to build. Child E was very fond of the last TA who used to sometimes work with her when she was employed to work across the two form year group. This TA resigned at Easter and since then the school have replaced her with another TA. This TA also works across the year group and does not have much time, if any, with child E. He spends very little time with the class. Therefore child E does not know him well at all and this relationship is yet to be built up.

Teacher Collaboration

The class teacher has worked with SALT and the previous employed TA to support child E. This TA has since left the school. The 'Lego' therapy worked very well with child E. SALT left ideas and instruction concerning how these sessions should be run and the TA continued with them with child E in between SALT visits. During these sessions the TA discussed what child E should do when she feels that she is stuck in Numeracy. This worked well as child E liked the TA and she understood why she was talking about this problem. Child E likes to know why she is doing something. The main reason why this worked so well however was that the TA built a good rapport with her.

Music lessons do not work very well. Music lessons are covered by another teacher as part of the class teacher's PPA time. This teacher does not know child E3 as well as this lesson is only once a week and so cannot build the level of rapport which child E responds to so well. Child E does not like Music lessons as she is very passive and does not like to perform or sing at all. The class teacher feels that child E does not like Music as she does not like to perform even in class as part of an assembly or as part of another lesson.

Child F

Responding to Needs

Child F is fairly anxious but is managing better now. He has widened his friendship group and is now starting to approach adults rather than continue with what he used to do which was to sit and worry in the classroom. It is easy to see that child F is anxious however he is managing this better now.

The teacher described child F's behaviour as calm and withdrawn. He does not like to complete his work at school and rather than be aggressive he uses work avoidance tactics. When he knows that a lesson he does not like is next he stands outside the classroom and refuses to come inside. Generally child F is keen to learn and has made good progress this year. This is mainly as he now asks for help when he is unsure. The classes swap for Maths Mastery which can make him anxious however he enjoys the Maths classes.

The observations obtained were typical of child F's behaviour in school. Child F is alert in class and follows along however he does not interact with others. He occasionally interacts with his peers however he generally just gets on with his work alone. He has one or two friends in the class. Child F interacts with other children more now outside of these one or two children especially if the other children are on the computers or playing football. Child F is now managing his emotions when he does not score a goal. Child F manages his emotions by withdrawing himself from the situation and others. He will go off somewhere to sit alone and will then refuse to come back to the class and carry on with his school day.

The teacher feels that the school are managing the emotional and behavioural needs of this pupil quite well. All of the staff know him and are familiar with his needs. This has resulted in the staff all knowing how best to manage him. This is working as the teacher can see a positive difference in his behaviour. The teacher, TA and the SENCO are the main staff with whom child F is connected. However a 1:1 who works with another pupil in school is sometimes encouraged to take child F as well.

Child F gets on fairly well with the teacher and other staff. This is evidenced by his willingness to approach the staff. The teacher feels that his behaviour in the classroom – ie. the not interacting – is only because he is anxious to do the right

thing. She feels that child F does not want to do the wrong thing and be told off. The teacher thinks that child F is a typical ASD child and does not find anything about his behaviour puzzling.

Teacher Collaboration

Mainly the teacher works with the TA in class. The TA is there to support all the children in the class however the teacher often directs her to supporting child F. She talks things over with him and she makes sure he has the correct things available to him for the lesson. J. is a PSA who works with another child in school as a 1:1 and she takes child F sometimes to work with another ASD child. Sometimes child F joins the other pupil's OT sessions.

An example when collaboration has worked well is with the TA in class. The TA will talk to child F about the changes which will occur in the school day and how he can manage these. She always speaks to him when it will be wet play as this change in routine upsets him terribly. He likes playtime and the freedom to run around. He cannot run around inside during wet play. Child F has a selection of games from home which he can use when it is wet play. This has helped a great deal and makes him feel less anxious. The teacher also asks the TA to show child F the weather online if rain is expected as he can see the weather symbol and it prepares him for wet play. The teacher could not think of a time when collaboration has not worked as the child is flexible and reasonable. It is sometimes hard to get him to come into class however this is being managed well through discussion.

Appendix 31 – Certificate of ethical approval



COLLEGE OF SOCIAL SCIENCES
AND INTERNATIONAL STUDIES

Amory Building
Rennes Drive
Exeter UK EX4 4RJ

www.exeter.ac.uk/socialsciences

CERTIFICATE OF ETHICAL APPROVAL

Academic Unit: Graduate School of Education

Title of Project: Stress in autistic primary age children: How this is managed in mainstream and special settings.

Research Team Member(s): Laura O'Brien

Project Contact Point: Lo253@exeter.ac.uk

This project has been approved for the period

From: 19th February 2016
To: 31st December 2018

Amendments approved:

From: 29th March 2016
To: 31st December 2018

Ethics Committee approval reference: 201516-037

Signature:

Date: 29th March 2016

A handwritten signature in black ink that reads 'Matt Loble'.

(Matt Loble, Chair, SSIS College Ethics Committee)

Appendix 32 – Full ethical form



Ref (for office use only)

201516-037
Amendment

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:
<https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

All staff and postdoctoral students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

Applicant details	
Name	Laura O'Brien
Department	Graduate School of Education
UoE email address	Lo253@exeter.ac.uk

Duration for which permission is required		
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>		
Start date: 19/02/2016	End date: 31/12/2018	Date submitted: 22/03/16 (Amendment to existing approval)

Students only	
All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.	
Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.	
Student number	640047721
Programme of study	Doctor of Philosophy (PhD) If you selected 'other' from the list above please name your programme here
Name of Supervisor(s)/tutors or Dissertation Tutor	Prof. Brahm Norwich and Dr. Alison Black

N:\Research\23. Ethics\1. Applications_ 2014 Onwards\1. Approved\O'Brien_201516-037\Amendment_Mar 16\O'Brien_Ethics Application_Amendment_Approved Mar 16.docx

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Have you attended any ethics training that is available to students?	Yes, I have taken part in ethics training at the University of Exeter For example, the Research Integrity Ethics and Governance workshop: http://as.exeter.ac.uk/rdp/postgraduateresearchers If yes, please give the date of the training:29/11/2015
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Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research 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 ethics proposal form.

Laura O'Brien

Double click this box to confirm certification

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT

Stress in autistic primary age children: How this is managed in mainstream and special settings.

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT
As a guide - 750 words.

This research study is focusing on the actual level and perceived level of anxiety experienced by autistic children in both mainstream and special needs settings and how this is best managed. The number of children diagnosed with autism (ASD) has risen considerably in the United Kingdom and research has shown that the level of stress they experience on a daily basis within the average school day is very prominent. As a class teacher myself I have taught a wide range of special need pupils including autistic children and have seen this anxiety in the classroom. Due to this high presence of anxiety in ASD pupils I have become interested in how this is being managed in our primary schools today. Research has shown that there has not been a proven, effective treatment to help ASD children despite the rise in the frequency of ASD children in the population.

This research study aims to investigate how the anxiety of ASD pupils is managed within educational settings in both inner and outer boroughs in south London with a view to improving the educational experience of ASD primary aged children. All children can experience stress leading to anxiety however the characteristics of autism make children with ASD more susceptible and less able to cope. As stress is difficult to measure in this study anxiety, which follows a stressful

situation will be measured.

The study will take place in inner and outer boroughs of south London and will be sub-divided into three parts as described in more detail below. Firstly the SQD survey (Goodman, 1997) will be administered in order to investigate a range of emotional and behavioural problems experienced by these children – emotional, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behaviour. Child, parent and teacher versions will be administered. These results generated by the children, parents and teachers can be compared for convergence/divergence. Patterns between behavioural difficulties (conduct and peer relation scales) and emotional difficulties will be investigated. Those children who are showing emotional difficulties based on the SQD will undertake the RCAD survey which will provide the levels of anxiety children are experiencing via the children, teachers and parents versions. The first part will investigate and compare the actual level of anxiety from pupil, parent and teaching staff viewpoints through the use of surveys. The second part will investigate different strategies currently being employed in educational settings by using interviews and the final part will lastly examine the effectiveness of such strategies through naturalistic case studies employing observations and interviews.

Part 1:

Aim 1: What pattern of emotional and behavior difficulties and prosocial behavior are found in a group of primary aged pupils with ASD from different perspectives? Of those showing emotional difficulties what is the specific pattern of anxiety?

The data from both surveys will be analysed to attempt to answer the following questions:

- a) What are the reported levels of emotional and behavioural difficulties for the identified children with ASD (SQD) in terms of:
 - Emotional symptoms
 - Conduct problems
 - Hyperactivity/inattention
 - Peer relationship problems
 - Prosocial behaviour

- b) For those pupils with ASD who have high levels of emotional and behavioural difficulties what are their levels of emotional functioning? (RCADS)
 - Social Phobia
 - Panic Disorder
 - Major Depression
 - Separation Anxiety
 - Generalised Anxiety
 - Obsessive-Compulsive

Part 2:

Aim 2: To examine how the challenges shown by primary ASD children are being addressed in mainstream and special needs settings.

From the 60 ASD children included in part one, the 30 children with the highest scoring levels of anxiety will be selected to be invited to become participants. It is the teachers of these children from which the participants for part two will be drawn.

There are two major questions which will be addressed in this section. One concerns the perceived usefulness of the strategies employed (a) and the other (b) concerns the abandoned

strategies.

- a.
 - i) Which teaching approaches and techniques (including assistive technologies) are currently employed in educational settings?
 - ii) Why do teaching staff feel these approaches work for them?
 - iii) What knowledge underlies these approaches? Where do teachers find out about this knowledge? Do teachers use the same approaches when dealing with anxiety with ASD and non-ASD children?
 - iv) How are the approaches learnt from courses/CPD etc adapted for the child?
 - v) Which other teaching approaches and techniques are used to support non-ASD children (if applicable).
 - vi) How do teaching assistants and teachers collaborate and interact? Is there a formal time within the school day or informally as the need arises?
- b.
 - i) Which teaching approaches and techniques were not so useful?
 - ii) Which approaches have the teaching staff ceased using?
 - iii) How were the decisions about using these teaching approaches and techniques made?

Part 3:

Aim 3: To examine how effective the strategies employed are in reducing stress in primary ASD children through case studies.

It is hoped that four or five schools will take part in the study. It is envisioned that each teacher will be observed two or three times followed by child and teachers interviews.

- a) What kinds of emotions does the child experience?
- b) How does the child behave in class?
- c) If there is anxiety how is it expressed?
- d) Which approach/approaches have been shown by the teacher to be the most useful? What role does ICT play in assistive technologies?
- e) How does the child respond to the teaching approaches?
- f) What is the relationship between the teacher and the teaching assistant? How do they interact and work together?
- g) What factors within the child (e.g. age, gender, cognitive abilities etc.) and in the context (classroom management, teacher characteristics, other pupils etc.) are related to which approach best addresses the child's needs?
- h) What is the balance between preventative and restorative approaches?
- i) How are classroom situations designed to prevent the child appraising them as threatening?
- j) How do staff find out more about the child's needs to prevent anxiety from developing?
- k) Are the approaches more preventative or restorative in nature?
- l) Is I.C.T. and assisted technologies visible in class as a component of both preventative and restorative approaches? How large a role does it play?

INTERNATIONAL RESEARCH

n/a

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

1st Part: Design - Surveys

The questions contained within the established SDQ ('The Strengths and Difficulties Questionnaire), RCADS and RCADS-P surveys ('The Revised Child Anxiety and Depression Scale') will consist of closed questions generating quantitative data.

Instruments employed/Inventory (inc. previous reliability/validity studies of anxiety)

Established surveys will be employed – SDQ, (RCADS) and the adult version (RCADS-P).

Administration

Administration of the self-completion surveys for adults (teachers and parents)

To ensure a high degree of involvement in the surveys the researcher will deliver the surveys to the schools in person or (if impossible due to time passing or school preference) after correspondence by email.

Administration of the face-to-face surveys with children

The children's surveys will be completed face to face with the children in their educational settings to aid understanding. Prior to the visit the researcher will communicate with the SENCO or designated person in the school regarding this study to organise a suitable room for the meeting to take place. It is hoped that it will be a private room familiar to the child.

2nd Part: Design – Structured and semi-structured interviews

This section will be completed face to face with the teaching staff in their schools as explained below. How behaviour management is approached in schools will be investigated as a way in which it is used to support anxiety in pupils.

Instruments/Inventory employed (inc. areas to be covered and relation to previous studies)

This second part of the study will use a mixture of a structured and semi-structured interviews with teachers to assess how the stress experienced by ASD pupils is being managed in educational settings which will be observed in part 3.

Many questions will be asked which may include:

1. Which strategies and assistive technologies have they found useful in the classroom in supporting ASD pupils?
2. Why are these strategies and assistive technologies selected? – is it because the child enjoys and engages with them? Are there any other outcomes?
3. Is data used to evaluate its usefulness?

Administration

The interview schedule will follow the following structure:

- Researcher introduces the session (herself, purpose of the interview, confidentiality)
- Researcher explains the different types of questions which will be asked during the interview
- Researcher explains that the participant can withdraw at any time. Any questions?
- Questions are asked –

Warm up – easy, interesting questions to start

Main questions – main purpose of the interview covered in a logical progression

Cool-off – straightforward, open-ended questions

- Researcher notes down answers using response codes
- Closing comments (thank you and goodbye)

The researcher will note the responses down at the time during the interview and will later be used in the subsequent analysis. If during the pilot study this proves to be too time consuming further interviews will be recorded.

3rd Part: Design - Case studies

Case studies methods will be employed to investigate the current situation in 10 schools from part 2 in which teachers have volunteered regarding the management of stress.

Instruments employed/Inventory

Naturalistic case studies will be undertaken. Classroom management involving strategies and assistive technologies discovered from part 2 will be investigated through observations. The duration of stress in these settings applying different strategies will then be analysed. However there may be a problem in locating schools which are currently using a range of strategies. If this is the case then the study will evolve into an intervention study. If this occurs additional ethical approval will be sought.

Administration

Teachers will be interviewed one-to-one after the naturalistic observations. The observations of the pupils will precede the interviews.

Continuous coding will be used throughout the 20 minute observations with these focusses:

- a) Identification of the strategy employed
- b) Description of the teaching style
- c) The type of distress/stress (eg, rocking, crying etc) – recorded using a coded list of probable reactions based upon prior research.
- d) The amount of attention a child gives initially to the technology employed to reduce anxiety.
- e) The duration of the engagement to the technology (ie how long the technology holds the child's interest) – recorded as a time
- f) The duration of the distress/stress – recorded as a time

Each child will be observed on two/three different occasions which is feasible time wise and as qualitative and quantitative data will be collected.

PARTICIPANTS

Part 1:

Autistic children – aged 4 – 11 (60 participants from 4 different south London boroughs. It is envisioned that this will work out to be 10 schools per borough)

Teachers of pupils with ASD (maximum of 60 as some teachers may have more than one autistic pupil in their class)

Parents of autistic children (60 participants)

Participant sampling

A sampling frame will be generated of a list of educational settings within each local authority's control (Lambeth, Wandsworth, Merton and Croydon with the possibility of including surrounding boroughs if the response rate is low) which serve pupils who would be suitable participants for this study. In the first case the participants will have an ASD diagnosis. If this needs to be extended to access ASD then another ethics form will be completed. The total number of children invited to take part in the study is uncertain at the moment. It is hoped that 60 children with ASD will take part.

Each educational setting will be contacted via email inviting them to take part in the study. (If an agreeable response is received letters to include information about the study to both school staff and parents will follow.)

When responses from schools have been received stratified sampling will then take place within the sampling frame. For example, one group or strata will be female and one male in addition to 3 -6 and 7- 11 age ranges. In addition to teaching staff, all ASD children's families will be contacted

through letters offering the opportunity to become involved in the study complete with permission slips. The children who score the highest levels on the SDQ survey will continue with the RCADS survey. Therefore those pupils with ASD who have high levels of emotional and behavioural difficulties (SDQ) will have their levels of emotional functioning investigated (RCADS).

Part 2:

Teachers of autistic children (maximum of 30 as 30 children with the highest levels of stress will be chosen and some teachers may have more than one selected autistic pupil in their class. These may be in 30 different schools however some may be in the same schools. Therefore a maximum of 30 schools will be visited during this part.)

