University of Reading

The Role of Self-Reflective Practice of Autistic Students on Their Behaviour in the Classroom

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Declaration of Original Authorship

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Michelle Jagdeo Bailey

Abstract

Recent data shows an increasing number of exclusions and suspensions of autistic students from mainstream schools with the key issue highlighted as persistent disruptive behaviour. The aim of this study is to support autistic students, who are at risk of exclusion or suspension or exhibit high levels disruptive behaviour, develop self-reflective skills, become more self-aware of their behaviour and manage it in the classroom. This study will fill a gap in research, where there is rarity of studies exploring the self-reflections of autistic students. This is due to key research purporting to autistic individuals' lack of the perception of others, known as 'Theory of Mind' (Baron-Cohen, 1990, 1991, 2000; Decety, 2010; Rameson et al., 2012), and awareness of self (Attwood, 2006; Volkmar 2011). However, research also indicates the capacity for the development of theory of mind and reflection like Kliman, (2011, 2018) whose research was based on 'Reflective Network Theory' and Brosnan (2017, 2017) who suggested that decision making based on Process 2 is reflective contemplative cognition, logical and deliberate, citing that autistic individuals have greater logical reasoning (Brosnan, 2016, 2017). The current study used a qualitative approach to address the phenomenon of behaviour, employing a comprehensive reflective checklist as outlined by Plack et al., (2005) to identify the types of reflections. Five autistic participants from a mainstream school contributed their lived experiences over one school term, through training sessions and the aid of reflective logs. The key themes emerging using Interpretative Phenomenological Analysis as outlined by Smith et al, (2021), revealed participants' both acknowledgement and reflection of their disruptive behaviour, awareness of the impact of friendship and interactions with teachers on their behaviour, reflect on the impact of their behaviour on others, as well as the impact and importance of the training sessions on their behaviour. However, students self-managing fully disruptive behaviour, which can lead to exclusion or suspension, was not fully realised in the timeframe of the study. Though the findings cannot be generalised from such small sample, the significance of the findings suggests that self-awareness of behaviour through self-reflective practice can be taught although it requires time to develop. The study offers an effective first step to adapt behaviour management practices around support for autistic students' self-awareness skills. A key recommendation is to introduce a whole-school adaptation to the

current methods and practices associated with the delivery of the Zones of Regulation (Kuypers, 2011, 2013, 2023) to better assist autistic students in behaviour management.

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Acronyms

APPGA	All Party Parliamentary Group on Autism
AS	Asperger's Syndrome
ASA	American Psychiatric Association
ASD	Autistic Spectrum Disorder
APA	American Psychiatric Association
CAQ	Critical Analysis Questions
CB	Challenging Behaviour
CFEOR	Checklist for Elements of Reflection
CIAF	Critical Incident Analysis Framework
DCD	Developmental Co-ordination Disorder
DEP	Double Empathy Problem
DfE	Department for Education
DoH	Department of Health
DSM	Diagnostic and Statistical Manual of Mental Disorders
ED	Emotional Dysregulation
EHCP	Educational Health Care Plan
ICD	International Classification of Diseases
IFL	Identity-First Language
KS2/KS3	Key Stage 2 and Key Stage 3
NASUWT	The National Association of Schoolmasters Union of Women Teachers
NHS	National Health Service (UK)
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
PDA	Pathological Demand Avoidance
PDB	Permanent Disruptive Behaviour
PDB	Persistent Disruptive Behaviour
PFL	Person – First Language
RFA	Reflection for Action
RIA	Reflection in Action

RNT	Reflective Network Therapy
ROA	Reflection on Action
ROI	Reflection on Inaction
RP	Reflective Practice
SAD	Social Anxiety Disorder
SEMH	Social Emotional Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SRP	Self-Reflective Practice
ToM	Theory of Mind
ZoR	Zones of Regulation

Chapter 1: Introduction

1.1 Introduction to the Problem Statement

'In whatever area of education you work there is one thing of which you can be sure – in the future you will be providing for more children with autism.'

Barry Carpenter – Equals Conference November 2000

Autism spectrum disorder (ASD), also known simply as autism, is a complex neurological and developmental condition that commonly co-occurs with other conditions (American Psychiatric Association (APA), 2024; National Institute of Mental Health (NIMH), 2024;World Health Organisation (ICD-11), 2022; The Diagnostic and Statistical Manual of Mental Disorders (DMS -5) 2013). The term *'autism'* was first coined by Swiss psychiatrist Bleuler in the early 20th century to describe the detached behaviour he observed in his adult patients (Bleuler, 1911/150 (pp. 63-68). Over the years, the diagnostic terminology and classification of autism-related conditions have evolved, with previous terms like 'autistic disorder' and 'Asperger's disorder' now collapsed into the single diagnosis of 'autism spectrum disorder' (ASD) (ICD-11; DSM-5). As the terminology changed so too did the number of individuals diagnosed with ASD. In the UK a study by Russell et al. (2022) found a *'787%, exponential increase in recorded incidence of autism diagnoses between 1998 and 2018'* (p.676). This upward trend could be due to the increased awareness of the characteristics of autism or as some argue, to the wider boundaries of what constitutes autism (Russell et al., 2022; Keyes, et al., 2012). This means more autistic children are now educated in mainstream schools (Sadler, et al., (2017). A report by DfE (2021) determined there are 163,041 autistic pupils in schools in England, an increase of 8% from 2020, with 70% educated in mainstream school. According to a statistical report published by the National Health Service (NHS) and authored by Sadler et al. (2018), 2.1% of children aged 5 to 19 years were found to have ASD (p.2) and 1.4% of children aged 2 to 4 years had a similar diagnosis (ibid, p.11). According to the Department for Education's (DfE) 2023/24 report on special educational needs in England, the number of pupils with special educational

needs and disabilities (SEN) has risen to over 1.6 million, an increase of 101,000 from 2023. Of these students, 424,354 now have Education, Health and Care Plans (EHCP), up 11.6% from the previous year. Pupils with EHC plans now make up 26% of all students with SEN. The most common primary need among those with EHC plans is autistic spectrum disorder (ASD), which accounts for one-third (30%) of this group. However, over the past decade, there has been a significant rise in the number of autistic students excluded or suspended from mainstream schools (Hill, 2024; Timpson, 2019) with behaviour cited as the primary reason.

In our mainstream school with an autism population of approximately 3.5%, a concerning 25% are at the risk of suspension and/or exclusion due to disruptive behaviour. Exclusion can have devastating effect by removing students from their support systems of friends, trusted teachers, and established relationships. The perceived rejection can lead to social isolation, mental health problems, and compromise their future prospects.

1.2 Study in Context

The study takes place in a medium sized mainstream co-education maintained school setting in the South East of England. The school caters for students in Key Stages 2 and 3 between the ages of 9 and 13. The school supports their SEND students with a special SEND unit within the school where students have access to Teaching Assistants (TAs), Learning Support Assistants (LSAs) and trained professionals that support their well-being and mental health. To help manage positive behaviour the school has implemented the Zones of Regulation (ZoR) (Kuypers, 2011, 2013, 2023) as a whole-school approach. The Zones of Regulation is a framework that uses self-regulation as a way to manage emotions and impulses through social-emotional learning. It employs four colours (green, yellow, blue, and red) to denote different emotional states. The skills needed are rooted in cognitive behavioural management, social thinking, and self-management (Hopkins, Shanker, and Leslie, 2023) and aimed at students managing their own emotions and behaviour. The approach encourages students to consider their current emotional state, body cues in the moment, and then take appropriate steps to regulate themselves. This means that the students use the strategies outlined in the ZoR curriculum to move from

the blue, red, and yellow, considered a dysregulated state, to a balanced state into green, through self-regulation (Hopkins et al., 2023; Kuypers, 2011, 2013, 202). However, the school has a significant number of autistic students, both diagnosed and in the process of diagnosis, who remain at high risk of suspension or exclusion due to disruptive behaviour, despite the whole-school approach of the ZoR system.

As a Lead teacher working with students who have special educational needs and disabilities (SEND), and has an autistic son, I have recognised the significant challenges faced by autistic students in mainstream school. These challenges stem not only from the physical school environment, but also the myriad of daily interactions - both positive and negative - that impact their behaviour. In an unpublished paper (Jagdeo-Bailey, 2014), it was found that to effectively meet the learning needs of autistic students, an awareness of the complexity of their needs is essential. I therefore understood these behaviours may stem from a variety of factors.

While earning my PGCE and master's, I studied reflective practice (Dewey, 1910, 1933; Schön, 1983/2017), and I used aspects of the method to support my autistic son when his inability to voice his anxieties led to anger and frustration. I considered if this approach could help the autistic students in our school more effectively manage their classroom behaviour. However, at the time of this study, research has yielded a rarity of empirical data on self-reflections of autistic students.

1.3 Gap in research

Early researchers like Baron-Cohen (1990, 1991, 2000) and Frith (1999) proposed that due to a deficit in Theory of Mind, understanding others' thoughts and feelings, autistic individuals may have challenges with introspection and mindfulness (Baron-Cohen and Wheelwright, 2004; Decety, 2010; Rameson et al., 2012), with Baron-Cohen coining the term, Mind blindness (Baron-Cohen, 1997). This could lead them to be perceived as *'disrespectful, disobedient, and deliberately rude'* (Attwood, 2006, p. 354) since they have difficulty viewing situations from another's perspective. This perceived lack of empathy, which is the social cognition of understanding others (Baron-Cohen, 2000; De Waal, 2008), may be associated with weaknesses in social intelligence (SI) - the

awareness of oneself in relation to others based on social interactions and relationships, as well as emotional intelligence (EI) - the capacity to recognise one's own and others' feelings and manage emotions effectively (Goleman, 1998, 2006). However, research indicates that social and emotional abilities can be developed in individuals with ASD (Goleman, 1995, 2006). With Salovey, Stroud, Woolery, and Epel (2002) stating, *'an important aspect of emotional intelligence is the ability to reflect upon and manage one's emotions.'* (p.611), with recent studies finding a positive correlation between Theory of Mind skills and social skills, and that targeted interventions can improve understanding of Theory of Mind in autistic individuals (Lecheler, et al., 2021), with Zanuttini (2023) stating, *'social interaction and communication were not substantially impacted by their diagnosis'* (p.7), and that Theory of Mind training can be an effective intervention for enhancing empathic responsiveness in those with ASD (Booules-Katri, 2019).

1.4 The Aim and Purpose of Study

The aim of the study is to support autistic students develop their skills in self-reflective practice to reflect on their behaviour in the classroom environment. The purpose is to help students manage disruptive behaviour that may lead to exclusion or suspension. This study reflects the interpretivist paradigm of multiple socially constructed subjective realities, which has the ontological perspective that many realities exists (Thanh and Thanh, 2015). Therefore, each student will experience their own reality as they live it (Ritchie and Lewis, 2003). The theoretical perspective looks at how to interpret that reality i.e., what lens will be used to find out what we know and how that knowledge of knowing is gathered and interpreted, and as this study is focused on the 'lived' experience of the individuals, qualitative research based on the inductive framework of Interpretative Phenomenological Analysis (IPA) (Smith, Flowers, and Larkin, 2021) will be used. The importance of this study lies in its potential to provide empirical data on the self-reflections of autistic students, thereby contributing to the existing body of research and informing professional classroom practices.

With that stated, it must be made clear that the study recognises that not all autistic students share the same neurological and cognitive characteristics (Al-Mazidi, 2023; Beardon, 2008; Bertilsdotter Rosqvist et al., 2020). It also recognises the diverse

meanings and experiences associated with autism. The study also considers the participants' lived experiences and views their unique neurological variations as strengths and weaknesses, rather than deficits to be fixed or corrected (Haegele and Hodge, 2016; Gillespie-Lynch et al., 2017). Emphasising that the main barriers are society's unaccommodating attitudes towards these differences, not the impairments themselves (Woods, 2017). The social model advocates for viewing disability as a natural diversity, similar to gender, sexuality, and culture, and encourages understanding the strengths, and weaknesses of their disabilities (Hogan, 2019; Nisker, 2019) – a perspective also recognised in this study.

This leads on to how the study will refer to the participants while adhering to the social model of disability, which challenges the stigma associated with disability by reframing impairments as natural variations rather than inherent flaws (Reindal, 2008; Manago and Goar, 2017). The study recognises that research has found no *'universally accepted way to describe autism'* with the terms *'autism'* and '*on the autism spectrum'* being most commonly used, and *'autism spectrum disorder (ASD)'* used to a lesser extent (Kenny et al., 2016, p. 12). However, there is contention around the preference for person-first language (PFL) (person with autism) versus identity-first language (IFL) (autistic person) (Grech, Koller, and Olley, 2023; Kenny et al., 2016; Vivanti, 2020). The PFL movement began in 1974 (Crocker and Smith, 2019) as a way to use language to be more inclusive and *'appreciates the person for their broader characteristics'* and believes that a person's disability *'do not define them'* (Grech et al., 2023, p.224-225). This was mirrored by Wooldridge (2023) who purported*, 'The goal of person-first language—to avoid language that dehumanizes or stigmatizes people'* (para,10).

However, in recent years there has been a change within the autism community on how someone with autism should be referred to under the Social Model of Disability with the FPL now being *'shunned'*, believing it aids the '*disability divide'* (Grech et al., 2023, p.224) and is focused on separating the person from the condition when it is a key part of their identity (Dwyer, 2022; Dwyer, Ryan, Williams, and Gassner, 2022; Gernsbacher, 2017). This has led to IFL used in a way to identify someone with autism by placing the disability (identity) first (Grech et al.,2023; Lei et al., 2021;Vivanti, 2020). However, the use of IFL could potentially categorise participants rather than individualise them. This

may perpetuate perception bias, based on beliefs and preconceived notions about particular groups (Ingram, 2024). Nonetheless, the research found *'no consistent trends'* in the preference for the use of either PFL or IFL (Flowers et al., 2023, p.1), and Kenny et al. (2016) found *'no single way of describing autism that is universally accepted and preferred by the UK's autism community'* (p.442). However, the mutual aim of both PFL and IFL is to depathologise autism by viewing the individual as more than their diagnosis (Grech et al., 2023; Vivanti, 2020; Wooldridge, 2023).

Still, as research on language preferences has largely centred on adults, teenagers, parents, professionals, and other adult populations (Flowers et al., 2023; Kenny et al., 2016; Lei, Jones, and Brosnan, 2021), there is little research investigating the language preferences of children aged 11-12, the age group of this study. This lack of attention may stem from the challenges associated with expecting children in this age group to grasp the complexities of IFL and the implications of PFL. Moreover, there is scant research concerning how researchers employ these terms in academic writing that involves young autistic participants. Still, a recent study analysing 12,962 journal abstracts from 11 academic journals between 2001 and 2022 revealed a noteworthy shift towards an *'increasing use of IFL'* after years characterised by an *'overall stability favouring PFL'* (Zajic and Gudknecht, 2024, p.2445). This trend indicates a growing awareness and acknowledgment of preferred language in academic discourse. Thus, in light of the evolving terminology in literature, the position of the study is identity first, which adheres to the social model of disability. As a result, the study will employ the term 'autistic student' rather than 'student with autism'. This approach acknowledges disability as an integral component of a person's identity, fostering a positive perception of disability identity, recognising autism as an essential part of an individual's self-image i.e., the perception they hold regarding their own abilities, appearance, and personality.

1.5 Research Question

The aim of the study is to support autistic students to develop their skills in self-reflective practice to reflect on their behaviour, therefore the study will focus on the perspective of the autistic student and their self-reflections. This study will not require the formulation of a hypotheses to approve or disprove the results. Instead, it takes an open, inductive

approach based on the personal perspectives and lived experiences of autistic students (Barrett and Younas, 2023). The research questions are designed to seek truth and understanding about their lived classroom experience, rather than to test or validate preconceived notions (Bingham, 2023; Bingham and Witkowsky, 2022). By observing the concepts, patterns, and themes that emerge from the data, the study aims to gain insight and understanding into the phenomena of autistic student behaviour in the classroom setting. In light of this, the following research questions were formed:

1. What aspects of behaviour does ‘self-reflection’ enable participants to reflect upon?
2. How can autistic students be supported to self-reflect on their behaviour in the classroom environment?

The following outlines the structure of the thesis.

1.6 Structure of the thesis

The thesis is set over six chapters. Chapter one outlines the study in context and the gap in research on the self-reflections of autistic individuals, detailing the aims, purpose and importance of the study and the research questions.

The literature review in Chapter 2 provides context and rationale for the research, drawing from a variety of sources, including the University of Reading library, e-resources accessed through Summons, Google Scholar, and autism-focused websites. Key search terms included 'self-reflection', 'behaviour', 'disruptive behaviour', 'influences on behaviour', as well as related terms like 'neurological disorder', 'exclusion', 'self-regulation', and 'interventions'. The results encompassed a range of materials, such as articles, commentaries, newspaper articles, group studies, reviews, meta-analyses, scientific studies in neurology, governmental reports and statistics, and research from organisations like the All Party Parliamentary Group on Autism (APPG), Department for Education (DfE), and autism websites. This chapter introduces the complexity of autism in the school setting, including disruptive behaviour and the external and internal

influences on behaviour, self-reflective practice, and aid to support the reflective process. The review summarises the key findings from this literature.

In Chapter three, the Methodology details the research design, identifying the interpretivist paradigm, the ontological stance of multiple realities and truths, and the epistemological perspectives on acquiring knowledge through qualitative research. The data collection section outlines the ethical considerations, including participant training sessions, and the importance of understanding the contributions of the study's participants with autism. Additionally, the chapter covers the timeline and timeframe of the study, as well as the results following a pilot study. Finally, the quality of the research is discussed, concluding with a summary of the methodology.

Chapter four presents the findings from the training sessions of the five autistic students. It identifies the key personal experiential themes for each participant, then groups these themes to find commonalities across all participants. The chapter outlines the students' self-reflections on their awareness of disruptive behaviours and summarises the key findings.

Chapter five, the discussion section, interprets the results obtained from the study's findings. The first research question was answered by exploring the participants' self-reflections on their disruptive behaviour, their lack of control, the impact of their behaviour on their friends, and the influence of teachers. The second research question identified several key elements that could support self-reflection in the classroom and enhance teaching practices: an understanding of autism and the influence of internal, external, and neurological factors; a familiar framework or structure for the training sessions with defined components; the importance of time between each training event; and the need for continuous training to foster self-reflection.

Chapter six concludes the thesis by reviewing the key findings and original contributions to research and practice, limitations of the study, personal reflections with two major recommendations, as well as a suggestion for future study. Supplementary information can be found in the appendices.

Chapter 2: Literature Review

2.1 Introduction

The aim of the study is to help support autistic students develop their skills in self-reflective practice to reflect on their behaviour in the classroom environment. The purpose is to help students manage disruptive behaviour that may lead to exclusion or suspension. This chapter will focus on the literature that introduces the complexity of autism in the school setting, detailing disruptive behaviour, the external and internal influences on behaviour, self-reflective practice, and aids to support the reflective process, summarised with the findings from the literature review.

2.2 Autism and Behaviour in the School Setting

As outlined in chapter one, the number of autistic students enrolled in mainstream schools has risen steadily. The statistics in 2020, identified 1 in 36 students diagnosed as autistic, a significant rise from 1 in 150 in 2000 (Maenner, 2023). Equally, the level and type of support required within these school settings has also increased. As stated in a report by Department for Education (DfE, Special educational needs in England, 23/24) the most common type of primary need among pupils with an Educational Health Care Plan (EHCP) is autism, with one in three pupils identified. An EHC plan is a legal document for children and young people aged up to twenty-five, who need *more* support than is available through special educational needs (SEND Code of Practice, 2015, p14). It is written by the local authority (House of Commons Library, 2024) and underpinned by the Equality Act 2010 (Section 6 disability and section 13 protected characteristics) and the Children and Families Act 2014 (Section 33, educated in mainstream school with an EHCP). The increase in EHCPs demonstrates the increasing need required in the classroom.

As cited by Tirraoro (Special Needs Jungle, ,2018):

> *'...4,500 pupils with autism listed as their primary need were excluded in just one year, a 60% increase since 2011. Children with autism are the most at risk group of all special education needs pupils with Education Health and Care plans (EHCPs) to face being sent home from school.'*
>
> (para, 2)

In a statistical report by Cooke (2018) on the number of pupils with ASD as their primary need who have received a permanent or fixed-period exclusion, found that every region in England experienced a rise in exclusions for children with autism of between 45% and 100% (p.4). Though the Southeast exclusions have fallen by just over 7% in five years, exclusions for children with autism in the region have risen by almost 45% (p.4). In 2015/16 children with autism accounted for 1.17% of the school population, yet the data shows that 2.5% of all exclusions in England are for children with autism (ibid, p.5). Cooke (2018) also showed the exclusion of children with autism increased by at least 44 per cent in every part of England between 2011-12 and 2015-16, with The Northwest of England doubling since 2011. This was reflected in The Timpson Review of School Exclusion in England (2019) who stated:

> *'... some children with autism may at times behave in challenging ways, which may reflect difficulties in communicating their needs and feelings to others. Some children with autism can also find it hard to process sensory information, which can also affect behaviour.'*
>
> (Timpson, 2019, p.38)

Understanding the individual needs of children is important, as some may exhibit behaviours that reflect unmet needs (Hill, 2024; Timpson, 2019). The impact of excluding students means they are removed from their support networks of friends, teachers they have connected with, and social connections which could have a devastating effect. The perceived rejection can lead to social isolation, mental health issues, and jeopardise their future prospects.

However, it was found by DfE, that compared to previous years, the number of teachers reporting that misbehaviour had interrupted teaching in at least some lessons over a period of a week, increased from 65% in June 2022 and 71% in March 2023 to 76% in May 2023 (National Behaviour Survey, 2024). This reflects the seminal report by Bennett (2017), showing significant evidence to suggest there is a national problem with behaviour especially when considering the views of *'Frontline'* staff and pupils (Bennett, 2017, p. 10 and p.15, section 2.4.2). The report claims that *'poor'* behaviour inhibits the *'academic and social success of the school community'* (ibid, p.22, section 2.5). The report recognised the need for consideration for SEND pupils in respect of the Equality Act 2010 and the need to make reasonable adjustments especially when imposing sanctions under school policy (Ibid, p.40, Section 4.2.4). Bennett states:

> *'Some disabled students, such as those with attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties, are much more likely to break the school rules than other students...'*
>
> (Bennett, 2017, p.40)

Bennett's report adheres to the premise that it is unacceptable to ignore or accept poor behaviour from students with special educational needs and disabilities (SEND) who are *'capable of modifying their actions.'* (ibid. p.41) This is a highly significant and far-reaching issue, more so with the assumption that 'frontline teachers' are able to evaluate the ability of an autistic student to 'modify their actions' without specific training is questionable. There are numerous other factors to consider, such as the varying experience levels of teaching staff as well as co-occurring conditions, which are more the *'rule than the exception'* and tend to be more impairing than standalone conditions (Baker & Blacher, 2015, p. 111; Lau-Zhu, Fritz, McLoughlin, and 2019; van der Meer et al., 2012) and can significantly hinder accurate assessment of their self-regulation abilities (Baker and Blacher, 2015). These complex presentations pose substantial challenges for precisely evaluating a student's self-regulatory skills, and as indicated earlier, there is the added dichotomy of separating the traits of the condition from poor behaviour. This can be a challenge especially with research such as Nash et al., (2015) asserting that a behaviour management approach *'operates'* on a *'cognitive level'* and may not be sufficient to meet the complex needs of some pupils who may lack the understanding of those boundaries (ibid, p.175), with Nash et al., (2015) stating *'...it*

[Behaviour Management] *assumes that pupils are able to distinguish between cause and effect relationships, that is, that certain actions have certain consequences.'* (p.175). This may not be the case for autistic students. However, DfE (2024) asserts, *'Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.'* (2024, p.13) and it is a question of *'Judgement for the school on the facts of the situation.'* (ibid, p.18). Yet, in the earlier version (2017) it stipulated that a school should not assume the pupil's SEND affected their behaviour on a *'particular occasion'* and whether it is *'lawful'* to sanction the pupil and *'if'* the pupil was *'unable'* to act differently as a result of their SEND (ibid, pp.19-20, points 57 -58). What issues arise with the omission of the statement in the latter version, is it leaves the *'Judgement'* to the school based on the *situation* and not the needs of the *student.* A student with alexithymia or a co-occurring condition like OCD may leave the classroom if another student gets too close without speaking to teacher first, as it may cause further anxiety and stress, especially in front of a cohort of thirty students. Yet, they could be reprimanded for doing so. In such cases, it is crucial to understand both the student's needs and the underlying condition.

This then leads onto what is defined as disruptive behaviour in the classroom what that implies for the autistic student.

2.3 Disruptive Behaviour

Disruptive behaviour has been defined by Nash, Schlösser, and Scarr (2015):

> *'...any behaviour that is sufficiently off-task in the classroom, as to distract the teacher and/or class peers from on-task objectives.'*
>
> (p, 167)

Disruptive behaviour can fall into two distinct categories in the classroom: low-level (LLD) and high level disruption (HLD). HLD are situations that fall under bullying, aggressive tendency, shouting at another student, defiance, and it is considered an extreme event (Cogswell et al., 2020; Ofsted, 2024). However, it was determined that

LLD happens more frequently within the classroom environment and can be carried out by many students daily (Bennett 2017). This form, based on frequency of event, is the persistent disruption in the classroom which, as outlined by DfE (2022/23), was the leading cause of permanent exclusions. A report by Ofsted, 'Below the Radar: Low-level Disruption in the Country's Classrooms' published in 2014, raised concerns about LLD in schools drawn from 3,000 maintained schools and academies (Table 2.1). The report determined teachers used a *'mixture of school and personal strategies'* with 80% stating they used school policy, and almost 90% using their own behaviour management strategies to *'tackle disruption'* (ibid, p. 14).

Table 2.1 *Leading types of low-level disruption Ofsted (Below the Radar, 2014)*

Main types of disruption identified by teachers in all types and phases of school surveyed.	**% of teachers reporting this. (1,048 teachers)**
Talking and chatting	69
Disturbing other children	38
Calling out	35
Not getting on with work	31
Fidgeting or fiddling with equipment	23
Not having the correct equipment	19
Purposely making noise to gain attention	19
Answering back or questioning instructions	14
Using mobile devices	11
Swinging on chairs	11

Over a decade later, this table reflects similar behaviour as found by NASUWT (2023) on pupil behaviour and DfE (Behaviour Survey, 2024).

Research indicates that the behaviours of autistic students can be categorised into two distinct groups: external factors, such as the impact of the classroom environment (Al Qutub et al., 2024; Remington & Fairnie, 2017; Bogdashina, 2016; Comberousse, 2019), and internal factors, encompassing physiological and psychological influences (Attwood,

2006; Reid et al., 2020; Cléry et al. 2013). This can help better understand the complex influences on the behaviours of autistic students.

2.3.1 External Influences on Behaviour

The following will outline the external influences within the school environment that can influence the behaviour of autistic students.

2.3.1.1 Friendships and School Setting

A common challenge for autistic students include understanding the emotional dynamics in a friendship, with early researchers like Kanner (1943) and Baron-Cohen's (1989) earlier research pointing to their desire for loneliness and lack understanding of others. Friendships can be a minefield of confusion and anxiety, those friendships may be strained and may lead to bullying and victimisation (Hebron & Humphrey, 2014; Maïano, et al., 2016), with Humphrey and Symes (2010a) finding that those with autism were three times higher than those without SEND to experience bullying. This can lead to anxiety when attending lessons or refusing to go to school. There are challenges to friendship throughout school, with early years friends being more accepting of their differences (Rubin et al., 2005), but this changes as in later years (Cook, Ogden and Winstone, 2017). In general, school age children with autism are less accepted by peers and have fewer quality friendships (Fox and Asbury, 2024). This can be further complicated if there is a loss of friendships and may manifest itself in various ways that can impact their behaviour for example exhibiting of emotions like aggression, anger, anxiety, being unresponsive, withdrawn, or even too calm, or an increase in coping mechanism to create order and reliability like repetitive behaviour (Wheeler, 2016).

However, contemporary research presents a contrasting view on the social lives of autistic individuals. While they may seek friendship, they often struggle with the appropriate behaviours and inability to comprehend the nuances of establishing and maintaining relationships (Bauminger, Solomon, and Rogers, 2010; Kavalam, 2007; Kuo et al., 2013). This challenge becomes more pronounced as they transition into adolescence (Tantam, 2003). Some researchers suggest that difficulties with experiencing, identifying, and

expressing emotions (alexithymia) can contribute to the stereotype that those with autism lack empathy (Bird and Cook, 2013; Brewer & Murphy, 2016). Additionally, some autistic individuals may engage in masking as a strategy to be accepted by society. Masking involves *'consciously suppressing autistic traits and behaviours in order to appear non-autistic'* and conform to social norms (Chapman, Rose, Hull, and Mandy, 2022; Evans et al., 2024; . Mahony and O'Ryan, p.4, 2022; Miller et al., 2021; Sedgewick et al., 2021). Miller et al. (2021) asserts this as a form of *'identity management'* caused by '*stigma avoidance'* with some aspects like *'suppression of stimming'* (p.330). This puts a strain on their mental health and causes anxiety and stress when interacting with others, causing an emotional and physical drain from continuous masking (Chapman et al., 2022; Miller, et al., 2021), which can lead to burn out or shutdowns and dysregulated (Hull et al., 2017; Livingston, Shah, and Happé, 2019).

There is also the need to acknowledge the daily interactions which are governed by school policies that define acceptable classroom behaviours, reflecting the school's culture, values, and traditions – *'mechanism'* (Bourdieu, 1996, p.1). This is where systems are encoded from teacher to student; where school behaviour policies create a habitus, *'a subjective but not individual system of internalised structures, schemes of perception, conception, and action common to all members...'* (Bourdieu, 1977, p.86). This creates social structures of shared interest which (Bourdieu, 1984) identifies as fields. These social structures contain rules that are not necessarily always written, but a way in which the social likeliness becomes codified (Bourdieu, 1984). This means some behaviour exhibited by students is conditioned through social interaction (Bourdieu, 1990), demonstrating that behaviour is a socially constructed reality that determines the way in which we act towards one another, influencing our daily interactions (Andrews, 2012; Gergen, 2011). This social setting of unsaid unwritten rules may not be accessible to autistic students who may not be cognisant of the 'social rules' needed as a *member* of school society (Bourdieu, 1977), and their actions could seem like misbehaviour. For example, talking while the teacher is talking, interrupting or calling out, not lining up in the hall for lunch. This can be explained as the 'social curriculum' within school, where you need to both receive and convey varying forms of communication while upholding 'cultural' rules depending on your environment, i.e., classroom, library, dinner hall, assembly, breaktime/lunchtime, science lab, again reflecting Bourdieu's fields where

rules are not necessarily written. This also reflects the hidden curriculum i.e., skills not taught but assumed to know (Alsubaie, 2015; Moyse and Porter, 2015) and are learned automatically and taken for granted (Halstead and Xiao, 2023) and as determined by Hubbard, Gawthorpe, Fallin, and (2020) it is '*generally understood as referring to the 'untaught' component of the educational experience'* (p.59). This is more challenging for the autistic students, unaware of these implicit instructions, and could easily been seen as *'persistent'* disruptive behaviour (PDB) which, as outlined by the DfE (2023/24), remains the most common reason for exclusions and accounted for 50% of all reasons given for suspensions and 36% of reasons given for permanent exclusions. These cognitive and social differences can lead to difficulties understanding social norms (Bourdieu, 1986). Therefore, it is crucial to understand how autistic students navigate the classroom environment and experience the complex demands of school (Brede et al., 2017).