Participants will already have been selected from part 1.

If the number is very small, for example less than 10, then the study may have to widen its participant pool and include schools in other boroughs. The teachers of these 30 pupils will be invited to take part.

However if there are insufficient numbers of teachers who either use assisted technologies or who wish to take part, then this group of possible participants will have to be expanded firstly to other London boroughs and then nationwide if needed.

Part 3:

Teachers of autistic children (maximum of 10 as some teachers may have more than one selected autistic pupil in their class. Therefore also a maximum of 10 schools will be visited in this final part of the study.)

Autistic children (10)

Participants- The same schools will be used in part 3 as were used in part 2. The 10 participants in this final section will be the teacher volunteers from part 2 and the ASD pupils in their classes. If there are too many participants then the children who scored the highest from part 1's stress levels will be selected.

THE VOLUNTARY NATURE OF PARTICIPATION

As the researcher is a primary teacher in south London she is already DBS checked in this capacity. The research study will be conducted in the researcher's locality - in four south London boroughs - Lambeth, Wandsworth, Merton and Croydon with the possibility of including surrounding boroughs if the response rate is low.

Each educational setting will be contacted via email inviting them to take part in the study. If an agreeable response is received letters to include information about the study to both school staff and parents will follow. Each parent and teacher of an ASD child will be offered the opportunity to take part. No one will be forced or persuaded to take part as everyone will have to opt in rather than opt out of the study. All participants will be approached by a written letter and will be informed of what is involved. Attached to the consent form will be a description of the study, its purpose and aims. Contact details for the researcher and two tutors at the university will be included in case the participant has any additional questions.

Every participant is entering into the study freely and willingly and is able to withdraw at any time. A period of time will be given for the participants to consider whether or not they would like to take part. Different words and layouts for the different groups whose participation is being sought will be considered. For all participants it will be made explicit that they can withdraw from their participation at any time. All the participants will be informed regarding the aims of the project and why their input is sought. A description of what their participation will involve will be shared. This will be of a reasonable, manageable length as not to overwhelm the participants. This will be particularly important when gaining the consent of the pupils.

SPECIAL ARRANGEMENTS

n/a

THE INFORMED NATURE OF PARTICIPATION

All teachers and parents will receive information regarding the nature of participation along with their consent form. This is attached below. It outlines the purpose of the study and how they can contact the researcher and the two supervisors at the University of Exeter should they have any questions. Head teachers will receive an information sheet which does not require a signature. Children's consent will be gained verbally during the explanation of the study in the first meeting for all parts of the study.

Table 1: Table of consent

Participant	Nature of informed consent
Children	Verbal
Parents	Signed consent on information sheet
Teachers	Signed consent on information sheet
Head teachers	Information sheet only – no signature required

Gaining consent from vulnerable groups such as children can be a challenge bearing in mind that they may have difficulty giving informed consent. Therefore careful wording and simple oral explanations of what will be required as a participant will be explained to the pupils so both their and their parents and head teachers' consent is gained. It is suggested that this will aid the pupils' understanding better than just sending a paper consent form.

All questions in the surveys and interviews will have been prepared in advance with much thought regarding the feelings of the participants. Careful consideration will be given to the ethical issue of asking children to engage with their feelings towards stress and the anxiety parents may feel about becoming part of a study. This will be part of the pilot testing and therefore changes can be made after the pilot study accordingly. As with the consent form, the surveys and interviews will also be adapted to suit the ability level of the pupils taking part. All participant responses will be anonymously presented. The anonymity and confidentiality of each participant will be highlighted. As the children are young, the researcher will explain the study to each of these participants during the first meeting. They will then have the opportunity not to join in or ask questions if they wish. It will also be made clear through the correspondence with parents and teachers that the aim of this study is not to pass judgement on its participants but create a broad snapshot concerning the management of autistic children's stress in primary schools in south London.

The researcher will explain the focus of the observations will be on the type of strategy employed to address the stress of the ASD pupil and how the ASD pupils reacts to this stimulus. It is suggested though that the researcher wears a badge saying 'Researcher' to remind people that they are being observed for research. Covert research will not take place as it is felt that this is in opposition to the principles of informed consent

ASSESSMENT OF POSSIBLE HARM

The only possible harm which may occur during this study is psychological and not legal or physical.

Pupils

There is the risk that some distress may occur when the pupils are answering sensitive questions. This may result in distress or upset. The researcher will pay careful attention to the pupils during

the interviews and observations and will cease questioning if the pupils become agitated. As mentioned above the consent of the pupils will be requested orally at the start of the study. There is the possibility that some children will have a negative reaction to the possible attention which the later part the study, ie being observed, may bring. The children may become distressed or more aware of their difficulties as they are being highlighted. The researcher will remain vigilant for any changes to the child's persona and will take the advice of adults familiar to the child if a negative change occurs.

Teachers

It is not anticipated that there will be any stress experienced by the teachers as they will be interviewed and observed in their normal work setting. The teachers will have freely participated in this study and teachers are used to being observed as part of normal school practice. Due to time pressures experienced by teachers, careful preparations will be made in advance of any visits. Dates for mutually convenient times for visiting will be arranged well in advance to take into consideration the time required for further visits should illness, cancellations etc occur. Observations and interviews will not be used for performance management purposes.

Parents

There may be a risk that parents are distressed by the questionnaire as it will lead them to think about the problems their children may be experiencing. As it will highlight and bring into focus their children's difficulties, anxieties or ways in which their children are not coping in school, some parents may find the experience upsetting. All participants will have been informed that they have the right to withdraw from the study at any time if they should so wish.

Researcher

When working with pupils the researcher will conduct the interviews with a member of staff from the school present. This will possibly help the pupils to feel more secure and will have the added bonus of supporting the researcher in engaging the pupil. The presence of a member of staff will also protect the researcher from any possible allegations of misconduct. School protocol regarding pupil/adult interaction will be followed. As the researcher is a primary school teacher and works for a local university she has already been DBS checked for both of these roles.

When conducting all of the interviews in school the researcher will know where the school reception office is located in case of an emergency or if additional support is required and will carry a charged mobile phone.

DATA PROTECTION AND STORAGE

Data will be recorded by one researcher at the time of the interview or observations. Responses and observations will be noted at the time on a prepared sheet. These sheets will be kept securely together within the researcher's care in a locked cupboard. They will only be shared with the researcher's two tutors as required for support and guidance during the data analysis. After analysis these papers will be destroyed. This will take place after a 5 year period. Once analysed the data will be stored on the researcher's password protected laptop.

As explained to the participants the data is being collected initially for this one study although the results may feed into or be useful for subsequent studies or further research. Confidentiality will be maintained throughout the study with the results published anonymously and the participants can withdraw at any time and for any reason. Confidentiality will be maintained by labelling the participants numerically and keeping a separate list of names to numbers to link this to the raw data. The researcher will not have the participants home addresses as the schools will send all communications out.

DECLARATION OF INTERESTS

n/a

USER ENGAGEMENT AND FEEDBACK

A summary of the results will be forwarded to all participants' parents and teachers and schools will be asked to forward this to parents. If individual parents ask to see their own child's results then this will be forward on to them via their child's school.

INFORMATION SHEET

The participants will be informed of the focus of the study and their consent requested on the consent form listed below. In addition to an explanation of the study, including their own right to withdraw at any time for any reason and the purpose of this work, the participants will also be provided with a way in which to contact the researcher and her two supervisors based at the University of Exeter if they have any questions.

CONSENT FORM



GRADUATE SCHOOL OF EDUCATION

LETTER OF INVITATION TO PARTICIPATE IN RESEARCH

Project title: Stress in autistic primary aged children: How this is managed in mainstream and special settings

Dear INSERT SCHOOL NAME HERE,

I am a primary teacher in a local school as well as a research student enrolled at the University of Exeter. I would like to invite your school to participate in a research project entitled:

Stress in autistic primary aged children: How this is managed in mainstream and special settings

The purpose of this research is to investigate the levels of stress children with autism experience during the school day and how this is managed. This is an area in which there has been little research and therefore it is hoped that the findings may make a positive contribution to the education of autistic children. By evaluating different strategies to support anxiety in schools it is hoped that this research will expose and explain positive practices which will support and benefit autistic children and teaching staff. Your consent to invite pupils at INSERT NAME HERE to become participants is being requested primarily for the first part of this study.

For this study participants must be primary aged children with autism. By working with teachers, parents and children through surveys the levels of anxiety experienced by autistic children at school will be assessed. A more detailed exploration of different strategies used to support the most anxious children will then follow for which further information will be sent to you if your child is to be invited to participate.

This research will be conducted in three parts. The first part will involve assessing the levels of stress children with autism experience in school and the levels teachers and parents perceive this to be. Research concerning the different ways in which this stress is addressed in schools will be undertaken during part two. The final section of the study will be an investigation into which stress reducing strategies are currently the most effective in schools.

INSERT SCHOOL NAME HERE'S participation is confidential. The study information will be

securely kept and although the results of the study may be published or presented at professional meetings your school will not be revealed.

Participation in this study is entirely the school's, pupils', teachers' and parents' decision. After consent has been gained from all groups the study may begin. Please note that you are free to withdraw at any time. I will be happy to answer any questions you may have about this study. You may contact me by following the details below or by contacting my primary or secondary advisor who are also listed below.

If you would like pupils at your school to have the opportunity to take part in this research study please contact me via the university email listed below.

Thank you for your consideration and I very much hope your school will join this study.

Doctoral Researcher

Laura O'Brien
PhD Student
University of Exeter
Lo253@exeter.ac.uk

Supervisors - Graduate School of Education

Prof. Brahm Norwich
B.Norwich@exeter.ac.uk

Dr. Alison Black
A.E.Black@exeter.ac.uk



GRADUATE SCHOOL OF EDUCATION

LETTER OF INVITATION TO PARTICIPATE IN RESEARCH

Project title: Stress in autistic primary aged children: How this is managed in mainstream and special settings

Dear teachers,

I am a primary teacher in a local school as well as a research student enrolled at the University of Exeter. I would like to invite your pupils to participate in a research project entitled:

Stress in autistic primary aged children: How this is managed in mainstream and special settings

The purpose of this research is to investigate the levels of stress children with autism experience during the school day and how this is managed. This is an area in which there has been little research and therefore it is hoped that the findings may make a positive contribution to the education of autistic children. By evaluating different strategies to support anxiety in schools it is hoped that this research will expose and explain positive practices which will support and benefit autistic children and teaching staff. Your consent is being requested primarily for the first part of this study.

For this study participants must be primary teachers with an autistic child in their class. By working with teachers, parents and children through surveys the levels of anxiety experienced by autistic children at school will be assessed. A more detailed exploration (for example via interviews) of different strategies used to support the most anxious children will then follow for which further information will be sent to you if a child in your class is to be invited to participate.

This research will be conducted in three parts. The first part will involve accessing the levels of stress children with autism experience in school and the levels teachers and parents perceive this to be. Research concerning the different ways in which this stress is addressed in schools will be undertaken during part two. The final section of the study will be an investigation into which stress reducing strategies are currently the most effective in schools.

Your participation is confidential. The study information will be securely kept and although the results of the study may be published or presented at professional meetings your or your pupil's identity will not be revealed. The information collected will be analysed for this study and may be published or be used in future research.

Participation in this study is entirely the school's, pupils', teachers' and parents' decision. After consent has been gained from all groups the study may begin. Please note that you are free to withdraw at any time. I will be happy to answer any questions you may have about this study. You may contact me by following the details below or by contacting my primary or secondary advisor who are also listed below.

If you would like to take part in this research study please sign and return the slip below to your school office.

Thank you for your consideration and I very much hope you will join this study.

Doctoral Researcher

Laura O'Brien

PhD Student

University of Exeter

L.O253@exeter.ac.uk

Supervisors - Graduate School of Education

Prof. Brahm Norwich
B.Norwich@exeter.ac.uk

Dr. Alison Black
A.E.Black@exeter.ac.uk

✂.....

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

Stress in autistic primary children: How this is managed in mainstream and special needs settings

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Email of researcher(s): lc253@exeter.ac.uk

If you have any concerns about the project that you would like to discuss, please contact:

Professor Brahm Norwich – B.Norwich@exeter.ac.uk

Or

Dr. Alison Black – A.E.Black@exeter.ac.uk

Data Protection Act: The University of Exeter is a data controller and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.



GRADUATE SCHOOL OF EDUCATION

LETTER OF INVITATION TO PARTICIPATE IN RESEARCH

Project title: Stress in autistic primary aged children: How this is managed in mainstream and special settings

Dear parents,

I am a primary teacher in a local school as well as a research student enrolled at the University of Exeter. I would like to invite you and your child to participate in a research project entitled:

Stress in autistic primary aged children: How this is managed in mainstream and special settings

This research will be conducted in three parts. The first part will involve accessing the levels of stress children with autism experience in school and the levels teachers and parents perceive this to be. Research concerning the different ways in which this stress is addressed in schools will be undertaken during part two. The final section of the study will be an investigation into which stress reducing strategies are currently the most effective in schools.

For this study participants must be autistic primary aged children. By working with teachers, parents and children through surveys the levels of anxiety experienced by autistic children at school will be assessed. The study will then explore the different strategies used to support the most anxious children in schools. Further information will be sent to you if your child is to be invited to participate.

The purpose of this research is to investigate the levels of stress children with autism experience during the school day and how this is managed. This is an area in which there has been little research and therefore it is hoped that the findings may make a positive contribution to the education of autistic children. By evaluating different strategies to support anxiety in schools it is hoped that this research will expose and explain positive practices which will support and benefit autistic children and teaching staff. Your consent is being requested primarily for the first part of this study.

Your participation is confidential. The study information will be securely kept and although the results of the study may be published or presented at professional meetings your or your child's identity will not be revealed. The information collected will be analysed for this study and may be published or be used in future research.

Participation in this study is entirely the school's, pupils', teachers' and parents' decision. After consent has been gained from all groups the study may begin. Please note that you are free to withdraw at any time. I will be happy to answer any questions you may have about this study. You may contact me by following the details below or by contacting my primary or secondary advisor who are also listed below.

If you would like to take part in this research study please sign and return the slip below to your child's school office.

Thank you for your consideration and I very much hope you will join this study.

Doctoral Researcher

Laura O'Brien
PhD Student
University of Exeter
Lo253@exeter.ac.uk

Supervisors - Graduate School of Education

Prof. Brahm Norwich
B.Norwich@exeter.ac.uk

Dr. Alison Black
A.E.Black@exeter.ac.uk

✂.....

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

Stress in autistic primary children: How this is managed in mainstream and special needs settings
I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which

may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my and my child's anonymity

.....
.....
.....
(Signature of participant) (Child's name) (Date)

.....
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Email of researcher(s): lo253@exeter.ac.uk

If you have any concerns about the project that you would like to discuss, please contact:

Professor Brahm Norwich – B.Norwich@exeter.ac.uk

OR

Dr. Alison Black – A.E.Black@exeter.ac.uk

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Pupil Oral Consent Form

Hello, I am a teacher in a primary school nearby and also a research student. I am very interested in how you feel in your classroom at school and how you manage your feelings if sometimes you feel worried or stressed. I would like to learn which things help you. I am conducting a survey and having meetings with children your age in Croydon/Lambeth/Merton/Wandsworth to talk about times when they feel worried or stressed and will visit some to see them in their classrooms. I would like to invite you to take part as well.

If you would like to take part, I will ask you some questions about how you feel in school. There are multiple choice answers. This will take about 15 minutes of your time. Some children will be visited in their classrooms in a few weeks time. If you are one of these children I will watch you in class to see how you manage your feelings when you are worried or stressed. We will talk about these things for about 10 mins afterwards.

Please feel free to speak freely during our discussions. I will not mention you by name from among the other children when I write about your thoughts and feelings afterwards. I hope that by talking with you and other children we will find a good way to help children to manage their stressful situations in school.

If you would like to stop being part of this study at any time just let me or someone you trust know and we will stop immediately. If at any point you are uncomfortable with my note-taking or questioning, please let me know as soon as possible so I can change what I'm doing. If you do not want to answer some of the questions that is fine as well. Some of the questions may make you feel uncomfortable or sad. If you want to skip a question just tell me and we will go on. You can speak to me for as long or as briefly as you choose. It is entirely up to you.

It is completely up to you if you would like to take part. Do you have any questions about me or this study? Would you like to take part?

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

In particular, students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

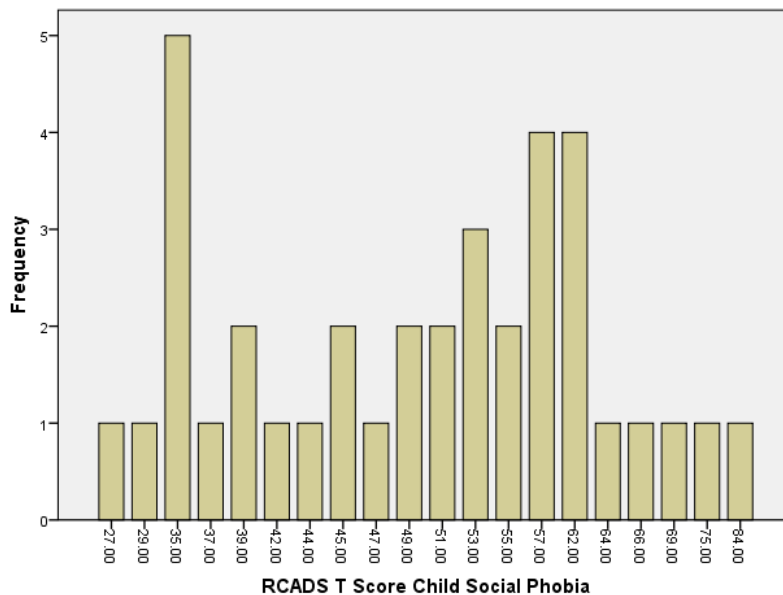
ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

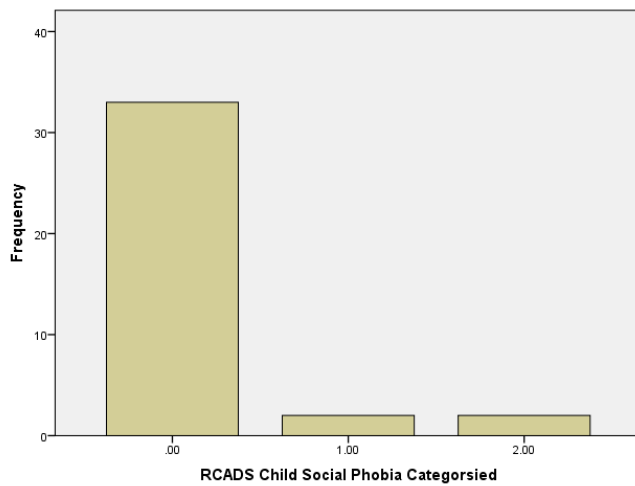
ssis-gseethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

Appendix 33 – Pupil, teacher and parent RCADS results

Social Phobia

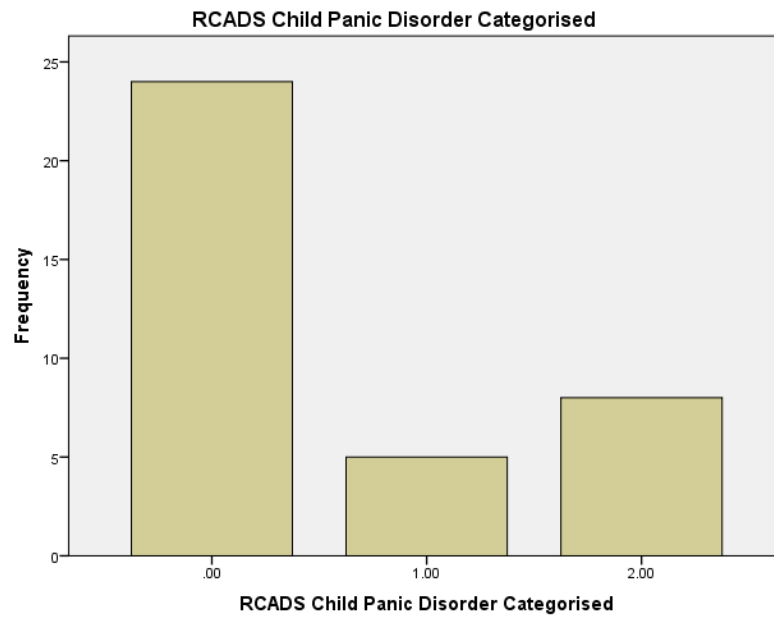
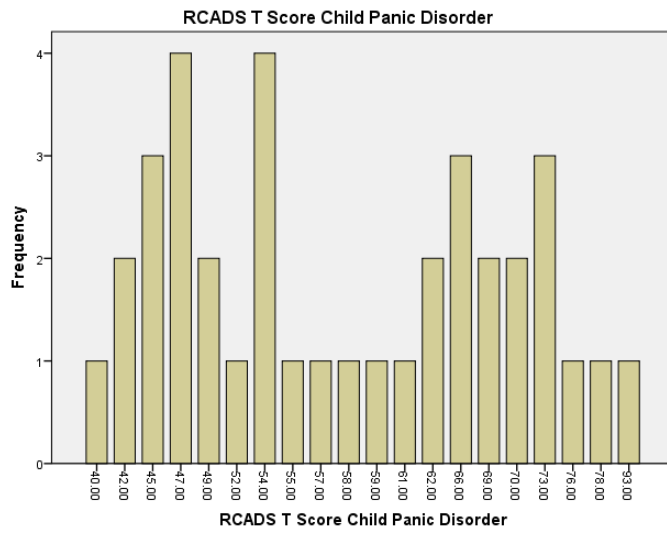
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
27-64	(0) No difficulty	33	78.57	89.2	78.6
66-69	(1) Borderline	2	4.76	5.4	4.8
75-84	(2) Difficulty	2	4.76	5.4	4.8
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				50.6	
SD				13.0	





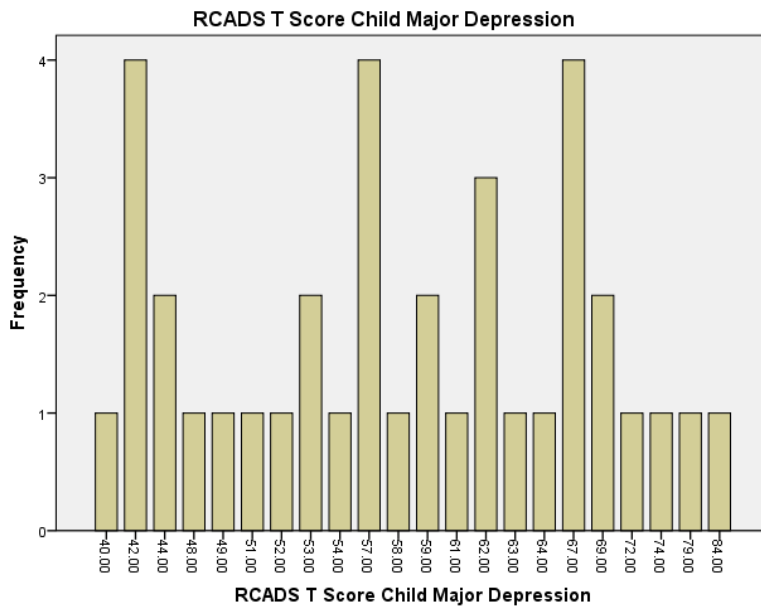
Panic Disorder

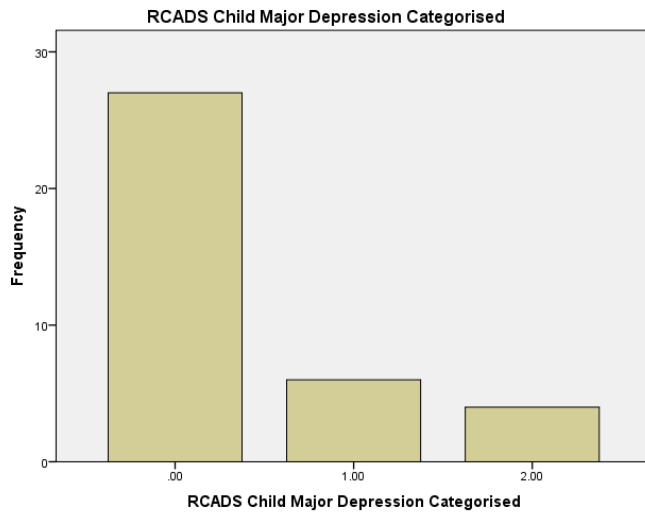
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
40-62	(0) No difficulty	24	57.14	64.86	57.1
66-69	(1) Borderline	5	11.90	13.51	11.9
70-93	(2) Difficulty	8	19.047	21.62	19.0
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				58.6	
SD				12.3	



Major Depression

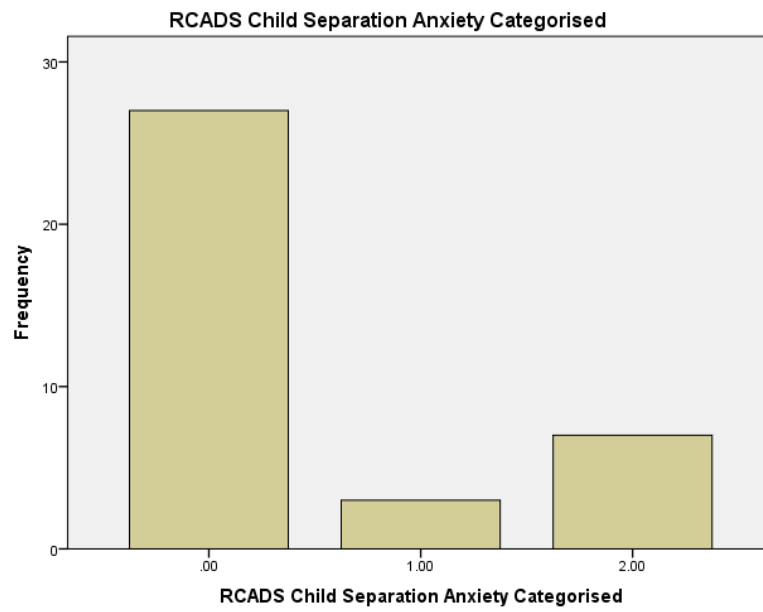
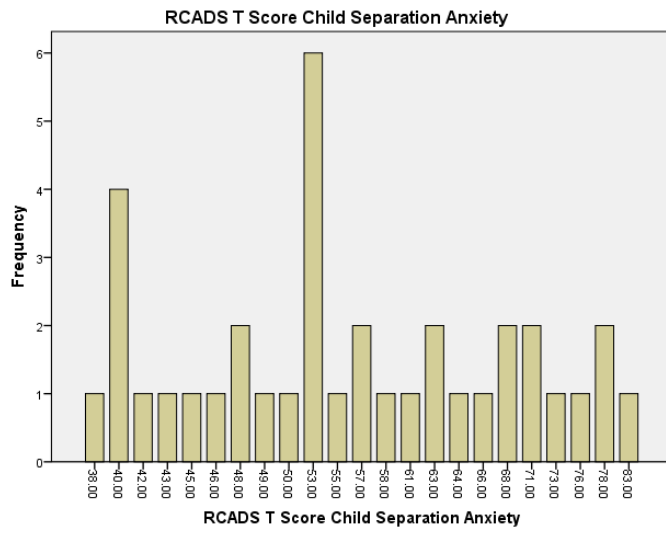
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
40-64	(0) No difficulty	27	64.3	73.0	64.3
67 -69	(1) Borderline	6	14.3	16.2	14.3
72-84	(2) Difficulty	4	9.5	10.8	9.5
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				58.1	
SD				11.0	





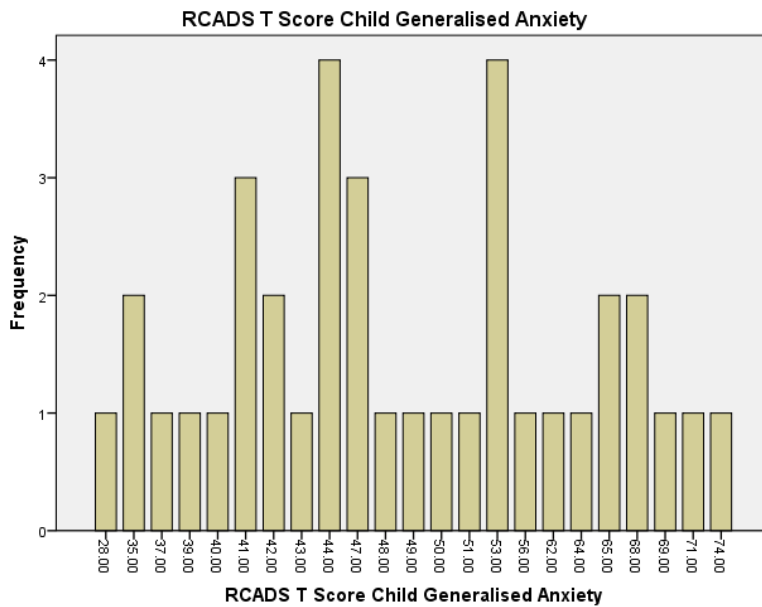
Separation Anxiety

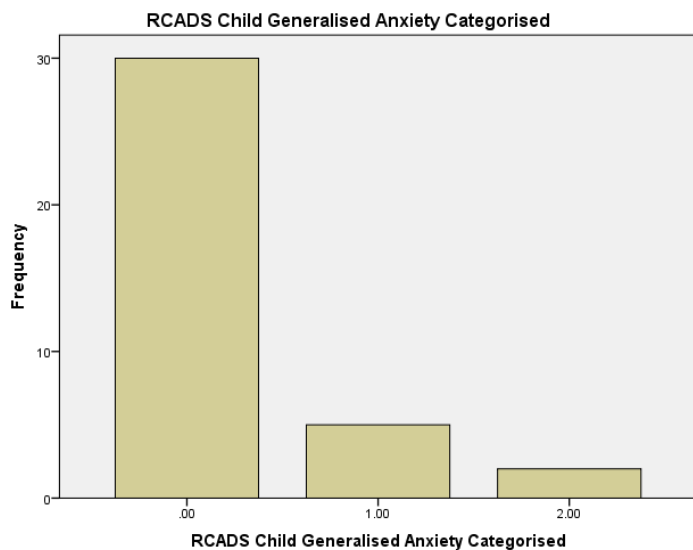
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
38-64	(0) No difficulty	27	64.3	73.0	64.3
66 -68	(1) Borderline	3	7.1	8.1	7.1
71-83	(2) Difficulty	7	16.7	18.9	16.7
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				56.7	
SD				12.5	