In a self-survey study conducted with autistic students about their school environment, it was found that *'having teachers who don't understand them is the worst thing'* (Chance, 2021, p.14). A lack of understanding of the condition means that behaviour, associated with autism, can be classed as disruptive behaviour and disobedience, when it is an indication of unmet needs (The Autism Education Trust, 2020). Example, behaviours can stem from a variety of factors, including difficulties verbalising emotions (alexithymia) (Poquérusse, Pastore, Dellantonio, and Esposito, 2018) which can lead to dysregulation, some who may have read fluently from ages two or three (hyperlexia) (Grigorenko, Klin, and Volkmar, 2003; Ostrolenk et al., 2017) may find age-appropriate curricula boring leading to disengagement and disruption in lessons. Sensory sensitivities that make some lessons uncomfortable, due to smells, sounds, textures, and tastes (Baum, Stevenson, and Wallace, 2015; Black et al., 2017) may not want to join in with a lesson like food tech and may avoid the lesson due to high anxiety (Simonoff et al., 2008; Steensel et al., 2011). This may lead to a meltdown or shutdown or confrontational behaviour (Phung et al., 2021). Others who need to do the same repetitive tasks (Black et al., 2017) may want to touch, say, or do a particular action or movement which may not be well received. There are also the misunderstandings from the inference of instructions which may be perceived as too complicated or layered: several instructions at once with too little time for processing, so the student does not seem engaged, paying attention or too overwhelmed

to answer (Forbe, 2020). While others, who have a pedantic nature and a literal inference of instructions (Woodbury-Smith and Volkmar, 2009; de Giambattista et al., 2019) can lead to misunderstandings and confusion. There is also the lack of understanding of figurative language: meaning something other than what is explicitly stated (Gibbs and Colston, 2012; Kalandadze, Norbury, Nærland, and Næss,2018) can lead to challenges with interpretation of metaphors, irony and sarcasm in varying degrees, leading to misinterpretation of what is being said or asked and that can lead to confusion and anxiety or misbehaviour due to misunderstandings of requests.

Another consideration within the school setting are the underlying theories that influence how behaviour is implemented and managed in the classroom setting. Foundational behavioural theories from Thorndike (1989), Skinner (1938), Bandura (1977), and Vygotsky (1978) have significantly shaped the development, implementation, and maintenance of common classroom interventions, behaviour models, and multi-faceted approaches. These theorists have contributed influential views rooted in behaviourism, cognitivism, and constructivism. Vygotsky (1978) emphasised the role of social interactions in individual psychological development, while Bandura (1978) proposed that instructors can guide learners to reflect on and self-regulate their own behaviours. In contrast, the behaviourist approaches of Skinner (1938) and Thorndike (1898) focus more on using positive and negative reinforcement, such as rewards and punishments, to motivate student conduct. However, the social engagement required by Vygotskian practices may present challenges for teaching autistic students, who can struggle with social interaction and communication. Similarly, the behaviourist assumption that students are aware of expected behaviours in order to modify their own conduct may not align well with the needs of autistic students as it implies that the autistic student must be aware of others' beliefs, values, and expected behaviours in order to modify their own conduct. Autistic students who do not respond well to behaviour management methods based on these theories, may be seen as disruptive, as their autism does not align with the teaching practices rooted in these models. However, an approach grounded in Bandura's (1977) theory of instructional modelling could help learners with autism reflect on and process their own thoughts and ideas. This modelling of positive behaviours appears to have a beneficial effect on supporting learned behaviours in autistic children (Corbett and Abdullah, 2005). Overall, the theoretical foundations underlying common classroom

management strategies do not always match the unique learning profiles of autistic students, necessitating more tailored, student-centred practices.

2.3.1.2 Perceptions of the Condition

Ofsted's 2017 report stated that exclusion rates are high for SEND pupils, describing it as a *'robust measure of behaviour management'* and an acceptable method of control (p.42). However, high exclusion rates do not solve the underlying issue of behavioural problems, especially when those behaviours are symptomatic of the student's condition. To address this, there is a need to re-evaluate teaching practices for autistic students and the perception of behaviour management strategies. Research by Syriopoulou-Delli et al. (2012) found that teachers with specialised knowledge, training, and experience are critical to improving support and inclusion for children with autism. Their findings indicate that such teachers play a *'fundamental'* role in effectively instructing these students and providing an inclusive environment (p.765).

Unfortunately, the consistent high rates of exclusion of autistic students in mainstream school raises concerns, where there is a need to maintain high educational standards across a number of schools, which unfortunately, saw findings that indicate poor support: slow in receipt of support, lack of rigorous monitoring, poor strategic evaluation of tackling attendance and exclusion (Ofsted, 2017, p. 39). This concurs with Syriopoulou-Delli et al. (2012) where *'contradictions, ambiguity and confusion'* about autistic students was prevalent. Yet, in the same report at nearly seventy nine percent (78.9%) believed that *'teachers with appropriate training can effectively deal with a child with autism'* (p.760). However, a 2004 study by Glashan, Mackay, and Grieve found that classroom teachers felt it would take at least a year to cope with teaching children with autism. Similarly, a 2017 study by Kofidou et al. reported that most teachers have limited knowledge about autism, leading to negative attitudes towards inclusive education and integrating autistic students.

There seems to be a considerable difference between the perceptions of the autistic individual (social awareness and perceptions of self) and teachers (autism awareness and perceptions of the student), signifying a possible lack of insight into either reality i.e.,

challenges to understanding each other. This discourse can be understood by the application of the theory: 'Double Empathy Problem' (DEP) (Milton, 2012; 2018). This theory purports that when people hold different perceptions and experiences of reality from each other, there will be discourse when trying to empathise with each other from different positions in that reality: autistic vs. non-autistic, thus leading to misunderstandings between the two in which the disjuncture (disconnection) for those who are non-autistic, may be greater than the two, as individuals living with autism sees this state of existence as an ordinary lived experience (Milton, 2012). This discourse, it has been argued, stems primarily from the positivist view (authentic knowledge is scientific knowledge) and thus assumes *all* those on the autistic spectrum will have a fixed definable set of 'rules' in which to denote the condition. This fallacy again, reflects Bourdieu's Habitus (section 2.1), and the interaction of individuals in society and social systems (Bourdieu 1977, 1996).

Williams (1994) an early leader of autism research, has an apt statement to reflect contemporary perceptions:

> *'...right from the start, from the time someone came up with the word 'autism', the condition has been judged from the outside, by its appearances, and not from the inside according to how it is experienced.'*
>
> (Williams, 1996, p.14).

As this creates a socially divergent perception between the two, autistic and non-autistic, thus it makes sense that the understanding of autistic individuals from their perspective, should take equal or greater precedence over a dominantly positivist view when considering approaches to the lived experience of the autistic individual, and to incorporate their self-reflections. The rationale is that both perspectives are valid in their view of their reality (ontological perspective) (Milton, 2012; 2018, Zimmerman and Mylon, 2009) and thus it comes back to the social model of disability: perceptions of individuals are unique (Haegele & Hodge, 2016), which requires a phenomenological approach. It would therefore create an expansion of the current reductionist view of an autistic individual, represented by words like impairment and deficit, a narrowed negative perception of a complex condition that can manifest in as many ways as there are autistic individuals, therefore the voice of autistic individuals must be considered (Aylott, 2001;

Aylott & Dunn, 2003; Müller et al., 2008). This ideology is reflected in other studies in which a qualitative study by Müller et al. (2008) describing the perspective of individuals with Asperger Syndrome and ASD (prior DSM-V and ICD1-11) regarding social challenges, found that the highest regarded support needed was for participants to develop greater *'social/self-awareness'* (Ibid, p,180).

2.3.1.3 Appropriate Support

It is also suggested that the cause of the high rates of exclusion from mainstream school is the change in terminology. Research has shown that changes in diagnostic terminology are one of the factors related to unmet needs. The latest version of the ICD-11 (2022), and DSM-5 (2013), have collapsed previous autism-related diagnoses (e.g. Asperger's, high-functioning autism, pervasive developmental disorder not otherwise specified (PDD-NOS) under a single 'Autism Spectrum Disorder' category. This suggests there may be less nuanced knowledge about the underlying conditions encompassed by the broader autism categorisation. Blanket approaches to support are therefore likely to be unhelpful, and potentially even damaging, for individuals with specific autism-related needs (APPGA, 2017). Research determined the broad spectrum of ASD creates further challenges within the classroom for teachers (Finlay, Kinsella, Prendeville, 2022). According to Temple Gardin in The Observer, *'The spectrum is so broad it doesn't make much sense'* when discussing the significant changes to the characteristics of autism (Corbyn, 2022, para. 6). Similarly, Julia Mickelwright asserted in The Guardian that *'if you are diagnosed with autism, it doesn't explain much about what your actual condition is'* (Corbyn, 2023, para. 20). This can then have an effect on the perception of support teachers can offer, with many teachers lacking the confidence and training to effectively support autistic students, with fewer than 5 out of ten teachers felt confident about supporting a child on the autism spectrum (APPGA, 2017, p.4).

The Timpson Review (2019) highlighted the lack of specialism in the school settings creating an unsuitable environment and lack of specialist knowledge. A study by Al Jaffal (2022) reported similar findings with key issues in supporting autistic students included teachers' lack of training on autism, limited collaboration opportunities, and insufficient resources in schools. This lack of resources and ability can lead to behavioural challenges

(Cook and Ogden, 2021; Little, 2017). Nonetheless, in 2016/17 4,840 autistic students were on a fixed-term exclusion, 125 were permanently excluded, with a majority of exclusions stemming from *'persistent disruptive behaviour'* (Critchley, 2019, para 2, Hatton 2018) this increased to 155 pupils permanently excluded and 5,607 receiving a fixed-term exclusion in 2018/2019 (Department for Education, 2019/2020).

There is also the need to return to ICD-11 (2022) and DSM-5 (2013), where separate conditions have been collapsed under the broader Autism Spectrum Disorder (ASD). While this umbrella term may simplify diagnostic criteria, it can obscure important clinical differences between individuals on the spectrum. Research has shown that people with AS tend to have higher fluid intelligence and no developmental delays in language acquisition compared to those with HFA (de Giambattista et al., 2019; Hayashi et al., 2008). Fluid intelligence refers to the ability to solve novel problems using logic, in contrast to crystallised intelligence which relies on accumulated knowledge and experience (Ghisletta and Lecerf, 2015). Specifically, studies have found that individuals with AS 'outperformed' typically developing children on measures of fluid reasoning, demonstrating 'superior fluid intelligence' (Hayashi et al., 2008, pp.308-309). Similarly, Chen et al. (2010) found superior nonverbal performance and fluid intelligence in participants with HFA/AS, with Tuncer and Saricam (2023) finding differences between AS and HFA. These cognitive differences highlight the diverse profiles and capabilities that can exist within the broad autism spectrum. Failing to recognise these individual variations risks overlooking the unique needs and strengths of autistic individuals, potentially limiting the support and accommodations they receive.

Another factor to consider according to the Department for Education (DfE, 2022) in mainstream school, is funding. To finance special education provisions for children with SEND, comes from the schools own budget (Education and Funding Agency, 2023), with some additional funding for those with EHC plans or Higher Needs (HNF) (NASWT, n.d; Educational and Skills Funding Agency, 2023; The Education Hub, 2023). As outlined in the SEND Code of Practice (2015, 6.99, p110), '*Schools are not expected to meet the full cost of more expensive special educational provision from their core funding.'* However, the cost of these specialist resources may be more than the additional funding (Education Advocacy, 21). The impact to mainstream school, is a *'reduction to*

in-school support.' (Critchley, 2019, para, 1). Thus, schools may lack the funds to employ specialist teachers to support the needs of autistic students in a mainstream setting, and classroom teachers may not have the specialist knowledge, or skills required to effectively address the needs of autistic students in the classroom, and this can again impact the behaviour of children (Hill, 2024; Timpson, 2019). This can be seen in the overwhelming research on challenging behaviour (CB) exhibited by autistic children (Simó-Pinatella, Goei, Carvalho, and Nelen, 2021; Gemma, Hastings, and Grindle, 2019; Edelson, 2022) more so within the classroom environment (Gemma et al., 2019; Gray et al., 2023). This has led to an increase in exclusions levels for children with autism where fixed and permanent exclusions are three times higher for children with autism compared to children without SEN (Hatton, 2018). As stated by Hampton et al. (2021) challenging behaviour is *'significantly greater for young children with autism than for other at-risk populations'* (p. 1).

2.3.2 Internal Influences on behaviour

As there are external factors that influence behaviour there are also internal factors. The following will outline the internal influences within the school environment that can influence the behaviour of autistic students.

2.3.2.1 Complexity of Needs that Influence Behaviour

The neurological basis of autism is rooted in well-documented differences in brain activity between individuals on the autism spectrum and those who are not. These neurological differences manifest in various ways, including challenges with social communication, social interactions, behaviours, and/or interests (Attwood, 2006; AlSalehi & Alhifthy, 2020; Maski, Jeste & Spence, 2011; Reid et al., 2020). Pathological, within the context of autism, can relate to behaviour that is repetitive (habitual), unadaptable, manipulative, and compulsive (Gillberg et al., 2015; O'Nions et al., 2018). Historically, Brothers et al. (1990), proposed that the *'Social Brain'* held irregularities in autistic individuals (1990, 1:27–51) finding a gap tethering the social construction of reality with the neurological aspect of the disorder and their social cues (Attwood, 2006; Volkmar 2011), and mirrored by Theory of Mind (Baron-Cohen, 1989,1990), with the

espousing of the symptomatic manifestation of these irregularities exhibited as behavioural and developmental conditions. These can include developmental epilepsy (Vaughn et al., 2013), repetitive behaviour (Bird, Moid and Surtees, 2024; Joyce et al., 2017), self-injury (O'Reilly et al., 2005; Richards et al., 2012; Summers et al., 2017), and persistence self-injury (Richards et al., 2016), aggression (Carroll et al., 2014; Farmer and Aman, 2011; Fitzpatrick et al., 2016) and outbursts or impulse control (Mintz, 2017; Mirabella, 2021), along with co-occurring conditions such as selective mutism (SM) (McKenna et al., 2017; Steffenburg et al., 2018) anxiety disorders based on emotions, sensory over-reactivity (SOR) (McMahon et al., 2019). This can also include obsessive compulsive disorder (OCD) (Anholt et al., 2010; Gillott and Standen, 2007; Rubia, et al., 2016), which are associated with repetitive behaviours that manifest in both disorders (Ruzzano, Borsboom and Geurts, 2015), social anxiety disorder (White, Oswald, Ollendick and Scahill, 2009; White, Bray and Ollendick, 2012), agoraphobia and separation anxiety and generalized anxiety disorder (Gillott & Standen, 2007), separation and pain disorder (Gara et al., 2020) as well as Pathological Demand Avoidance (PDA). This creates control in an anxiety based environment or situation (Milton, 2013; O'Nions et al., 2018), different than Oppositional Defiant Disorder (ODD) that can also occur as an inability to adjust to their surroundings (Mayes, Pardej, and Waschbusch, 2024).

Others like Mintz (2017) highlight symptoms that can trigger behaviour due to medical and/or systemic sources of pain like dental infection, gastrointestinal issues like constipation, or dermatological like skin issues. Some may have pedantic speech and are very literal in their understanding, making abstraction a challenge (Trayvick et al., 2024) and may exhibit gaze avoidance which is considered an unconscious response (Madipakkam, Rothkirch, Dziobe and Sterzer, 2017). Psychologically, low self-esteem is co-occurring with a self-critical nature; leading to depression, where some may lash out in anger (Mayes, Calhoun, Murray, and Zahid, 2011; Sizoo and Kuiper, 2017). Impulse control, which is related to executive function, is also responsible for behaviour inhibition and autistic individuals often struggle with executive dysfunction which can lead to lack of control (Mirabella, 2021).

Yet contemporary research seeks to understand their social behaviour from a more inclusive approach purporting theories like ToM and Social Brain are considered, *'an*

outdated view' of autism (Marocchini, 2023, p.378) and believe they have a *'dehumanised view of autistic people'* (ibid, 378). They look at their social interaction from the perspective of how they are deficit in comparison to those who are non-autistic, not viewing their characteristic as differences within our society and finding a way for more inclusivity based around *'autistic academics and participatory research'* to uncover new perspectives of inclusion benefiting from *'autistic-led research.'* (ibid, 365).

This research highlights the complexity of autism, demonstrating the importance of understanding how the neurological condition can impact an individual's behaviour, rather than attributing it solely to external environmental factors.

2.3.2.2 Communication and Inference

Communication is a complex process of encoding and decoding messages (Hermansky, 2019, p.112). Barriers can arise when these components are missing, leading to misconceptions and misunderstandings that are further exacerbated by environmental, semantic, cultural, psychological, and perceptual factors (Kapur, 2018). This poses particular challenges for autistic individuals, who may have a diminished sense of the social interchange required to comprehend the thoughts, feelings, intentions, and motivations of others. The omission of unsaid social cues can impede their ability to learn from such nuanced information, which is often part of the hidden curriculum in schools (Perepa, 2014).

Behaviour management approaches rooted in behaviourism, such as operant conditioning with rewards and punishments, are commonly used to address misbehaviour. However, this universal method may neglect the role of biological and cognitive factors, especially how autistic individuals respond to negative reinforcement and social cues (Damiano et al., 2015). As such, a more inclusive, intervention-oriented approach may be warranted to better support the complex needs of autistic students in the classroom setting (Merrett and Wheldall, 2012; Woollard, 2010). Here we must raise the distinction between 'behaviour modification' and 'behaviour management', which must be clearly delineated. Behaviour modification focuses on eliminating or reducing maladaptive behaviours by targeting specific behaviours, without addressing the individual's underlying thoughts

and feelings (Scott et al., 2024). In contrast, behaviour management aims to maintain order by using methods to increase the likelihood that individuals and groups exhibit socially acceptable behaviours, which is *'essential for quality learning'* (Overland, Barber and Sackville-Ford, 2020, p. 51). However, there is a potential disconnect between maintaining order without actually managing the behaviour, which can be particularly challenging when the manifestations of autism symptoms give rise to these behaviours. Behavioural theories focused on cognition, whether subconsciously or consciously, often require an understanding of the 'self' to enforce change, which is the weaker aspect of autism explored in Section 2.1. Unless there is an awareness of appropriate and inappropriate behaviours, behaviour management efforts may disrupt order and lead to undesirable outcomes, such as the prevalence of problematic behaviours.

2.3.2.3 Emotional Regulation

In order to control behaviour, there requires a control and awareness of emotion, understanding of self and surroundings, and the ability to change, and a motivation to change (Rodgers and Loitz, 2009). However, the characteristic of the autistic individual highlights the differences in cognitive functionality and the ability to be aware of ones' psychological position that requires cognisance of self (self-awareness), with Bennett (2014) concluding that emotional dysregulation is a key aspect of autism, leading to difficulties with *'self-regulation of emotions and behaviour'* (Ibid, p.20). Research also indicates that in comparison to individuals without autism, there are differences in the way in which they are able to strategically regulate their emotions (Mazefsky and While, 2014; Samson et al. 2015), where the emotional responses of the autistic individuals are observed to have a greater efficacy for negative than positive responses (Garon et al., 2009) and challenged when describing their emotions and recognising their emotions and mental state (Sawyer, Williamson and Young, 2012; Szatmari et al., 2008). If emotions are poorly modulated, they are often termed Emotional Dysregulation (ED), which can lead to stress, aggression and meltdowns or behaviour that may be deemed inappropriate (Torrado, Gomez and Montoro, 2017; Rieffe, De Bruine, De Rooij, and Stockmann, 2014; Samson et al., 2015). This becomes increasingly challenging as they move through adolescence to adulthood (Maddox and White, 2015) with predictors of ED found to be relative to the severity of the autistic symptom (Fenning, Baker and Moffitt, 2018).

Overall, there is a need to look at the impact of the external environment with an understanding of the neurological influences that influence behaviour in autistic students within the classroom environment.

2.4 Self -Reflective Practice

The earliest teaching of reflection, it can be argued, dates back to early philosophy with the teachings of human interaction (Blackburn, 1994) dating back to one of the oldest books in the world: '*The Instruction of Ptah-Hotep'* also known as 'The Maxims of Ptahhotep' attributed to Ptahhotep, a vizier under King Isesi (Carole, 1981; Lichtheim, 1975; Van der Dungen, 2017) of the Egyptian Fifth Dynasty (ca. 2414-2375 BC). Van den Dungen (2017) concluded the compositions showed '*deliberate cognitive design beyond that of a record, list, or collection of moral idea*s'. Greek philosopher Aristotle. 384 BCE–c. 322 BCE (Schroth, 2014; Natali, 2013) took the study of 'being' and the rationalisation of reflection to a more corporeal sense. Later pioneers, like Dewey, focused on the humanistic relationship between the person and the event and introduced *'reflective conversation with the situation'* as a way of looking at the actions of what people do in given situations (1910,1933). Dewey believed reflection consisted of several elements that confronted an issue or problem based on the *'nature'* of the situation and the need to rectify the problem with a *'plan of action'* for the desired outcome (Dewey, 1973, pp. 494-506). Based on this premise, Dewey believed that the aspect of thinking is as reflection and inquiry *'the accurate and deliberate institution of connections between what is done and its consequences'* (1973, p. 505) as a way of looking at the actions of what people do in given situations. Schön (1983, 1987, 1991) continued to focus on the ideas of reflection by viewing it from the perspective that did not align with problem solving using *'scientific theory and techniques'* which is focused on the epistemological way of knowing what we know through the positivist lens focused on *'technical rationality'* (Schön, 1983, p.21) where knowledge is gained through what can be objectively observed and experienced. Schön, (1983) determined that more exists beyond the technical rationality and moved research into to the realm of *'knowing more than we know'*, where our own intrinsic nature of learning through being in positions that drive our thoughts, through problematic situations, i.e., the '*setting'* of the problem, drives the

thinking on the problem and asserts a *'certain kind of work'* [in the mind of the practitioner] is needed to convert the *'problematic situation into a problem'* and *'make sense of an uncertain situation that initially makes no sense'* (ibid, 40). Schön (1983) concludes that the practitioner is not focused on theory or technique and does not separate thinking and doing and is not focused on technical rationality and thus *'reflection-in-action'* proceeds (p.68), with further work by Schön (1987) identifying the need for professionals to focus on their reflective practice. Work by Boud, Keogh and Walker, 1985) focused on emotions in the reflective process, where they assert people *'recapture their experience, think about it, mull it over and evaluate it'* (ibid,19). Further work by Schön produced a greater distinction between reflecting in action (RIA) (during the event) and reflecting-on-action (ROA) (after the event and retrospectively) identifying the time sensitivity of the reflection (Schön, 1991), and work by Killion & Todnem (1991) introduced reflection-for-action (RFA) about the action taken that drives the outcome for the future. Reflection in practice became a dominant framework in research no more than in education with practitioners actively engaging in personal reflection and reflection within learning reflecting on their experiences within their profession. Gibbs' (1988) Reflective Cycle emerged as a key framework based upon experiential learning cycles of Lewin (1890-1947) and Kolb (1984) creating a link between 'doing' and 'thinking' (p.14) in learning, and learning from experience with a definitive number of steps that provides a key framework for repeat experiences or an event in isolation, Gibbs (1988) states,

> *'Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated.'*
>
> (Gibbs, 1988, p.14)

This was then extrapolated further with Reflection for Action in the future (RFA) (Wilson, 2008). In their study Lister & Crisp (2007) detailed a comprehensive framework for reflection models that includes an important step of self-regulation and looks at reflection in written texts like journal, narratives, and diaries. Leigh (2020) reiterated the historical importance of reflective practice by Dewey, Schön, Killion & Todnem and Gibb by stating:

> *'it is not something that can be practised in isolation but instead needs to be done in context. It has to be conscious and happen in relation to an experience.'*
>
> (Leigh, 2020, p.131)

Reflective practice in education has primarily focused on the reflections of professionals. Historically, it was believed that children lacked the ability to self-reflect (Flavell, 1977). However, research has challenged that perspective, with contemporary studies advocating for children's capacity for self-reflection (Biggeri, Libanora, Mariani and Menchini, 2006; Leigh, 2020; Robson, 2016; Whitebread et al., 2007). The findings suggest that this reflective dialogue, which focuses on children's thought processes rather than just recalling an activity, may effectively support their self-regulation and metacognition. Similarly, Leigh's (2020) study showed that students were able to both *'reflect on and articulate their experiences'* (p.130). These studies indicate that children's self-reflection can contribute valuable insights and opinions to research (Biggeri, 2007) and enhance their self-reflective abilities (Robson, 2016). Some researchers believe that reflection can provide a scaffold that aids in developing highly metacognitive (thinking about thinking) skills, which can enrich students' learning opportunities (Etkina et al., 2010).

Yet even though there is paucity of research that examines the self-reflections of the autistic students and identified as a gap in research due to key research that purports to their lack of Theory of Mind and social and emotional intelligence, there is no lack of evidence that identifies their reflective capabilities (NewsRx, 2020; Booules-Katri, 2019). The research highlights several important insights regarding working with autistic individuals. Perepa (2014) emphasises the significance of *'teaching the 'hidden curriculum' of social skills'* to this population (p. 313). Additionally, a study by Butera et al. (2023) using self-reported data from youth with autism suggests that *'emotional empathy; personal distress, in particular, is not intrinsically impaired in autism spectrum disorder'* (p. 630), contradicting earlier research. Furthermore, work by Kliman (2018) utilising 'Reflective Network Therapy' (Ansari and Kliman, 2015; Kliman, 2011;) demonstrated changes in behavioural awareness in children with autism, involving teachers, peers, and parents. Specifically, a participant named 'Lonny' with AS who was

able to improve his aggressive behaviour by using *'expressions of Theory of Mind and emotional states'* through reflection and feedback on how he was perceived by others (Kliman, 2011, p. 40). Additionally, research has explored the use of Mindfulness-Based Interventions (MBIs) to address emotional dysregulation in autistic individuals, with studies by Conner and White, 2018) and de Bruin et al. (2015) finding improvements in emotional regulation, social responsiveness, communication, and other ASD-related symptoms through MBI programs. For example, Conner et al. (2018) developed a 16-week *'individual'* therapy programme focused on emotional dysregulation in those with ASD by the use of MBI, where the focus was on awareness of internal reactions and attend to present events without judgement. The outcome showed improvement with emotional regulation. As outlined by Hofmann, and Góme (2017).

> *'The overarching theoretical premise of MBIs is that, by practicing mindfulness (e.g. through sitting meditation, yoga, or other mindfulness exercises), individuals will become less reactive to unpleasant internal phenomena but more reflective'*
>
> (p.2)

Furthermore, studies have confirmed that autistic individuals are able to self-report and show insight into their own experiences, including restricted and repetitive behaviours (Joyce et al., 2017). This suggests the potential for cognitive-behavioural interventions with this population.

Dual Process Theory (DPT) has also been introduced to better understand the cognitive profiles of autistic individuals, indicating reduced intuitive but enhanced reflective reasoning (Brosnan, Ashwin and Lewton, 2017). In a study carried out by Brosnan, et al. (2017) they found the ASD group showed a negative correlation with intuitive responses but a positive correlation with reflective responses, with Dual Process Theory (DPR) being attributed to this event (Brosnan, et al, 2016). Dual Process Theory focuses on decision- making and reasoning, suggesting two types of reasoning processes that co-exist when making a decision: Process 1 is based on intuition, impulsive and non-consciousness, and Process 2 is reflective and contemplative cognition, logical and deliberate and based upon conscious decision-making (Brosnan, 2017; Deutsch, et al.,

2017; Sloman, 2014), and it has been suggested that those with autism do have *reduced* intuitive but *greater* logical reasoning (Brosnan, 2016, 2017). This theory helps to better understand the behaviour of those with autism in social situations, where *reduced intuitive reasoning* can cause misjudgement of situations, misunderstandings, and confusion when there are dynamic shifts in conversations i.e., change in subject or the introduction of more people and will therefore have challenges with their '*Social Heuristics'*, which is the ability to problem solve using the most viable cognitive method for one's self, to achieve a satisfactory solution, without it being the best or perfect solution, but a solution nonetheless (Brosnan, 2019, p.2598). Therefore, they are not working with their intuition or *gut feeling* about a situation and processing what to do in that situation. Thus, the behaviour of the autistic student in the school environment requiring Process 1, intuitive reasoning, could indicate the challenges experienced as a constant flux within a continuously changing environment. This study has therefore provided a conduit as to the reflective process of those with autism i.e., they are able to 'think' about what they are doing but may need time to adjust to the action.

Nevertheless, research still persist that fails to focus on the self-reflection of the autistic students with those carried out are usually 'ex situ' i.e., not a natural environment like home, school, or club but a 'simulated' environment. Machalicek et al. (2007) suggest that the effectiveness of interventions for those with autism must be based in the classroom environment. This outlines the objective as to find a solution for inclusion. Bogdashina (2016) determined that due to the diversity of the condition, there needs to be a bridge between autistic individuals and the classroom, where one could attribute meaning as to a bridge between 'their world and our world' and should be included in the process providing an ontological perspective based on their own 'lived' experiences (Kinnaer et al., 2016). This will help teachers understand behavioural manifestations intrinsic to the individual (Bogdashina, 2016). Bogdashina states:

> *'We have to give up our conventional non-autistic assumptions and let them teach us ... in order to build bridges between the two worlds.'*
>
> (p.17)

Research by Williams (2010) suggests that autistic individuals face challenges when reflecting on their physical self-awareness. However, these individuals may employ cognitive strategies to *'compensate'* and demonstrate some theory of mind abilities, though their approach may differ from allistic (non-autistic) individuals that are used to *'solve'* theory of mind problems to learn *'behaviour'* (Ibid, p.14). Williams (2010) also described studies that tested self-awareness and theory of mind in autism, which raise important considerations: The objectivity of the experimental testing environment and tasks used to assess these abilities may be limited, as the 'observational' setting is artificial. Theory of mind tests rely on attributing thoughts and beliefs to others, which may not capture the full scope of social cognition in autism. The presence of unfamiliar researchers may impact participant performance due to factors like confusion, anxiety, and lack of motivation (Chevallier, Molesworth and Happé, 2012; Simonoff, et al. 2008; Steensel, Bögels and Perrin, 2011), impact by increasing cognitive and sensory loading where autistic individuals are unable to process all the information at once causing processing overloading (Robertson, 2012; Brown, 2022). Behaviours observed in contrived experimental settings may not reflect how autistic individuals think and function in real-world situations. The diversity of the autism spectrum means results will vary, as some individuals may exhibit self-awareness and theory of mind deficits (Attwood, 2006; Baron-Cohen 2000) while others may not (McGeer, 2004).

The internal and external influences on behaviour and the complexity of the autistic condition means there is a need for more nuanced approach of understanding their lived experiences. Yet, as the research shows, there is the possibility of supporting their reflections to learn more about their thoughts, ideas, and feelings about their behaviour. This can help with the development of interventions and further knowledge about the impact of school on their behaviour and can support any change in practice that may need to be adjusted that will better suit their needs.

The 2015 SEND Code of Practice outlines the importance of understanding and meeting the needs of students, with the student being central to the support process. This aligns with the 2001 SEND Code's recognition of children's right to receive information, express opinions, and have those opinions considered in decisions affecting them. The revised 2015 SEND Code and 2014 Children and Families Act further reinforced this by placing

children at the centre of provision and emphasising the importance of listening to the views of children and young people, as well as providing them opportunities to participate in developing their educational support. As such, it is common practice for SEND students to be regularly involved in the development of their educational provision. This self-reflective practice can open doors for further learning and development for both student and teacher.

The body of literature surrounding self-reflective practice indicates that autistic individuals are indeed capable of reflection. It highlights the importance of researching their self-reflections to facilitate the enhancement of their self-regulation skills. Moreover, it emphasises the existing gap in research regarding their self-reflective abilities and self-awareness by prior studies that suggest these abilities are inhibited,

2.5 Approaches to Aid Self-Reflective Practice

As outlined in the research in section 2.4, there is evidence that autistic individuals are able to reflect. This section will outline the methods used to aid the reflective process to both initiate, capture and support self-reflections. These approaches were chosen from the studies with autistic participants like Kliman, (2011, 2018) whose research was based on 'Reflective Network Theory' used guided group support and Conner et al (2018) looked at mindfulness based on behavioural intervention.