Generalised Anxiety

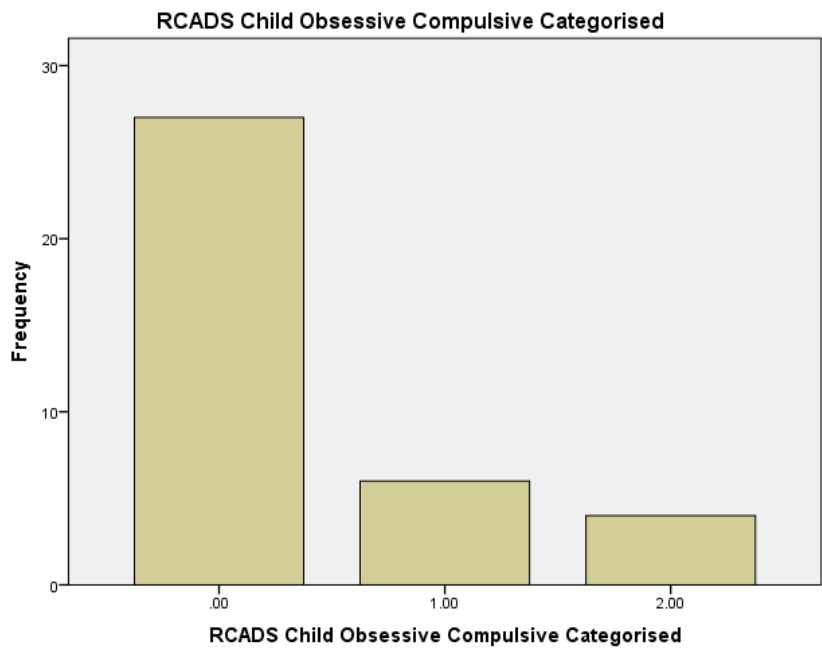
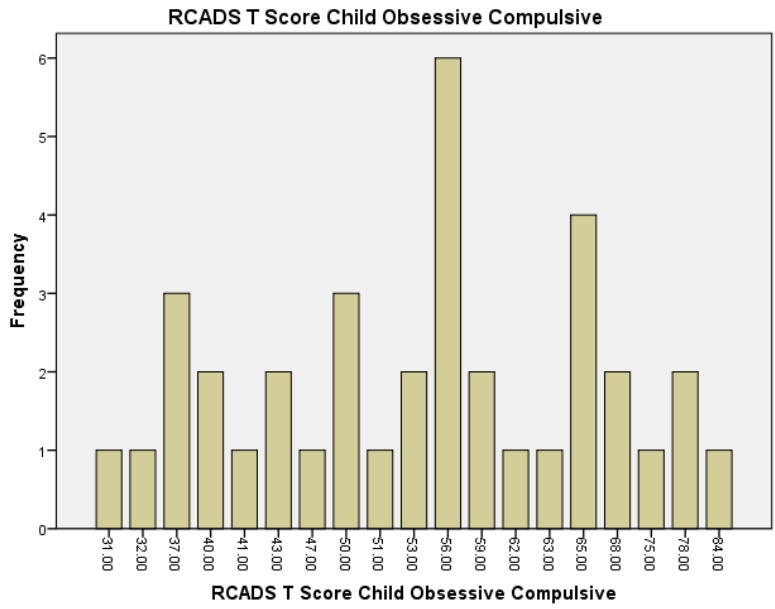
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
28-64	(0) No difficulty	30	71.4	81.08	71.4
65 -69	(1) Borderline	1	2.4	2.7	2.4
70-74	(2) Difficulty	7	16.7	18.9	16.7
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				50.1	
SD				11.6	





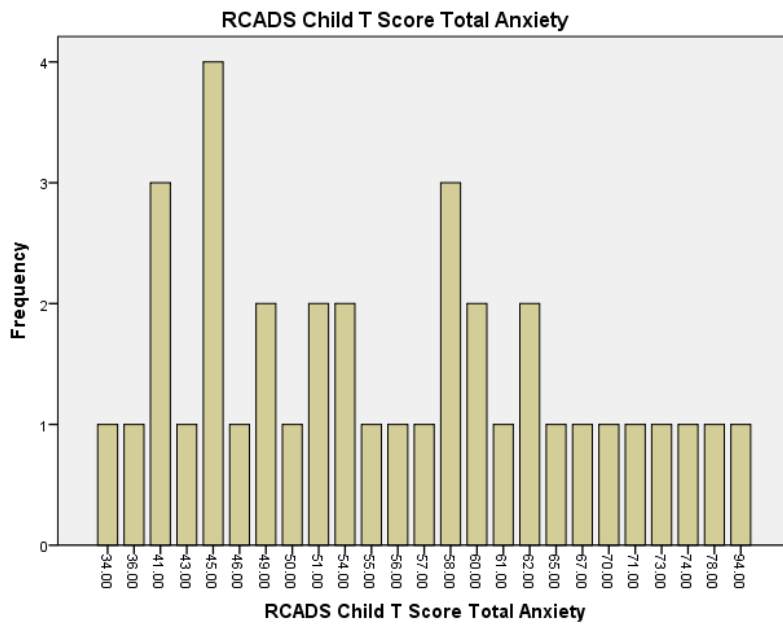
Obsessive Compulsive

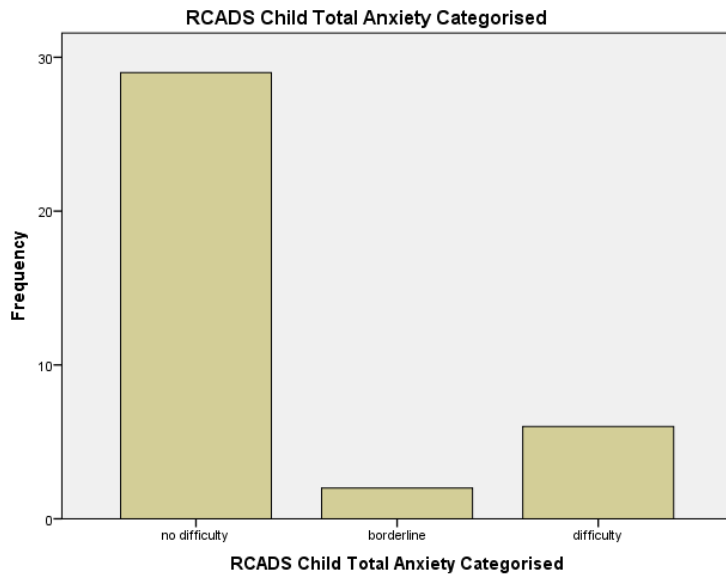
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
31-63	(0) No difficulty	27	64.3	73.0	64.3
65 -68	(1) Borderline	6	14.3	16.2	14.3
75-84	(2) Difficulty	4	9.5	10.8	9.5
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				54.7	
SD				13.3	



Overall anxiety score

T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
34-62	(0) No difficulty	29	69.0	78.4	69.0
65-67	(1) Borderline	2	4.8	5.4	4.8
70-94	(2) Difficulty	6	14.3	16.2	14.3
Missing		5	11.90	13.5	12.0
Total		42	100.0		
Mean				55.6	
SD				12.7	

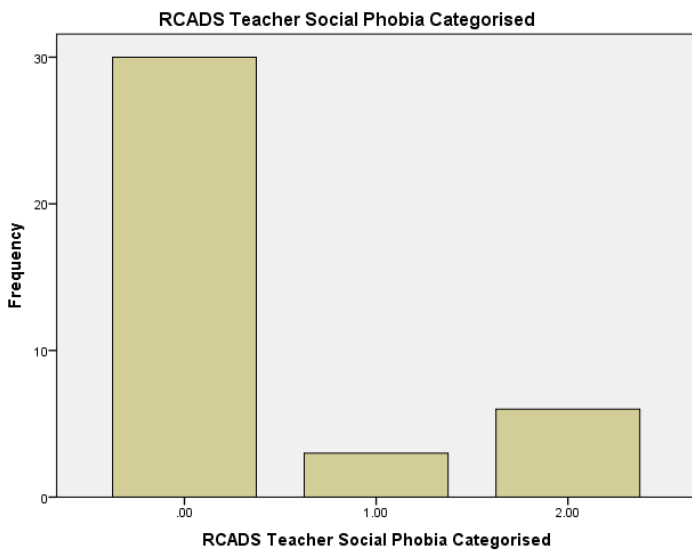
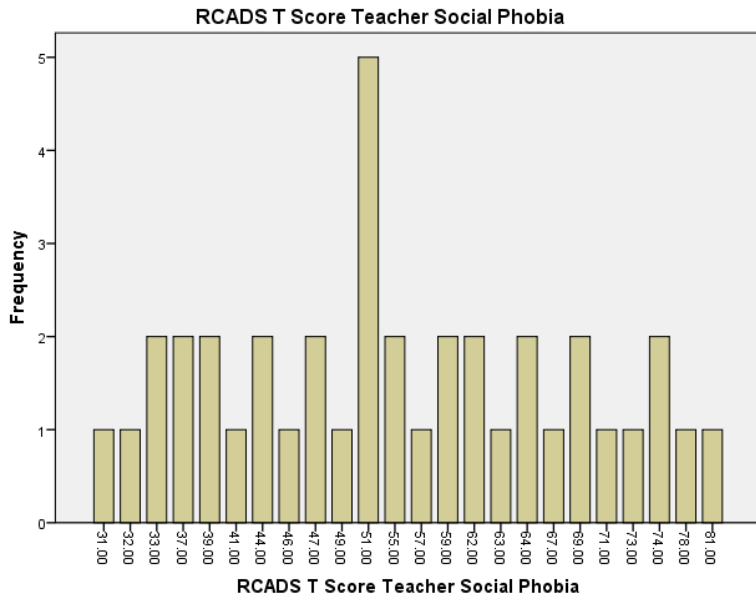




Teacher Results

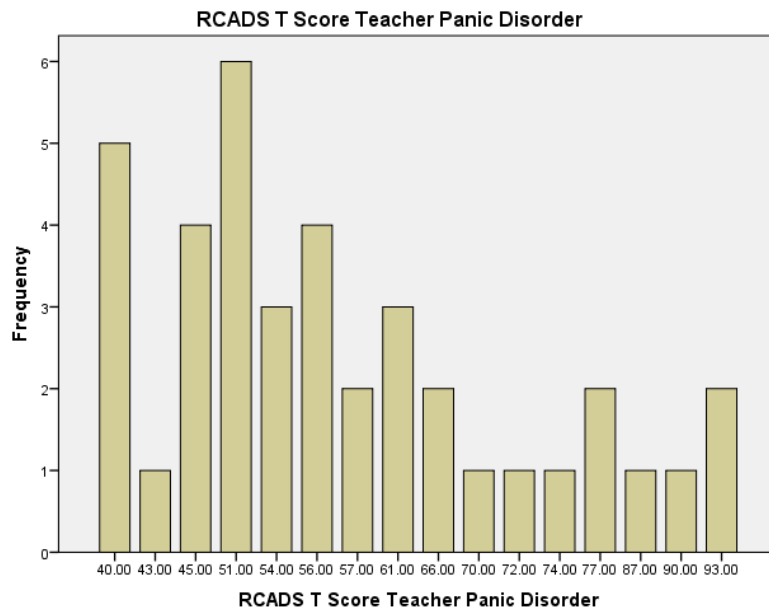
Social Phobia

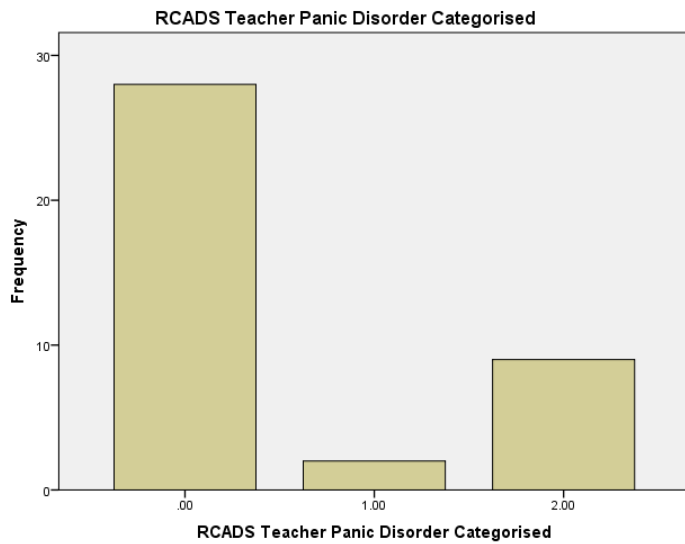
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
31-64	(0) No difficulty	30	71.4	76.9	71.4
67 -69	(1) Borderline	3	7.1	7.7	7.1
71-81	(2) Difficulty	6	14.3	15.4	14.3
Missing		3	7.1	7.7	7.1
Total		42	100.0		
			Mean	54.1	
			SD	13.9	



Panic disorder

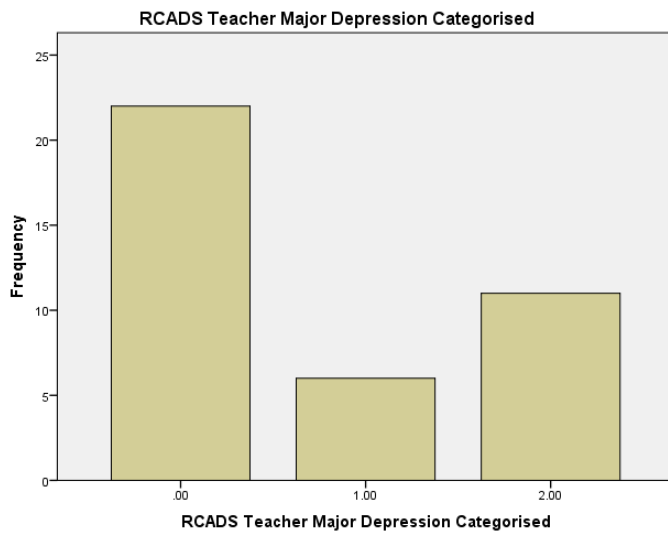
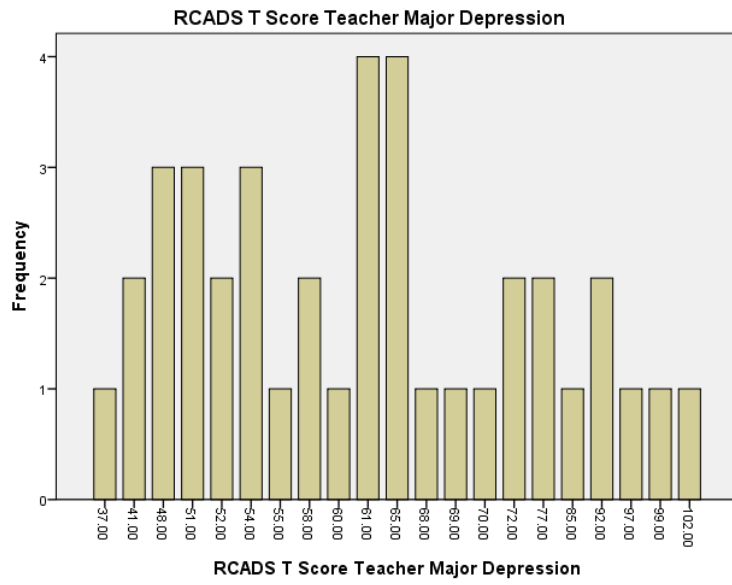
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
40-61	(0) No difficulty	28	66.7	71.8	66.7
66	(1) Borderline	2	4.8	5.1	4.8
70-93	(2) Difficulty	9	21.4	23.1	21.4
Missing		3	7.1	7.7	7.1
Total		42	100.0		
Mean				58.4	
SD				15.1	





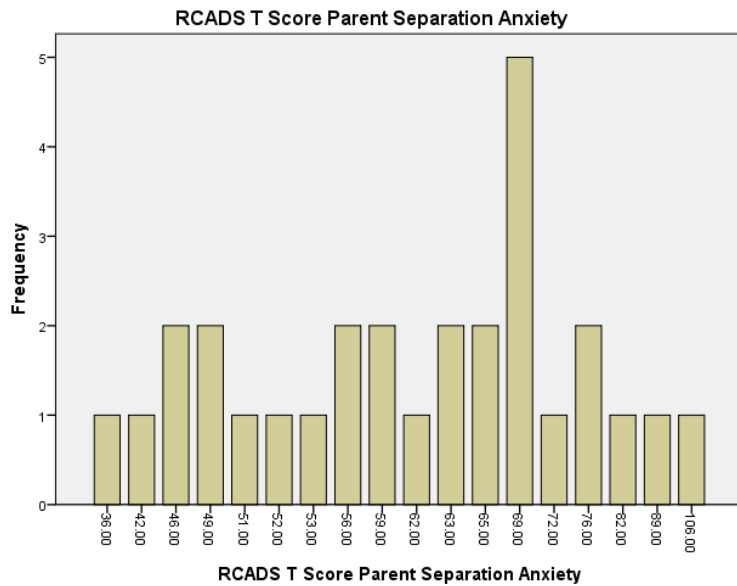
Major Depression

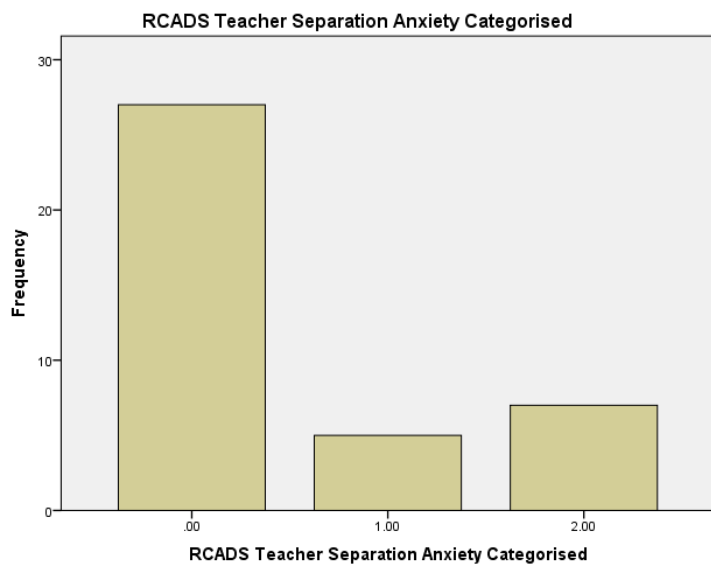
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
37-61	(0) No difficulty	22	56.4	76.9	56.4
65-69	(1) Borderline	6	15.4	7.7	15.4
70-102	(2) Difficulty	11	28.2	15.4	28.2
Missing		3	7.1	7.7	
Total		42	100.0		
Mean				63.8	
SD				16.4	



Separation Anxiety

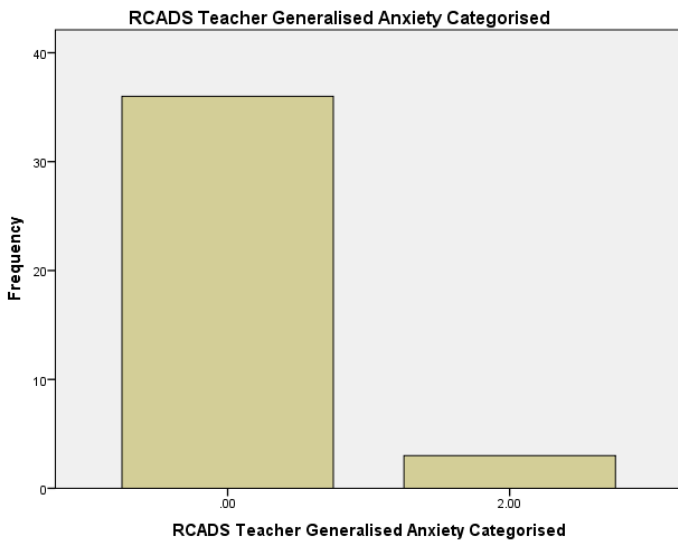
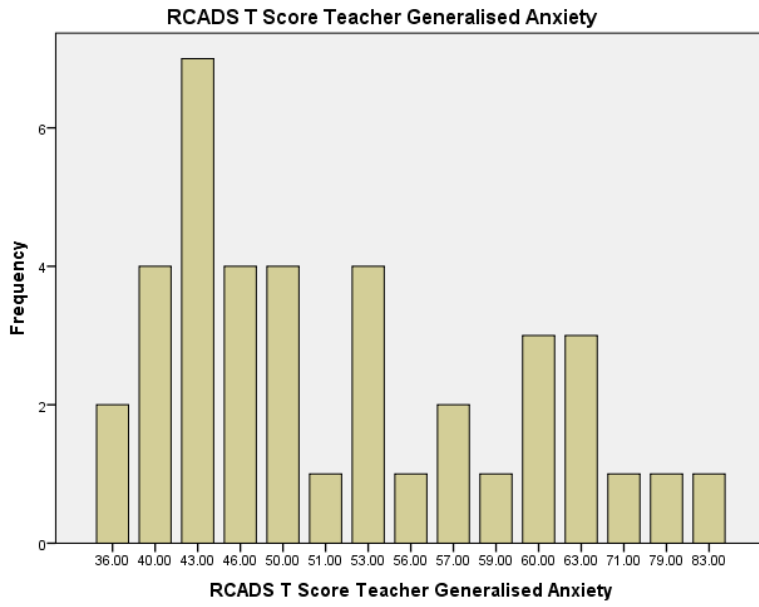
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
36-63	(0) No difficulty	27	64.3	69.2	64.3
65-69	(1) Borderline	5	11.9	12.8	11.9
72-106	(2) Difficulty	7	16.7	17.9	16.7
Missing		3	7.1	7.7	7.1
Total		42	100.0		
Mean				62.7	
SD				14.8	





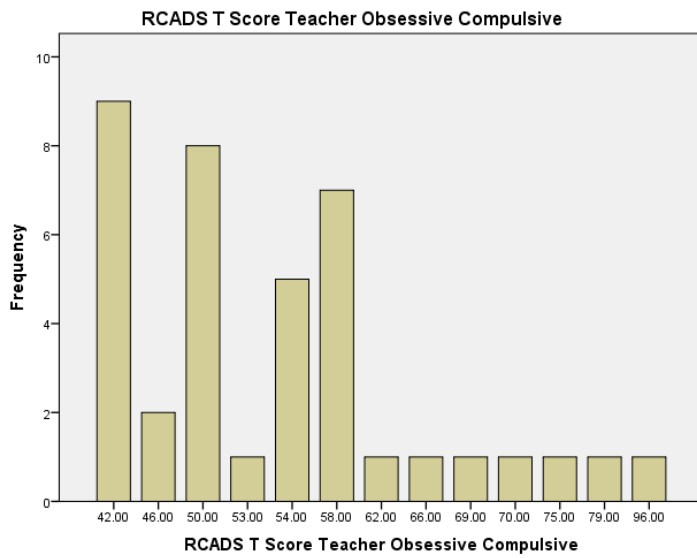
Generalised anxiety

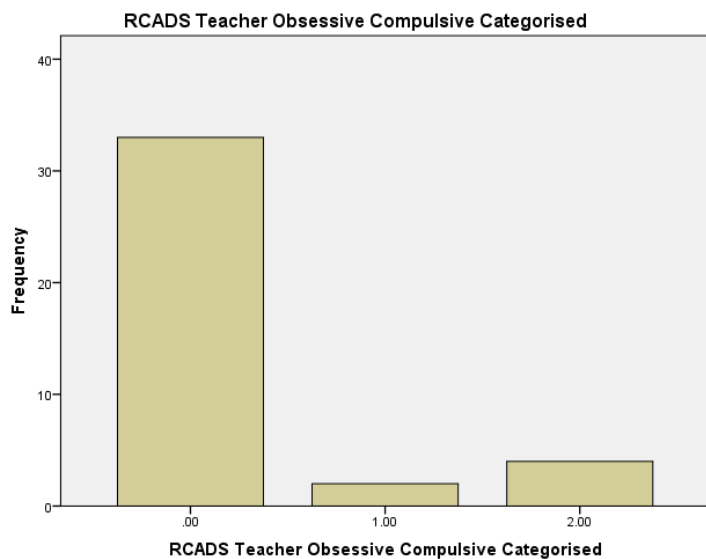
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
36-63	(0) No difficulty	36	85.7	92.3	85.7
65 -69	(1) Borderline	0	0	0	0
71-83	(2) Difficulty	3	7.2	7.1	7.2
Missing		3	7.1	7.7	7.1
Total		42	100.0		
Mean				51.6	
SD				10.9	



Obsessive Compulsive

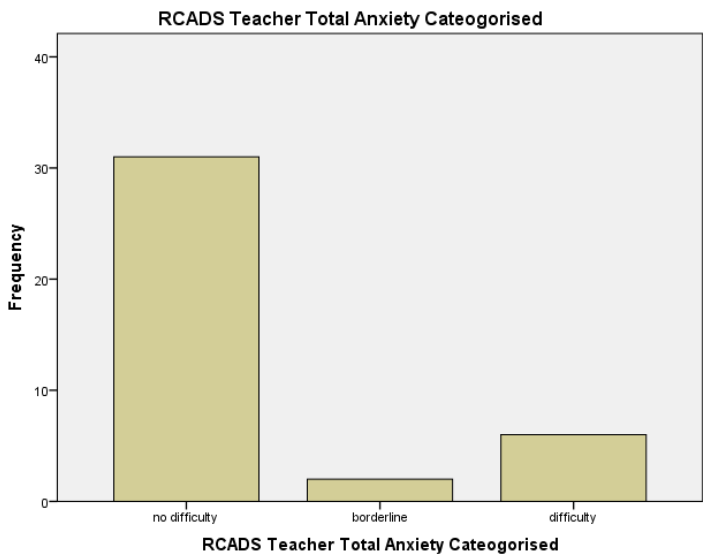
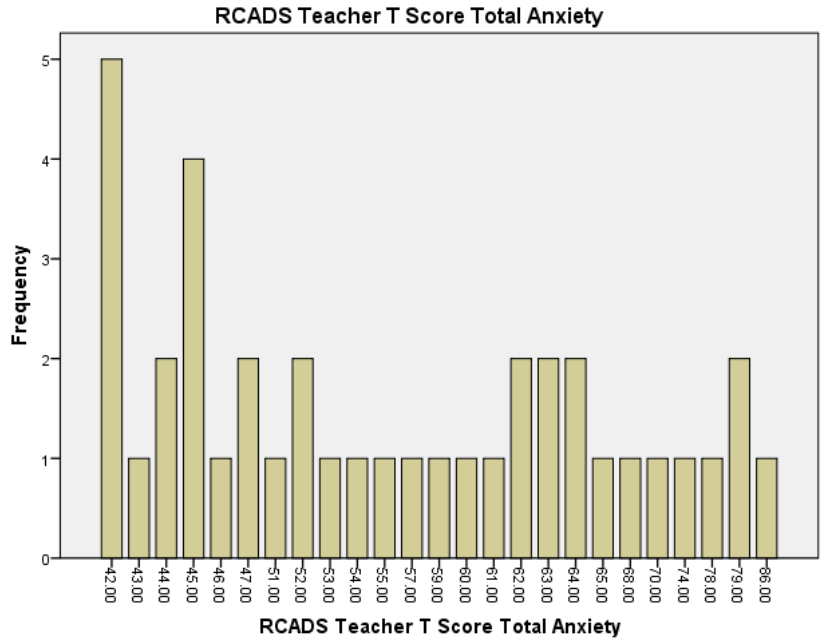
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
42-62	(0) No difficulty	33	78.6	84.6	78.6
66 -69	(1) Borderline	2	4.8	5.1	4.8
70-96	(2) Difficulty	4	9.5	10.3	9.5
Missing		3	7.1	7.7	7.1
Total		42	100.0		
Mean				54.3	
SD				11.7	





Overall anxiety score

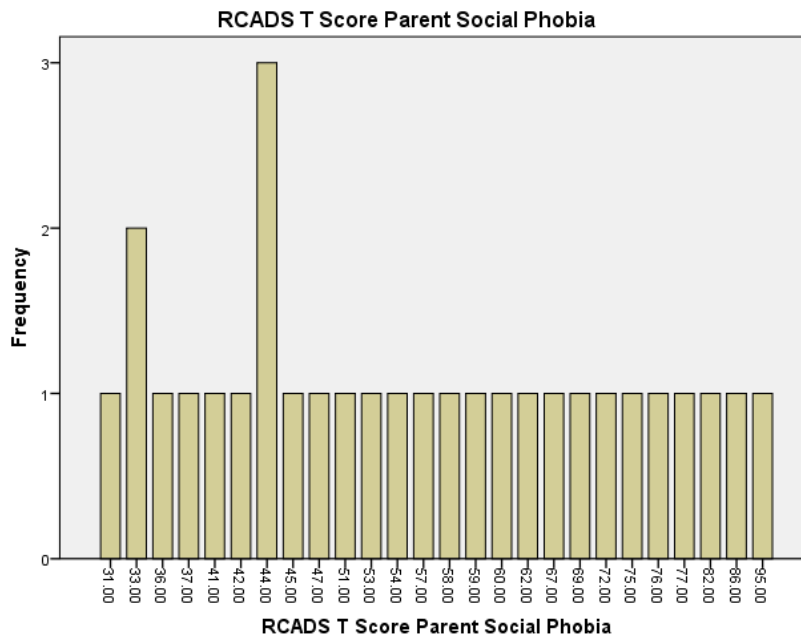
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
42-64	(0) No difficulty	31	73.8	79.5	73.8
65-68	(1) Borderline	2	4.8	5.1	4.8
70-86	(2) Difficulty	6	14.3	15.4	14.3
Missing		3	7.1	7.7	7.1
Total		42	100.0		
Mean				56.2	
SD				12.3	

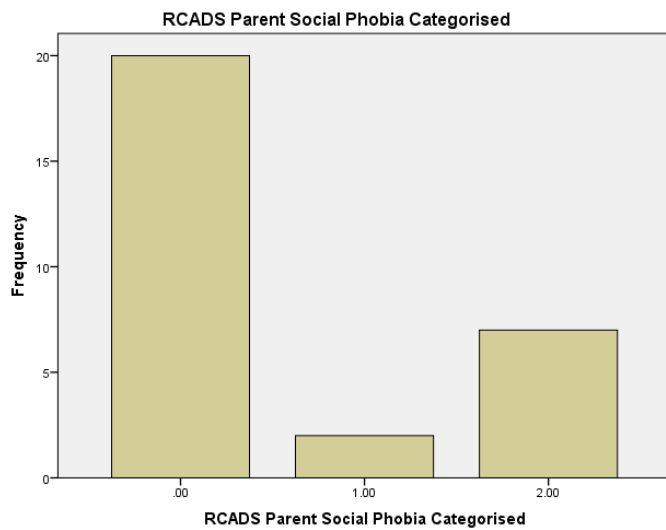


Parent Results

Social Phobia

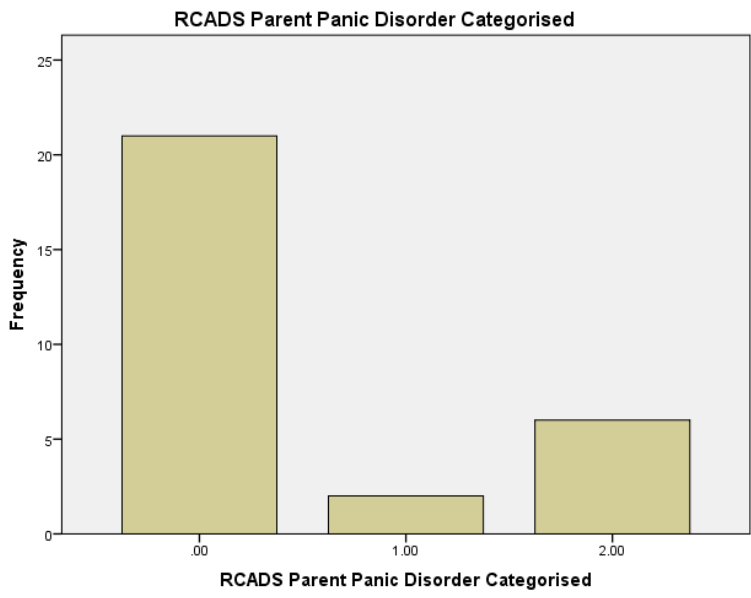
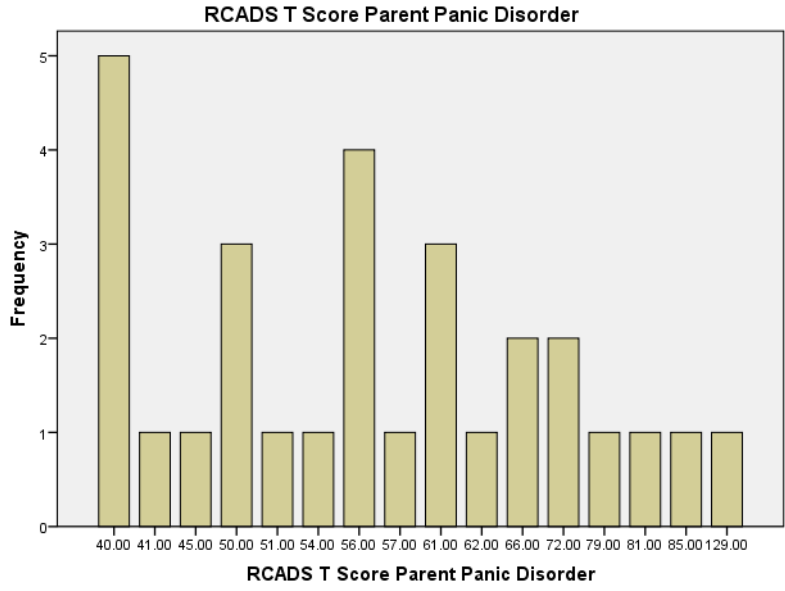
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
31-62	(0) No difficulty	20	47.6	69.0	47.6
67-69	(1) Borderline	2	4.8	6.9	4.8
72-95	(2) Difficulty	7	16.7	24.1	16.7
Missing		13	31.0	44.8	31.0
Total		42	100.0		
Mean				56.2	
SD				17.4	