2.5.1 Guided Reflective Practice

Reflective Practice is a valuable tool for self-analysis, as outlined earlier. However, not everyone is able to reflect easily on their own and may require support in the form of a stimulus, such as dialogue, to aid the reflection process. This *'stimulated recall'* can help guide the reflection and *'bring something to mind' (*Husu et al., 2008, p.40). Husu et al. (2008) emphasise that reflection is often enhanced through social interaction. They state that *'reflection can be initiated and further developed as part of the social interchange'* (p.40) and reiterate the *'usefulness and importance of reflection'* when conducted collaboratively (p.43). This includes the key aspects of *'attention, construction and conceptualisation'* (Ibid, p.12). Guided reflection is a collaborative process and as

outlined by Duffy (2009) *'is a mutually supportive relationship where an individual is challenged, enabled, and supported to undertake a process of self-enquiry'* (p.172). Husu, et al., (2007) stressed the need to revisit and reflect on any incidences of importance, and to explore those incidents of behaviour. As outlined by Husu, et al., (2008) interviews are important to aid discussions and *'...used to promote reflection.'* (pp.42-43). The three key aspects of GRP, as outlined by Husu, et al., (2008), to aid the efficacy of the support is the willingness for the autistic individual to examine their own behaviour, the continuation of the guided reflection, i.e., dialogue between participant and researcher, and the awareness of the time period to reflect on events, i.e., the longer the time period between incidences the less likely the participant is to remember their thoughts, feelings and what to reflect upon.

2.5.2 Expressive and Reflective Writing

Expressive writing (EW) has been a form of expressive therapy introduced as a paradigm by Pennebaker in 1986 when his findings observed that writing about a traumatic experience can help with mental health (Marcus, 2017; Reinhold, Bürkner and Holling, 2018) as well as physical health outcomes (Frattaroli, 2006). In a meta-analysis by Reinhold et al., (2018) it was found that EW showed an impact on depressive symptoms and can be used to set free one's true *'thoughts and feelings'* about their *'lived experience'* (Beaumont, 2019, p.55) as well as their intuition (Adams, 2013). The benefits are the creation of a way to express inner thoughts (Siegel-Acevedo, 2021), developing self-regulation skills, emotional intelligence, and greater self-integration and balance (Gao, 2022; Pennebaker, 2004). There is no focus on spelling or punctuation or restrictions or concerns for correctness, nor time limit on the length of writing; (Rude and Haner, 2018; Reinhold et al., 2018). Expressive writing (EW) is characterised by a lack of constraints which allows for greater freedom and a reduction in cognitive inhibition (Stevens and Cooper, 2009). This cognitive inhibition normally filters out *'external stimuli'* irrelevant to the task at hand, enabling *'working memory to suppress off-task thoughts'* (Klein and Boals, 2001, p. 531), and as a result, EW can decrease intrusive thinking about stressful situations (Ibid, p. 520) and thus conditioning the mind.

Reflective writing in the form of journaling is defined by Stevens and Cooper (2009) as

> *'as a sequential, dated chronicle of events and ideas, which includes the personal responses and reflections of the writer (or writers) on those event and ideas'*
>
> (p.5)

Reflective logs can take the form of a log, diary, or notebook and are commonly used by students as part of a learning course (Ibid p.8). The writing style in these reflective logs is often informal, allowing students to focus on key objectives (Northern Illinois University Center for Innovative Teaching and Learning (NIUCITL), 2012, para 2). Journals and learning logs provide a space for students to reflect on a range of issues and situations from numerous viewpoints and perspectives. This can include observations, questions that arise through reflection, speculation on a situation, self-awareness of one's role, and critiques of personal experiences (RMIT, 2006, as cited in NIUCITL, 2012, para 5).

2.5.3 Art and Online Journaling

Art therapy can be used to help delve further into the form of human expression and give a voice in both an *'artistic and linguistic'* way, called *'art journaling'* (Beaumont, 2019, p.55). As Beaumont (2019) states:

> *'...provides a tool and process for continual self-care, self-development, and self-supervision as part of one's reflective practice.'*
>
> (p.58).

In a qualitative study by Deaver and McAuliffe (2009) on reflection over a 15 week period (one semester/term), used visual art and interview to monitor the process of reflection in academic students. It was found that the 'visual journal' *facilitated the process of reflection'* in combination with written words and journal entries and concluded that the art making and 'responsive writing' to be effective in recording their experiences (p.615). They also found that the students gained insight through the

'process' of creating art and *'reflecting'* on their journal entries (p.622), with others gaining insight into the *'imagery'* that they created (p.623). Art as a form of journaling focuses on the process of reflection i.e. working 'through reflection as opposed to on reflection as determined by (Deaver& McAuliffe, 2009) and making sense of the world and changing *'abstract idea...concrete'* (Ibid, p.626) and going beyond the verbal (Hickman, 2007).

There has been some speculation about the use of online tools to aid in reflective practice. Some methods used online technologies like chat and discussion rooms and blogs in which there are spaces *for 'cognition', 'identity' and 'emotional engagement'* (Farr & Riordan, 2015, p.31). There are various digital approaches that mirror traditional diary writing, such as online diaries using word processing or note-taking apps, as well as blogging platforms that allow people to write about personal experiences for a public audience (Hole, 2018). Conventional diary-keeping methods are also available through specialised applications like Penzu.com, Diary.com, Tumblr, Journalate, and Monkkee. Some of these even extend into health and fitness tracking, as seen with Fitday.com (as of October 2020). Hole (2018) outlined audio and video journaling using phones, as well as on visual sites like YouTube, and podcasts are feasible.

2.5.4 Forms of Intervention

Interventions designed to support the social and emotional development of autistic individuals primarily utilise Cognitive Behavioural Therapy (CBT), Applied Behavioural Analysis (ABA), and Early Intervention Behavioural Intervention (EIBI). CBT is recognised as an evidence-based approach (Dobson & Dobson, 2016) that suggest emotions, behaviours, and reactions are influenced by our perceptions of experiences. Altering these perceptions can lead to changes in emotions, behaviours, and reactions. Reflection is a crucial element of CBT (Bennet-Levy et al., 2009; Wang et al., 2021), with Wang et al. noting that it can enhance individuals' capacity to contemplate their thoughts and feelings in various contexts (p.2) and mitigate disruptive and repetitive behaviours (p.9). Similarly, Applied Behavioural Analysis (ABA) is rooted in behaviourism, focusing on the acquisition of new behaviours through interventions that

modify responses via external stimuli, ultimately leading to intrinsic changes through positive and negative consequences (Kearney, 2015).

2.6 Findings from the Literature Review

The literature review found a significant increase in the number of students diagnosed with autism being educated in mainstream schools (DfE, 22/23). This has led to a rise in the number of autistic children requiring an Education, Health and Care (EHC) plan, with autism being the most commonly identified primary need. As more autistic students attend mainstream schools, there have been challenges managing their behavioural needs. This has been identified as a major cause of exclusion and suspension of autistic students over the last decade (Cooke, 2018). In fact, the number of pupils with autism spectrum disorder (ASD) as their primary need who have received a permanent or fixed-period exclusion has risen across England. The literature suggests key reasons for this increase is persistent disruptive behaviour. This increase has been attributed to the change in terminology in the ICD-11 and DSM-5 classifications, which has resulted in a broader, less specialised support that does not adequately target the specific needs of students under the autism umbrella term (de Giambattista et al., 2019; Hayashi et al., 2008). Lack of funds to resource specialised teachers in the classroom (Education Advocacy, 21) leading to less school support (Critchley, 2019). Another possible reason identified in the literature is the lack of understanding of the condition which means that behaviour, associated with autism, can be classed as disruptive behaviour and disobedience when it is an indication of unmet needs (The Autism Education Trust, 2020).

The literature details the challenges autistic students can face in the school setting. Autistic students may struggle to navigate the complex social dynamics and ‘hidden curriculum’ - the unspoken rules that non-autistic students instinctively understand. When autistic students are unaware of these social nuances, their behaviour may be misinterpreted as disruptive. Additionally, underlying theories like behaviourism and Bourdieu's concepts of habitus and fields (1977, 1996, 1997) further highlight how the social structure of the school environment can present difficulties for autistic learners.

The influences on their behaviour can be divided into external and internal factors. External factors may be attributed to friendships and the perceptions of the condition, and internal factors which can be due to their complexity of their needs, weaknesses with communication and inference and emotional regulation. The research suggested that due to the lack of Theory of Mind and Mindblindness, autistic individuals are not able to put themselves in others' position, and persistently points to their triad of impairments, lack of awareness of themselves and others, deficiency in the understanding of social cues, and empathy, with the complexity of the condition (Attwood, 2006; Baron-Cohen & Wheelwright 2004; Decety 2010; Rameson et al. 2012). However, contemporary research contradicts that notion and advocates for the reflective abilities of those with autism (Brosnan et al., 2016, 2019), reflective based interventions having a positive effect (Bennett-Levy et al., 2009; Wang et al., 2021), with the literature identifying reflective practice possible with autistic individuals (Kliman, 2018, Hughes, 2010, Brosnan et al., 2016, 2019). However, the literature identified that not everyone is able to simply reflect and may require support of guided reflection (Husu, et al., 2008) to simulate reflection with aids that can be used to support 'Self-reflection' with the conceptualisation of concrete experience and apply it to real life situations in the classroom environment (Romanowycz et al., 2021; Munro, 2017).

The literature review highlighted various methods to facilitate self-reflection, including guided reflective practice which would be required to support someone who has additional needs and may require guidance in the reflective process. Expressive writing, art, and online journaling. However, it was found that expressive writing may not be ideal for this study, as it could increase cognitive overload or overstimulation due to the pressure of writing. Additionally, the use of digital tools may not be feasible due to accessibility issues at school. Conversely, the review suggests that art therapy may be a more suitable approach to capture data, as research has shown that students may prefer to express themselves in a diagrammatic form (Beaumont, 2019). Interventions like CBT and ABA require qualified professionals and an expensive method of support carried out outside of school. It is here again we see the gap in research where the personal 'reflections' in CBT, or participant 'voice' from ABA, are not actively explored, solicited or given relevance within the context of the interventions.

The following chapter will provide a detailed overview of the research design. It will identify the interpretivist paradigm as the guiding framework, outlining the ontological stance of multiple realities and truths, as well as the epistemological perspectives on acquiring knowledge through qualitative research. The data collection section will outline the ethical considerations, including the implementation of participant training sessions, and emphasise the importance of understanding the contributions of the study's participants with autism. Additionally, the chapter will cover the timeline and timeframe of the study and discuss the results following a pilot study. Finally, the quality and rigor of the overall research methodology will be evaluated and summarised.

Chapter 3: Methodology

3.1 Introduction

The aim of the study is to help support autistic students develop their skills in self-reflective practice to reflect on their behaviour in the classroom environment. The purpose is to help students manage disruptive behaviour that may lead to exclusion or suspension, and fill the gap in research, by actively exploring their 'self-reflections.' In Chapter two the literature review provided context and introduced the complexity of the condition in the school setting, detailing disruptive behaviour, the external and internal influences on behaviour, discussed self-reflective practice, and approaches to support the reflective process, and summarised with the findings from the literature review. This chapter will focus on the research methods used to capture the reflections of the autistic students, while providing the outcomes from a pilot study.

3.2 Research Design

Designing research refers to how to plan and conduct a study, along with the strategies and approaches used to answer the research question (Leavy, 2022; Marczyk, DeMatteov and Festinger, 2010; Mweshi and Sakyi, 2020). As stated by Leavy (2022) *'...think of research design as the process of building a structure, or plan, for your research project.'* (p.9). Whereas Jenkins-smith et al., (2017) determined, *'Research design refers to the plan to collect information to address your research question'* (p.16). The following will outline the key phases of the research design process where in this study it is used to outline the steps needed to carry out the data collection process. A diagram detailing the overall design can be found in section 3.3.5.

3.2.1 Research Paradigm

A paradigm is a philosophy that determines the way in which reality is viewed by the researcher, and the context in which the study reflects that view (Ling and Ling, 2016; Collis and Hussey, 2014). There are three distinct theories that dominate how research

can be conducted based upon our view of 'reality they are positivism, interpretivism and pragmatism, and all based upon foundationalism: *'Everything that exists, has an explanation for its existence'* (McIntosh, 2020, p. iii). The paradigm of positivism sees reality as a single truth where knowledge can be measured and counted and reduced into an objective single truth that is considered: *'congruent with reality and accurate'* (Park, Konge and Artino Jr, 2020, p.691). Whereas the interpretivist paradigm, also known as constructivist, sees reality as knowledge viewed from the perceptions of others (Thanh & Thanh, 2015): a subjective truth with many realities. The pragmatist sees reality from a dual perspective of the individual (subjective, with multiple truths) and quantifiable (objective, with a singular truth) (Creswell and Clark, 2011Goles and Hirschheim, 2000; Saunders, Kitzinger and Kitzinger, 2012). As determined by Goles & Hirschheim (2000) pragmatism is *'the process of acquiring knowledge as a continuum, rather than as two opposing and mutually exclusive poles of objectivity and subjectivity*' (p.261). However, the determinant of the paradigm is based upon the methodological approach used to the research question (section 1.5) i.e., how we intend to gather the knowledge and analyse information.

Within the context of this study the interpretivist paradigm, was used to gain insight into the individual lives of autistic students in the school environment. The rationale is the personal experiences of autistic students are independent and varied, revealing their own self-reflection and perceptions. The crux of the study is for the researcher to understand those individual self-reflections. It can neither be measured or quantified by a singular truth, thus goes against the positivist view. This in turn excludes the philosophy of the pragmatist paradigm, which supports the philosophy of many realities and truth, yet still seeks to find the objective singular truth amongst the many truths (Kaushik and Walsh, 2019; Saunders et al., 2012). As stated by Kaushik & Walsh (2019) pragmatism is used to *'identify problems that persist in society and to develop solutions to address those problems'* (p.11), and not to understand the individuals and their truths (Saunders et al., 2012), which is the aim of the study, i.e., to develop the skills in self-reflective practice and to manage their behaviour in the classroom environment based upon their own self-reflections and their individual truths.

3.2.2 Ontological and Epistemological Perspectives

With the view of reality focused on the interpretivist paradigm (subjective reality based on knowledge from the perceptions of others), there is a need to establish the nature of that reality i.e., the ontological perspective.

3.2.2.1 Ontological perspective

There are two trains of thought within ontology, either there is a single reality and one truth (realism), or multiple realities exist with multiple versions of the truth (relativism) (Thanh & Thanh, 2015; Ylönen and Aven, 2023). As the study is focused on the knowledge of the autistic individual, and what they know about their behaviour, and to understand their reality of their behaviour, the ontological perspective is that each student will have their own truth and reality. The rationale for this perspective is the belief that reality is a socially constructed conceptualisation based upon interactions with objects within that reality; a socially constructed existence has many realities and many truths (Patton, 2002). They are idiosyncratic (unique) to the individual's consciousness and awareness and construct these realities based upon their own cognition (Lincoln and Guba, 1985). These truths are considered 'relative' to the individual and belongs to one's own perceptions of things, situations, events, judgement, experience, ideologies as well as their senses around these experiences (van der Walt, 2020; Ylönen and Aven, 2023). Therefore, within this study, the autistic students would have their own personal reflections based upon their own realities, which cannot converge to a single truth for all students. This ontological perspective of many realities also believe that realities and truths based upon social constructs can lead to change in behaviour, thoughts, and ideas due to changing cognition of our reality (Burhanuddin, Ahmad, Said and Asimiran, 2021). Thus, behaviourism and constructivism are tenuously linked. Behaviourism based on Thorndike (1898) and Skinner (1938) involves an external stimuli to change behaviour, this external stimuli may impact reality by reconstructing a new reality around that new cognition, thus altering behaviour. This is known as ontological constructivism (Burhanuddin et al., 2021; Dubé, 2023). A stated by Burhanuddin et al. (2021)

> *'Both theories, constructivism and behaviourism deal with interactions with people either in changing one's behaviour to desired one or construct meanings from experiences.'*
>
> (p.97).

This form of ontology aligns with the aim of the study to develop the skills of self-reflective practice in autistic students to manage behaviour in the classroom environment. I.e., the research is about effecting change by developing self-reflection. This is the individualistic experience for each of the students in the study.

3.2.2.2 Epistemological Approach

Epistemology is concerned with how knowledge is acquired and the sources of that knowledge (Steup & Ram, 2020). As Alharahsheh and Pius (2020) state, *'epistemology is concerned with how a researcher aims to uncover knowledge to reach reality'* (p. 40). This study adopts an ontological stance that multiple realities exist, and the epistemological approach is to interpret and understand the lived experiences through the self-reflections of participants, as expressed through their language, written and/or spoken in order to discern the underlying meanings.

3.2.3 Qualitative Research Approach

Understanding the research paradigm (interpretivist), the ontological perspective (many realities and truths exist) and the epistemology (interpretation and understanding to uncover knowledge to reach that reality) we now need to address how knowledge of their reality was be gathered. Within the context of the epistemological stance, knowledge needs to be interpreted to find the underlying meaning. This means the data collected cannot produce knowledge that is quantified by statistical methods i.e., Quantitative. Quantitative research views reality as a single truth, and does not go beyond what is observed, and can be measured and counted, removing the 'human aspect' (Toomela, 2010) the very import of an interpretivist study. As determined by Thanh & Thanh (2015) within qualitative study there is a need to, *'uncover reality rather than rely on numbers of statistics'* (p.24). Thus, based upon the interpretation of individual lived experiences,

which cannot be quantified into a singular truth for all, the qualitative research approach was used.

3.2.4 Theoretical Framework

The epistemological stance i.e., how we uncover, know, and understand knowledge will determine how we explain, predict, and understand a phenomenon (Anfara & Mertz, 2014; Green, 2014; Partelow, 2023). To do this, we need a framework. A framework, as defined by Berlin International library, '*A research framework is a conceptual or methodological structure that guides the process of conducting research. It provides a systematic approach to defining research questions, gathering data, analysing findings, and interpreting results.'* Within qualitative research a framework can provide a lens from which a phenomena can be studied (Anfara & Mertz, 2014; Partelow, 2023). A foci from which to scaffold around the study. Frameworks can be divided into two main groups: Theoretical and conceptual. Both are conceptually different terms (Ngulube, Mathipa, and Gumbo, 2015; Anfara & Mertz, 2014). Theoretical frameworks should be used when the research is underpinned by pre-established theories and models i.e., *one major theory* or comprised of different inter-related theories from which to build the study. Whereas the conceptual framework should be used when there is a need to draw from concepts or ideas from *various* theories to direct the research question and hypotheses (Parahoo, 2006; Fain, 2004). This is the difference between an inductive and deductive approach. Deductive methods of research start with a theory or hypothesis, and using data collected, it tests the validity of that theory or hypothesis and either upholds or contests its assertion (Top-down approach). Whereas inductive methods are not used to test theories or hypothesis but start with raw data that eventually forms the basis of epistemological studies (Bottom-up approach) to develop theories and ideas based on patterns and themes within the data. Figure. 3.1) shows a summary of the two approaches. As determined by Patel and Patel (2019) deductive methods *'test the validity of assumptions'* while inductive methods *'contributes to the emergence of new theories and generalisations'* (p.53).

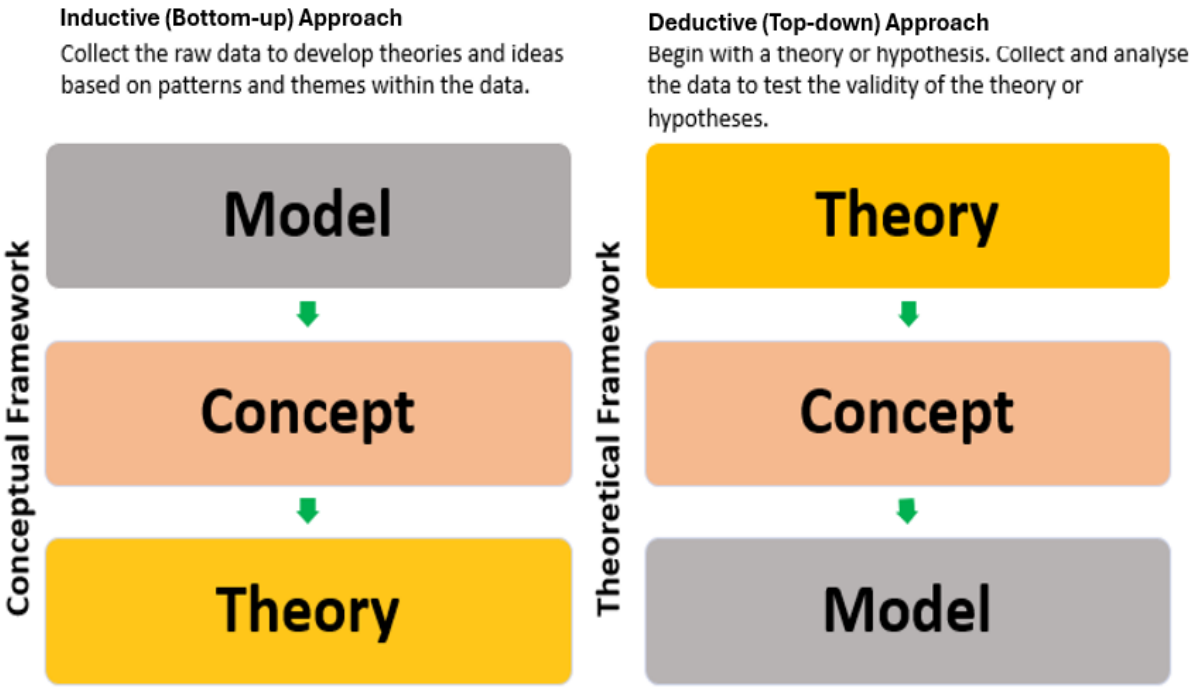

Figure. 3.1 *Inductive and Deductive Approaches*

For this study the theoretical framework based upon the inductive approach was used. The rationale, the study would not be used to determine the validity of a theory or hypothesis, as that in itself challenges the ontological perspective of many truths, by determining only one outcome or one truth exists. This means the research is based on the emergence of the findings through interpretation and understanding (Blaxter, Hughes and Tight, 2010; Collis & Hussey, 2014).

The study itself is underpinned by several theories i.e., Dual Process Theory (Brosnan, 2018) and Processing 2 reflective abilities, Reflective Network Therapy (Kliman, 2011, 2018) and the theory of developing 'Theory of Mind' through reflection and feedback. Autism theories like Baron-Cohen (1990, 1991, 2000) based the perception of others, and Reflective practice based on the practices of Shoen (1983), Boud et al, (1985) and Killion & Todnem (1991). It is also underpinned by the Zones of Regulation (2011, 2013, 2023). However, it is the adapted ZoR (Kuypers, 2011, 2013, 2023) that drives the theoretical position. The ZoR itself is underpinned by cognitive behaviour management, social thinking, and self-regulation (Hopkins, et al 2023). Therefore, its theoretical underpinnings are aligned with Daul Process Theory (Brosnan, 2018) where the ZoR

requires the practitioner to be cognisant of their current surroundings and their action in that moment, i.e., their instinctive 'gut' response to an event or situation and 'think' about how they would respond. This is turn requires social thinking, which aligns with 'Theory of Mind' (Kliman, 2017) to be aware of how they impact the environment around them and their thoughts and feelings of themselves as they interact with the individuals in that situation or event. And their awareness of self within that scenario (Baron-Cohen, 1990, 1991, 2000) and think about how they can self-regulate in that moment to move from a dysregulated state to a 'green' state. This identifies ZoR as the overarching theory that encompasses all underpinned theories within the study. The ZoR (Kuypers, 2011, 2013, 2023) also initiates the process of reflective practice, which drives the individualised reflections thoughts and ideas on behaviour throughout the training sessions, by encouraging the shared experience based upon the four colours of the zones.

This aligns with the ontological stance based on individual experiences, the epistemological view of knowing what they know about their truth, as well as aligning with the research questions: 1) What aspects of behaviour does self-reflection enable participants to reflect upon? And 2) How can autistic students be supported to self-reflect on their behaviour in the classroom environment? We can also argue that autism underpins the study as we are focused on the social skills of the students in the study, which isn't an associated strength. However, if we focus on autism, we are focusing on *'correcting'* for the *'lesser strength'* of social skills and looking at the feelings of others in respect of those social skills, altering the direction of the study from the experience of the individual and their self-reflection of their own interactions, to looking at their interactions with others. This would move the lens to look at the autism and not the individual, and in turn, the focus moves from 'reflective practice' of 'self' to 'reflective practice' of 'autism' pushing the identity to the forefront of the study, focusing on the *weakness* instead of focusing on the *individual* (social model). An overview of the research design can be found in Figure 2.

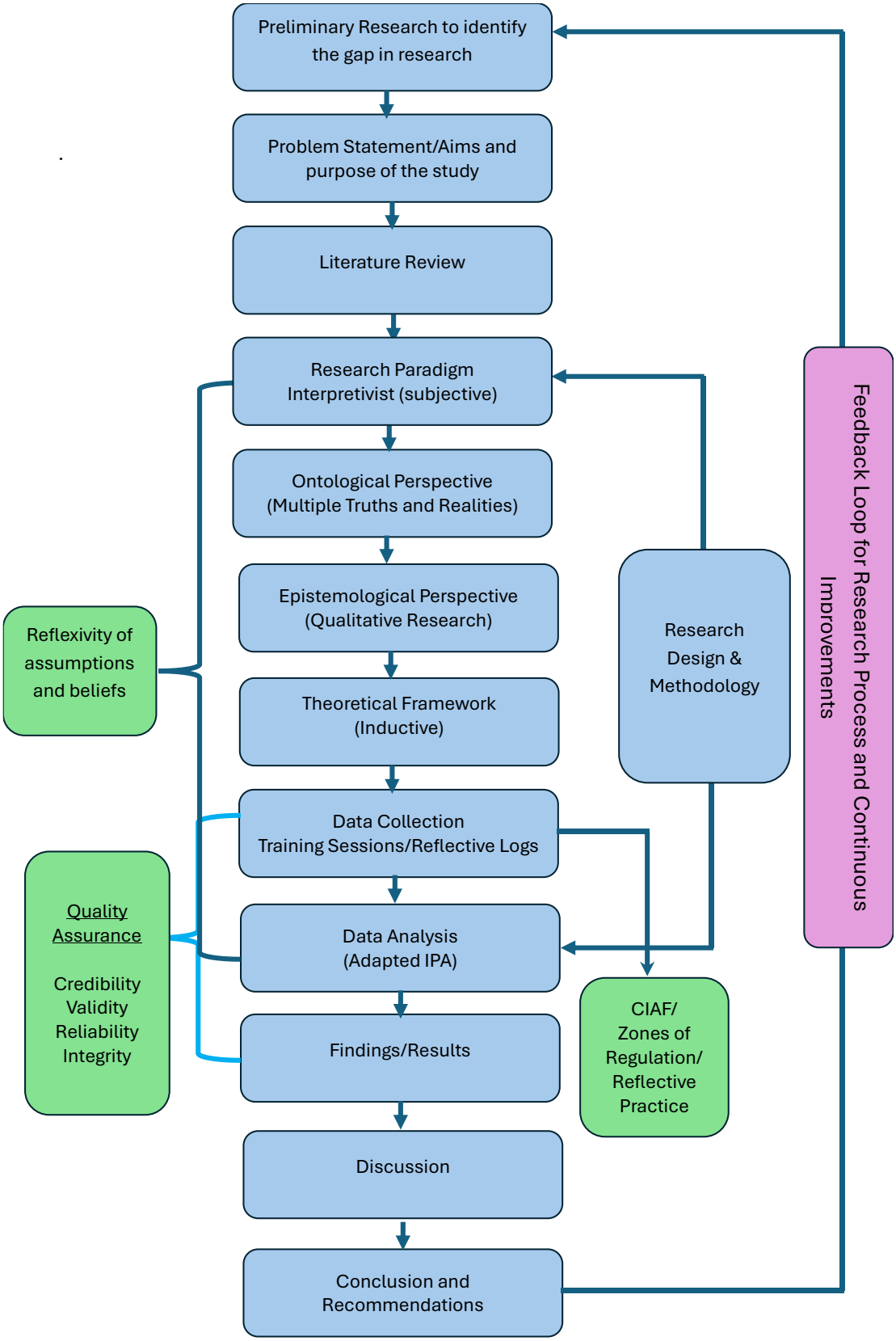

Figure 3.2: *Overview of the Research Design*

3.3 Data Collection

The data collected was in the form that would allow for the exploration of the experience of the participant i.e., their thoughts, feelings, and idea. This was carried out using training sessions, reflective logs and the participatory nature of the data collection, with the core principle within the research focused on the self-reflections of the participant. This will be discussed in more detail within the next few sections. Within this research all participants are treated with the same ethical rights afforded to those who are allistic. Ethical approval for this research was granted by the Ethics Committee at the Institute of Education, University of Reading (Appendix 1).

3.3.1 Ethical Considerations

Ethics, as Bridges (2017) outlines, is the need for researchers to do their epistemic duty and be morally accountable for the way they hold their beliefs and how they advance them: our moral duty. Ethical Approval in the form of Consent forms were submitted in writing to parents/carers/Headteacher giving them the opportunity to decline or approve consent (see section 9, Ethical Approval Form May 2019). All information pertaining to the study was provided including ethical implications and information sheets (see Appendix 2 - 7). Within the information provided to each party, it clearly states: '*This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'*. However, beyond the general ethics, there were other ethical considerations addressed with consideration to autistic children in the study. The *'moral obligation'* to listen to the students was the focus throughout (Rasmussen and Pagsberg, 2019). The students were asked if they were comfortable with what is taking place, and they were informed that at any point they could withdraw from the study. The literature review (see chapter two) detailed the complexity of the condition that how it could influence the research study, more so, if there are underlying difficulties in communication, as well as the general vulnerability of the participant with autism. This therefore required the customising of the methods of data capture, and the adaptation of the methodology to the specific student (Rasmussen & Pagsberg (2019). This included ensuring a safe environment/safe place to reduce anxiety (Fargas Malet, McSherry, Larkin and Robinson, 2010; Kirk, 2007;

Rasmussen & Pagsberg, 2019) and communicating with parent/carer/Headteacher and the participants prior to the training session (Teachman and Gibson, 2013), preparing the participants by explaining step by step 'how training sessions work' (Le Couteur and Szatmari, 2015), and built trust by getting to know the participant, and made adjustment to the process dependent on the student.

Throughout the study the names of the participants were changed to ensure anonymity based on the research that has argued against using alpha numeric references for participants. For example participant 1 or 2 or participant A or participant B, in anonymisation, is too impersonable (Heaton, 2022; Saunders, et. al., 2015). This is key in qualitative research as there is a need to have a connection to the participants. As outlined by Heaton (2022) it is needed if you need to *'capture the richness of, and thickly describe participants' lived experiences and social worlds.'* and has the '*advantage of allowing data to be de-identified without being de-personalized'* (p.127) as well as the implication of choosing a pseudonym, that invites the assumptions made about their identity, age, gender, ethnicity, and socioeconomic status (Allen and Wiles, 2016; Heaton, 2022).

As this was a small scale study, with data collected from a single site, there was also the risk that the pseudonyms could be the name of someone in the school who did not form part of the study, identifying potential challenges with extended confidentiality and anonymity. Therefore, the names of Butterflies as pseudonyms were used. The rationale for their use: they are unique, and no two butterflies exhibit the same reflective properties when absorbing and emitting light from different families of butterflies (Stavenga, Giraldo and Hoenders, 2006) apt for this study. The names were not linked to gender or cultural influences and limited 'Internal Confidentiality'. It must be noted, there was still contention about the extent of actual anonymity within this qualitative research irrespective of the use of a pseudonym (Allen & Wiles, 2016; Goodwin, Mays and Pope, 2020; Saunders et al., 2015). This was due to concerns about the threat of confidentiality i.e., the participants identifying themselves as part of a research project to friends and extended family members. Tolich (2004) asserts that, *'Potential breaches of confidentiality exist among a sample of informants* [participants] *who know each other intimately'* (p.105). This means that there was still the possibility that students identified

themselves as being in a study, but with the change in name, identification would be reduced. It was also made clear to the participants what we discussed would be shared but all names would be anonymised, and where necessary, when the participant names a third party, recognisable places or divulge personal information it would be summarised and generalised. For example, ‘my best friend Rachel likes to snowboard’ would be summarised to [*my friend likes sports]*. However, if what they disclose represents a safeguarding issue, this information would have to be shared with the relevant members of staff. Nonetheless, this should be escalated with regard to any researcher. As a teachers within the school, there is governance based on statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002 (as amended). The Department for Education provides the key guidance 'Keeping children safe in education', which sets out the legal duties for schools and colleges to safeguard and promote the welfare of children and young people. This guidance is applicable to all students participating in the study conducted at the school (DfE, 2024).

To monitor external use on completion of the study, data access will be limited to ‘Restricted Access’ that can be controlled by the university or academic journals, allowing access explicitly to researchers for genuine research purposes.

3.3.2 The Participants

The study participants were selected from a mainstream school with an autism population of approximately 3.5%. Two students, Addy, and Ally were identified as being at risk of exclusion, while the other students had a high number of demerits and numerous phone calls home and discussion with parents about their behaviour at school. The research started during the COVID-19 pandemic when lockdowns were in effect. Students were placed in isolated ‘bubbles’ and teachers were restricted from cross-teaching across different year groups and schools. The final lockdown ended in November 2020, and the data collection process commenced shortly after in January 2021, however, it was impacted by the fall out of high number of student absent due to testing positive for Covid and the high anxiety with the risk of returning to school. Thus, the rationale for selecting this particular school was threefold: 1) It was geographically convenient and provided access to autistic students. 2) Autistic individuals may experience challenges with change

and could feel more comfortable sharing their experiences with someone they knew, more so at this heightened time. 3) Given that the study took place during the height of the COVID-19 pandemic, it would have been difficult to find another suitable school to participate within that timeframe. However, the circumstances surrounding the COVID-19 pandemic provided distinct advantages for the study, resulting in an optimal number of participants for the primary research. This allowed for the necessary depth of analysis required for Interpretative Phenomenological Analysis (IPA). Conducting a study with a larger participant sample would have posed significant challenges, particularly given the substantial data derived from five individuals who engaged in between 4 and 9 sessions over the term. Additionally, accommodating more than five students per week within an already demanding teaching schedule would have been difficult. The limited number of participants facilitated the development of strong relationships with each student, enabling a deeper understanding of their individual needs, personalities, and characteristics—an aspect that might have been compromised with a larger cohort. Furthermore, the familiarity between the students and myself likely contributed to the study's outcomes, as including participants who were not acquainted with me could have yielded different results (see section 3.5). Amid the disruptions caused by the pandemic, this period also served as a calming and reflective experience for the participants.

All the participants in the study were all diagnosed with autism. Some also had an Educational Health Care Plan (EHCP), as described in section 2.2. All participants were aware of their condition, and the group included both male and female students. The school maintained a register that allowed staff to access listings of all students with Special Educational Needs and Disabilities (SEND) and their respective conditions. The students selected for the study were chosen from the school SEND register and their exhibition of challenging behaviours, , and documented instances of repeated disruptive conduct (e.g., calling out, being sent out of class). These students were verbal, able to communicate both in writing and verbally, and attended mainstream lessons. Table 4 shows the response rate for participation.

Table 3.1 *Response Rate for the Participation in the Research Study*

Research Study	
Responses	**No of Participants**
Request for participation	12
Confirmed Participation	10
Drop out	3
Final Participation	7
Response Rate	83%
Non-response Bias	17%
Participation Rate	58%

The total number for the main study was n=5 (n=3 boys, n=2 girls) with two students (n=2) for the pilots study (see section 3.3.7). Totalling 7 students for the research study.

This study did not incorporate observational data or teacher feedback. The rationale was that there is limited research on the self-reflections of autistic individuals in mainstream school settings or their personal thoughts and ideas. While one could argue that others' perspectives are valuable, the focus of this research was solely on the individuals' own epistemological stances and lived experiences. Most existing research on the experiences of autistic individuals has relied on the views of parents, caregivers, teachers, and professionals rather than directly soliciting the perspectives of the individuals themselves (Brede et al., 2016; Cridland, Jones, Caputi and Magee, 2015).

The participant profiles can be found in Table 3.2. The students in the study all attended the same mainstream school. 3/5 (60%) had an EHCP, with 1/5 (20%) having full LSA support. All the autistic students had co-occurring conditions, with 3/5 (60%) co-occurring with ADHD.

Table 3.2 *Participant Profile*

Pseudonym	Age at time of Study	Total Number of Training sessions	Co-occurring Conditions	Reading/ Writing	ECHP	LSA Support
Admiral Addy	11	4	ADHD/ SEMH	AR/WT	Yes	No
Brimstone 'Brimmy'	11	7	ADHD	AB/AR	No	No
Cardinal 'Cardy''	12	6	Anxiety	AR/WT	No	No
Danaid 'Danny'	11	9	SEMH/Anxiety	WT/WT	Yes	Partial
Emerald 'Ally'	11	8	ADHD	AB/AT	Yes	Yes

AR = Age related
WT = Working towards age related
AB = Above age related
ADHD= Attention Deficit Hyperactivity Disorder
SEMH = Social Emotional Mental Health
EHCP = Educational Health Care Plan

3.3.3 Participant Contribution

A formal introduction was carried prior to the start of the study to discuss the purpose of the study and their role in the study, and the number of training sessions we would be conducting over a period of time (see section 3.4.5), detailing their right to stop at any time, as this is a voluntary study and there no consequences for withdrawing. We discussed how the information would be collected, used, and stored, and the confidentiality of the data collected, including secure arrangements for its storage, retention, and disposal (Appendix, 1) how the information would be anonymised and confidential, as well as answer any questions they may have. As my research focus is on the autistic individual, I considered the elements to ensure consistency with inclusivity of in decision making' and followed the guidelines as outlined in the SEND Code of Practice (see Section 2.3) where all should be freely involved in making decisions regarding their educational provision. This influenced the co-production of the design process, which the participants helped shape, by identifying key choices during the process, and made individual decisions about participating /or not participating. This co-production took place during the introduction phase (see section 3.4.5) where students were re-introduced to the idea of the study, their reflective logs, and folders. It was explained how training sessions worked step by step. During the introduction session the students were reminded that the information they provided would be anonymised and they were in control of what they wanted to share and there was not a 'right or wrong way' to fill in the log or answer any questions. However, if what they disclosed represents

a safeguarding issue, this information would have to be shared with the relevant members of staff. The data collection process can be found in section 3.3.6.

The participants were given the freedom to choose the folder and colour in which they would keep their reflective logs and notes, as well as the option to personalise their folders with decorations. There was also input from the participants on how they wanted the data to be captured, such as through writing, drawing, or using a laptop (Beaumont, 2019; Reinhold et al., 2018). Some students opted to draw and write, while others with LSA support were given the opportunity to have an LSA present during the meetings. This participatory approach ensured the active involvement of the students, making them an integral part of the planning process and exposing them to the procedures used to gain knowledge about their lived experiences in school in a collaborative way (Minkler, 2004). This form of collaboration is an aspect of Participatory Research that refers to the ways in which autistic individuals are involved in making decisions about the research, including how it is carried out (Pickard, Pellicano, den Houting and Crane, 2022; Fletcher Watson et al., 2018). This active participation in the process is essential in creating both an understanding and meaning of participation, as well as their role in the study. It also demonstrated partnership throughout the reflective process (Duffy, 2009; Husu, et al., 2007). A final post study training session was carried to find out what the student thought of the study (Appendix 8).

3.3.4 Data Collection: Training Session and Reflective Logs

Mann (2016) concluded that within educational research, *'interviews are the most frequently used method in qualitative research'* (p. 2). This view is supported by Dornyei (2007), who affirms that interviews are the most natural way of collecting data. Furthermore, Sandelowski and Leeman (2012) suggest that individual interviews allow for more intensive explorations of individual experience, as they elicit more detailed individual narratives, reducing the disconnect inherent with quantitative data. Interviews are also ideal for small sample sizes, as Malterud, Siersma, and Guassora (2016) point out. As Kvale (1996, 2008) describes, interviews provide participants with a way to give researchers access to their reality. Kvale (1996) states that an interview is *'a conversation, whose purpose is to gather descriptions of the [lifeworld] of the interviewee'* (p.174).

This view is emphasised by Turner (2010), who asserts that interviews allow participants to provide more in-depth information on a topic. Interviews can also be seen as an 'extendable conversation' about a subject *'through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it'* (Schostak, 2006, p.54).

However, as the aim of this study is to develop the skills in self-reflective practice to support autistic students to reflect on their behaviour in the classroom environment to help manage their disruptive behaviour that may lead to exclusion or suspension, therefore each interview within the study was classed as a *training session*. The rationale for its use are training sessions are planned and organised events where individuals aim to learn and practise new skills and designed to promote personal development, taking place in any environment, like the classroom (Modern Meeting Standard, 2024). This is crucial for the development of skills in self-reflective practice where they are 'trained' in how to reflect on their behaviour by someone who is able to guide their reflections (Husu et al, 2008). Interviews, however, do not aim to develop or practise new skills, nor promote personal development, so the framing of the sessions do not fit the concept of an interview. The training sessions carried out also aligned with the work by Williams (2010) (see 2.5.1 section 3 (i)) opposing the staged environments by undertaking the study within the school, a place known and familiar to the participants in the study and focused on the student *in situ*, and not in a simulated test environments (Fisher et al., 2005; Williams, 2010; Williams & Happé, 2009a). The sessions outlined by Conner et al. (2018) where the therapy programme focused on reducing the emotional dysregulation and behaviour in autistic children between 12 – 17 through *'mindfulness'* (p, 1273), where guided in developing their skills by trainers/ researchers through each session and a structured ABDC framework (p,1277). This links with this study on reflective practice, as emotional regulation requires an awareness, acknowledgement and identification of emotions in order for the students to begin regulating their *'emotional disturbances'* (p, 1273). As with reflective practice, autistic students need to build self-awareness of their behaviour, to acknowledge and identify that disruptive behaviour in order to self-regulate. Both the studies are driven by the need for a change in disruptive behaviour that requires self-regulation. However, Conner et al. (2019) did not focus on the self-reflections of the autistic individual in their study, and did not solicit the thoughts and feelings of the

participants in the study at a more co-productive or participatory level and his study was on autistic adults.

The training session used semi-structured questions similar to an interview, where the questions raised were dependent on the participant and the 'flow' of the conversation. For example, when speaking 'freely' about an experience, that experience led to other 'lived' experiences (Hansen and Iversen, 2013). This meant that spontaneity did arise within the flow of the conversation and thus gave rise to informal conversations during the training session (Gall, Gall and Borg, 2003) which created *in the moment* events throughout, that guided the pace and longevity of the training sessions, which, did yield inconsistency in the training session questions (Cresswell, 2007). There were several key considerations for the training sessions which included adapting the sessions to be more *guiding* in nature, encouraging participants to self-reflect (Husu, 2008). This helped address the participants' individual temperaments and any barriers to engagement (e.g., being upset prior to the session) (Jacob and Furgerson, 2012). Language was modified to match the reading/writing levels of the student participants. This recognised the students as the focus of the research, viewing them as competent contributors of their own experiences (Fargas et al., 2010). When the sessions took place, the students were able to walk around in the room and used the cushions and bean bags that were available, which showed an element of co-construction of the environment in the way in which their environment encouraged the data capture taking into account their needs and adapting the environment (See Ethical Considerations, section 3.3.1). This includes ensuring a safe environment/safe place to reduce anxiety (Fargas Malet, McSherry, Larkin and Robinson, 2010; Kirk, 2007; Rasmussen & Pagsberg, 2019). If the students did not want to complete the reflective logs at the table, they could sit on the bean bags with a clipboard and pen. This encouraged participation throughout the duration of the study. This participatory approach shows the active involvement of the students in the study (Minkler, 2004). This includes how it is carried out (Fletcher Watson et al., 2018; Pickard, Pellicano, den Houting and Crane, 2022). This, as outlined (Duffy, 2009; Husu, et al., 2007), helps the partnership throughout the reflective process.

A Critical Incident Analysis Framework (Lister & Crisp, 2007; Norris and Maras, 2022) was used to structure the training sessions, and to capture data based on the social

construct of their lived experience (Christensen, 2004). Structuring the overall data collection process in three parts: an introductory session, the training sessions with recordings and logs, and a final session (see figure 3.4). This multifaceted approach aimed to engage the diverse student participants, who were viewed as different from allistic adults in their age-related abilities, but equally capable of sharing valuable insights within the context of the research (Christensen, 2004; Punch, 2002). The rationale for using the CIAF by Lister & Crisp (2007) is it can be carried out by *'qualified and unqualified'* practitioners (Lister & Crisp, 2007, p.51). This was chosen instead of the other main forms of reflection models like Kolb's Cycle of Reflective Practice (1984), Gibbs Reflective Cycle (1988), Rolfe et al.'s Reflective Model (2001) and (Jasper, 2013) ERA Cycle. The rationale is 1) CIAF provides a layer of reflexivity within the process and recognises the complexity within context and without context unlike (Jasper, 2013) which provides a very simplistic outline. 2) Kolb's (1984) cycle requires you work through each one of the four stages before moving onto the next stage, whereas CIAF allows the flexibility to reflect on *similar* events, returning to another account, thus reinforcing the reflective practice by giving the reflector the ability to make connections to similar events and situations and not an event in isolation. 3) Gibbs (1988) model does not provide deep analysis for reflection, only addressing it in the final stage in the Action Plan *'What would you do next time?'* and this is the most important stage within the training session process within this study that requires deeper thought. Gibbs also requires the reflector to label their response, *'Good or Bad'* which is also seen in the ERA cycle (Jasper, 2013) the Reflection stage. This may not be apt for participants with autism in the classroom environment who may construe that it is not their behaviour that is good or bad i.e., their actions, but *they* are 'good' or 'bad'. This can influence their perceptions about their autism as a negative or positive, which can be inextricably linked to their perceptions of themselves. This goes against the Social Model of disability that this study adheres to (see 1.4), which is not to treat their characteristics as something that is considered inherently broken to be fixed (Manago et al., 2017). 4) Rolfe et al., (2001) integrates the thoughts and feelings of others within their reflective process, within the initial 'Descriptive' stage. This is a two-fold issue, a) the autistic students may not be able to put 'themselves' in other's shoes to see their perspective, and b) the focus of the study is on their own reflections, and it is not explicit in soliciting reflections on how other's feels with direct questions. However, this may arise during the course of the

conversation during the training session. 5) CIAF is the only reflection framework that is explicit in employing 'Self-regulation' and though this is not the focus of this study, it is significant in the context of this study. The alignment with the ZoR (2011, 2013, 2023) is evident, as both prioritises self-regulation as a primary outcome within its framework for the management of dysregulation through a well-defined structure with self-reflection focused on reducing the disruptive behaviour that can lead to exclusion or suspension. It also incorporates aspects of Schön's Reflective Model (1991) a dual model that separates both reflection in action and on action unlike the other models, which again, is significant when exploring self-reflections an aspect of the ERA cycle, where through learning, the reflector is able to look at future action which can also be found in the Action stop in ERA, and Step 6, in CIAF, *'What would you do next time?'* The Adapted Critical Incident Analysis Framework consists of six main step (see Figure 3.2).

During the training sessions, students demonstrated a strong commitment to the established framework and were able to use the reflective logs effectively. There were occasional moments when some students were hesitant to complete the logs, often due to dysregulation before the sessions or a lack of interest in the writing aspect. These occurrences were rare, happening only once or twice throughout the data collection period. To address this, the sessions were adapted to more closely align with the CIAF structure, while still including questions that fostered reflection. This integration of the CIAF and reflective logs ultimately bolstered reflective practices and improved the reflective skills of the autistic participants. This also demontrated the participatory nature of the data collection process, which throughout, followed the guidelines as outlined in the SEND Code of Practice (see Section 2.3) where the participants are freely involved in the decision making process. This participatory nature of the data colleciton process adheres to the research design, which is shaped by the identifying key choices made by parti individual decisions.

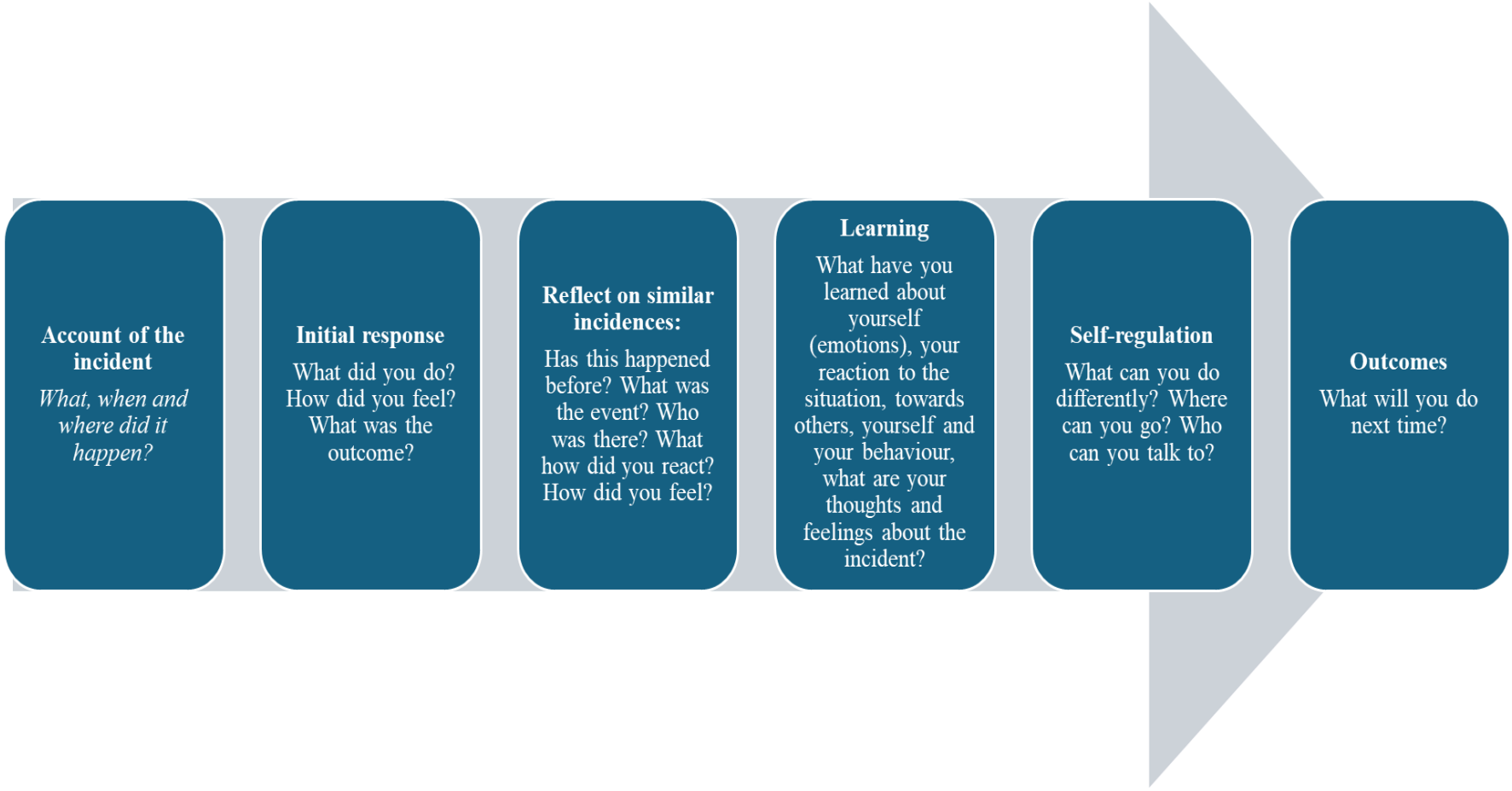

Figure 3.3 *The Critical Incident Analysis Framework (Created from the work of Lister &Crisp, 2007)*

It must be noted that in CIAF of Lister & Crisp (2007) Point 3) *Issues and dilemmas*, requires the reflector to think about any issues exposed by the incident i.e., ethical considerations and/or disciplinary issues or concerns that need to be identified or any 'inter-agency or interdisciplinary relationships that need to be, or should be, identified as a result of this incident? (Ibid, p.49). This did not form part of the training session and any if any Child Protection (CP) issues, emerged were directed to the correct bodies within the school and with relevant authorities.

The literature review (chapter 2.5.) outlined some methods to use to aid self-reflection and these were employed in various degrees to aide self-reflection. This included the use of Reflective logs (Northern Illinois University Center for Innovative Teaching and Learning (NIUCITL), 2012; Stevens and Cooper, 2009) journaling to document their experiences (Stevens & Cooper, 2009), which facilitated expressive writing that enabled them to articulate their genuine thoughts and emotions (Beaumont, 2019; Adams, 2013). This approach allowed for unrestricted expression and a decrease in cognitive inhibition (Klein & Boals, 2001), while also serving informal writing purposes (NIUCITL, 2012, para 2). It was utilised to record their reflections and self-awareness regarding their personal experiences (RMIT, 2006, as cited in NIUCITL, 2012, para 5).

However, it must be made clear the reflective logs were employed as tools to aid self-reflection as some of the students were not able to write a lot. The 'Zones of Regulation' (Kuypers, 2011, 2013, 2023) on the reflective logs represent the feelings associated with those zones (Appendix 9). Zones of regulation (ZoR) is a curriculum designed to help 'school aged children' identify and regulate emotions within school by paying attention to how they are feeling (Kuypers, 2011). It was created to help create strategies for support, *'without passing judgement on what people are feeling or how they are behaving.'* (Kuypers, n.d. para, 2). There are posters in each classroom to show the four states of emotions denoted by the colours blue, green, yellow, and red to help staff and students identify how they feel and what they need to do to regulate that feeling. The rationale for using the Zones of regulation is that it reflects what the students are already familiar with and would be easier for the participants to 'reflect' on their week, instead of using another system to express how they feel, which may cause confusion. This also

means that students have already been introduced to basic practices on how to use the ZoR.

However, this is not a study on the efficacy of the entire curriculum of Zones of Regulation and does not seek to validate or invalidate it's framework. It is purely used as an aid to help associate the feelings of the participants with a known stimuli.

3.3.5 Data Collection Timeline

There is a rarity of research that conclusively provides the most appropriate duration of a training sessions for a qualitative study for autistic individuals. From the outset it was expressed to the participant there would be more than one training session (Jeong and Othman, 2016). The rationale stemmed from 1) The greater period of time to delve deeper by providing further opportunities to gain rich data (Jeong & Othman, 2016); further enhance the reliability of their accounts (Mackey and Gass, 2005). 2) It provided a continuous phenomenological view from the perspective of the individual. 3) Allowed the participants time to familiarise themselves with the process and the way in which the training session is structured.

The data collection period was carried out over three months which is equivalent to one full term in education. This was based on the research by De Bruin (2017) mindful therapy of autistic students over 9 weeks and Conner et al (2018) focusing on interventions for emotional regulation in autistic individuals over 16 weeks. The training sessions took place in spring term: January to March during the school day (see Table 8) during specific lesson times (see Table 9) and split into three parts (see Figure 3.3). Introduction, training sessions, and final training session. It must be noted that all subject teachers were informed of the study prior to the meeting along with form tutors and SLT members.

Table 3.3 *Timeframe for the Data Collection Process*

Week Commencing	School Week	Data Collection Week	Event
3rd January	16	**1**	Confirmation with Head
10th of January	17	**2**	Communication to Subject Leads
17th of January	18	**3**	Introduction
24th of January	19	**4**	Training Session 1
31st of January	20	**5**	Training Session 2
7th of February	21	**6**	Training Session 3
14th of February		**Half Term**	
21st of February	22	**7**	Training Session 4
28th of February	23	**8**	Training Session 5
7th of March	24	**9**	Training Session 6
14th of March	25	**10**	Training Session 7
21st of March	26	**11**	Training Session 8
28th of March	27	**12**	Final Training Session 9

A key consideration was not to take the students out of the same class every week, which would effectively impact their progress in that particular subject. To offset this negative effect, each week, the students met a different times. They had a copy of the timetable and were able to incorporate that into their main school schedule.

Table 3.4 *Timetable of Training Sessions for the spring term.*

	PART 1	PART 2								PART 3
	Introduction	Training Session 1	Training Session 2	Training Session 3	Training Session 4	Training Session 5	Training Session 6	Training Session 7	Training Session 8	Training Session 9
Participant 1	Science	English	PSHE	Science	English	P.E	Science	PSHE	PSHE	English
	Monday	Friday	Friday	Monday	Thursday	Wednesday	Monday	Friday	Friday	Thursday
	Period 4	Period 1	Period 3	Period 4	Period 3	Period 3	Period 5	Period 3	Period 3	Period 3
	Room 2	Room 14	Room 3	Room 2	Room 14	Field/ Hall	Room NL3	Room 3	Room 3	Room 14
Participant 2	English	PSHE	English	English	Humanities	PSHE	Mathematics	Humanities	English	Maths
	Tuesday	Friday	Tuesday	Wednesday	Friday	Friday	Thursday	Friday	Tuesday	Friday
	Period 5	Period 5	Period 5	Period 3	Period 1	Period 5	Period 3	Period 1	Period 5	Period 2
	Room 18	Room 31	Room 18	Room 18	Room 31	Room 31	Room 18	Room 31	Room 18	Room 18
Participant 3	PSHE	English	PSHE	Science	History	English	Science	Food Tech	Music	English
	Friday	Thursday	Friday	Tuesday	Friday	Friday	Tuesday	Monday	Friday	Friday
	Period 2	Perid 3	Period 2	Period 5	Period 3	Period 4	Period 5	Period 4	Period 1	Period 4
	Room 31	Room 12	Room 31	Room NL1	Room 32	Room 12	Room NL1	F/T Room	Music Room	Room 12
Participant 4	PSHE	English	Food Tech	History	Science	PSHE	Music	PSHE	PSHE	History
	Friday	Wednesday	Monday	Friday	Tuesday	Friday	Friday	Friday	Friday	Friday
	Period 2	Period 3	Period 4	Period 3	Period 5	Period2	Period 1	Period 2	Period 3	Period 3
	Room 31	Room 12	F/T Room	Room 32	Room NL1	Room 31	Music Room	Room 31	Room 3	Room 32
Participant 5	English	History	English	Music	English	History	PSHE	Science	English	Science
	Thursday	Friday	Thursday	Friday	Friday	Friday	Friday	Tuesday	Wednesday	Tuesday
	Period 3	Period 3	Period 3	Period 1	Period 4	Period 3	Period 2	Period 5	Period 3	Period 5
	Room 12	Room 32	Room 12	Music Room	Room 12	Room 32	Room 31	Room NL1	Room 12	Room NL1

3.3.6 Data Collection Process

The Ethical considerations are outlined in section 3.3.1. The training sessions were accompanied with reflective notes. The written reflective notes were scanned, and the training session recordings were transcribed by a word processing program. The transcripts were 'sanitised' i.e., anonymising by removing any identifiable words or phrases. This was repeated for each training session of the participants (Figure, 2. Data collection process). It must be noted the introduction was not recorded. The rationale, the introduction is to introduce the study, explain its objective, and the longevity of the process, only then can you ask for consent as by then, the participant may have changed their mind. You cannot start recording the sessions until consent has been verified in the introduction. Data was held within access-controlled files on the University of Reading's OneDrive (cloud storage). Pseudo-anonymised data would be kept until this thesis has been examined and revised and would then be securely disposed of according to the University of Reading's Records Management Policy. All data for the students in the study who were interviewed was kept on a secure laptop. Soft copies were password protected by file and by device. Personal data was kept separately from data collected during the research stage, from which any key personal identifiers were removed (University of Reading, 2016). All data was stored in accordance with the Data Protection Act 1998.

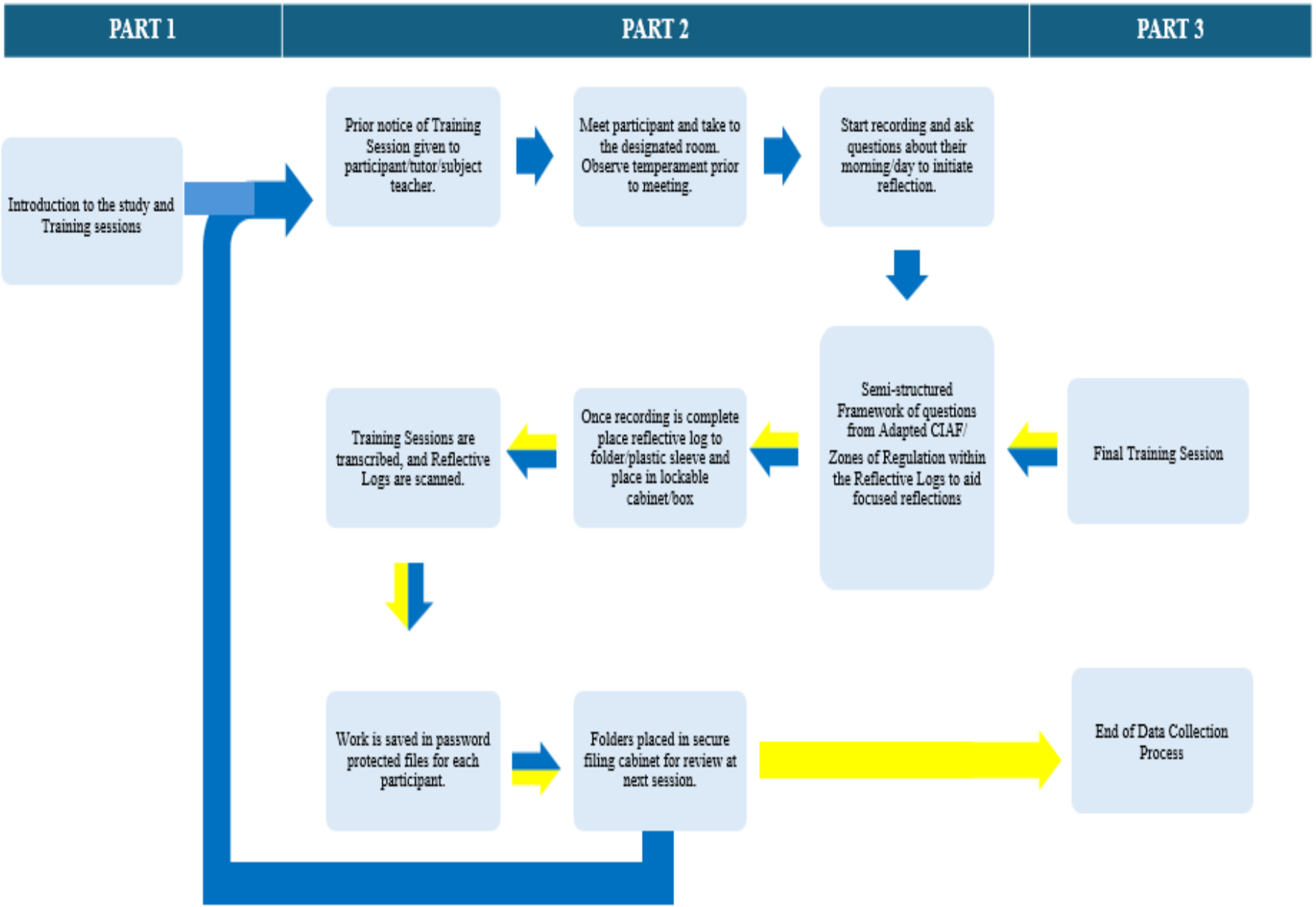

Figure 3.4 *Data Collection Process*

3.3.7 Pilot Study

To assess the feasibility of the data collection process, a small-scale pilot study was conducted (Janghorban, Latifnejad Roudsari, Taghipour, 2014). As detailed in Table 3.5, the pilot study involved two students (n=2) who were not part of the main study. This approach was adopted to avoid biasing the main study by exposing participants to the pilot process, which could have increased their skills and created an uneven starting point compared to the main study participants (van Teijlingen and Hundley, 2001). If the pilot had revealed issues with the data collection process, using the same participants for the main study could have caused confusion and/or disinterest, potentially skewing the results (Williams-McBean, 2019). Therefore, using separate pilot participants helped to inhibit these potential issues (Ismail, Kinchin and Edwards, 2018).