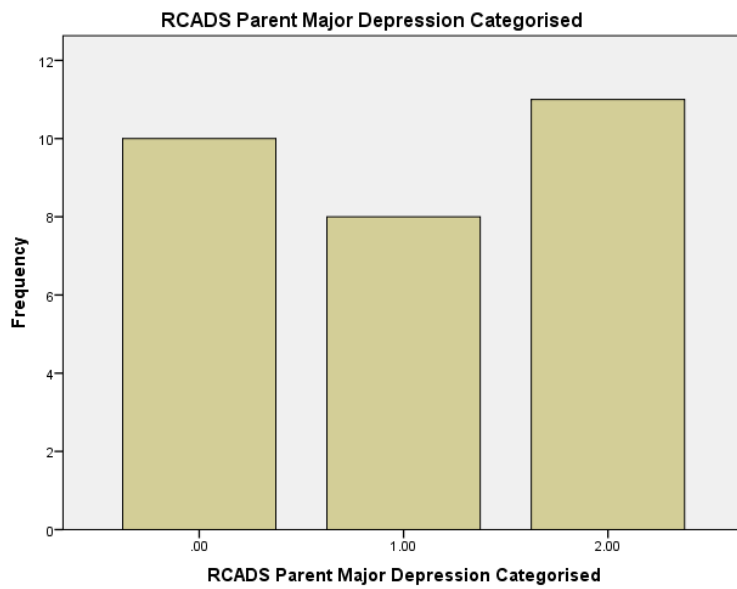
Panic Disorder

T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
40-62	(0) No difficulty	21	50.0	72.4	50.0
66	(1) Borderline	2	4.8	6.9	4.8
72-129	(2) Difficulty	6	14.3	20.7	14.3
Missing		13	31.0	44.8	31.1
Total		42	100.0		
Mean				59.2	
SD				18.5	



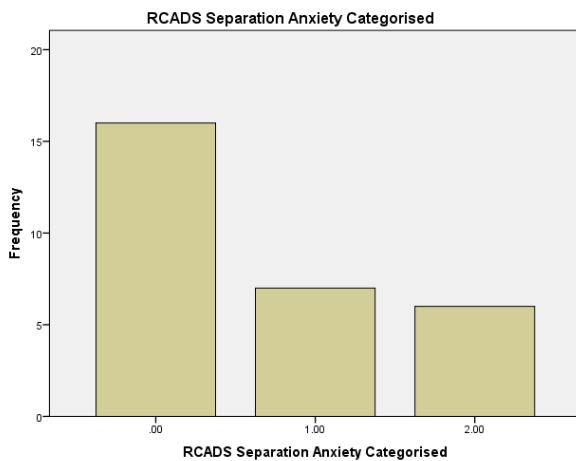
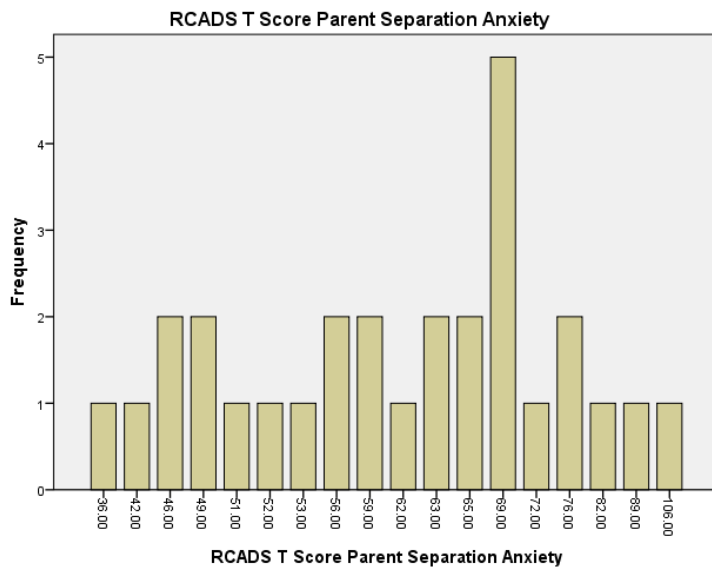
Major depression

T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
37-63	(0) No difficulty	10	23.8	34.5	23.8
65-69	(1) Borderline	8	19.0	27.6	19.0
75-95	(2) Difficulty	11	26.2	37.9	26.2
Missing		13	31.1	44.8	31.1
Total		42	100.0		
Mean				68.6	
SD				15.3	



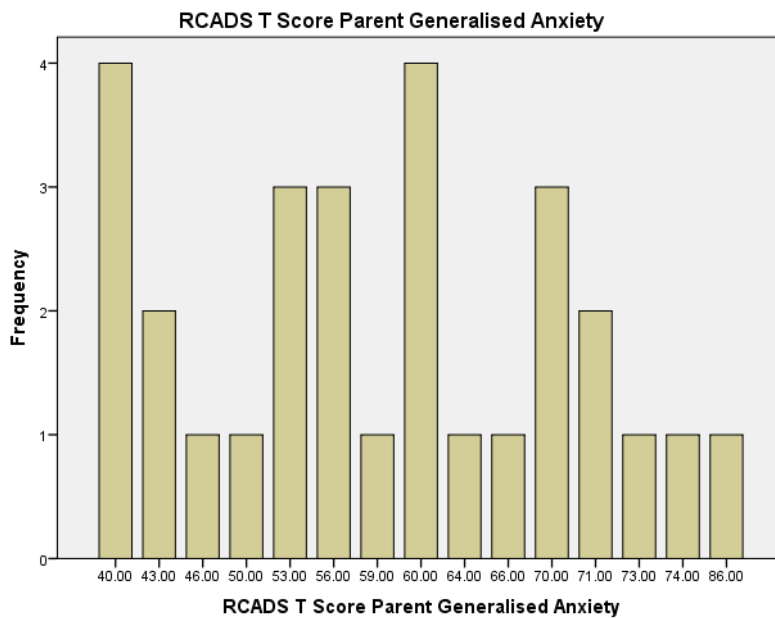
Separation anxiety

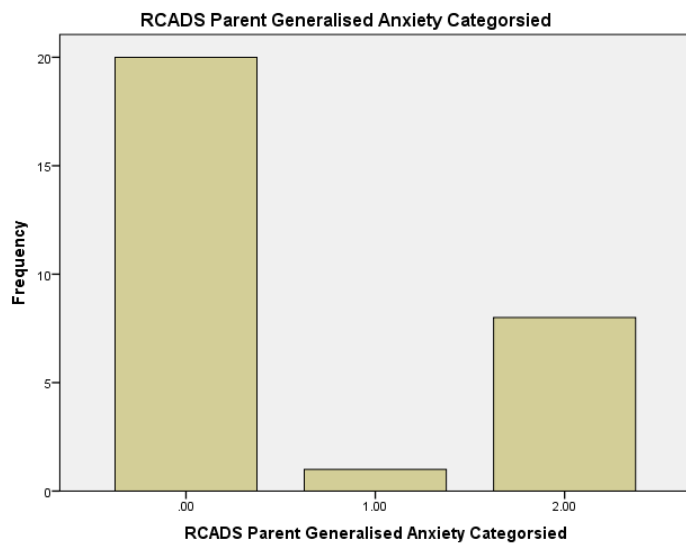
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
36-63	(0) No difficulty	16	38.1	55.2	38.1
65-69	(1) Borderline	7	16.7	24.1	16.7
72-106	(2) Difficulty	6	14.3	20.7	14.3
Missing		13	31.1	44.8	31.1
Total		42	100.0		
				Mean	62.7
				SD	14.8



Generalised anxiety

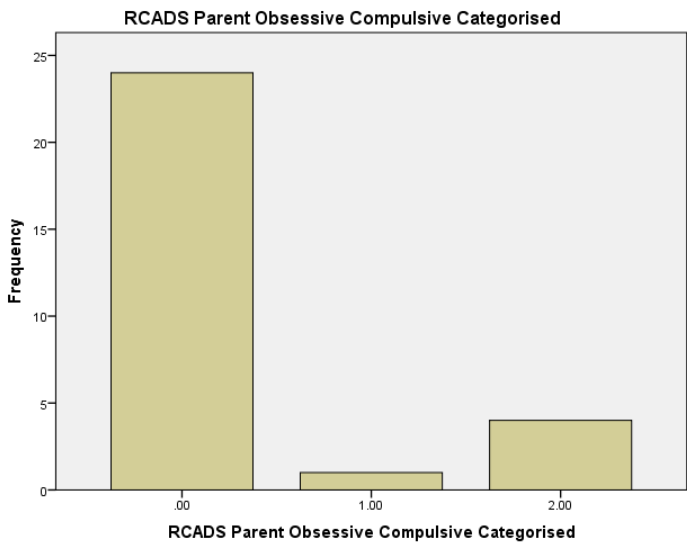
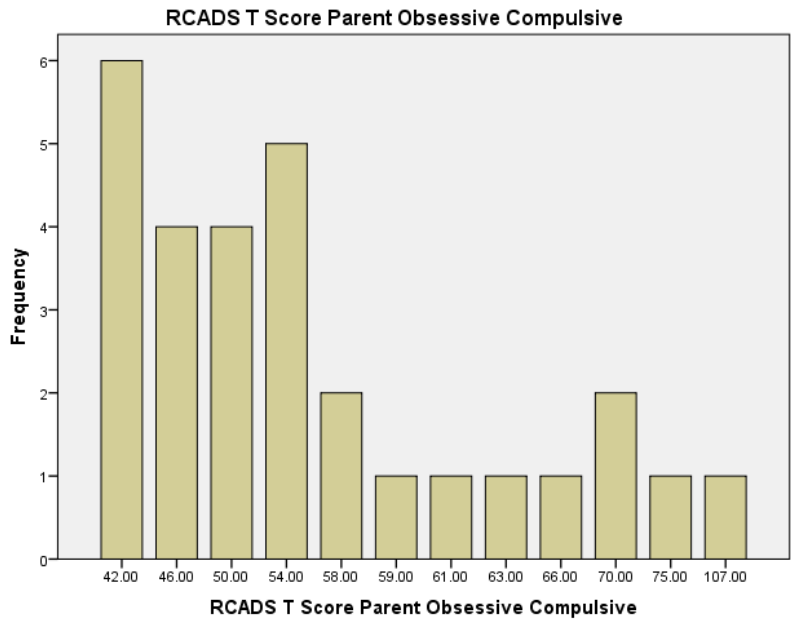
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
40-64	(0) No difficulty	20	47.6	69.0	47.6
66	(1) Borderline	1	2.4	3.4	2.4
70-86	(2) Difficulty	8	19.0	27.6	19.0
Missing		3	31.1	44.8	31.1
Total		42	100.0		
Mean				58.0	
SD				12.2	





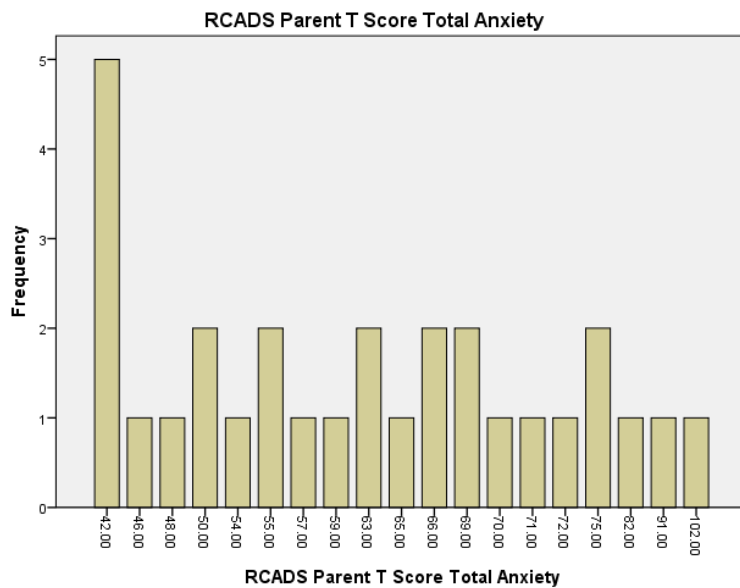
Obsessive compulsive

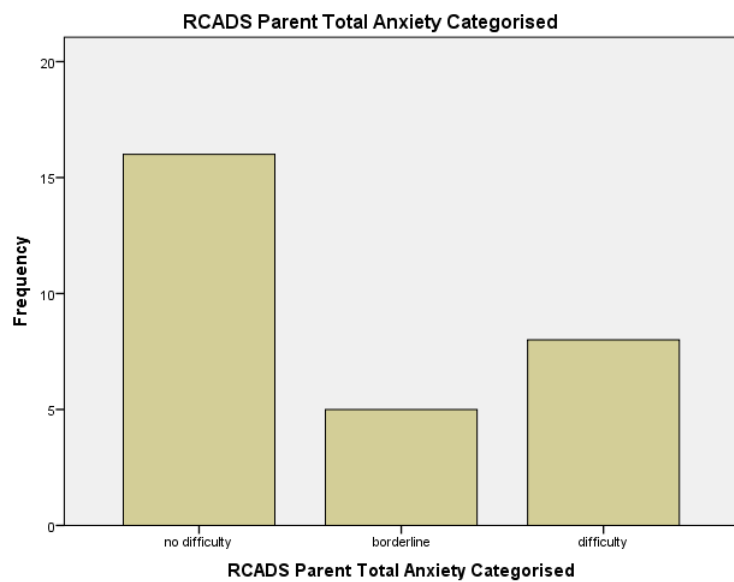
T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
42-63	(0) No difficulty	24	57.1	82.8	57.1
66	(1) Borderline	1	2.4	3.4	2.4
70-107	(2) Difficulty	4	9.5	13.8	9.5
Missing		3	31.1	44.8	31.1
Total		42	100.0		
			Mean	54.9	
			SD	13.7	



Overall anxiety score

T Scores	Category	Frequency	Percent	Valid Percent	Category Percent
42-63	(0) No difficulty	16	38.1	55.2	38.1
65-69	(1) Borderline	5	11.9	17.2	11.9
70-102	(2) Difficulty	8	19.0	27.6	19.0
Missing		3	31.1	44.8	31.1
Total		42	100.0		
Mean				61.5	
SD				15.2	



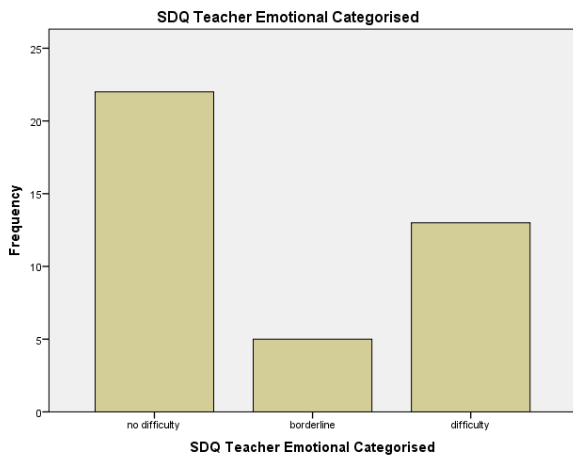
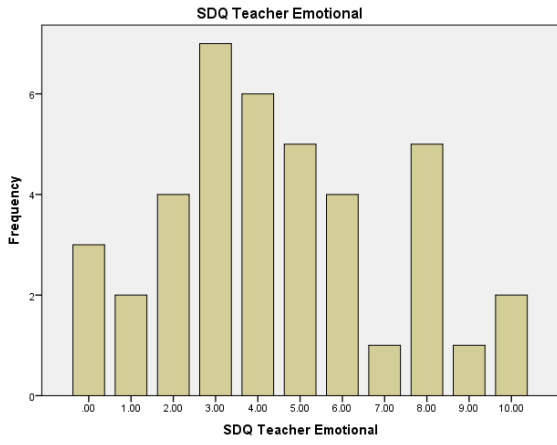