Table 3.5 *Pilot Study Participant Profile*

Pseudonym	Age at time of study	Total Number of Training sessions	Co-morbidity	Reading/ Writing	ECHP	LSA Support
Grayling 'Gray'	10	3	ASD/SEMH	WT/WT	Yes	Yes
Heath Fritillary 'Heath'	11	4	ASD/DYSP	AR/WT	No	No

Participants Key Stage 2 and 3
AR = Age related.
WT = Working towards age related

ADHD= Attention Deficit Hyperactivity Disorder
ASD = Autism Spectrum Disorder
EHCP = Educational Health Care Plan
SEMH = *Social Emotional Mental Health*
DYSP = *Dyspraxia (Affects movement and co-ordination)*

Gudmundsdottir & Brock-Utne (2010) stated that a pilot study can be used to determine the *'effectiveness'* of the main study as well as the *'focus, design and validity'* of the results (p.359), while Gallego-Jiménez et al., (2018) and In (2017) expressed the value of a qualitative pilot study in testing the feasibility, suitability, and protocol. It must also be made clear the purpose of the pilot study is not to answer the research questions and only used to establish the feasibility of the data collection process corroborating its application to the study (Van Hertzog, 2008). The principal aspect of undertaking the pilot study for this qualitative research, falls within the explicit need to capture the lived experience of the participants. As outlined by

Gallego-Jiménez et al. (2018), '*this is particularly relevant when working with a vulnerable population which is difficult to access for examination.'* (p.276). This includes ensuring there are no misunderstandings in the wording of the form and the general feasibility of the methods used (Cohen, Morrison and Manion, 2007; Gudmundsdottir & Brock-Utne, 2010). Gudmundsdottir & Brock-Utne (2010) determine that the prospects of a pilot study can provide some insight in the process including citing a participants *'willingness'* to take part and '*gaining feedback on length, timing, coverage, and ease of completion.'* (Ibid, p. 361). The pilot study does not include the analysis of any data captured and is focused solely on the process of collection (Gudmundsdottir & Brock-Utne, 2010; Hertzog, 2008; In, 2017; Pearson, Naylor and Ashe, 2020; Pritchard and Whiting, 2012). The pilot study reflects the same ethical considerations of the main study (see sections 3.3.1 Ethics). However, at the start of the pilot study, it was clearly explained that the duration would be over a period of a month for the purpose of data collection to find out if the data collection process was viable.

A suggested sample size of 10-20% was outlined by Baker (1994, as cited in Hazzi & Maldaon, 2015, p.53). The main study requires 5 participants therefore, 1 student equates to 20% percent and 40 percent for 2 participants which is still higher than suggested. It was also suggested that the sample in the pilot should be identical to the main study (Majid et al., 2017; Turner, 2010) and as stated by Thane et al., (2010) *'based on the same inclusion/exclusion criteria'* (p.5). In this study the participants in the pilot study both have a diagnosis of autism and have co-occurring conditions.

3.3.7.1 Findings of the Pilot Study

During the training sessions, gentle probing was needed to guide the participants (Husu et al., 2007, 2008). One participant struggled with 'getting it right,' obsessively crossing out misspelled words and trying to ensure their writing was neat, which became an issue due to their embarrassment about their spelling ability. However, the participants completed the reflective logs more quickly over the course of the sessions, with some being finished within 20-30 minutes. As the sessions progressed, the participants were able to discuss the content in greater depth.

The training sessions were structured even if the participant did not want to follow or complete the reflective logs. Due to changes in the school schedule and room availability, the sessions were not always held in the same venue, necessitating a backup room.

To address the power dynamic and Hawthorne effect, I intentionally avoided sitting in a 'teacher' chair or near a desk and kept my papers and recording device out of the central focus (Kompier, 2006; McCambridge, 2014). It took several sessions for the participants to feel comfortable simply writing what they wanted to share rather than writing what they thought I wanted. Additionally, I had to be mindful that participants might misinterpret questions or concepts or have difficulty expressing themselves (Nind 2008). To address this, I repeatedly asked questions to ensure understanding and paraphrased their responses back to them.

3.3.7.2 Conclusion and Reflections of the Pilot study

The findings from the pilot support the feasibility of the data collection process. However, there is a constant need to be in the moment and listen to the student and not try to think about *'solving'* a problem but allowing the participant to disclose and think about their own reason for a situation. This was a challenge, because as a teacher we are conditioned to *'solve'* problems that arise. There were two incidences where I had to raise concerns with the Designated Safeguarding Person (DSP). One was based around Gray and alcohol consumption at home. I was concerned about the trust that we had built would be affected not just with the study, but within the school, and the experience, for Gray. However, this did not affect Gray's attendance to the training session. The second incident was based around a video of someone being assaulted from the school, that was circulating. For the main study, this would be carried out in the same way and raised as a concern with DSP. Teachers have a legal duty to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges (see section, 3.3.1) and that was more evident when students are more comfortable sharing information. For those, who would undertake the study, it would be prudent for them to spend time with the students first, understand how they talk, their mannerisms and how they express themselves. For a researcher like me, who has worked with the students for a while, means that I already could read their signals if they were tired, bored, or excited. This would

be a challenge for someone who has not spent time with the students in their own environment and see how they navigate their lessons or the world around them.

3.4 Interpretative Phenomenological Analysis

The ontological stance of the study is that many truths and realities exist. These are socially constructed from our own personal interactions with the objects in our reality and they are unique to the individual's consciousness and awareness. The key idea of qualitative data analysis (QDA) is seeking to understand the individual perspectives. As determined by Thomas (2006) this is an inductive process using *'raw data'* and *'interpretation'* to determine a theory (p.238). However, the two main approaches for QDA that would align with the theoretical framework, research paradigm, ontology perspective and epistemology approach are Thematic analysis (TA) and Interpretive phenomenological analysis (IPA).

TA is not grounded in any pre-existing theoretical framework and dependent on the methodology. It is inductive and the starting sample size for a small research is around 6 -10 participants for training sessions (Braun and Clarke, 2013, p.50). TA looks at the breadth of analysis, and based primarily on semantics (words, sentence structure, language). Though TA can be split into two research philosophies – realist (meaning beyond the words) or constructionist (no meaning beyond the words and general social context), the realist approach to TA could be considered a feasible approach to analysis. However, themes are identified in two ways: semantic (explicit, surface meaning) or latent (underlying ideas, assumptions that inform the semantic ideas) indicating some 'interpretation' within TA, but nonetheless, still based upon the semantic meaning and ideas i.e., surface data. TA also advocates reading *all* the data before assigning codes (Braun & Clarke, 2006). This in effect would create a large lists of codes which may become simply 'chunks' of data, and distant from the individuals and their meaning. This does not align with the ethos of the study, and it can be argued is 1) a more arbitrary exercise which doesn't seek the nuance in the text, and coding does not assign meaning during early stages, 2) Analysing all data would lose the connectedness within each individual case (individual's perspective and their own world view) and the greater meaning, 3) Increase bias, excluding contextual validity. Interpretative Phenomenological Analysis (IPA) details how participants are making sense of their *'personal and social world'* and the

meaning behind experiences and events (Brocki and Wearden, 2006, p.88). It is independent of priori knowledge i.e., presumed universal knowledge (Kant (1781) and focuses on the practice of Hermeneutics, the *'practice or art of interpretation'* (Dallmayr, 2009, p. 23). Therefore, conceptively, there is a move into the realm of reflection analysis focusing on language, nature of expression and the modes of that expression associated with that event or situation. IPA is idiographic (experiences unique to a specific group of people) so requires detailed examination, so samples sizes are small and homogeneous, as in this study of autistic individuals. Thus the sample size for the research question would be meaningful (Smith and Osborn 2003).

IPA uses the participants' subjective account of events and uses, researcher self-reflection as a means to explore their experiences (Chapman and Smith, 2002). As Brocki & Wearden (2006) cites, reflection in IPA *'assumes'* the participant wants to *'interpret'* their experiences to understand them (Ibid, p. 88). Therefore, one can argue, IPA relies on subjective, as opposed to objective accounts of an event or situation. As Smith, (2004), states,

> *'The participant is trying to make sense of their personal and social world; the researcher is trying to make sense of the participant trying to make sense of their personal and social world.'*
>
> (p. 40)

It, therefore, can be viewed as a process that goes *'beyond the text'* (Smith, 2004, p.44), allowing for a more in depth study with few participants (Hefferon and Gil-Rodriguez, 2011). Another key element of IPA is that it is not used to produce definitive conclusions i.e., but what happens to a particular group in their settings gathering perceptions and understanding of that group (Noon, 2018).

IPA is considered to be best suited to a data collection approach which would *'invite participants to offer a rich, detailed, first person account of their experiences'* (Smith et al., 2009, p. 56). IPA can be used to gain insight into the lived experiences of autistic individuals (Casement, Carpio de los Pinos and Forrester-Jones, 2017; MacLeod, 2019) where MacLeod (2019) found *'evidence of the usefulness of IPA as a research approach to consult with autistic*

individuals.' (p. 49), and *'may identify universals that are novel and bring new knowledge and understandings to the field.'* (p.50). IPA may also bring new perspectives that are relevant in context to autistic individuals and their environment in which there is a paucity of information (Pellicano, Dinsmore, and Charman, 2013), and an analysis employed by researchers when researching autism (Cooper, Mandy, Butler and Russell, 2022; Cridland et al., 2014; Dewinter Van Parys, Vermeiren, and Nieuwenhuizen, 2017; MacLeod, 2019; Petalas, Hastings, Nash, and Duff, 2015). As outlined by Howard (2019) the use of IPA in research may help to *'illuminate the experiences of autistic's individuals'* (p.1871). Therefore, the rationale for using IPA is it has the greatest alignment with the research study based upon the study with participants with autism.

3.4.1 Coding Training Session Transcripts in IPA

IPA has six main steps in coding which require analysis of the data from the 'participants' perspective 1) Read and Re-read the text, 2) Exploratory Noting (EN), 3) Experiential Statements (ES), 4) Searching for Connections across ES. 5) Naming Personal Experiential Themes (PET) and 6) Group them into 'Group Experiential Themes' looking at the shared *'unique experience of across the participants'* (Smith et al., 2021, p.100). This is a highly indicative of the inductive phase of IPA by inferring based on *'semantic content and language'* (Smith et al., 2021, p. 79).

Coding is the process of 'tagging' qualitative data to identify themes. As outlined by Smith et al., (2021) each data source must be analysed per participant, then reviewed for the Exploratory Noting (EN), Experiential Statements (ES), Personal Experiential Themes (PET) and complete an analysis across all the cases to produce Group Experiential Themes (GET). It must be noted, some may argue against GET, as it does not align with the world view of many realities and many truths, by seeking a 'common single reality experienced by all.' To clarify, the aim is not to look for a generalised set of experiences, the aim is to look at the shared experience of each participant. As expressed by Smith et al., (2021):

> *'... with cross-case analysis, we are trying to highlight the shared and unique features of the experience across the contributing*

participants... understand and explore points of convergence and diverge.'

(p.100)

Still, for the purpose of this study there have been modifications to the process outlined by Smith et al., (2021).

Within this study there were several training sessions per participants. Each training session was analysed individually. To carry out GET across all the cases, there was a culmination of all the participant's individual training sessions first, to find an overall set of personal experiential themes, which was denoted as Group Personal Experiential Themes (GPET). The rationale for this additional step is 1) This would provide an overall set of themes per participant to carry out the final cross-case analysis with the other students. 2) When carrying out GPET analysis it would highlight patterns in themes across all the training sessions for that individual student. For example, a particular disruptive behaviour. 3) It provides a point of convergence for all the individual participant training sessions by creating a top tier level of analysis. The adapted process of analysis outlined by Smith et al. (2021) can be found in Figure 3.4 which includes Grouped Personal Experiential Themes (GPET) which created a 10 step process carried out in this study. The following steps were taken to analyse the data in the study:

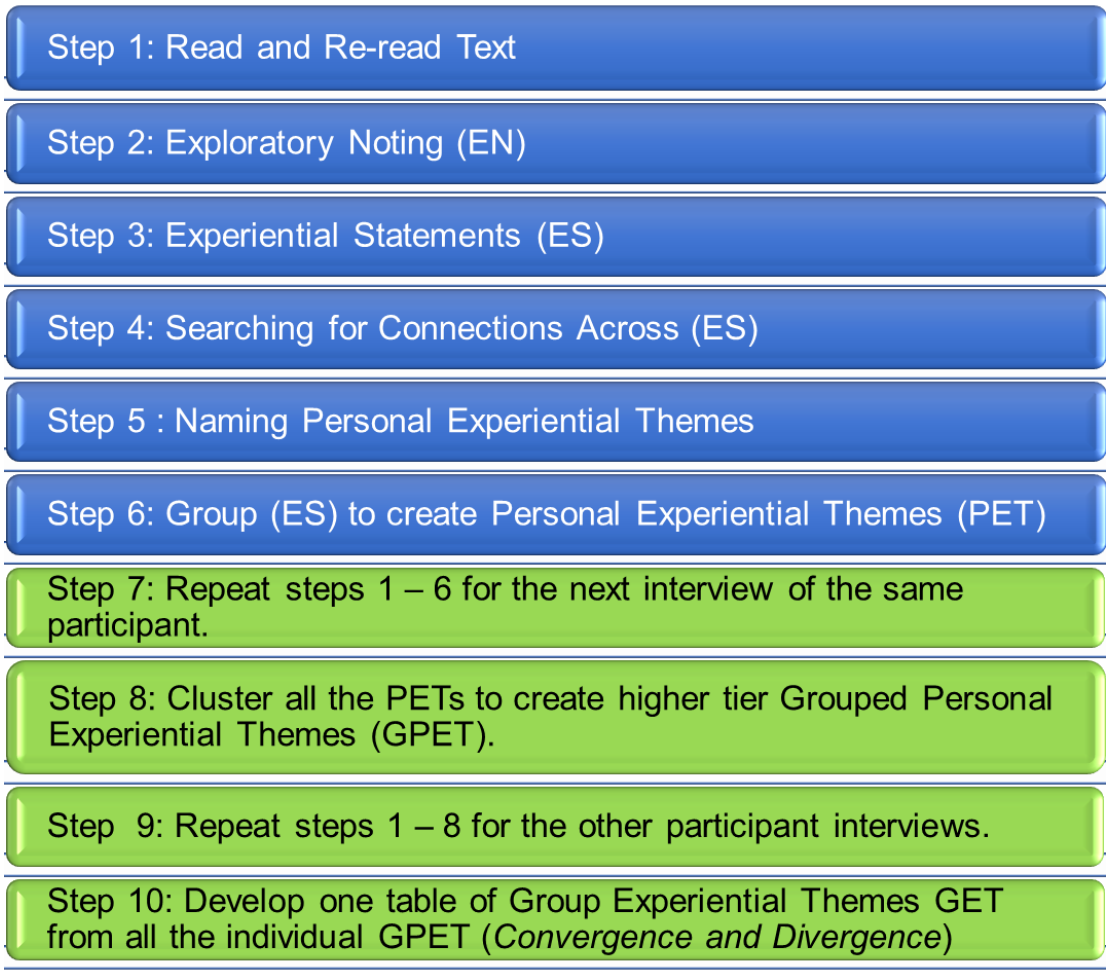

Figure 3.5 *Data Analysis Process for IPA (Created from the work of Smith et al., 2021)*

The first two steps involved reading and re-reading the text in full along with the recording of the training session transcript and read through the reflective notes accompany the transcripts. Following this, exploratory Noting (EN) was carried out after reading through the transcription (Smith, et, al, 2021, p.79). Using NVivo the transcript was uploaded to and make detailed notes. As outlined by Smith, et al., (2021) *'stay focused on what is important to the participant.'*(p.86). Once the exploratory notes were compiled in NVivo, it was exported in table form in word and saved. As outlined by Smith et al., (2021) next it is important to work with the EN when compiling the ES and asserts, *'rather than the transcripts itself' ES should relate 'directly with the participants experience'* (p.86) focused on discrete portions of data and involve, *'breaking up the narrative flow of the training session....to fragment the participants experiences through this re-organisation of the data.'* (p.87). Having the data in a tabular form, helped to organise the data and search key words or phrases in conjunction with

the original transcript. Once the ES were compiled, there was a return to the notes and transcripts, adding and removing statements, rearranging, and changing the notes. Presenting the data in this tabular form was more efficient than writing and re-writing words, and phrases on paper. You can re-engage as many times as possible with the transcript, creating a deeper cognition and contextualisation.

The ES were then grouped with similar *'connections'* to create PETs. These are given specific titles, representing the key point of the chosen statements (Smith et al., 2021, p.94). Once PET are compiled, they are presented in a Themed Table as employed by Smith, et al., (2021) the upper case bold represents the highest level of order, the PET; the lowercase bold represents the subthemes. The highlighted statements show the relative ES allowing to *'trace the analytic process'* (p.95) thus charting the inductive method. This is then repeated for the next training session transcript for that participant. As there are several training sessions for each participant, the steps 1-5 had to be completed for each training session for each participant. This again deepened the connection between the participant and highlighted any key themes that emerged across all their individual data. Once all the PET were compiled for that participant, it was grouped into PETs from each of the training sessions to form the highest final level of the analysis: Grouped Personal Experiential Themes (GPET). The rationale for this final level of analysis is to find common themes across all the training sessions for each participant. Steps 1-7 were repeated for the other participants, so each participant has one highest final level of analysis, GPET. Repeating the steps for the other participants in the exactly the same way ensures rigorousness of the analysis of each participant training session. Once all the GPET are created for each participant, the final stage was to create a Grouped Personal Experiential Themes across all the participants. For this stage, as outlined by Smith et al., (2021) starting at the highest level makes it easier to highlight the 'convergences and *'divergences...from the previous analytical stages'* (p.100). However, it was both beneficial and important to review the Subthemes and Experiential Statements again, moving back and forth between the emerging themes, which as determined by Smith et al., (2021) creates a 'creative' and 'dynamic process' at this stage (Ibid, p.100). The Personal Experiential Theme (PETs) that make up the GPETs for each participant all carried a code for example, PETs for training session for the first participant were coded A1, A2, A3, A4, and so forth. For the second participant's training sessions were coded, B1 B2, B3, B4, and so on. This was the same for all the participants. This

provided a direct link to each of the themes for each participant, that can be directly linked to the early Experiential Noting (EN).

3.4.2 Coding for Elements of Reflection

There is very little research about how to assess reflection, particularly from the perspective of assessing its processes or components evident within a journal or in this instance, reflective notes and transcripts, and how to evidence those reflections. As asserted by Plack et al., (2005).

> *'...without some mechanism of assessment, an instructor cannot determine whether students are truly competent in the skills necessary for reflective practice'.*
>
> (p.199)

Many studies have espoused various ways in which to qualitatively analyse data in IPA (Braun & Clark, 2006, 2021; Smith et al., 2021, Smith and Fieldsend., 2021), yet none of the studies have determined if students reflected at a *'superficial', 'descriptive'* or *'deeper analytical level'* (Plack et al., 2005, p.201). Some may argue that you cannot judge personal thoughts and feelings and reflections as they are personal independent concepts. However, as this study is based on reflection, there must be evidence to determine when reflection occurs and there is *'competency in the reflective process'* (Plack et al., 2005, p.201). Knowing the determiners of reflection provided further evidence of the reflective nature of the autistic individuals and thus reinforce the outcomes of the research in the study by supporting the overall arc of the research and the gap in research i.e., explore the self-reflections' of autistic individuals. As some studies have determined autistic individuals do have the ability to reflect with elements of insight (Brosnan, 2017; Deutsch, Gawronski, and Hofmann, 2017; Sherman, Gawronski, and Trope, 2014; Sloman, 2014) it is imperative that evidence of reflection is identified (Plack et al., 2005). The method selected to determine reflection was Plack et al., (2005) who utilised the work of major theorist to develop a 'Rating Checklist for Reflective Journals' (p.202). This was used in the research study - 'Checklist for elements of Reflection' (CFEOR).

Plack et al. (2005) can be applied to all aspects of reflection in written and oral form as it focuses on the position of the reflection i.e., in, on and for action, context and staging. It can

contextualise the reflections through the qualitative inductive process based upon interpretation. It is a culmination of the key characteristic as determined by the most prominent theorists on reflective practice: Schön, Killion & Todnem (time based reflection), Mezirow and Cranton (content of reflection), and Boud et al., on the (stages of reflection) (Plack et al., 2005) These are still used in contemporary studies today. The rationale for its use is that it may highlight types of reflective processes present and unique to the participants (Brosnan, 2017) and highlight a shared uniqueness between all participants. The reflective criteria within the study did show a high confidence level for use for educational purposes (Plack, et al., 2005, p.199), and having a framework for the reflection ensures that major themes are not missed which may not have been recognised or included if carried out without a reflective initial checklist. The Checklist was modified to use 8 keys elements of reflection (p.203). The Checklist focused on the time of the reflection, the content, and stage of the reflection (see Appendix 10).

It must be noted that the elements of reflection can be evident on their own, or as several reflections. Table 2.4 shows the checklist for the elements of reflection for the study. The Level II Unit of analysis was not used, as the key elements of reflection determined if reflection took places and to what degree.

Table 3.6 *The Checklist for Elements of Reflection, Plack et al., (2005, p.202)*

	Code		**Brief Description**
Level I ***Unit of Analysis: Words, Sentences, Paragraphs***		**Element of Reflection**	
Time sensitive reflections *(Schön, 1987; Killion & Todnem, 1991)*	R.I.A	Reflection in Action	Occurs while in the midst of an action: on-the-spot decisions.
	R.O.A	Reflection on action	Occurs after the action has been completed.
	R.F.A	Reflection for action	Occurs before being faced with the situations begins to plan for the future.
Content *(Mezirow,1991; Cranton,1994)*	CON	Content	Explores the experience from a number of perspectives.
	PROC	Process	Describes the strategies used or available.
	PREM	Premise	Recognises and explores own assumptions, values and beliefs and biases.
Stage *(Boud, et al., 1985)*	RETRN	Returns to experience	Describes the experiences
	ATTEND	Attends to Feelings	Acknowledges and begins to work with feelings
	RE-EVAL	Re-evaluates	Their situation vis-à-vis past experiences.
Level II ***Unit of Analysis: Interview Transcripts and Reflective notes***		**Level of Reflection**	
(Jarvis, et al., 1998 ; Mezirow,1991 ; Schön, 1987).	NR	Non-reflection	No evidence of reflection.
	R	Reflection	Evidence of reflection.
	CR	Critical Reflection	Evidence of Critical Reflection.

The Checklist of Reflections (Plack et al., 2005) was used to assess reflective practice and process (Plack et al., p. 201). This tool focuses on the position of reflection - in, on, and for action, context, and staging (see Table 3.6). However, it is important to note that the reflective process in this study did not include reflection-in-action (RIA), as the training sessions focused on reflecting on past experiences rather than immediate thoughts and ideas. Figure 3.5 outlines the process used to analyse elements of reflection from the training session transcripts and reflective logs, as described by Plack et al., (2005, p.203).

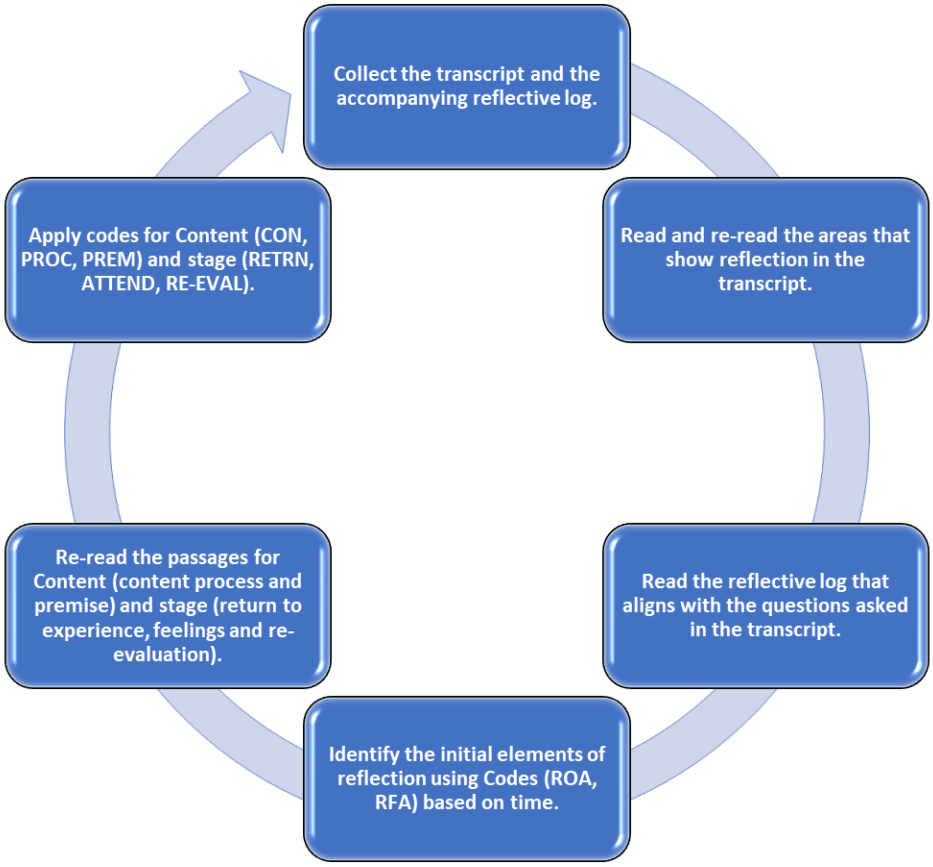

Figure 3.6 *Process for the Analysis of Elements of Reflection*

The process, similar to IPA, was labour-intensive and required a comprehension of the codes for reflective practice. The students were not required to follow all the components in a sequential manner, as this was dependent upon the level of depth in their reflection.

3.5 Quality of Research

Credibility claims research is trusted and believable, and the findings from the research are correct and accurate (Noble and Smith, 2015). However, challenges exist within qualitative research focused on the validity, reliability, credibility, and in turn the integrity (truthfulness and confidence) of the study (Coleman, 2022; Noble & Smith, 2015). This can be a contentious point within qualitative research, as in this study, where the credibility of personal accounts can be called into question, as there are no standards that defines credible personal accounts (Rolfe, 2006). There is also the consideration that within the framework of qualitative research, with one to one training sessions, there may be varying results dependent on time, place, and emotional state. For example, there may be different outcomes with a different participant, or the same participant after varying periods of time, or with a different researcher, the same participant with a different temperament i.e., angry, sad, withdrawn, happy, nonchalant which may lead to different answers. Other challenges in quality assurance is the validity of the methods used i.e., how accurately did they reflect the data, and reliability of that data, which refers to the consistency of results achieved using an appropriate analytical process and reproducible (Mays & Pope, 2020; Noble & Smith, 2015). Unfortunately, contention arises again as no 'one outcome' can be repeatedly achieved based upon both the ontological and epistemological stances within this qualitative research, which determines that many truths exists, therefore no one true outcome (Tenny et al., 2017) and therefore there is no corroborating nor negating an experience. However, a methodology like IPA would have the thoroughness of analysis that would accurately reflect the data and increase validity, ensuring the findings from the analysis are trustworthy, credible, and meaningful. The outcomes for each participant would vary, however if the individuals have common themes emerging, then their lived experience identifies their common experiences, but it does not 'validate' their experiences.

Triangulation is another method of validity for qualitative analysis (Carter et al., 2014; Fusch, Fusch and Ness, 2018). It can be used to *'test validity through the convergence of information from different sources'* and can also involve more than one researcher in the study (Carter et al., 2014, p.545). However, within this study, the training session transcripts and the reflective logs are completed in tandem at each of the training sessions, therefore there is only one source

of the information, and there is only one researcher within the study. Therefore, triangulation would not be a feasible way to test the validity of the findings. Still, gathering data from different methods in varying forms in and of itself negates comparison for qualitative research as each method and the way in which data is captured may show variability in the 'lived experience' of the individual at the time of collection, more so for the autistic individuals. For example, data collected in the form of a questionnaire may produce variability in answers depending on when the form is completed, where it is completed, how it is completed, and the mental, emotional, and physical wellbeing of the individual at that time. This would be different in a focus group, where the other members may influence the thoughts and ideas of the individual and may produce a 'false positive/false negative' experience. This again would be different if capturing data in the form of observations, as there may be influences on behaviour, for example external and/or internal and the perception of the observer may not be a true representation of the 'experience' in that moment of the observed. This variability in both the way data is captured, what is captured, and how their 'lived experience' is perceived at that time would not be consistent. As determined by Barbour, (2001) *'triangulation is difficult to perform properly: data collected using different methods come in different forms and defy direct comparison'* (p.1117).

In order to ensure the quality of the study, the strategies outlined by Lincoln and Guba (1985, as cited in Noble & Smith, 2014, pp.34 - 35) were adopted and based upon 1) truth value (recognise multiple realities exist: clearly and accurately present participants' perspectives), 2) consistency (trustworthiness of the methods used with clear and transparent decisions), 3) neutrality/confirmability (engagement with participants with the findings intrinsically linked to my own philosophical position, experiences and perspectives and biases (reflexivity), and 4) applicability (whether my findings can be applied to other contexts, settings or groups). This method of quality assurance based upon the lived experiences of the autistic students shared with the researcher, means their truths are both real and valid. More so, if the participants have several training sessions and they reflect on their experiences in the same structured way i.e., CIAF, then their experiences are valid in the context of the phenomena. Though stated by Noble (2015) *'there is no universally accepted criteria for the evaluation of qualitative research'* (p.35), within the methods outlined by Lincoln & Guba (1985) for the students in the

study, their truth is credible and reliable, while the process is valid. This gives this study both credibility and integrity.

3.6 Summary of the Methodology

The chapter outlined the interpretivist paradigm that guided the study. This paradigm views reality as the perceptions and knowledge of individuals (Thanh & Thanh, 2015). The ontological perspective is based on the idea of multiple truths and realities (Dubé, 2023; Burhanuddin et al., 2021), positing that changes in cognition can alter behaviour which is A constructive ontology perspective. The epistemological stance calls for qualitative research to gather data on the lived experiences of participants, requiring interpretation rather than quantification (Blaxter, Hughes & Tight, 2010; Collis & Hussey, 2014). The theoretical framework was inductive, identifying patterns and themes from the findings. Ethical considerations were discussed, including the involvement of participants in the co-production of data collection. The methodology outlined the rationale for the training sessions as opposed to interviews, which are not designed to learn and practise new skills and promote personal development (Modern Meeting Standard, 2024). Data collection involved training sessions and reflective logs to develop self-reflective skills. The timeline, data collection process, was for and transcript coding were detailed, outlining the adapted IPA process that accounted for multiple training sessions per participant and how themes would be consolidated into higher tier 'Grouped Personal Experiential Themes' (GPET) prior to identifying common themes across all participants. A small pilot study was carried out and it was found that the pilot study supports the feasibility of the data collection process. The validity and credibility of the qualitative study were discussed, referencing strategies outlined by Lincoln and Guba (1985, as cited in Noble & Smith, 2014) to demonstrate the trustworthiness of the findings and quality of the research.

Chapter four presents the results of the IPA analysis of the training session transcripts and reflective logs.