Appendix 34 - Teacher and parent SDQ results

Teachers

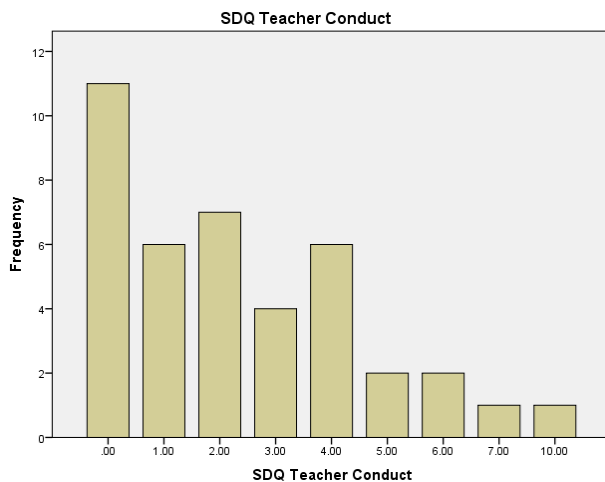
Emotional symptoms

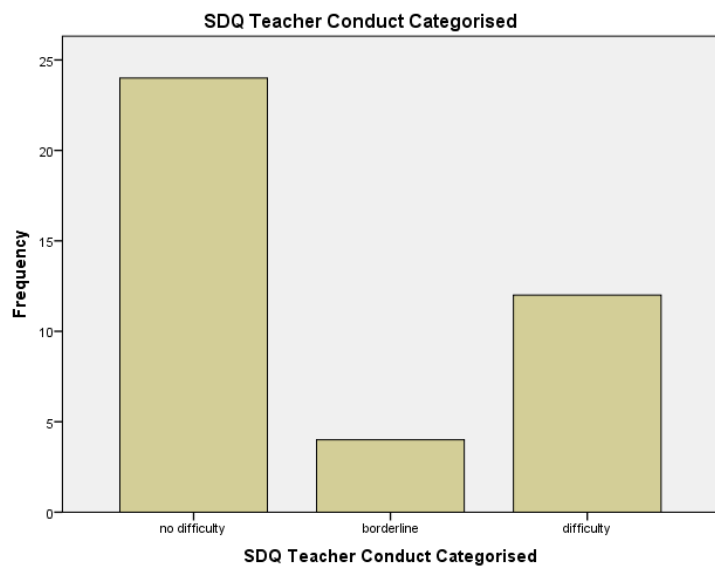
Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	3	7.1	7.5	55.0
1		2	4.8	5.0	
2		4	9.5	10.0	
3		7	16.7	17.5	
4		6	14.3	15.0	
5	Borderline	5	11.9	12.5	12.5
6	Difficulty	4	9.5	10.0	32.5
7		1	2.4	2.5	
8		5	11.9	12.5	
9		1	2.4	2.5	
10		2	4.8	5.0	
Missing		2	4.8		
Total		42	100		
Mean				4.5	
SD				2.7	



Conduct problems

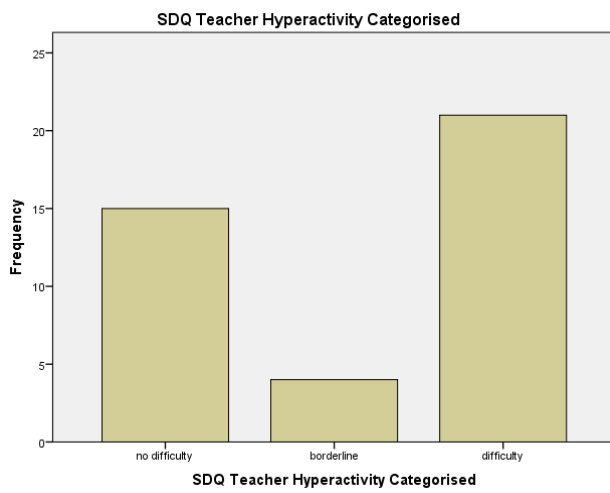
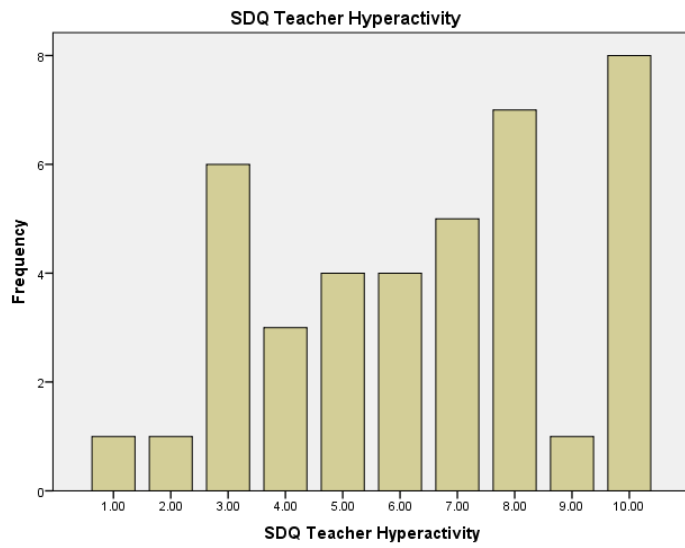
Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	11	26.2	27.5	60.0
1		6	14.3	15.0	
2		7	16.7	17.5	
3	Borderline	4	9.5	10.0	10.0
4	Difficulty	6	14.3	15.0	30.0
5		2	4.8	5.0	
6		2	4.8	5.0	
7		1	2.4	2.5	
8		0	0.0	0.0	
9		0	0.0	0.0	
10		1	2.4	2.5	
Missing		2	4.8		
Total		42	100		
Mean				2.4	
SD				2.3	





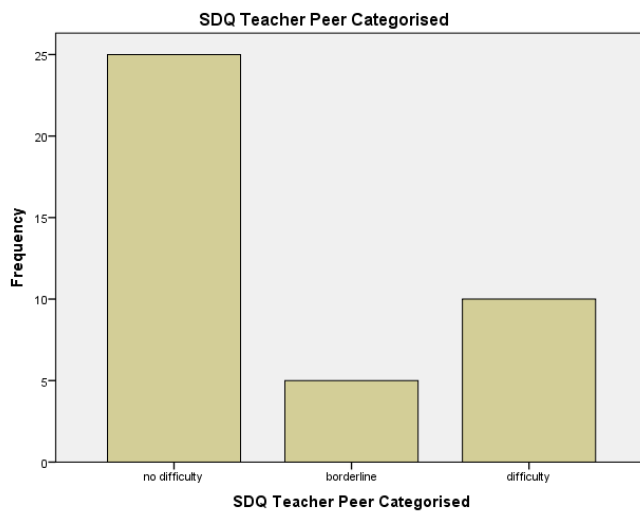
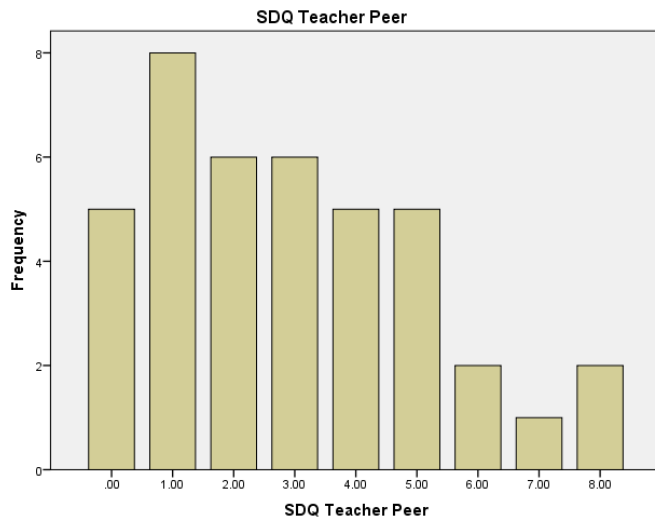
Hyperactivity/inattention

Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	0	0.0	0.0	37.5
1		1	2.4	2.5	
2		1	2.4	2.5	
3		6	14.3	15.0	
4		3	7.1	7.5	
5		4	9.5	10.0	
6	Borderline	4	9.5	10.0	10.0
7	Difficulty	5	11.9	12.5	52.5
8		7	16.7	17.5	
9		1	2.4	2.5	
10		8	19.0	20.0	
Missing		2	4.8		
Total		42	100		
Mean				6.4	
SD				2.6	



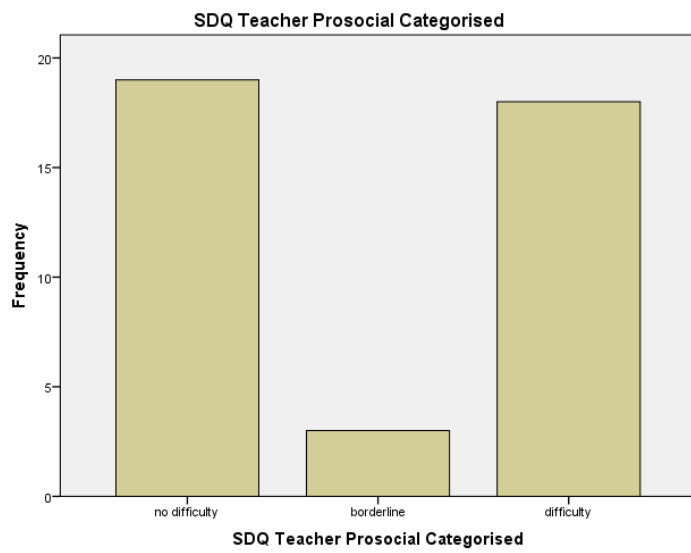
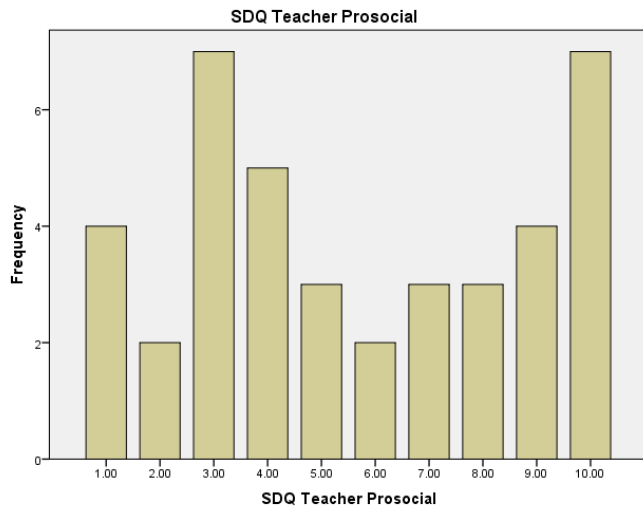
Peer relationship problems

Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	5	11.9	12.5	62.5
1		8	19.0	20.0	
2		6	14.3	15.0	
3		6	14.3	15.0	
4	Borderline	5	11.9	12.5	12.5
5	Difficulty	5	11.9	12.5	25
6		2	4.8	5.0	
7		1	2.4	2.5	
8		2	4.8	5.0	
9		0	0.0	0.0	
10		0	0.0	0.0	
Missing		2	4.8		
Total		42	100		
Mean				3.0	
SD				2.2	



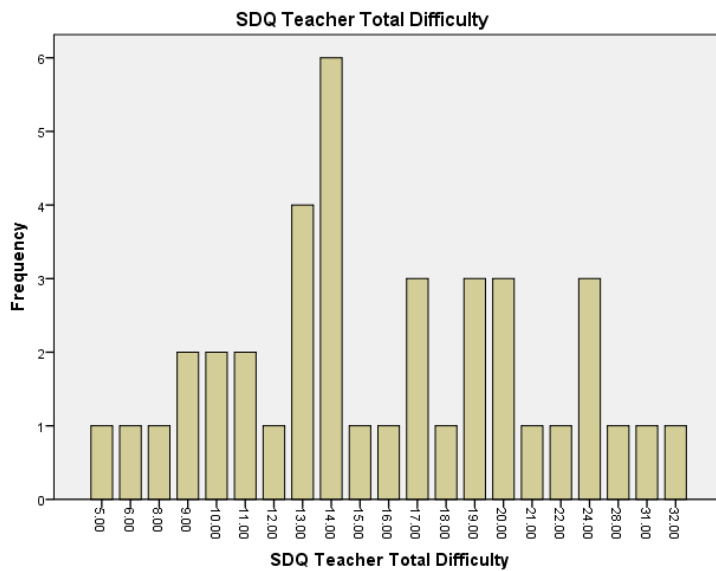
Prosocial behaviour

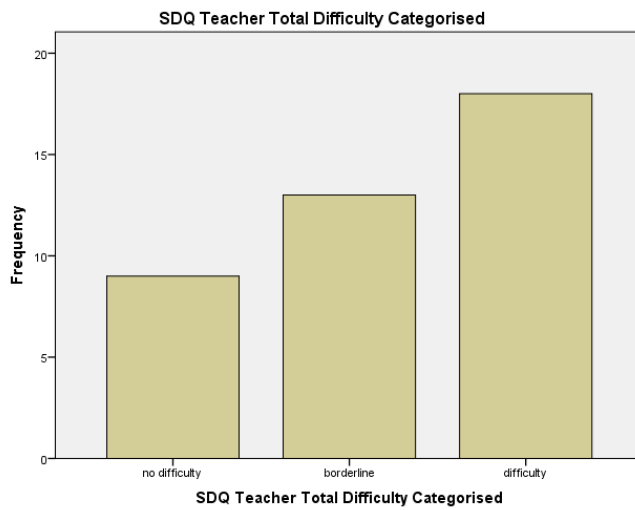
Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	Difficulty	0	0.0	0.0	45.0
1		4	9.5	10.0	
2		2	4.8	5.0	
3		7	16.7	17.5	
4		5	11.9	12.5	
5	Borderline	3	7.1	7.5	7.5
6	No difficulty	2	4.8	5.0	47.5
7		3	7.1	7.5	
8		3	7.1	7.5	
9		4	9.5	10.0	
10		7	16.7	17.5	
Missing		2	4.8		
Total		42	100		
Mean				5.7	
SD				3.1	



Total Difficulties

Raw Scores	Category	Frequency	Percent	Valid Percent	Category Percent
0-12	(0) No difficulty	9	21.4	22.5	22.5
12-16	(1) Borderline	13	31.0	32.5	32.5
17-40	(2) Difficulty	18	42.9	45.0	45.0
Missing		2	4.8		
Total		42	100.0		
Mean				16.3	
SD				6.3	

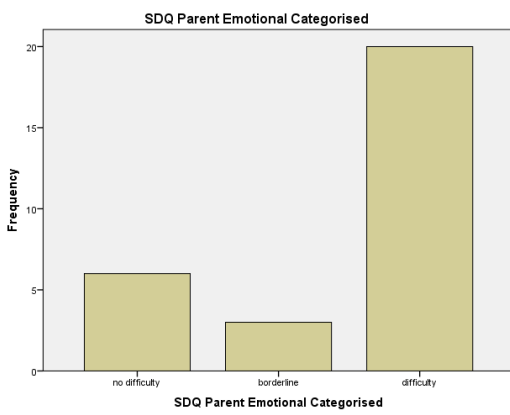
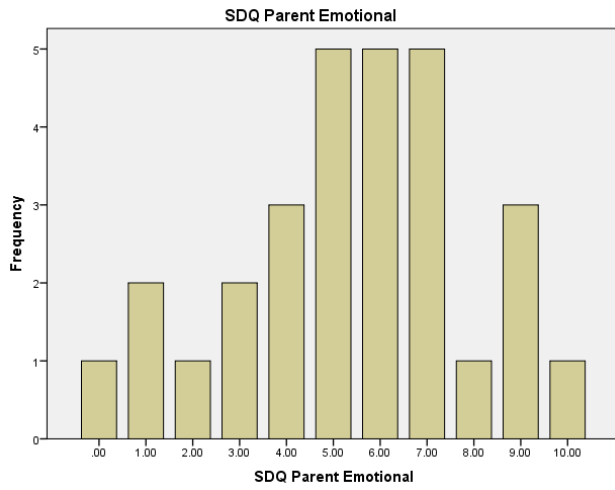




Parents

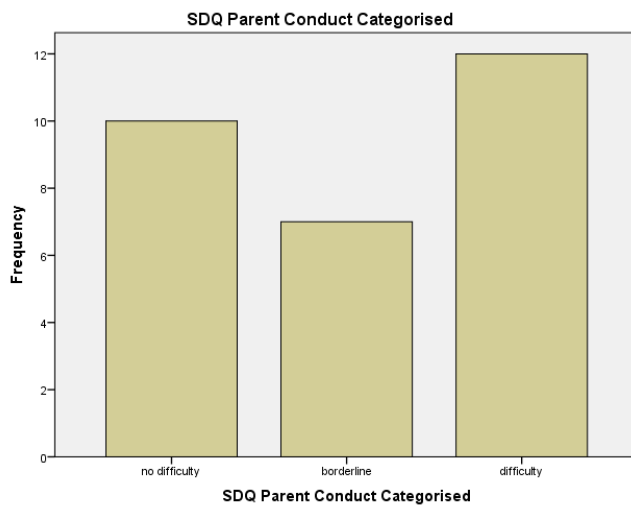
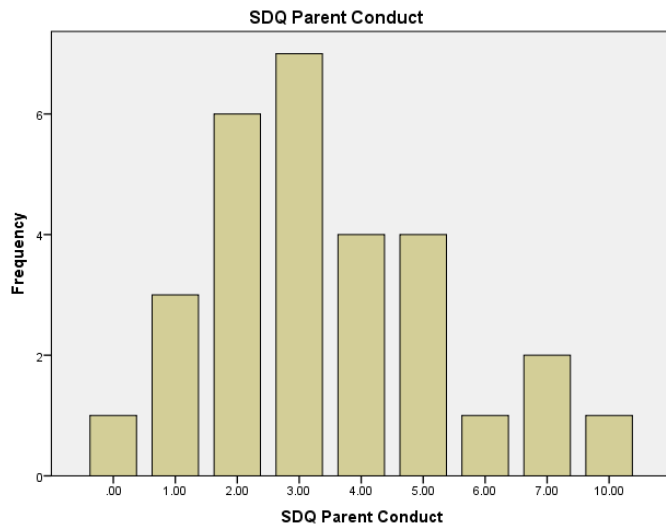
Emotional symptoms

Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	1	2.4	3.4	20.7
1		2	4.8	6.9	
2		1	2.4	3.4	
3		2	4.8	6.9	
4	Borderline	3	7.1	10.3	10.3
5	Difficulty	5	11.9	17.2	69.0
6		5	11.9	17.2	
7		5	11.9	17.2	
8		1	2.4	3.4	
9		3	7.1	10.3	
10		1	2.4	3.4	
Missing		13	31.0		
Total		42	100		
Mean				5.4	
SD				2.5	



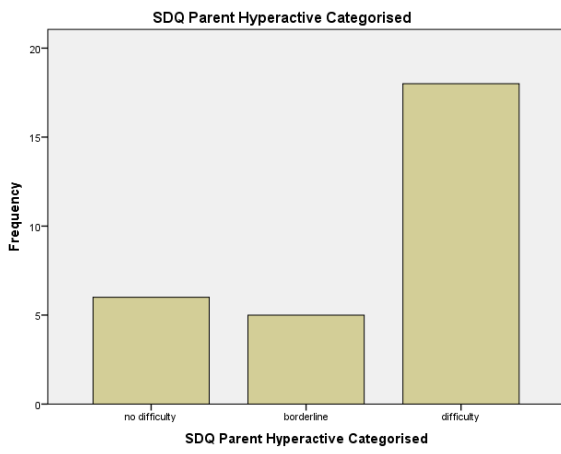
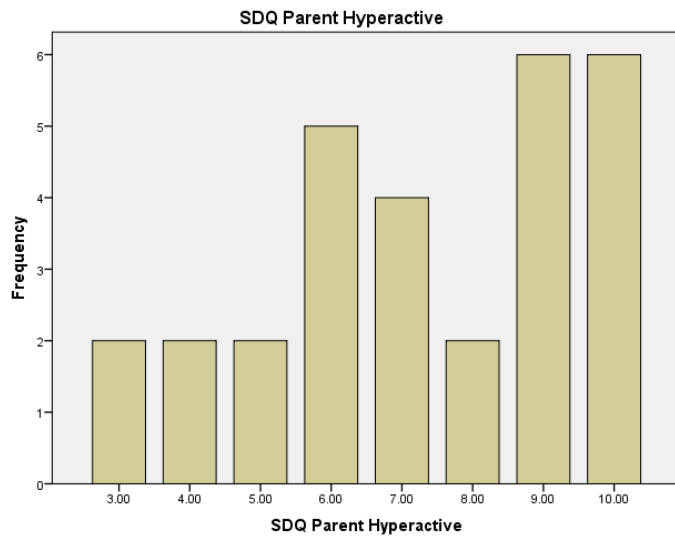
Conduct problems

Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	1	2.4	3.4	34.5
1		3	7.1	10.3	
2		6	14.3	20.7	
3	Borderline	7	16.7	24.1	24.1
4	Difficulty	4	9.5	13.8	41.4
5		4	9.5	13.8	
6		1	2.4	3.4	
7		2	4.8	6.9	
8		0	0.0	0.0	
9		0	0.0	0.0	
10		1	2.4	3.4	
Missing		13	31.0		
Total		42	100		
Mean				3.5	
SD				2.1	



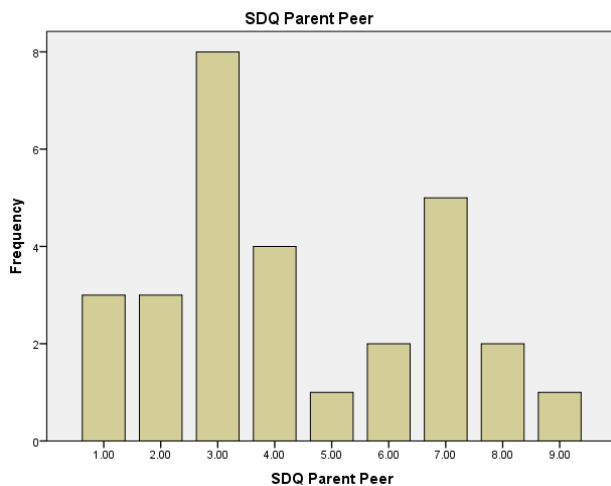
Hyperactivity/inattention

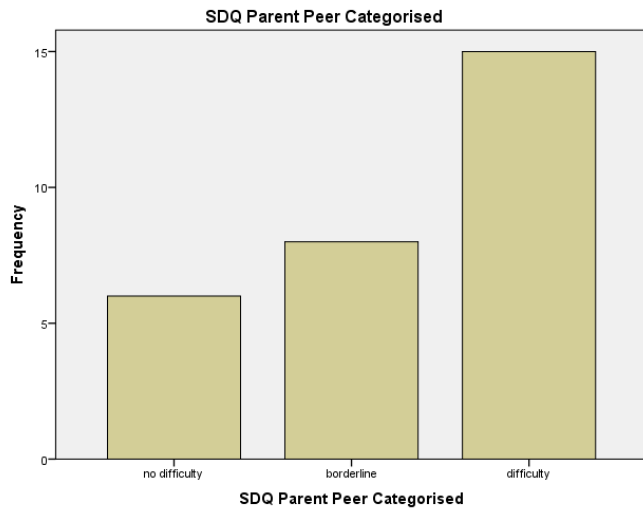
Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	0	0.0	0.0	20.7
1		0	0.0	0.0	
2		0	0.0	0.0	
3		2	4.8	6.9	
4		2	4.8	6.9	
5		2	4.8	6.9	
6	Borderline	5	11.9	17.2	17.2
7	Difficulty	4	9.5	13.8	62.1
8		2	4.8	6.9	
9		6	14.3	20.7	
10		6	14.3	20.7	
Missing		13	31.0		
Total		42	100		
Mean				7.3	
SD				2.2	



Peer relationship problems

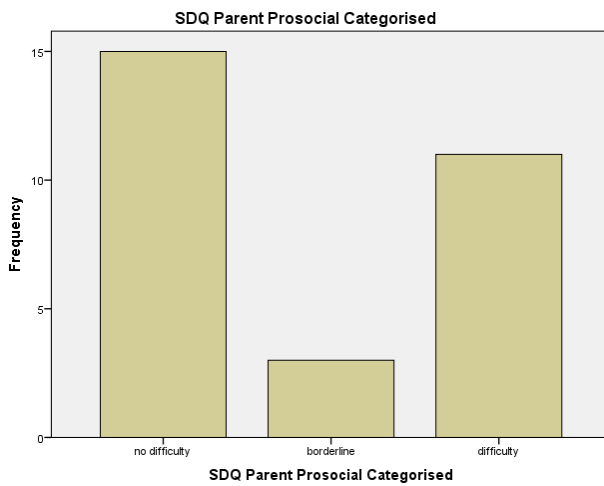
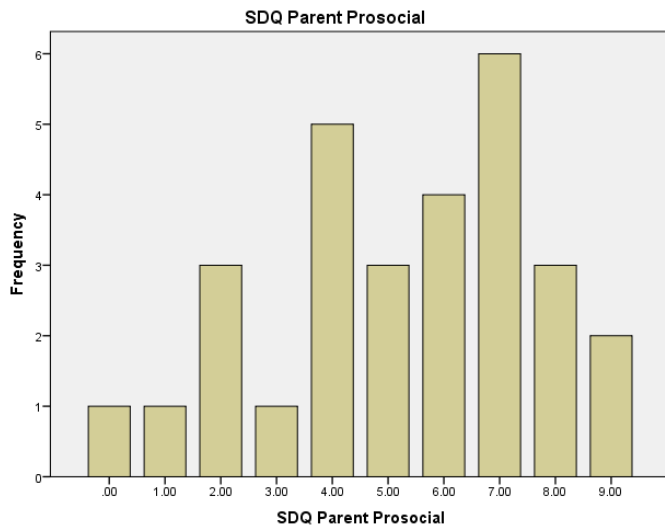
Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	No difficulty	0	0.0	0.0	20.7
1		3	7.1	10.3	
2		3	7.1	10.3	
3	Borderline	8	19.0	27.6	27.6
4	Difficulty	4	9.5	13.8	51.7
5		1	2.4	3.4	
6		2	4.8	6.9	
7		5	11.9	17.2	
8		2	4.8	6.9	
9		1	2.4	3.4	
10		0	0.0	0.0	
Missing		2	4.8		
Total		42	100		
Mean				4.3	
SD				2.3	





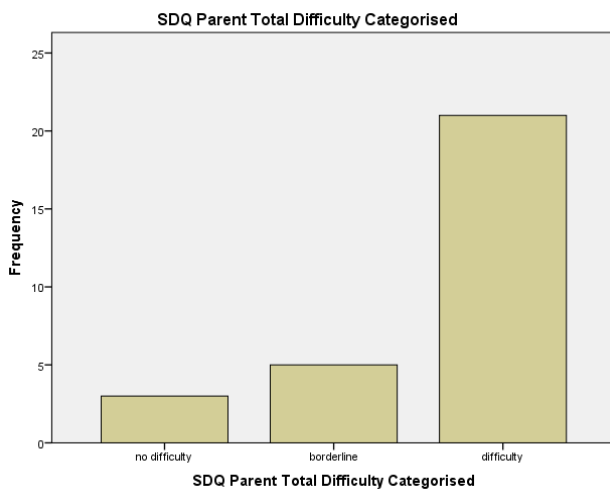
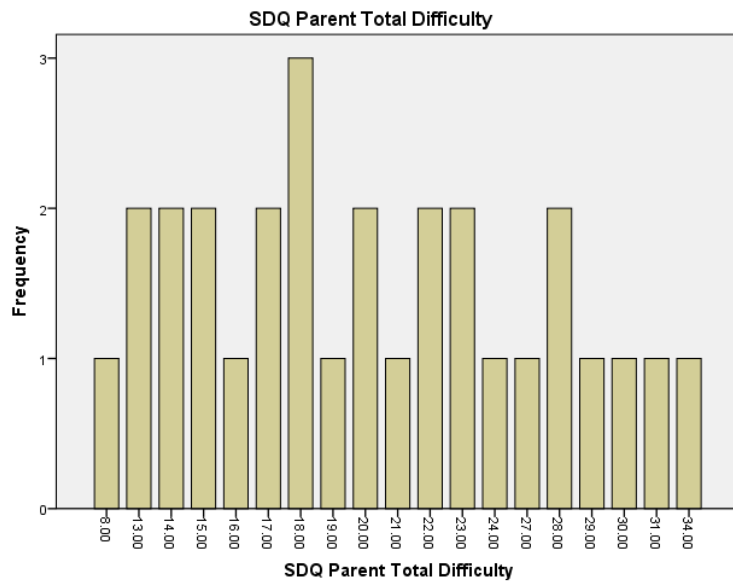
Prosocial behavior

Raw Scores	Category	Frequency	Percent	Valid Percent	Valid Category Percent
0	Difficulty	1	2.4	3.4	37.9
1		1	2.4	3.4	
2		3	7.1	10.3	
3		1	2.4	3.4	
4		5	11.9	17.2	
5	Borderline	3	7.1	10.3	10.3
6	No difficulty	4	9.5	13.8	51.7
7		6	14.3	20.7	
8		3	7.1	10.3	
9		2	4.8	6.9	
10		0	0.0	0.0	
Missing		13	31.0		
Total		42	100		
Mean				5.3	
SD				2.4	



Total Difficulties

Raw Scores	Category	Frequency	Percent	Valid Percent	Category Percent
0-13	(0) No difficulty	3	7.1	10.3	10.3
14-16	(1) Borderline	5	11.9	17.2	17.2
17-40	(2) Difficulty	21	50.0	72.4	72.4
Missing		13	31.0		
Total		42	100		
Mean				20.6	
SD				6.3	



Appendix 35 – MANOVA results

MANOVA – Multivariate analysis for RCADS

Effect		Value	F	Hypothesis df	Error df	Sig.
RCADS Source	Pillai's Trace	.221	1.724	14.000	194.000	.054
	Wilk's Lambda	.788	1.737 ^b	14.000	192.000	.051
	Hotelling's Trace	.258	1.750	14.000	190.000	.049

Analysis test of variation of RCADS subject results

RCADS Source	Dependent Variable	Sum of Squares	DF	Mean Square	F	Sig.
	Social Phobia	521.734	2	260.867	1.229	.297
	Panic Disorder	11.556	2	5.778	.025	.975
	Separation Anxiety	1203.434	2	601.717	2.927	.058
	Generalised Anxiety	1127.602	2	563.801	4.249	.017
	Obsessive Compulsive	8.395	2	4.198	.025	.975
	Total Anxiety	652.101	2	326.050	1.839	.164
	Major Depression	1814.175	2	907.087	4.396	.015

Multiple comparisons – RCADS

			t	p
1.	Separation anxiety	Teacher – parent	3.5	0.049
2.	Generalised anxiety	Child - parent	3.5	0.049
3.	Major depression	Child - parent	3.6	0.01

MANOVA – Multivariate analysis for SDQ scores

Effect		Value	F	Hypothesis df	Error df	Sig.
SDQ Source	Pillai's Trace	.150	1.799 ^b	6.000	61.000	.114
	Wilk's Lambda	.850	1.799 ^b	6.000	61.000	.114
	Hotelling's Trace	.177	1.799 ^b	6.000	61.000	.114
	Roy's Largest Root	.177	1.799 ^b	6.000	61.000	.114

a. Design: Intercept + SourceSDQ

b. Exact statistic

Analysis test of variation of SDQ subject results

SDQ Source	Dependent Variable	Sum of Squares	DF	Mean Square	F	Sig.
	Emotional	14.281	1	14.281	2.028	.159
	Conduct	23.313	1	23.313	4.553	.037
	Hyper	21.941	1	21.941	3.678	.059
	Peer	38.243	1	38.243	7.324	.009
	Total Difficulty	368.418	1	368.418	9.300	.003