Chapter 4: Findings

4.1 Introduction

The aim of the study is to help support autistic students develop their skills in self-reflective practice to reflect on their behaviour in the classroom environment. The purpose is to help students manage disruptive behaviour that may lead to exclusion or suspension. In chapter two, the literature review provided context and introduced the complexity of the condition in the school setting. It detailed disruptive behaviour, external and internal influences on behaviour, self-reflective practice, and aids to support the reflective process. Chapter 3 outlined the research methodology. It described the research paradigm, ontological perspective focused on multiple realities and truths, and the qualitative, inductive approach. The chapter also detailed the methods used for data capture, including participant transcripts and reflective logs, the timeline of data collection, and the analysis using Interpretative Phenomenological Analysis and a Checklist of Reflection. Additionally, it addressed how the quality of the research was maintained. This chapter presents the findings from the analysis of the training session transcripts and reflective logs. Themes were consolidated across all participants, and examples of the themes with excerpts from the training sessions and an analysis of a reflective log have been provided. All ethical considerations, such as name changes (see section 3.3.1), have been adhered to.

To illustrate the results derived from the analysis, each participant's section has the same format of presentation. This includes a table displaying their PET and an excerpt of their GPET, followed by a selected excerpt from the training session transcripts and reflective log. The rationale for choosing the specific excerpts from the transcript the findings, was based on the part of the training sessions that showed significant reflection, as well as demonstrating their own thoughts and ideas about their experiences of their behaviour. Each participant section includes a final table summarising the 'Identified Behaviour' as a culmination of all their reflective logs, along with their corresponding behaviours during the school term. The PET themes that emerged from the analysis of each interview were crafted from the clustering of experiential statements, derived from the exploratory notes from the initial read through of the

transcript. These themes were further clustered together to create a top-tier set of themes that emerged from all the interviews from that particular participant (see section 3.4.1). This was carried out for each participant in the study. A table of the common themes, which was the identification of GPET across all the participants, can be found in section 4.7.

4.2 Admiral Addy (aged 11)

From the Exploratory Noting (EN) we gathered the themes to produce Experiential Statements (ES). Personal Experiential Themes (PET) from each training session emerged (see Appendix 11). Table 4.1 shows the list of the PETs. These were consolidated to form common Grouped Personal Experiential Themes (GPET) to find common themes across all of Addy's training sessions of which four GPETs emerged: 1) Challenges with friendships, 2) Challenges with teachers, 3) Positive behavioural outcomes, and 4) Awareness of negative behaviour. Table 4.2 shows and excerpt of all the four GETs. The full table can be found in Appendix 12.

Table 4.1 *Table of Four Personal Experiential Themes (PET) for Addy*

Training Sessions	Personal Experiential Themes (PET)
Training Session 1	1A - ACKNOWLEDGEMENT OF EMOTIONS IN CONTEXT
	1B - ACKNOWLEDGEMENT OF TRUTH IN REALITY
	1C - REFLECTIONS ON HISTORICAL AND CONTEMPORARY CONSEQUENCES
	1D - TENUOUS RELATIONSHIP OF FRIENDSHIPS
	1E - THE LIMITS OF CONSEQUENCES UPON BEHAVIOUR
Training Session 2	2A - CONDITIONS CONDUCIVE TO TALKING
	2B - IMPACT OF FRIENDSHIPS ON BEHAVIOUR
	2C - INFLUENCE ON HISTORICAL INTERACTION WITH TEACHERS
	2D - PERCEPTION OF CURRENT BEHAVIOUR
Training Session 3	3A - ACKNOWLEDGEMENT OF DISTRUPTION TO LESSONS
	3B - IMPLEMENTATION OF BEHAVIOURAL STRATEGIES
	3C - UNPREDICTABILITY OF TEACHERS
Training Session 4	4A - AWARE OF THE RELEVANCE OF THE BEHAVIOUR SYSTEM
	4B - BENEFIFICAL ASPECTS OF THE SESSIONS
	4C - OBSTACLES TO REFLECTION

Table 4.2 *Excerpt from Addy's Grouped Personal Experiential Themes (GPET)*

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	CHALLENGES WITH FRIENDSHIPS	1	1D - TENUOUS RELATIONSHIP OF FRIENDSHIPS	1	Influence of Friends.
				2	Treated Differently.
		2	2B - IMPACT OF FRIENDSHIPS ON BEHAVIOUR	1	Friends can be a distraction in lesson.
				2	Lack of trust with friends.
B	CHALLENGES WITH TEACHERS	1	2C - INFLUENCE ON HISTORICAL INTERACTION WITH TEACHERS	1	Influence of limited Social Awareness.
				2	Recognises that teachers are influenced by his behaviour.
		2	3C - UNPREDICTABILITY OF TEACHERS	1	Misgivings about teachers' actions and intention.
C	POSITIVE BEHAVIOURAL OUTCOMES	1	2D - PERCEPTION OF CURRENT BEHAVIOUR	1	Reflection on behaviour in comparison to other incidences of similar events.

The following quotes are taken directly from the Training Session transcripts which Addy shared to reflect the main GPETs. Addy demonstrates self-awareness (Goleman, 1995, 1998, 2006; Salovey et al., 2002) and elements of reflection (Plack et al., 2005).

1) Challenges with friendships

> *Addy: Yes, I did know what to expect.*
> *Me: So, you did know what to expect. When you did it [cause a disruption during lunch time]?*
> *Addy: Because, Abel, he's done it loads a time.*
> *Me: At school?*
> *Addy: Yes, a little. Yes sometimes.*
> *Me: But they didn't have an audience.*
> *Addy: Yes, they did!*

Me: And no one knew?
Addy: No. Yes, a teacher was outside, but no one told.
Me: But when you did it, somebody told.
Addy: Yes...I don't know. Maybe, cause like. There was people like near it and saw it, so maybe that --it was who told me to do it. Like, Martin, Arnold, and Jonathan.
Me: And they were around you?
Addy: Yes.
Me: And they were kind of encouraging you?
Addy: Yes.

Here, Addy is reflecting on an event where he was caught doing something he received a detention for, and he was only found out because one of his friends told on him, and there is confusion about why they told on him. He is demonstrating [ROA] by reflecting on his action and the outcome, [PREM] someone has already done it before; therefore I should be able to do it, [RETRN] he returns to the experience of feeling being caught and how he was caught, [ATTEND] acknowledges his feeling of being upset that his own friends told on him; where felt he wasn't going to get into trouble as no one told when his friend did it, but they told when he did. He admits to doing the act by the request of other students in this friend group, *'who told me to do it*'. He is upset they told him to do it and then told on him for doing it.

Me: You were really, frustrated and I saw you got up. Then Miss said, sit in front of her and you came back.
Addy: [Pause].
Me: What made you come back?
Addy: It's just...I don't like my table, who always talk. Just Kimberly and AJ talk.
Me: Okay. It is a challenge, and like you said, you did ask to move, so, definitely. Who do you think is the biggest distraction?
Addy: AJ and Kimberley.
Me: They're the biggest distraction?
Addy: Yes.

Here Addy is demonstrating [ROA] getting up because he wanted to move from his talkative table showing a rationale for his move and what he wanted to achieve i.e., less distraction, [RETRN] he describes the experience of a table that *'always talk'*, [PRO] used the strategy of *'getting'* up to leave as a way to move away from the distraction. [CON] *'I don't like my table'*, he is describing his experience driving the event, [ATTEND] he is reflecting on his feelings of dislike for his table because they 'talk', [PREM] assumed if he leaves it would make the

situation better. The critical aspect of his reflection was assuming leaving would alter the current situation and produce a different result. He stated he does not like his table, but he did not indicate that he did not like his friends. This shows how the external environment affects his actions.

2) Challenges with teachers

Addy: Shakes head no. Just...I don't know.
Me: Do you think they are not going to listen?
Addy: Yes.
Me: Have you given them a chance?
Addy: Yes.
Me: Have you asked, can I move because I don't like it?
Addy: Yeah, I have tried, it's just...they say no.
Me: Do you ask them during break time or lunch time?
Addy: No.
Me: So, during the lesson time?
Addy: Yes.
Me: Do you say this [shouts] 'can I move miss!'
Addy: [laughs] No. I say, 'miss can I move please.'
Me: Which classes do you think are the most talkative.
Addy: English and maths.

Addy demonstrates [ROA] and reflects on his interaction with his teachers and wanting to move but not believing from past experience this would be possible so the outcome is not asking and not being moved, [PROC] the strategy to move when he does not like the seating and engaging with the teacher to change it, [PREM] Addy stated that even if I ask, they may not move me, [RETRN] return to experience of asking before '*I have tried, it's just...they say no*'. His reflection is based on his willingness not to ask to move again, as from past experience they would not move him and simply say no.

3) Positive behavioural outcomes

Me: in P.E. So what colour would you say you were?
Addy: Green.
Me: So, you are green [ticks green box] So, why are you green?
Addy: Because I haven't got any demerits. And I think I've had a good warning, but that's not [demerits].
Me: Okay. Do you remember what the warnings were for?

Addy: Talking.
Me: What do you think Ms [English teacher] would say, if I asked how was Admiral doing this week?
Addy: I don't know. Maybe...I did get some warnings, in English. I think it was one warning. I think two.
Me: Was that talking?
Addy: Yes.
ME: Now, was it because you were engaging in a full blown conversation?
Addy: Yes.
Me: Okay, so you've had a good week, because you didn't get any [demerits].
Addy: I feel that my overall behaviour is okay [answering the question on the reflective sheet].
Me: Why do you say it's okay?
Addy: Because I always talk.
Me: Do you think you can help when you talk, or do you think I can't...
Addy: I can't help it and disturbing [continues to write].
Me: So why was it different [behaviour]?
Addy: Because I got a [Double Demerit] last week, cause of what happened [disruption at lunch time].

Addy demonstrates [R.O.A] and thinks about the events of the past week to apply the appropriate colour or the Zone of Regulation as 'Green' due to the outcome of the week, [RETRN] returns the experience that signify Green and attributes that to demerits stating, '*I haven't got any demerits'.*, [ATTEND] *'No Demerits'* and attributes this to the feeling of being *'green'*., [R.O.A] – Used the word '*always talk'* past tense, with the knowledge he has a pattern of behaviour, [PREM] the consequence of him talking means he gets a warning, [RETRN] returns to the English lesson and thinks about what his teacher would say, he doesn't put himself in their shoes, but does recall that he did get a warning or two, [ROA] Addy states that he can't help that and disturbing [others] reflecting on his behaviour and the lack of control from *'I can't help it'*, [RETRN] returns to the experience of *'disturbing'* [others] and therefore has chosen a word to demonstrate the impact of his behaviour [ROA] able to identify his behaviour last week was different because he received a *'double demerit'* indicating an increased awareness of the consequences of his actions.

4) Awareness of Impact of negative behaviour.

> *Me: You just said to me you felt yellow, kind of like [pointed to the Zones of Regulation colours of emotions on the wall] frustrated, worried, excited, loss of control. So, you've got yellow as your colour?*
> *Addy: I lost control.*
> *Me: Yes? [Writing it down]*
> *Addy: And then, I got a little bit worried cause, I might get an exclusion.*
> *[Pause]*
> *Me: Was that your biggest worry?*
> *Addy: [Pause].*
> *Me: When you say exclusion, what does that mean to you?*
> *Addy: Like, you have to stay in at home. And do school homework, on like your laptop, at home. iPad.*
> *Me: How long is exclusion. Do you know?*
> *Addy: If you've only done it once, it's one day. If you done it a second time, it's three days. And-- the third time it's a week, then two weeks and then a month. And a few months and then a year.*
> *Me: How many days did you think you were going to get?*
> *Addy: Three.*

Here, Addy demonstrates [ROA] where he is aware that he was not in control of the situation and equates that to an outcome of being excluded from school, [PREM] he would now be excluded for his behaviour so is aware that his actions was significant enough to be removed from school and he would get *'three'* days of exclusion, [ATTEND] Addy expresses his feelings of being *'worried'* about the consequences of his actions and [RE-EVAL] re- his situation from his knowledge of exclusion, and how it applies to him, and [Critical Reflection] Addy is not fully aware of the procedure for exclusion but is able to explain the procedure for exclusion based upon his understanding and believe what he did was enough to merit consideration for exclusion.

> *'I don't know. I probably would. If I was, like, if no one was there, and no one is there to tell me off, I probably would do it again. Maybe. I'd say, if there was a teacher out there. I'd probably say-let's do it...'*

Here Addy is showing [RFA] where he is able to think about his behaviour in the future, referring to a question of engaging in the same behaviour again, [PREM] if there were people around or not, he would do it again, and was able to contextualise his answer by recognising his own behaviour and his inhibitions.

The findings from the reflective logs to aid reflection in the semi-structured Training Sessions found that Addy was able to focus on the key events of the Training Session, but also future reflections [RFA] this can be found in the reflective log for training session 2 (see Table 4.3).

Table 4.3 *Reflective Log for Addy's Training Session 2*

Overall, my week at school is **this colour**:	
Green	[R.O.A] - Thinks about the events of the past week to apply the appropriate colour or the Zone of Regulation. [RETRN] Returns the experience that signify Green.
	[ATTEND] – feelings that influenced his decision to give himself a green for the week. But also, appropriate how he feels about the reasons by allocating the green to these events.
Write down **three reasons** that made you feel like this:	
1. **No [Demerits]**	[ATTEND] – Significant for Addy as this experience of having 'No Demerits and attributes this to the feeling of being 'green'.
	[RETRN] - No card means that his behaviour for that week was appropriate for school, and he has recognised this as a positive feeling, reflective of one of the three reasons why he *'feels'* like that.
2. **Merits**	[R.O.A]- His actions have been positive enough to warrant merits for his week.
	[RETRN] - Reinforced tangible evidence for his positive behaviour this week and merits is a concrete result].
3. **Homework**	[CON] – No homework means that it's a positive week and constitutes being added to the list of making this a green week.

	[RETRN] – Makes him feel happy that he doesn't have any homework, acknowledges that this is a 'good feeling'.
I feel that my classroom behaviour this week was? **Not really good, because kept on getting warnings for talking or messing round.**	[R.O.A] – Used the word *'kept'* past tense, with the knowledge that the behaviour of talking and messing around.
	[RETRN] – Returns to the knowing that the feelings are *'not really good.'*.
	[CON] – Understands that the consequence of him talking and messing around means he gets a warning. This is a form of unwanted attention as it doesn't produce the same outcome as 'positive attention' that he enjoys.
Share **two reasons** why you think that your classroom behaviour this week was like you describe above	
1.**Attention from the Class**	[PREM] – Recognises his own need for attention from the students at school.
	[ATTEND] – Acknowledges his feelings of 'knowing he needs the attention'.
	[R.O.A] – Reflect on the action of talking and messing around talking.
2. **Laughing with me (positive attention)**	[RETRN] – Returns to the experience of others 'joining' in with him in his action.
	[CON] – Looking at the reason why he enjoys getting the students attention. Giving a deeper understanding that laughing with him means that there is another way to get attention and that is causing the class to pay him attention.
	[R.O.A] – Action of 'laughing' is verb and he returns to that specific action of laughing as a positive experience. He did not say others around him 'talked and messed around with him' in this context.
Was your classroom behaviour different this week? **Yes**	[Surmised that behaviour was different than last week]
Share why you gave that answer **Because I am trying not to talk when the teacher is talking.**	[R.O.A] – Thinking about a time when he is trying not to talk when the teacher is talking.
	[PROC] – Describing the strategy he is trying to use to change the outcome of 'not talking'

	[R.F.A] – Anticipates that he may talk in the future, but he is trying to incorporate a strategy of not talking when the teacher is talking, and this is a premise for the future when teachers are talking.
Do you think that you will show the same classroom behaviour next week? **NO**	[R.F.A] – Deduced that he would not show the same behaviour as he did this week for based on assumptions about this week.
Share why you gave that answer **Because next week we are doing lots of activities what I will enjoy.**	[R.F.A] – The words 'lots of activities' are linked with enjoyment and presumes his behaviour will be different. With the context of 'I will' which is future tense. What he 'expects' to happen next week.
Do you think that writing down these ideas will help you with classroom behaviour next week? **Not sure**	[R.F.A] – Thinking about if this will impact his behaviour and now, he is not sure if it will.
Share why you gave that answer **Because it might not make a difference.**	[R.F.A] – Used the word 'might' which is a future tense as it is undecided if there will be any difference to his behaviour and the reflections and thinking about his behaviour will make any difference.

The findings from Addy's training sessions showed clear reflections on events and his growing self-awareness of his behaviour. Initially Addy was reluctant to talk about his experiences and return to the events. In training session 1, Addy stated *'...because I know what I did was wrong, I shouldn't've done it. And, yes, move on.'* His behaviour was not addressed. However, as we moved on through the training sessions, he was able to reflect more on his behaviour (see Table, 4.3, Training session 2), and in the final training session, Addy expressed his understanding of why we did the sessions, and how he felt it helped with his behaviour showing his awareness of self and his behaviour (Goleman, 1998, 2006).

Me: Do you remember what the study was about?
Addy: About helping me with my behaviour.
Me: Was that hard for you?

Addy: A little bit, because I had to think about what happened and sometimes, I kind of forgot and then you remind me, and then I remember.
Me: So was it helpful, kind of, or not helpful?
Addy: Think... both. It was good because I was thinking about what I did. But not good, because we talked about it.
Me: Do you think this study was helpful to you? Tell me why.
Addy: Yes, because we can talk about how to stop talking and being better at being less angry and being better in lessons.
Me: Do you think it helped you in managing your behaviour in lessons?
Addy: Sometimes.
Me: Can you remember when or how?
Addy: Just...just thinking about not getting a demerit for talking or messing around.

However, there is no clear indication that his behaviour changed as indicated from this reflective logs, which showed his behaviour from the start to the final session (see Table.4.4).

Table 4.4 *Table of Addy's Identified Behaviour from Reflective Logs*

Reflective Log	Colour	Received Demerits for behaviour	Identified Behaviour
1	Yellow	Yes	*'Talking and Disturbing lessons'* *'... because I kept on talking'*
2	Green	No	*'Attention from the Class.'* *'Laughing with me (positive attention).'* *'Not really good, because kept on getting warnings for talking or messing round.'*
3	Yellow	Yes	*'It was okay, it wasn't great. I was talking in lessons and might get a demerit.'* *'Getting involved in the group chat that was a distraction in some of the lessons.'*

The findings also so how the internal and external environment affect his behaviour, with is friendships and relationships with teachers impacting his actions.

4.3 Brimstone 'Brimmy' (aged 11)

Table 4.5 shows the list of PETs (see Appendix 13 for full list) consolidated to form common Grouped Personal Experiential Themes (GPET) to find common themes across all of Brimmy's training sessions where an excerpt can be found in Table 4.6, with the full table found in Appendix 14.

Table 4.5 *Table of Seven Personal Experiential Themes (PET) for Brimmy*

Training Sessions	Personal Experiential Themes (PET)
Training Session 1	1A - BEHAVIOUR IS MANAGED AND ENFORCED BY TEACHERS
	1B - EMOTIONS ARE INFLUENCED BY BEHAVIOUR
Training Session 2	2A - CAUSE OF BEHAVIOUR
	2B - EMOTIONS ASSOCIATED WITH BEHAVIOUR
	2C - EXTERNAL INFLUENCES ON HIS BEHAVIOUR
	2D - IMPACT ON WORK
	2E - INFLUENCE ON OTHER'S BEHAVIOUR
	2F - MANAGING HIS BEHAVIOUR
Training Session 3	3A - ACKNOWLEDGE ERRORS IN BEHAVIOUR
	3B - ACKNOWLEDGEMENT OF PROGRESS MADE
	3C - AWARENESS OF THE IMPACT ON OTHERS
	3D - INFLUENCE OF TEACHERS ON BEHAVIOUR
Training Session 4	4A - ACKNOWLEDGE THE CHANGE IN BEHAVIOUR
	4B - AWARENESS OF NEGATIVE BEHAVIOUR BY OTHERS
	4C - AWARENESS OF OWN BEHAVIOUR
	4D - CHANGE IN ENVIRONMENT INITIALLY MEANS CHANGE IN BEHAVIOUR
Training Session 5	5A - DIFFERENCE IN BEHAVIOUR THIS WEEK
Training Session 6	6A - EMOTIONS ARE UNREGULATED
Training Session 7	7A - ABLE TO TALK FREELY ABOUT THINGS
	7B - DIFFERENT TO OTHER METHODS
	7C - EXPOSED REASONS FOR PERVASIVE DISRUPTIVE BEHAVIOUR

Table 4.6 *Excerpt from Brimmy's Grouped Personal Experiential Themes (GPET)*

Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
ACKNOWLEDGEMENT OF BEHAVIOUR	1	3A - ACKNOWLEDGE ERRORS IN BEHAVIOUR	1	Do have slip-ups in lesson.
	2	4A - ACKNOWLEDGE THE CHANGE IN BEHAVIOUR	1	Being more silly in lessons.
			2	increasing negative behaviour this week.
	3	4B - AWARENESS OF NEGATIVE BEHAVIOUR BY OTHERS	1	Even teachers are surprised about my behaviour.
			2	More Demerits this week.
	4	4C - AWARENESS OF OWN BEHAVIOUR	1	Can't control what is happening to me at times.
			2	Has feelings associated with his behaviour.
			3	Learning from own behaviour.
			4	Understand own negative behaviour.
			5	Understand the need to improve

The main GPETs were 1) Acknowledgement of behaviour, 2) Acknowledgement of progress, 3) Impact of behaviour of teachers, 4) Influence of behaviour on the outcomes, 5) Influence of emotions, 6) Influence on behaviour, 7) Impact of training sessions. The following quotes are taken directly from the Training Session transcripts which Brimmy shared to reflect the main GPETs. Brimmy demonstrates self-awareness by reflecting on his behaviour (Goleman, 1995, 1998, 2006; Salovey et al., 2002) and elements of reflection (Plack et al., 2005).

1) Acknowledgement of behaviour

Me: So how has your day been so far?
Brimmy: Good.
Me: What do you mean by good?
Brimmy: I didn't get any demerits, and I got two merits this week.
Me: Wow! That's great, how do you feel about that, I mean not getting a demerits?
Brimmy: Good because I won't have to do detention.
Me: That's really good, why don't you like doing detention?
Brimmy: Because you lose break and lunch, and you don't get much time to eat, and you have to just sit in a classroom and listen to the teacher talk about how bad you are, and all that.
Me: So, the teacher tells you you're bad?
Brimmy: No, I mean they tell you about how you distract the class and all that, and all that how disrupting the lesson is not good, and it stops everyone from learning.
Me: How does that make you feel? When the teacher says things like that?
Brimmy: A little bit bad. Because they say I can't go out and play football.
Me: So, you like football?
Brimmy: Yes, it's okay, I'm pretty good at it.
Me: Maybe I could give you a game, I'm pretty good too.
Brimmy: [laughs]
Me: Do you think that it's a little distracting for the teacher when you talk?
Brimmy: Yeah, probably, because she's trying to teach, and I'm talking.
Me: Did your teacher give you any warnings before the [Demerits]?
Brimmy: Yeah.
Me: Do you think the warnings helped?
Brimmy: Not really, because I just forget and then, I get in trouble when I talk again, I just have to say something and then I talk.

Here, Brimmy is able to identify that his week was good because he didn't get any demerits so he would not have a detention. Brimmy demonstrates [ROA] on a time when his actions [did not disclose what] led him to experiencing detention, teachers talking about *'how bad you are'*, [ATTEND] acknowledges that the feels '*A little bit bad*' for the detention, however it was not in response to the impact to the teacher, but to himself. He was empathising with himself, [CONT] Here Brimmy is able to share his awareness of his teachers reactions in response to

his behaviour understanding that his *'talking'* is a distraction to her teaching and able to see the situation from their perspective, [PREM] Brimmy is able to show self-awareness of his behaviour and understands that warning do not help, and he will talk again, while highlighting the impact of the external environment.

> *'Brimmy': 'Not as many slip-ups as last time.'*
> *INT: Now what do you mean by 'Slip-ups'?*
> *'Brimmy': when I start making poor choices.*

Brimmy is cognisant of the fact that he can and does make poor choices and is demonstrating [ROA] by using the word *'as last time'* identifying the outcomes of his past behaviours while also demonstrating [RETRN] where he returns to the action of *'slip-ups'*. Brimmy is also able to show [Re-Eval] of past situations and his poor choices.

> *'If the class is lively and there's like some whispers and some murmurs and people are talking that's when I get start to talk to my friends but, when it's quiet that's when I'm quiet. It's like with the class I'm basically; I fall down with the class. If the class is calm, I'm literally going to be silent but if the class is lively then I'm going to be talking. I have like, mixed behaviours, depending on what the class is doing. But it's just like when the class is chatting, I'm chatting, and I tend to get louder than everyone else. That's why I end up getting demerits....Like with my [friends] in class. If [they] are having a laugh, I would end up joining it. And a lot of my demerits are for laughing. ...I laugh so much. I have a problem with laughing. Kind of a bit of a problem.'*

Brimmy is able to demonstrate [ROA] reflecting on his action of talking to his friends when the class is noisy, as well as 'getting louder' than everyone else identifying the outcomes of a 'lively' class on his behaviour. [RETRN] to the experience of 'falling' with the class, [PREM] he is exploring the belief that he has mixed behaviours. Brimmy is also showing [ATTEND] reflecting of his feeling of being calm with the class and returns [RETRN] to those periods of receiving a demerit. He is also able to [RE-EVAL] the situation and is aware of the influence of the classroom environment has on his behaviour and the problem he has.

> *Brimmy: Can I see a couple of my, like the reasons why I got demerit. Mainly for English and a few of them maybe like—*

Me: Let's have a look at this one, 'calling out and laughing' –
Brimmy: Exact same thing.
Me: Let's have a look at December, 'noisy and disruptive' Let's see one in November.
Brimmy: Could I see one in a different lesson?
Me: Yes. Of course music and science. [read talking and disrupting lessons]
Brimmy: It's always the same pattern.

Brimmy was able to reflect on his behaviour and determined a 'pattern' of behaviour lead to the same outcome of demerits which demonstrates [ROA].

2) Acknowledgement of progress

Brimmy: It was kind of mixed in English. There would be one lesson where I'd get a demerit and then the next lesson I would get, a Merit.
Me: I don't think it's anything to do with your ability. Quite a few from French as well. What does it mean?
'Brimmy': When you get a question right. Well if someone needed help with a question and then [Sir] will [ask] who can help with the question? And someone helped, they'd probably get like, get one for that. Especially if you get a [gold star] in [your book]. And if you get a certain amount, you get a Merit. I've got hundreds.'

Brimmy demonstrates [RETRN] to the experience of alternative merits and [ROA] of the frequency of his demerits for English identifying his belief of his behaviour [PREM] for each lesson in the notion that is fluctuates each lesson, while [ROA]. Where Brimmy is able to show indirectly that he has been helping with questions in French, and he is able to process that information [PROC] identifying how he achieved *'hundreds'* gold stars.

3) Impact of the behaviour management of teachers

'So I was whispering to my friend and then the teacher was like, stop talking. I think if I was really quietly whispering to my friend and then no one, literally no one noticed. Then I think the teacher should keep on talking to the class, because if I'm not disrupting anyone. Then she doesn't have to actually disrupt by telling me to stop talking when it's not really changing anything...Or maybe. like the whole class was working and they

> *were whispering, and I was whispering to my friend, and I got a little loud. Then the teacher should maybe just look at me for a few seconds. Like just look at me for a few seconds. Not disrupt everyone and [say] stop talking...Give me the silent treatment. I think it would work better.'*

Brimmy is demonstrating [ROA] by reflecting on his actions and experience he is able to identify an outcome that would manage his behaviour, [PREM] belief that if he is talking quietly enough, the teacher should get on with the lesson or 'silent treatment', [RETRNS] Brimmy returns to the experience of disrupting the lesson and how he felt about being reprimanded, [PROC] Brimmy is able to describe the strategies he believes should be used in managing his behaviour when he is disrupting the lesson. Brimmy is able to analyse the situation clearly critically from the perspective of the class as a whole and explain his view of what constitutes *'disruption'* to the lesson and believes that the teacher is disrupting the lesson by telling everyone to *'stop talking'*.

> *'Yes, I prefer a time out than a demerit because for me the demerits they don't really change anything because they don't change me. If I got a demerit, it wouldn't change my excitable-ness.'*

Here, Brimmy demonstrates [PREM] where he is able reflect on his past behaviour and the ineffectiveness of demerits, [RE-EVAL] his inability to change his 'excitableness'., [RETRN] here he is able to return to his preference for time outs as a more effective than demerits. Brimmy is able to analyse his situation from the understanding of his behaviour, where he is able to identify that demerits don't change him showing his self-awareness of his behaviour and the context of his behaviour.

4) Influence of behaviour on the outcomes

> *'Yes. It's like my mum will be like, demerits today. And then maybe, in English I'd be talking to, I don't know, maybe like with others behind me, I'd be talking to them. And maybe I'd get a demerits for that, and I'd be, why did I say that, why did I talk. My mum's not going be very happy, you know.'*

Brimmy is able to reflect on his past behaviour [ROA] about talking and then receiving a demerit for that behaviour, here he is able to [RE-EVAL] and re-appraises the situation from the perspective of his own motives for talking stating *'why did I say that, why did I talk'*, and the outcome that would ultimately result in a response from his mum. Here Brimmy is able to self-reflect on his actions in context of his mum being unhappy with the demerit, yet, questioning why he still talks when he knows the outcome. Brimmy demonstrates self-awareness of his actions and an understanding of how his behaviour affects others, showing emotional and social intelligence by recognising that his mother is disappointed in him.

> *'A few months ago there was an incident with a teacher. There was one lesson where I was talking a bit and she like started and she called me [a horrible name]. And said anyone who disrupts the lesson, I will refer to them as [a horrible word]. I asked her a question about the work, and she said I don't know anything.'*
> *Me: Did she just say it to you?*
> *Brimmy: Yes, it was just to me in front of the whole class.*
> *Me: How did that make you feel?*
> *Brimmy: I don't really know. I don't really remember because it was months ago.*

Brimmy discussed how his behaviour was influencing his parents thoughts about moving him to another school and his experience with his class teacher. Here Brimmy demonstrates [ROA] and reflects on talking in class and the outcome of being told off in front of the class, [RETRN] Brimmy returns to the experience of being called a horrible word in front his whole class but unable to identify the feeling associated with the event.

> *Brimmy: I think I've improved because I didn't get any demerits this week and I actually got three merits in history and English.*
> *Me: Wow! That is great, three merits.*
> *Brimmy: [smiles]*
> *Me: How does that make you feel?*
> *Brimmy: Good because I always get shouted at in those lessons.*
> *Me: Your teachers shout at you?*
> *Brimmy: Sometimes because I'm always talking and messing around being silly.*

Brimmy demonstrates [ROA] where he reflects on his week and believes he has improved, while identifying that he does till talk and mess around in the lesson. The premise [PREM] is based

upon his lack of demerits for the week., and [ATTEND] he is able to describe his feeling of *'good'* because he normally does not have a good track record in those lessons. Brimmy is able to describe feeling 'good' because he normally does not have a good track record in those lessons, demonstrating his awareness of how his teachers respond to his inappropriate behaviour.

5) Influence of emotions

> *'I enjoyed playing bingo, I shout a lot, so I'm yellow for that... and I was playing football, and I got hyper and then got in trouble for that in the lesson and I was green when I did my forty mark question in in maths because I did good in that.'*

When reflecting on the colour of the week, Brimmy was able to clearly identify the events that gave rise to those various colours depending on his behaviour [ROA]. He was also able to [ATTEND] by identifying the feelings of being *'hyper'* and *'shout a lot'* during the week as key feelings. Brimmy demonstrated self-awareness by identifying the specific events and feelings that influenced his behaviour. He could clearly pinpoint his feelings, showing an understanding of how his internal state influenced his behaviour.

6) Influence on behaviour

> *'...sometimes. It's just sometimes I feel it when I'm about to get excited. But sometimes as well, I just kind of zone out when I am talking. And I don't feel, and I don't realise that I'm going to be excitable.'*

Brimmy demonstrates [ROA] his ability to get excited and not being present in the moment when he zones outs, [ATTEND] acknowledges his feelings of excitability but is aware that he is not able to consciously manage his behaviour, [RETRN] able to describe his experience of zoning out when talking and not able to anticipate or 'feel' when he is about to become excitable. It is here again that Brimmy is able to show self-awareness of his physical and emotional state during these times.

> *'... because some of it is, I think it's seventy percent of is just the talking and getting caught out talking, but the thirty percent of*

is sometimes I have trouble focusing , so I just need something to help me with that.'

Here Brimmy, identifies that his lack of focus has an influence on his behaviour and reflects on his behaviour do determine that estimation [ROA] he is able to quantifies his behaviour as a percentage of to better understand it and providing a basis for the outcomes, [CON] here Brimmy views his behaviour through the lens of 'getting caught' and 'trouble focusing,' drawing attention to his need for help to improve his ability to concentrate providing a premise for his behaviour by addressing his own assumptions of his actions [PREM]. Brimmy is viewing his behaviour from the perspective of *'getting caught'* and *'trouble focusing'* as the rationale for his behaviour. Here is able to show both the internal (talking and being caught) and internal struggles (unable to focus) which are a deeper aspects of self-awareness.

7) Impact of training sessions

'It was good to let things out really. It was good to talk about proper deep stuff and stuff I had strong feelings about. I liked talking about my behaviour and stuff because it helped me realise things. So if I get five demerits in a week, and I get pulled out of the last lesson, it will be good to reflect on it. It will be good to reflect on my behaviour.'

Brimmy demonstrates [ATTEND] by acknowledging his feeling of it being good to talk about things of importance to him. He returns [RETRN] to the experience of talking about things he thinks are *'proper stuff'* [PREM] and explores the possibilities of reflecting on his future behaviour [RFA]. Here Brimmy demonstrates an attentive attitude by acknowledging the importance of discussing matters that are meaningful to him. He is able to contemplate the impact of this meeting and strategies about how he would respond if he is removed from class.

'It's like you go to the [Support Rooms] and you just sit there a think about what you did. And then, you just go out, and it doesn't really help you as much. You just sit there and think about what you did wrong, but there's no like, other stuff that helps you.'

Brimmy is reflecting on the support [PROC] describing the strategies used to manage his behaviour by attending Support Rooms, [RE-EVAL] he reflects on the situation and his past

experiences, and the lack of impact is has, and returns [RETRN] to the experience of sitting in the rooms and thinking about his actions. He also shows his awareness of the need for other stuff to *'help you'* like the training sessions that help him reflect on his behaviour. This indicates strong self-awareness of by recognising the limitations of the support provided to help him.

> *'I used to get a lot of demerit and I've taken the demerits down a lot, but this has helped me take then down a lot. Which is like a lot, a lot. But I still get some demerits, and I do have trouble with concentrating. So, if I had a table with four of my best friends sitting at the back of the class ... I would feel the absolute urge to turn around and join in their conversation. So like if I had my hand up and the teacher didn't see me and, she said alright moving on now. I would literally, explode and end up calling out what I wanted to say.*

Brimmy is explaining the impact of the training sessions on his demerits and is able to demonstrate [RETRN] where he reflects on his past experience of having higher demerits, but are lower now; however, he is able to use [ATTEND] to reflect and describe his feelings of an 'urge' and 'explode'. I [Critical Reflection] he is aware that even though he is doing better, he is explaining that there are times when it would be hard, and the temptation is there to 'turn around' and 'call out'.

The findings from the analysis of the reflective logs to aid reflection in the semi-structured training sessions can be found in Table. 4.7.

Table 4.7 *Reflective Log for Brimmy's Training Session 5*

Overall, my week at school is **this colour**:	
Green	[R.O.A] Believes that the culmination of this week is equivalent to a green colour.
	[RETRN] Returns the experience that signify Yellow. [ATTEND] – feelings that influenced his decision to give himself a green for the week. But also, appropriate how he feels about the reasons by allocating the green to these events.
Write down **three reasons** that made you feel like this:	

1. **I was calm so I could work better.**	[CON] Attributed his reason for being 'green' this week as being calm.
	[R.O.A] Reflecting on his actions he can see that being calm influenced his behaviour.
	[RETRN] Returning to the experience of his behaviour he can see that being calm helped him to 'work better.'
2. **I wasn't loud or shouty.**	[R.O.A] Looking back on his behaviour this week, he wasn't 'loud or shouty.'
	[CON] Reflecting on his behaviour he understands that the behaviour of being 'loud' and 'shouty' is negative behaviour, therefore, stating that he wasn't behaving in this way signifies that he views these actions as negative behaviour that would have impacted how he viewed this week.
3. **I didn't get any Demerits.**	[CON] Within the context of demerits, demerits influence how he sees the week. If he had received demerits, he may have changed his green to either a yellow or both, like in the past, and therefore, having demerits influences how he sees the colour for the week and how it reflects his - emotions.
I feel that my classroom behaviour this week was? **Good because I was calm and collected and no Demerits.**	[R.O.A] Can identify on reflection that his behaviour was 'good.'
	[CON] The reason why his behaviour was good this week was he can recognise that he was 'calm' and 'collected' with 'no demerits.'
	[RETRN] Returns to his experience of being 'calm' and 'collected' and can identify that it was those behaviours that made this a good week.
Share **two reasons** why you think that your classroom behaviour this week was like you describe above	
1**. I had a good weekend**	[CON] He ascribes his 'good' weekend as the reason for his good behaviour this week.
2**. I got a good amount of sleep.**	[CON] Attributes a good amount of sleep to having a good week.
Was your classroom behaviour	

different this week? **Yes**	
Share why you gave that answer **I wasn't [excited], and I didn't get into trouble.**	[CON] Recognise that he wasn't 'excited' this week and therefore, in the context of it being a different behaviour from last week, indicates that he was 'excited' last week (which was confirmed by his RN of the prior intervention).
	[R.O.A] He wasn't excited this week.
Do you think that you will show the same classroom behaviour next week? **Yes.**	[Surmised that behaviour was different than last week]
Share why you gave that answer. **Because I am going to get more sleep and have a good weekend.**	[R.F.A] He is 'going' (future tense) get more sleep and have a good weekend.
	[CON] He attributes his good week at school as having a good weekend and sleep, therefore, has concluded that doing this again will ensure that he has the same 'good' (green) outcome.
Do you think that writing down these ideas will help you with classroom behaviour next week? **Yes.**	[Surmised that behaviour was different than last week]
Share why you gave that answer. **It will help me to remember to be [relaxed]. When I walk into the classroom, I think that I'm going to be calm and not get told off.**	[CON] Attributes writing down the idea helps him to remember to be 'relaxed.'
	[R.F.A] 'When' (future tense) walks into the classroom he believes he will be 'calm' and not get 'told off.' And writing it down will help him to remember to be those things. 'Not get' (future tense) – presuming that it will go well, and the consequences will be positive.

The findings from Brimmy's training sessions and reflective logs demonstrated his growing self-awareness and ability to reflect on his own behaviour (Goleman, 1998, 2006). This was a key theme, and Brimmy expressed the positive impact of being able to reflect on his actions. A clear progression was evident from his initial meeting, where he simply aimed to 'complete' the task, to later sessions that involved deeper reflection (Chevallier et al., 2012; Simonoff, et al. 2008; Steensel et al., 2011). For example, in the first session his reflections were limited, focusing only on completing the log and identifying his emotions using the Zones of Regulation framework (Kuypers, 2011, 2023).

> *Me: We're going to go through it, and you can write what you like, if you don't want to write, you can draw, whatever you feel that expresses how you feel*
> *right now. There are no set rules, just you being you. Okay?*
> *Brimmy: Okay. [Reads the first questions out loud] 'Overall, my week at school is this colour.' I think my week is yellow and green [ticks yellow and green boxes].*
> *Me: Why did you pick those two colours?*
> *Brimmy: I enjoyed playing bingo, I shout a lot, so I'm yellow for that... and I was playing football, and I got hyper and then got in trouble for that in the lesson and I was green when I did my forty mark question in in maths because I did good in that...shall I move onto the next one?*
> *Me: Only if you feel you have said all you wanted.*
> *Brimmy: Yeah, I think I have.*
> *Me: You can always come back to it after if you think of anything else.*
> *Brimmy: [nods].*

However, as we progressed, he was more able to reflect in greater detail about his experiences. Giving context to his behaviour and showing more self-awareness of his behaviour. For example, in training session 4, Brimmy expressed a lot of self-awareness of his behaviour when he almost caused an accident in class.

> *Brimmy: In lesson we were doing an exercise. Sir called me over to help and on the spur of the moment, before Sir could explain, I almost hurt him.*
> *Me: So, I'm going to ask you this. How did you feel when our first did that?*
> *Brimmy: Regret.*
> *Me: Regret. What did you regret? You're actions or Sir asked you?*

Brimmy: Both.
Me: Okay.
Brimmy: When I think about the situation, I should have realised I probably wasn't mature enough to help him and I was partnered up with a student and should have passed the job over to them. because I was going to be, like silly.
Me: Okay, so when you did it, how did Sir look?
Brimmy: Okay as soon as I did it, he grabbed it out of my hand and said it was dangerous. And they told another teacher...to take me to Support Room A.
Me: Okay there was not conversation after that. How did you feel when you were walking to Room A
Brimmy: Sad. Regretful.
Me: How do you think Sir felt when you did that?
Brimmy: Kind of surprised that someone would do that and maybe I think he was relieved it didn't hurt him.
Me: Did he speak to you after?
Brimmy: No.
Me: So what did you learn about yourself just in that moment?
Brimmy: I need to stop. I get really excited, and I'm just not thinking. And I would be having fun, and I end up doing something really bad because of my happiness and excitement. And I just
wouldn't be thinking about anything.
Me: So, what do you think you would do differently.
Brimmy: Well if there was an activity to do like that that he picked me for, well he probably wouldn't pick me for it.
Me: But supposing he did.
Brimmy: Well if he did, I probably wouldn't take up the opportunity. I'd probably pass it on to someone else. Because knowing me, I would mess it up. Because of the spur of the moment thing. I'd be really silly about it.

Brimmy's reflective logs (see Table 4.8) revealed a change in his behaviour towards the latter part of the training sessions. Despite exhibiting negative behaviour in class at times, Brimmy sometimes associated his behaviour as a positive. For example, using the words 'only' to show that there was a modicum of disruptive behaviour, but it implies it is not as much as usual.

Table 4.8 *Table of Brimmy's Identified Behaviour from Reflective Logs*

Reflective Log	Colour	Received Demerits for behaviour	Identified Behaviour
1	Green	No	*'Listened to my teachers'* *'I followed instructions.'* *'Really good the demerits went down as I was calm.'*
2	Yellow and Green	Yes	*'After playing football, I was hyper, and I got a bit silly.'* *'During the lesson I got a bit silly.'*
3	Yellow and Green	No	*'Only a couple of slip ups.'* *'I was mostly calm during lessons.'* *'I only have a few demerits last term'*
4	Yellow and Green	Yes	*'Yellow, because of silly moments.'* *'Some good moments, but silly moments.* *'If I'm in the deepest spur of the moment silliness it can go on.'*
5	Green	No	*'I wasn't loud or shouty.'* *'I was calm so I could work better.'* *'I didn't get any demerits.'*
6	Green	No	*'I was calm, and I didn't get cards in class, but I did get warnings.'* *'I wasn't talking a lot.'*

4.4 Cardinal 'Cardy' (aged 12)

Six Personal Experiential Themes (PETs) (see Appendix 15) emerged from the IPA analysis of each of Cardy's training sessions, which can be found in Table 4.9. The common themes across all the training sessions to form GPETs were 1) Acknowledgement of behaviour, 2) Coping strategies, 3) Impact of behaviour on outcome, 4) Impact of training session, 5) Impact

of teachers, 6) Influence of friendships, 7) Influence of memory. An excerpt of the GPET can be found in Table 4.10 (full table can be found in Appendix 16).

Table 4.9 *Table of Six Personal Experiential Themes (PET) for Cardy*

Training Sessions	Personal Experiential Themes (PET)
Training Session 1	1A - CHANGE IN BEHAVIOUR HAS IMPACTED THE NUMBER OR MERITS
	1B - IMPACT OF MEMORY RETENTION ON BEHAVIOUR
	1C - IMPACT OF TEACHER RESPONSE ON CONFIDENCE
	1D - STRAINED CLOSE RELATIONSHIP WITH FRIEND.
	1E - STRATEGIES USED TO COPE WITH SITUATIONS
Training Session 2	2A - ACKNOWLEDGEMENT OF CHALLENGING BEHAVIOUR
	2B - IMPACT OF DYNAMIC FRIENDSHIPS
Training Session 3	3A - ACKNOWLEDGEMENT OF DIVERSE BEHAVIOUR
	3B - EXTERNAL INFLUENCES ON BEHAVIOUR
	3C - INFLUENCE ON BEHAVIOUR
Training Session 4	4A - AWARE HOW EVENTS MAY INFLUENCE BEHAVIOUR
	4B - INDIRECT INFLUENCE OF TEACHERS
	4C - POSITIVE WEEK
Training Session 5	5A - AWARENESS OF POSITIVE BEHAVIOUR
Training Session 6	6A - BENEFITS OF TRAINING SESSIONS
	6B - CHALLENGES EXPERIENCED DURING TRAINING SESSION

Table 4.10 *Excerpt from Cardy's Grouped Personal Experiential Themes (GPET)*

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	ACKNOWLEDGEMENT OF BEHAVIOUR	1	2A - ACKNOWLEDGEMENT OF CHALLENGING BEHAVIOUR	1	Challenges with behaviour this week.
				2	Disrupted already disruptive lesson.
				3	Unsettled behaviour this week.
		2	3A - ACKNOWLEDGEMENT OF DIVERSE BEHAVIOUR	1	Disrupt others.
		3	4C - POSITIVE WEEK	1	Did not believe the teachers added so many merits to the system.
				2	Positive week - green week even with demerits.
		4	5A - AWARENESS OF POSITIVE BEHAVIOUR	1	Influences on behaviour.
				2	Settled Week.
				3	Some distractions.

The following quotes are taken directly from the Training Session transcripts which Cardy shared to reflect the main GPETs. Cardy demonstrates self-awareness by reflecting on her behaviour (Goleman, 1995, 1998, 2006; Salovey et al., 2002) and elements of reflection (Plack et al., 2005).

1) Acknowledgement of behaviour

> *'Well today, in—It was in science, well a [cover teacher] took us and we had to go to a room even though the [teacher] knew there was a wasp in there. It's the start of the day. And*

then, loads of people – [a student fell of their chair] and [a student got sent out] and [another student] got sent out at the very end. Another student was complaining because she was allergic to them [wasps] and [the teacher] wouldn't let her go out. And then—yes....I think we had to stay in for like 15 minutes of our lunch...I was in the corner of the classroom....Yes. It kept coming closer to me and then I screamed and then the teacher gave me a demerit for that.

Cardy shared her experience of a disruptive lesson and demonstrates in significant detail [ROA]. Cardy recounted a disruptive lesson, providing detailed insights into how a substitute teacher's actions triggered a chain reaction that led to her reflection on the incident, showing the premise of the reflection [PREM] as the knock on effect. Cardy shared that she screamed during the lessons which resulted in her receiving a demerit, an experience she then easily revisited [RETRN] to the experience. This was one of the earlier training sessions, where Cardy was beginning to give a little more detail to her experiences. Here she is beginning to show some aspects of her awareness of her behaviour but providing a landscape of the scenario from varying perspectives (teacher, other students), and how she fit into the situation and received the demerit [CONT]. This was one of Cardy's earlier training sessions, where she was starting to provide more detailed accounts of her experiences and demonstrates an emerging awareness of her own behaviour and how it fit into the broader classroom dynamics that led to her receiving the demerit.

INT: ... Do you get distracted at the back?
'Cardy': Well there is a [student] at the back, and I feel like I distract her a lot. Because she's always doing her work and [I'd say], What does that say? What does that say?' And there's [another student] who sits in front and she's normally on my level and [they're] saying 'What are we doing? –What are we doing? [Laughs]...Sometimes if she's a bit bored of it, I talk to her. So I feel she talks sometimes. But sometimes, I feel that she just wants to get on with it, and only knows how to do it to a certain level and so she can't really explain it to other people.'

Here, Cardy is able to demonstrate [ROA] and equate her need to talk to the student that sits by her, who is more able [ATTEND]. Cardy is cognisant of the fact that she disrupts the student's learning by asking questions, and at the same time, when they are both '*bored of it'* [work] seek each other out to talk. Cardy was able to put herself in the student's position, and

expressed, *'I feel that she just wants to get on with it'* which shows elements of awareness of others feelings. Cardy shows an awareness of her understanding of her actions and how the external environment influences her actions.

> *'It's chatting, and normally after lunch and after break. Because in the morning, I'm still half asleep. Especially if I didn't walk to school that day. I would be basically sleeping. Or I'd get a demerit in the morning for not paying attention. But then I think after break and after lunch, I think that's when I actually wake up properly.'*

Cardy shares her feelings about receiving demerits in the morning. Here Cardy demonstrates [ROA] by identifying her chatting at particular periods during the day. It is at these times she is able to understand her own behaviour patterns based upon her energy levels, identifying being *'half asleep'* when receiving a demerit in the morning, therefore, exploring the experience from a perspective of an internal affliction [CON]. Here, Cardy's self-reflections demonstrates self-awareness by recognising she talks when her energy levels are low. This introspection allows Cardy to uncover the underlying reason [PREM] for why she struggles with attentiveness at specific points in the day.

2) Coping strategies

> *'... Because I should've just walked away and just to tell a teacher. And then like obviously not hit her back...really just why did she do that? Like, I don't know...Didn't think about it at all. Some of the [other students] were saying what I did, and I don't even remember. [Others] were saying things that I don't even remember happened. ...And I think I just tried to block out everything after because loads of people were there. They were obviously talking about it.*

Cardy shares her experience of a specific challenging event with her friendship. Here she demonstrates [ROA] returning to the event, but not recalling the key parts of the event, but does recall the event [RETRN]. Upon reflection, she acknowledges she should have walked away [RE-EVAL] and alternative way she could have handled it *'tell a teacher'* and not strike her. However, she refers to *'blocking out everything'* and recalling the incident [CONT] from the perspective of her friends and what they thought of the event. Here Cardy doesn't show an

awareness of her behaviour (she can't remember) and cannot fully remember her actions at the time.

3) Impact of training session

> *'... because I got to be able to talk about my demerits. I liked talking about what I did and friends....What I did in lessons and because I could talk about my day and what happened. It helped because I thought about not talking sometimes and about my friends and being better at choosing friends.'*

Here Cardy is positive about the impact of the training sessions and returns to the experience [RETRN] reflecting about talking about her friends and lessons [ROA] and asked if they made a difference to her behaviour and she identified [RFA] not talking sometimes. Here she demonstrates [PREM] she is able to talk about the events of the day and her demerits.

4) Impact of teachers

> *' I think it's because I don't really know the teacher as much. So I can't really ask him a question because I don't really – I sort of know what most teachers are going to say. Some teachers I don't really know, I don't really know what they are going to say. If they are going to be angry or if they're going—Or not going to say it happily...but say, so, 'You haven't taken notes' or 'You haven't listened the whole lesson' or 'have you not listened' or anything like that...'*

Cardy shares why she does not ask for help in class when she is unable to do work or unsure of the work and there is a supply/cover teacher in the lesson. Here, Cardy is able to articulate her perceptions of others actions [CON] and the uncertainty with their response to her. Cardy reflects on her inability to talk to teacher [ROA], where she returns to the experience [RETRN]. The premise [PREM] the uncertainty of the reaction inhibit her from asking for help, and the strategy [PROC] Cardy puts into place is to not to seek help. Here, Cardy believes not engaging would inhibit any negative responses. Cardy reflects on her reluctance to talk to the teacher, and how she avoids returning to that negative feeling, so her strategy is to not seek assistance. This demonstrates Cardy's self-awareness and emotional intelligence, as she understands the

perceived threat to her emotional state (fear of embarrassment) and takes steps to mitigate that possibility.

> *'Well [Miss Shindle] is the scariest. She is the scariest woman alive. : Sometimes she gets quite annoyed because she has explained something to you quite a bit of times and you still don't understand it. But she's explaining it in the same way'*

Cardy is able to articulate how she feels if she asks for help from a particular teacher and shows [ROA] and perceives the teachers reaction is in response to being asked to explain something she does not understand, [ATTEND] expresses the feelings of being *'scared'* of the teacher, [PREM] the reason for not understanding is the same way it is being explained. Here Cardy is able to show an awareness of others feelings and perceives that the teacher gets annoyed as she explained the same thing a few times. This shows a strong sense of self -awareness of others.

> *'...The last person I sat next to I think was [named two students in the class]. When I don't understand something, then I normally talk to someone. Or I just don't ask. , but then in other lessons, like History and Geography, I don't really understand Geography, but I can talk to the teacher about it. And she explains loads of things in different ways.'*

Compared to the other teacher, Cardy finds the Geography lessons more positive because this teacher is better at supporting her. Cardy explains that this teacher explains concepts in different ways [CON] and that she feels comfortable talking to this teacher [ROA] when she doesn't understand something. Cardy recognises that her tendency to talk in class [ROA] when confused, which stems from not wanting to ask for help [PREM]. This demonstrates how external factors, like not grasping the material, can impact her classroom behaviour.

> *'I don't know. She picks random people's work, then puts it under the thingy [view finder]. And then she says it like you spell it. So if I spelt it wrong then she'd say it how I spelt it. ...And then also, sometimes it's just the little things, that sometimes she says, and she tries to make fun of people, not fun, but tries to embarrass everyone.'*

Here, Cardy reflects on several factors that influence her behaviour in class. Cardy shares her fear of being embarrassed by a teacher [ATTEND], she does not express this is something that

happened to her, but what has happened to others within the classroom. Here, Cardy [RETRNS] to the experience of the teacher trying to make fun of everyone [PREM] tend to the feeling of 'embarrassment' from the point of view of 'everyone' showing an awareness of others' feelings, a key aspect of social and emotional intelligence. Additionally, she voices a sense of trepidation about her classwork being scrutinised, as she finds the material challenging, and the thought of her work being placed the view finder seems to worry her [ATTEND].

5) Influence of friendships

> *' I got into a fight over [something silly]...We were getting a bit annoyed with each other. We talk [outside of school]. So we just had enough of each other...if we never argued we probably wouldn't be actual friends. Because you probably will be lying about everything.'*

Cardy demonstrates reflecting on the fight with her friend [ROA] acknowledging their mutual annoyance with each other. And expresses her feelings [ATTENDS] of annoyance, [CON] accepts that there are going to be challenges with her friends, [PREM] and expresses the belief that arguing (conflict) means they're 'actual friends'. Here, Cardy shows an awareness and understanding of both her own and her friend's emotional experience.

> *' [Another student] wanted to have a go of a [game] I had. I gave it to [them] and about ten minutes later I said, 'can I have them back' and then yeah...[they] said no...Very surprised. But then I think I was more annoyed and thinking, why is she being so selfish. [Miss] was just [talking to us]. I was sitting there thinking, why would [they do that] but then, when I heard [their] point, I think I realised that it wasn't just [their] fault. I think it was partly mine as well.'*

Cardy shares the fight she got into with her friend over a game. Cardy demonstrates [ROA] looks at her reaction to her friend saying no to her and the outcome of the fight, [RETRN] to the experience of sitting with the teacher and her friend and listening to another point of view, [ATTEND] expresses her feeling of annoyance and surprise at the refusal to hand back the game, [CON] explores the problem from understanding their point of view and her part to play in the situation.

6) Influence of memory

> *'Well. It's normally the lesson. I mean if I understand it, like a lot then I normally talk. Or if I completely don't understand it. Or like in science I have to copy a lot off the board and then it gets quite confusing because the teacher skips, like loads, and I'm quite a slow writer and I get confused and then I start talking because I don't know what to do.*

Here, Cardy is showing [ROA] Cardy is providing a reflection of the event and providing a rationale to understand why she talks in her lessons, [CON] Cardy explores the problem of talking in the lesson from the belief factors influence her talking. For example talking when she understands work and talking if she doesn't know what to do, [ATTEND] Cardy expresses the feeling of confusion when trying to keep up with the lesson and the factors that influence that confusion.

> *'Some of the time [they] write things down but I only remember them as I am writing them down. If I look back at it, it doesn't really make sense.'*

> *'It's probably I need more time. Some of the words... I don't know, I just remember them from the first time.'*

Cardy's challenges in the classroom, such as difficulty remembering things and returns to the experience of not understanding the work [RETRN]. Cardy's voice here is valid and forms part of her relationship with her teachers. As expressed earlier, if she doesn't understand or unable to do a piece of work, she talks. This is not a behavioural issue, but rather an internal influence that impacts her ability to engage in lessons. Cardy shows elements of returning to past experiences where things did not make sense [PROC], while also highlighting the need for more time to complete work. Her explanation of her lived classroom experience is a truthful representation of her school reality.

An example of the findings from the analysis of a reflective log for Cardy can be found in Table 4.11.

Table 4.11 *Reflective Log for Cardy's Training Session 3*

Overall, my week at school is **this colour**:	
Yellow and Green	[R.O.A] Zone of regulation yellow indicates this week their behaviour was yellow which includes silly, frustrated, worried, excited and loss of some control. [RETRN] Returns the experience that signify Yellow and Green. [ATTEND] - Addy can reflect on the events which influenced his decision to give himself a green for the week. But also, appropriate how he feels about the reasons by allocating the green to these events.
Write down **three reasons** that made you feel like this:	
1. **Seeing my uncle that I have not seen in 3 years.**	[CON] Felt it was necessary to include her positive feeling of 'seeing her uncle' this week. As she was ill, she felt it was therefore relevant as the ZOR looks at emotions for that week.
2. **Group work is quite easy working in groups of four.**	[R.O.A] Action of reflecting on 'working' together with others and feeling that the work was 'quite easy.' [PREM] The idea that 'working' in a group of four makes the group work easy.
3. **Very chatty this week.**	[R.O.A] Reflects on the behaviour and surmises that she has been 'very chatty' this week.
I feel that my classroom behaviour this week was? **Chatty after lunch and after break. May get a demerit for not paying attention.** **After school detention on Friday. Had an argument with a friend. Silly argument.**	[PREM] Gives a justifiable reason for being 'chatty' at specific times of the day.
	[R.O.A] Reflects on the argument with a friend and extends that to believing that the argument was a 'silly argument' to highlight it should not have occurred under that premise.
	[CON] 'After school detention' means that the behaviour for that week had merited demerits and those demerits lead to a detention.

	[RETRN] Returns to several experiences of this week being a very unsettled week and reinforces the green and yellow colour for the week.
Share **two reasons** why you think that your classroom behaviour this week was like you describe above	
1.**Lots of energy getting back to normal after the holidays.**	[PREM] The belief that having a 'lot of energy' is the reason behind the heightened behaviour and this is the real her after the holiday as when she returns, she was more relaxed.
2. **Being ourselves again after the long break.**	[CON] Back to being who they are after a long break, where she includes others in the statement by using the word 'ourselves' in this context. To show that it was not just her in this situation.
Was your classroom behaviour different this week? **Yes.**	[Surmised that behaviour was different than last week]
Share why you gave that answer. **Very chatty and not as chilled as last week.**	[R.O.A] Reflects on the fact that she is not as 'chill' as last week, on her turn from holiday and therefore her behaviour is different than last week, as the is 'being ourselves' this week. Which means the normal status quo of very talkative.
Do you think that you will show the same classroom behaviour next week? **Yes. Will still be chatty but also more focused on work.**	[R.F.A] Anticipates that she will still talk as she is will 'still be chatty.' Nonetheless, her focus will still be on work. Therefore, being aware of the friendship has influenced her interaction with her work.
Share why you gave that answer. **Need to tone down the chattiness but try not to have the same behaviour.**	[R.F.A] Does address that in the future she must 'tone down' her chattiness and not exhibit the same talkative behaviour. [RE-EVL] Evaluates then re-evaluates the situation to determine that she needs to 'tone down' the chattiness.
Do you think that writing down these ideas will help you with classroom behaviour next week? **Yes.**	[Surmised that writing it down will help with her behaviour]
Share why you gave that answer.	[R.F.A] Writing will help not to 'chat.'

Help me to remember to not chat all the time.	[PREM] Writing it down will be a reminder not to undertake that same behaviour.

Cardy's training sessions showed evidence of her reflecting on her own behaviour and demonstrating self-awareness (Goleman, 1998, 2006). During the initial sessions, Cardy was able to attribute her behaviour to her emotions. However, as the sessions progressed, the reflective logs indicated a change in behaviour (Table 4.12). However, Cardy showed that even when he showed negative behaviour in class, he associated the colour of the week to yellow and green. Green for no demerits and yellow for her behaviour.

Table 4.12 *Table of Cardy's Identified Behaviour from Reflective Logs*

Reflective Log	Colour	Received Demerits for behaviour	Identified Behaviour
1	Yellow	No	*'Do talk in lessons a lot.'* *'History teacher doesn't explain things differently, so if I don't understand I talk.'* *'No demerits...'.*
2	Yellow and Green	Yes	*'Got a demerit for screaming in lesson.'* *'It was okay. Got a 15 minute detention and there are issues with friends.'* *'...a bit louder because annoyed about the school trip.'*
3	Yellow and Green	Yes	*'Very chatty this week.'* *'Chatty after lunch and after break.'* *'May get a demerit for not paying attention...'* *'After school detention on Friday.'* *'Had an argument with friend. Silly argument.'*
4	Green	No	*'Nothing bad happened.'* *'A little less chatty than last week'.*
5	Yellow and Green	No	*'Less chatty.'* *'Not told off as much this week for talking.'*

4.5 Danaid 'Danny' (aged 11)

Nine Personal Experiential Themes (PET) (see Appendix 17) from each training session for Danny can be found in Table 4.13. These were consolidated to form Grouped Personal Experiential Themes (GPET). An excerpt can be found in Table 4.14 (see Appendix 18) for full table).

Table 4.13 *Table of Nine Personal Experiential Themes (PET) for Danny*

Training Sessions	Personal Experiential Themes (PET)
Training Session 1	1A - ACKNOWLEGES STRATEGIES THAT SUPPORT POSITIVE BEHAVIOUR
	1B - AWARE OF THE CHALLENGES WITH HIS FRIENDSHIPS
	1C - REFLECTS ON PRIOR BEHAVIOUR
	1D - TRUSTED RELATIONSHIP WITH SUPPORT TEACHERS
Training Session 2	2A - ACKNOWLEDGES MORE MERITS FOR BETTER BEHAVIOUR
	2B- CHALLENGES WITH LESSONS
	2C - INFLUENCES ON BEHAVIOUR
	2D - RECOGNITION FOR POSITIVE BEHAVIOUR
	2E - REFLECTS ON PAST INCIDENCES WITH CLARITY.
	2F - SUPPORT ROOM B EMPLOYED FOR ALL CHALLENGES
Training Session 3	3A - ACKNOWLEDGES CHALLENGING FRIENDSHIPS
	3B - ACKNOWLEDGES OWN ACHIEVEMENTS
	3C - BEHAVIOURAL STRATEGIES USED
	3D - EMOTIONAL CHALLENGES WITH FRIENDS
Training Session 4	4A - ACKNOWLEDGE ACCOMPLISHMENTS
	4B - ACKNOWLEDGES CHALLENGES WITH NEW CLASS
	4C - BEING USEFUL AND BEING OF HELP

Training Sessions	Personal Experiential Themes (PET)
	4D - POSITIVE BEHAVIOUR IN NEW CLASS
Training Session 5	5A - ACKNOWLEGES THE POSITIVE CHANGES OF THE NEW CLASS
Training Session 6	6A - ASSOCIATES MERITS WITH GOOD WEEK
	6B - ISOLATION FROM PEERS
Training Session 7	7A - BEHAVIOUR BASED ON MERITS AND DEMERITS
	7B - IMPACT OF BEHAVIOUR
	7C - IMPACT OF BEHAVIOUR ON OTHERS
Training Session 8	8A - ACKNOWLEDGES IMPACT OF TRAINING SESSION
	8B - CHALLENGES WITH FRIENDSHIPS
Training Session 9	9A - INFLUENCE OF THE TRAINING SESSION

Table 4.14 *Excerpt from Danny's Grouped Personal Experiential Themes (GPET)*

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	ACKNOWLEDGEMENT OF BEHAVIOUR	1	1C - REFLECTS ON PRIOR BEHAVIOUR.	1	Better behaviour this week.
		2	2A - ACKNOWLEDGES MORE MERITS FOR BETTER BEHAVIOUR.	1	More merits mean appropriate behaviour.
		3	2D - RECOGNITION FOR POSITIVE BEHAVIOUR.	1	Aware of positive behaviour.
				2	Doubts about ability to achieve merits based on behaviour.
				3	Strategies to help stay in class.
		4	2E - REFLECTS ON PAST INCIDENCES WITH CLARITY.	1	Reflect on specific incidents and the outcome.
		5	7B - IMPACT OF BEHAVIOUR	1	Aware of consequences of actions.
				2	Aware of the implication of

The key themes that emerged from the GPET were 1) Acknowledgement of behaviour, 2) Challenges with lessons, 3) Impact of friendships, 4) Impact of training session, 5) Impact of teachers, 6) influence of behaviour, 7) Positive achievements, 8) Strategies to support positive behaviour. The following quotes are taken directly from the Training Session transcripts which Danny shared to demonstrates self-awareness by reflecting on his behaviour (Goleman, 1995, 1998, 2006; Salovey et al., 2002) and elements of reflection (Plack et al., 2005).

1) Acknowledgement of behaviour

> *Danny: My behaviour, I think was good. Because I got no demerits or warnings.*
> *Me: That was pretty good. Was that different than last week?*

Danny: Last week it was--Yes, it was different than last week.
Me: Why was it different?
Danny: Because, last week, I pretty much got demerits, and I was silly.
Me: Okay. Do you know what you got a demerit in?
Danny: Pretty much because I was being silly. I was being silly and distracted. That was when I was sitting next to Martin, and he was being annoying, and I was being annoying back...I don't even know why I got a [demerit]. All I know is that I was being silly.
Me: Why was you being silly.
Danny: I was being silly, well. I was distracted because of AJ and that lot. I was just being silly. That was when I was sitting next to Martin. Because Martin's being annoying. Because, I think back, and that was how I think I got a demerit.

Here, this if the first training session with where Danny is able to demonstrate [ROA] when exploring his behaviour last week in terms of demerits or warnings received due to him *'not being silly'*, [RETRN] Danny returns to the experience and attends [ATTEND] to his feelings of 'annoyance' with the situation with his friend, yet he is unable to determine the reason for the demerit. [PREM] for his behaviour is the external friendships that are influencing his behaviour.

Me: You don't remember anything about this...'Poking [someone] with a pen. And then deliberately poking him in the eye with an antibacterial wipe.'
Danny: I do remember that. I said sorry.
Me: Okay. So do you remember what happened in that particular lesson.
Danny: All I remember was poking him in the eye.
Me: So how did you poke him in the eye? Was he sitting next to you?
Danny: Yes...we were just being silly.

Danny received a demerit for disrupting a lessons, here he is able to acknowledge that he was *'being silly'* and that his behaviour had caused someone to be upset. There are elements of [ROA] where he is able to recall some aspects of the event, in that he did poke someone in the eye, and to determine that at that time, they were being silly [PREM].

'They feel angry, upset because I am obviously talking over them. But then, once they tell me to stop, I stop, I stop for like

[mumbles], I stop for like, I don't know, maybe like a few minutes, but then, I start again.'

Danny shared what he perceives it would be like for a teacher when he is talking. Danny is able to demonstrate [ROA] he was able to clearly identify his actions, and the impact that would have on the teacher, where he is able to identify the feelings of the teacher as being 'angry' He is also able to clearly identify his behaviour as something that would *'start again'* [PREM]. Here Danny shows a sense of awareness of his own actions and their impact. He was able to identify the teacher's likely feelings of anger and recognised that his disruptive behaviour would continue. This shows Danny has developed an awareness of how his actions affect others.

Danny: I don't like it when they talk behind my back all the time.
Me: And how does it make you feel when they do that? When they are talking behind your back.
'Danny': Upset because they talk behind my back all the time.
Me: Do you have friends in the school?
'Danny': Not really. I've been bullied [throughout school life] [one boy] who kicked me, and I was limping the next day, when I was in year 5 and he bullied me in the next year.

Danny shared he was bullied and returns to the experience [RETRN]. He reflects on the action of the other student and their action which caused him to limp [ROA]. He is able to attend to his feelings at the time [ATTEND] of being upset of other students talking behind his back.

2) Challenges with lessons

'It's get boring after a while. It's just really annoying and boring....I prefer wood tech because you get to build stuff.'

Danny was asked if he enjoyed food tech or wood tech as he was not attending any of the lessons. Here is able to identify his feeling of boredom with food tech, even going to far as to say it is 'annoying' [ATTEND] whereas an opportunity to 'build stuff' is preferred. Danny has missed many lessons, as he did not have an LSA. Danny had been missing many of his

technology lessons due to not having a learning support assistant (LSA) in that lesson. However, this has now changed, as Danny has started receiving additional support.

> *'...Hard because all I can hear are the [other students].They're distracting me.'*

Danny has expressed that there are challenges with other students distracting him. Danny can be sensitive to noise, and this maybe an issue for him when he expresses, they are distracting him (Baum et al., 2015; Black, et., 2017).

3) Impact of friendships

> *'Well, you know Martin, he gets on my nerves because he's really trying to get me to not be friends with Charlotte because, she's my friend and he doesn't want her to be friends with me.'*

Danny believes that there are ulterior motives with his friend trying to severe his current long term friendship with his friend 'Charlotte'. Here he returns to the feelings of being fed up [ATTEND]. Yet, his perception is that this friendship is not an honest one.

> *'If I get, such an amount, like, such and such merits, I get like a pound, or something. So, that's why I'm trying to get merits...If I stand outside while everyone else is being silly, then I'm okay, I'm fine. Helps that I've moved away from Martin. I think things it'd be different.'*

Danny is able to demonstrates elements of [ROA] where there is a clear explanation of an event in order to be 'okay' and away from the silliness, [PROC] he is clearly able to describe the strategy that he used 'standing outside' in this event and the rationale is to get merits and monetary gain, [CON] he is able to explore the problem from the point of view of distancing himself from even his friends which has helped. He is also showing element of [RFA], and he is aware that if he continues to get merits in the future, he would 'get a pound' for each merit.

> *'I've been playing on my own...Because I don't have anyone to play with. I just play on my own...because I don't cause any trouble.'*

Danny shared that during break and lunch he doesn't play with his friend but stays mostly with the teacher. Danny is able to rationalise his reason for being with the teachers as to avoid causing 'trouble' showing his awareness of his behaviour. Here Danny is reflecting on his inaction [ROI]. Danny is Reflecting on his 'inaction' in the future, an aspect of 'self-reflection' and a way to regulate his behaviour in terms of manipulating his external environment, which shows a strong awareness of self.

4) Impact of training session

> *'Well, I liked checking my merits. Teachers don't tell me about the demerits...Because I got to talk to you, and I didn't have to spend time with them lot [other students].'*

The impact of the training session for Danny, meant that Danny was not exposed to those he feels are harbouring negative feelings towards him. Again the premise [PREM] for Dany is not being near others who would influence his behaviour. Even in the training sessions, he is attributing this time to not being with others.

5) Impact of teachers

> *'... And then they just talk about what has happened, and that. That's why, I normally go to the [Support Room B]...Because they can support me, and none of my friend, support me.'*

Danny shares he feels his friends don't support him [CON]. The teachers in the Support Room B, are able to provide a place for Danny to go [PREM]. Danny's voice here is valid and forms part of his themes and how the teachers impact his lived experience in school. This is not a behavioural issue, but rather an internal influence that impacts his ability to engage in friendships. His explanation of her lived classroom experience is a truthful representation of his school reality.

6) Influence of behaviour

Danny: No I was washing my face before she came in.
Me: So when the water hit the floor. Did you think. That was actually kind of nice. Or did you think I'm just going to do it again.
Danny: No. I just like the sound of it.
Me: So you liked the sound of the water splashing on the ground. So when you were doing it, did you think this was not such a good idea?
Danny: I just like the sound of it.
Me: Did anyone come in while you were doing it?
Danny: No. Apart from the [Support Staff].
Me: And did [they] shout.
Danny: Not really
Me: Did she say, what are you doing?
Danny: She came in and said, 'that's really depressing' or something like that. And then she told me to go to [Support Room B]. While she went to find [the Head of year].
Me: So what do you think is going to happen to all that water?
Danny: The [Site manager] has to do it [clean it up]. I did offer to do it. [Miss] said no.
Me: How do you think he will feel when comes into the—
Danny: Mad.
Me: Why do you think he will be mad?
Danny: Because I did it.
Me: And what do you think he has to do now?
Danny: Mop it up. I ain't got not Merits this week.

Danny was sharing what happened earlier in the week, where he deliberately splashed water over the floor when washing his face. Danny shows elements of reflection [ROA] on the incident and describes what happened with some prompting, and when talking about his feelings [ATTEND] when he is talking about 'liking' the sound of the water. He is aware that his actions have consequences and that the Site manager would have to 'clean it' and was able to understand the emotions that the site manage may experience and uses the word 'mad'. Yet, despite this awareness of the consequences and impact on others, Danny recognised that his behaviour would likely result in him not receiving any merits that week. This suggests Danny has an awareness of how his actions affect others and the impact of his behaviour.

7) Positive achievements

> *'Fifty-one or Fifty-two merits. You know you can call my [family member] think [their] phones on loud. Say that I've done good work....First week I got ten, then I got four this week. Because my LSA was not in there, my science teacher said that if I got a Merit in English, she would double it...Done good work and not be silly.'*

Danny was offered an incentive to gain more merits he returned to the experience of not being silly and his 'inactivity' producing the desired outcome [ROI]. On the absence of his teacher behaviour management is underpinned by reward and punishment (Thorndike and Skinner) and his science teacher put an actual 'value' on his good behaviour.

8) Strategies to support positive behaviour.

> *'I'm just going to say, no, because, with him, I'd be silly, and maybe we don't get along.'*

Danny shared that he doesn't want to play with one of his friends. Danny shows element of [RFA] as he is aware that from past experience he would be 'silly'. Danny is also showing elements of [PROC] trying to another strategy to stop his silliness, and 'maybe we don't' get along so that could also be another reason he should stay away.

A For example of the findings from the analysis of a reflective log for Danny can be found in Table 4.15.

Table 4.15 *Reflective Log for Danny's Training Session 6*

Overall, my week at school is **this colour**:	
Green	[RETRN] Returns the experiences of the week and chooses the colour that represent how she feels her week went based upon the ZoR.

	[R.O.A] - Thinks about the events of the past week to apply the appropriate colour or the Zone of Regulation. [ATTEND] – feelings that influenced his decision to give himself a green for the week. But also, appropriate how he feels about the reasons by allocating the green to these events.
Write down **three reasons** that made you feel like this:	
1.**15 merits this week.**	[PREM] He was green this week because he has '15 merits'. Merits are an indication of good behaviour and good behaviour means he is having a good week.
2. **Playing on my own, yes, sort of – don't cause trouble.**	**RIO** Reflection on Inaction [CON] Being on own doesn't cause trouble.
	[R.O.A] Reflects on his action of playing on his own and the impact that as it 'don't cause trouble.'
3. **No negative behaviour.**	[R.O.A] Reflects on his action not exhibiting any negative behaviour reinforcing why he chose the colour green.
I feel that my classroom behaviour this week was? **Good. No warnings since in [new class]**	[R.O.A] Reflects on his behaviour this week and believes that it was 'good.'
	[PREM] Reflect on the fact that he has not had any warnings since he arrived in the new class.
	[CON] Not having any warnings is an indication of having a good week. No warnings mean no negative behaviour.
Share **two reasons** why you think that your classroom behaviour this week was like you describe above.	
1. **No silliness.**	[**R.O. Inaction**] Reflects on his behaviour this week and believes that it was 'good' due to 'no silliness.'
2. **No messing about. Playing on my own.**	[**R.O. Inaction]** Reflects on his behaviour, and he did not 'mess about.'
	[PROC] Playing on your own is a strategy for good classroom behaviour.
Was your classroom behaviour different this week?	[R.O.A] His classroom behaviour was not different than last week.

No. Good last week.	[PREM] His classroom behaviour was good this week, and it was also good last week, so 'no' his behaviour was not different.
Share why you gave that answer. **Moved classes.**	[PROC] He has moved classes, and it has led to better outcomes and behaviour.
Do you think that you will show the same classroom behaviour next week? **Yes.**	[PREM] he believes that he will show the same behaviour next week.
Share why you gave that answer. **Because I carry on with my work and not silliness.**	[R.F.A] Carrying on with 'work.'
	[PROC] Carrying on with work and 'not silliness' means he will have the same good classroom behaviour next week.
Do you think that writing down these ideas will help you with classroom behaviour next week? **Yes. [Training session] writing it down helps.**	Reflects on the experience of not writing it down and believes that the [training session] writing it down helps.
	[PROC] Carrying on with work and 'not silliness' means he will have the same classroom behaviour next week.
	(21) [PREM] he believes writing it down does help.
Share why you gave that answer. **Merits/behaviour like talking about the comments.** **Sometimes, I don't remember them.** **Reviewing the merits, if my teacher tells me, I don't remember them. Improved in the last two months.**	[R.O.A] 'talking about the comments' (helps)
	[R.I.A] Sometimes I 'don't remember them.'
	[PROC] 'Reviewing' the merits helps to remember the event.
	[RE-EVAL] 'Improved over the last two months.
	[RETRNS] to when he can't remember the merits when they are put on the system.

The findings from Danny's training sessions showed evidence of his self-reflection on his own behaviour, indicating elements of self-awareness (Goleman, 1998, 2006). Danny also demonstrated social and emotional intelligence by reflecting on his past inaction (ROI). He displayed an awareness of the impact his friendships had on him. For example, in the initial training session, Danny focused on friendships that had annoyed him, but in later sessions, his focus shifted to an increased awareness of

his own behaviour and emotions. As he progressed through the training, he became more cognisant of how he felt when others engaged in silly actions. However, Danny did not show or indicate any actual change in his behaviour (Table 4.16). In the final meeting, when asked about the change in his behaviour, he stated, *'I didn't think about it....'* However, it must be noted that Danny, had changed classes at the beginning of the term, he was finding it challenging with behaviour and was issued with an LSA for a majority of his lessons, a change for original support of English and Maths. His change in behaviour could be attributed to having a regular LSA, moving classes and moving away from students he was exhibited negative behaviour with.

Table 4.16 *Table of Danny's Identified Behaviour from Reflective Logs*

Reflective Log	Colour	Received Demerits for behaviour	Identified Behaviour
1	Green	No	*'Because been helpful and caring.'* *'Because doing good work lately.'* *'Pretty good. No demerits, no warnings.'*
2	Green	Yes	*'All I remember was poking him in the eye.'* *'Yes...we were just being silly'*
3	Red [student pushed him] and Green	No	*'Don't talk because I don't want to get into trouble.'* *'I was not in school some days, so couldn't get into trouble.'*
4	Red, yellow and Green	No	*'Separate classrooms so others are not silly and distract me.'* *'Not talking as much. Not being silly.'*
5	Green	No	*'Concentrating more...'* *'Made better improvements not sitting next to anyone being silly.'*
6	Green	No	*'Playing on own, yes, sort of – don't cause trouble.'*
7	Blue	Yes	*'Double Demerit, because of the water.'* *'Naughty. Fidgeting this week. Talking and swinging on chair in English.'*
8	Red [Another student pinched him]	No	*'I was good and not naughty. Don't go to [Support Room] anymore.'*

4.6 Emerald 'Ally' (aged 11)

Eight Personal Experiential Themes (PET) (see Appendix 19) from each training sessions for Ally can be found in Table 4.17. These were consolidated to form Grouped Personal Experiential Themes (GPET). An excerpt can be found in Table 4.18 and the full table found in Appendix 20. The main themes that emerged from the GPET were 1) Challenges with lessons, 2) Impact of behaviour on others, 3) Impact of friendships, 4) Impact of training sessions, 5) Impact of teachers, 6) Influence of schools, 7) Influence on behaviour, 8) Lack of control of behaviour.

Table 4.17 *Table of Nine Personal Experiential Themes (PET) for Ally*

Training Sessions	Personal experiential Themes (PET)
Training Sessions 1	1A - ASPECTS OF BEHAVIOUR THAT CANNOT BE CONTROLLED
	1B - THE INFLUENCE OF FRIENDSHIP ON BEHAVIOUR
Training Sessions 2	2A - ACKNOWLEDGEMENT OF CHALLENGES WITH FREINDSHII
	2B - AWARENESS OF DISTRACTION IN LESSONS
	2C - CHALLENGES BEHAVIOUR MANAGEMENTS OF TEACHERS
	2D - INFLUENCE OF OTHER'S RESPONSES TO BEHAVIOUR
	2E - POSITIVE INFLUENCE OF SCHOOL
Training Sessions 3	3A - ACKNOWLEDGE THE DISTRACTIONS IN LESSONS
	3B - AWARENESS OF THE LACK OF PROGRESS IN MATHS
	3C - IDENTIFICATION OF THE LACK OF CONTROL IN LESSONS
	3D - LACK OF IMPACT OF CONSEQUENCES
Training Sessions 4	4A - AWARE OF DISRUPTION TO LESSONS
	4B - IMPORTANCE OF RELATIONSHIP WITH TEACHERS HELPS WITH BEHAVIOUR
	4C - INAPPROPRIATE WAYS TO MANAGE BEHAVIOUR
Training Sessions 5	5A - BEHAVIOUR IS OUT OF CONTROL
	5B - POSITIVE OUTCOMES
Training Sessions 6	6A - AWARENESS OF THE IMPACT OF BEHAVIOUR
	6B - FRIENDS INFLUENCE ON BEHAVIOUR.
	6C - FUN IS MORE IMPORTANT THAN CONSEQUENCES
	6D - LACK OF CONTROL LEADS TO BEHAVIOUR
Training Sessions 7	7A - ACKNOWLEDGES CHANGES IN MOOD IMPACT BEHAVIOU
	7B - IMPACT OF FRIENDSHIP ON BEHAVIOUR
	7C - UNAWARE OF POSITIVITY FROM TEACHERS
Training Sessions 8	8A - TALKING THE BEST PART OF THE TRAINING SESSIONSS

Table 4.18 *Excerpt from Ally's Grouped Personal Experiential Themes (GPET)*

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	CHALLENGES WITH LESSONS	1	3A - ACKNOWLEDGE THE DISTRACTIONS IN LESSONS	1	Distracted lessons with noises.
				2	Interventions allowed for more autonomy in lessons.
		2	3B - AWARENESS OF THE LACK OF PROGRESS IN MATHS	1	Ability is much better than present set.
				2	Challenges with fractions and processing information.
				3	Dispute the maths set currently in.
				4	Do understand there are gaps in knowledge in maths.
				5	Green and Yellow today.
				6	Know where the gaps in knowledge are.
				7	Lack of confidence teachers will allow the movement to another set.

The following quotes are taken directly from the Training Session transcripts which Ally shared to reflect the main GPETs. Ally demonstrates self-awareness by reflecting on her behaviour (Goleman, 1995, 1998, 2006; Salovey et al., 2002) and demonstrated elements of reflection (Plack et al., 2005).

1) Challenges with lessons

> *Ally: I think it was that. I was like doing something and everything was like going wrong. And I was like roarrrrrrr [she growled like a lion].*
> *Me: 'You were shouting really loud, and you disrupted the whole class.*

Ally: It was like a test thingy.
Me: Okay. So you disrupted the whole class. So why do you think you did that? Why did you shout really loud?
Ally: Because I kept writing in the same answer, and I was trying to change it. Because it was a number, putting it in order and I have to write out the number. And I was getting [Door opened, a distraction].
Me: And then you got it wrong .
Ally: I kept writing two, one and two, but I was meant to swap them round, but I kept putting them in the same place and I just got really really angry and was a little frustrated with myself.
Me: And that's when you went, grrrrrrrr really loud and everyone else was quiet.
Ally: Yes. And everyone started laughing.

Ally remembered why she received a demerit in lesson and found it challenging when she took an in class test. Here Ally demonstrated elements of [ROA] explained the event in detail and explained why she growled loudly in class, [RETRN] and returns to the experience and detail trying to write the numbers in order, [ATTEND] to the feelings during the event 'angry and frustrated.' Ally identified that everyone started laughing. The premise of the reflection was her inability to write the correct numbers in order so was angry. The core of Ally's reflection was her struggle with this task and the negative emotions it evoked. Ally also showed elements of awareness of why she demonstrated the behaviour exhibited.

Ally: I just want you to know that I'm better than, like learning place value. But wouldn't it be like, a little bit harder, I mean more numbers?
Me: No. it's all the same, we're all doing the same work.
Ally: Yes. But still. I think I should be in a higher set. Because it's the third lowest set.
Me: ... we are doing the work to plug those gaps, especially the long division. Some are still working on the long division.
Ally: I don't know that.
Me: See.
Ally: Well, I mean, I've learnt – well I've tried, well It's alright. I understand it, but like it's hard on how you work it out, I guess. I know it's going to sound weird, but I've seen it being worked out it's in my brain, but it confuses me. No like, it's in my brain but sometimes it confuses me on where to put the numbers.

Ally shares that she feels that she is in the wrong set and shows some elements of [CON] by exploring the current experience of being in a different set 'the third lowest set' but even though there are challenges with maths, still feels a higher set is better, [RETRN] Ally returns to the experience of doing maths in her brain and the challenges it brings. [ATTEND] identifies the feelings of confusion.

2) Impact of behaviour on others

> *Me: Okay we'll start from this week. So you said you've got some news. What happened today?*
> *Ally: Flour.*
> *Me: Tell me what happened.*
> *Ally: Well before break when we came out of science. I went up to a [student] and he had a carrier bag on with him with flour in it... Two bags of flour. And he gave me one.*
> *Me: Was it for food tech?*
> *Ally: Yes. Food tech. And he gave me one. So, it's kind of his fault. I'm not going to lie. So then I went up to [another student] with [my friend] and [my friend] said I should go and throw it on them. I did. Then she walked away.*

Here, Ally reflects on her action of throwing flour on another student [ROA]. She explains that she was encouraged by a friend to throw flour on another student the premise of the incident [PREM]. Ally did not think about the consequences of her action; she simply followed the instructions of her friend. There were some elements of reflection when disclosing the information and it happened the same day as the training session. Here, Ally does not show elements of self-awareness or the impact of her behaviour.

> *'The teachers were saying [they're going to stop us from attending any school outings]... And then a few of the students [got upset].... But [the teachers] kept saying we couldn't go. I said are we going to get our money back then. And [they said no]. Then I was arguing with the [teacher]. And then I got mad, because none of them did anything it was just me.*

Here, following the incident with the flour, Ally was told that she could no longer attend an outings with the school. Here Ally shows elements of reflection [ROA] on the incident and how her actions have impacted her friends got 'mad.' Here Ally shows elements or awareness

of others' feeling where were influenced by her behaviour and elements of empathy by recognising her our own feelings and those of others, (Goleman,1998; Joyce et al., 2017; Schriber et al., 2014; Brosnan, 2017).

3) Impact of friendships

> *Ally: So, I got a demerit because I was talking too much and laughing.*
> *Me: What was you laughing at?*
> *Ally: AJ.*
> *Me: Where do you sit?*
> *Ally: I sit next to him... We don't normally talk. Me and Loki, kind of work together. And so do me and Harris. But AJ was saying that his--he, he got air forces for Christmas from his nan, I think and he's a size five and his nan got him a size sevens.'*

Here, Ally expresses that she received a demerit for her behaviour by laughing in class [ROA]. Ally does show elements of [RETRN] and is able to return to the experience and is aware that she is 'talking' and 'laughing' [ATTEND]; however, Ally does not seem to feel remorse for disrupting the class, instead relives the experience of the event and explains why it was so funny. While Ally demonstrates the ability to reflect on and attend to her actions, she does not express remorse for disrupting the class. Instead, Ally simply relives the experience, explaining why she found it so amusing, without any apparent self-awareness about the negative impact of her disruptive behaviour on the class and teacher.

> *'...me and Mary went to get some water. And I got a cup, or we both got cups and then went to fill our water bottles up, or the cup up, and then we drank it all. And she went to go fill her cup up again, somewhere, but she went into the girl's bathroom. or that's what I saw. She's saying that she went to the other year groups drinking tap. But I saw her go to the girl's toilet. And then I was saying that she was, like, she got toilet water. And, I go upstairs to English, and then, I like, drank some of the toilet water, and, yes, I went to go pour it [back in her cup, so went to the bathroom to get the toilet water she thought her friend had gotten also], because she gave me some and poured it in my cup [first]. And then I went up to English and she's already sitting there for some reason. Don't know how she got there so fast. And I got to her, and I get my cup, and I pour it*

back into her cup, but she moves her cup away, and it goes all on the floor.'

Here, Ally explains is able to explain in details [ROA] what resulted in her receiving another demerit. Ally does not see any issues with bringing a cup of water into the class and disrupting the lessons and explains things as a matter of course in isolation from herself. Ally does show elements of [RETRN] and is able to describe in detail the experience. Again, we can note that while Ally demonstrates the ability to reflect on and attend to her actions, she does not express remorse for disrupting the class. Ally simply relives the experience, explaining why she poured the water into her cup while at the start of the lessons, without any apparent self-awareness about the negative impact of her disruptive behaviour on the class or the water all over the table and floor.

' I was sitting behind [that student] I think and then, Miss Hardy was with Abel at the back and, she did keep coming to me because I was being a little monster, because me and Joshua were throwing stuff to each other and sending notes to each other and passing notes. I think that's when that [demerit] came up, with us passing notes....'

Ally is aware that she is disrupting the lesson by 'throwing stuff' and 'sending notes.' Here there are elements of [RETRN] where she is able to return to the event in details and describe the experience from her perspective, [ROA] Ally is able to reflect on her actions and identifies herself as a 'monster' without the teacher stating she is a monster. However, Ally does not show an awareness of the impact of her behaviour on the disruption of the lessons and does not seem to acknowledge the reason the teacher was coming to her was because of her behaviour. Ally does not acknowledge that the teacher's regular intervention was prompted by her actions.

4) Impact of training Sessions

' Nothing really. Just talking to you makes me think about things. But it doesn't stop me from doing things. I just do them when I think of them. That's it.'

Here, Ally is able to reflect on her experiences following our training sessions [ROA]. This was the final training session, and Ally so some modicum of self-awareness of her abilities to stop her behaviour [PREM] and identified that they happen in the moment.

5) Impact of teachers

> *'Sometimes she just kicks you out the class and goes, go in [Support Room A] now. But that's not very often... But she does do it. And, some people don't give people warnings, for some teachers just a demerit.'*

Ally discloses the inconsistencies between teachers and returns to the experience of being kicked out of class [RETRN]. Ally expresses confusion between those who give warning and others who simply give an unsuspecting demerit [PREM] of the reflection. Ally may not be aware of, or the nature of the demerits, or why she is being kicked out of the classroom.

> *'I did have four [demerit]s last week, but Mr Peterson told me to leave. Actually, I don't know what happened last week, it's very confusing. Because I went there [After school detention] and I was waiting. And then Mr Peterson walks in and then he's like Ally you're not meant to be here. And I said that I got three [demerit]s and he's just like, 'you're not meant to be here go and go home.' So, I went and then he comes into [Support Room A, the next morning] and he's like, 'you've got four demerit you're in the after-school detention.'*

Ally is confused about why she is being told one thing, then getting in trouble again and returns to the experience [RETRN] i.e., gaining another demerit for missing a detention. This is demonstrated by the statement'

> *Ally: Oh my god. I love her so much. I know that's really weird but she's, my favourite.*
> *Me: So if she was to say [Emerald], would you stop talking. How would you respond?*
> *Ally: I don't know. If she was to tell me to stop talking. I would do it, but there's no promises that I'm going to stop.*
> *Me: But you make effort with [Miss Jenkins]. Has she ever shouted at you?*
> *Ally: No, not at me. Maybe other people, but not me.*
> *Me: Okay, so—*

Ally [Miss Elvin] shouted at me once.
Me: And what happened?
Ally: I shut up. She shouted at me twice actually.
Me: What does it make you feel like when someone shouts at you?
Ally: I don't really care.

Ally understand the different way in which the teachers impact her behaviour. She would try to stop for a teacher she 'loves' This teacher has not shouted at her once, so she feels a kind of affinity with her. However, she is clear that her other teacher shouted at her, but it has no effect on her behaviour and in fact she didn't care. Here, Ally shows elements of [RETRN] here she is able to return to the event and describe the experience with her favourite teacher. However, Ally is clear that she is aware that when she reprimanded her for behaviour she responded and 'shut up'.

6) Influence of schools

Ally: But like whenever I had a bad day. It just doesn't work. People just make me happy.
Me: So when you have a bad day school's a good place for you?
Ally: Yes. If I wake up in a bad mood I go to school and it's just, better...I always want to go to school... Whether I'm in a bad mood or not because, I like school.

Here, Ally is able to demonstrate [RETRN] returns to the experience of school being a good place, [ATTEND] acknowledges her feelings of people making her happy and liking school. Here Ally, shows an awareness of her feelings of school and demonstrates an awareness of her own feelings, indicating that she sees school as a good place where people make her content.

7) Influence on behaviour

'Don't know, depends. But like English, I talk in that. I don't think that there's any subjects that I choose not to talk in. I just talk. I find a person and I talk to them, or they talk to me, and we have a full on conversation.'

Here, Ally is demonstrating [ROA] Ally is able to reflect on talking and is aware that there are not subjects she 'chooses' not to talk in, here Ally identifies it is not a choice it is something

that happens, [RETRN] Ally is able to return to the experience of talking and is aware that it she would find someone to talk with. [CON]. Ally is able to give the experience context and a premise for her behaviour [PREM], which is, she talks irrespective of the subject if she wants to.

> *' I was just drawing on them in Maths... I was doing it when, other people were doing it.'*

Ally drew on her hands in maths and had blue ink all over them [ROA] Ally had copied other students in the class that were doing it and that influenced her behaviour to follow suit. Here Ally, does not see anything wrong with following others [PREM].

> *' I remember one time. There was not many people in the class, I think it was English actually, but Abel had a bottle, and he took the lid off and put it down on the table. It was like a trap, so if I pulled it up all the water would come out.'*

Again, Ally is being distracted by her friends and cannot see the disruption that their antics would cause and sees it simply as a game/fun. [RETRN]Ally is able to return to the experience of the water bottle understand the trap, but she did in fact pull up the bottle and it spilled all over the desk.

> *' ... Like it doesn't scare me like other people, like some other people actually genuinely cry over demerits. But I'm just not bothered, it doesn't scare me.'*

Ally clarifies her position on demerits [PREM]. The demerits do not have any influence on her behaviour and not impact on her emotions but acknowledges that is others do cry over their demerits. Ally uses the word *'scared'* to show the feelings that others get when they receive demerits, but it does not apply to her and expresses her lack of fear.

8) Lack of control of behaviour

> *Me: Okay so why did you get a demerit yesterday?*
> *Ally: Because of the noise that I made. Wait, I think I got a second demerit in science. Wait I shouted out really loudly and then she goes, she says, [Emerald] is this going to be your Second demerit? And I was like, I don't know and then.*

Me: So the Second demerit was that a little bit of a deterrent?
When she said, 'Second demerit'.
Ally: I don't think I stopped. I just wasn't as bad.

Ally reflects on her behaviour [ROA] of making noise and shouting. However, even with the threat of demerits she is unable to control what she says and does and returns to the experience [RETRN]. As she stated, *'I don't think I stopped.'* [CONT]

'But, normally, most of the time, I don't, it just pops out of me.

Ally returns to the experience [RETRN] of not being in control and reflets on the action of 'popping out' of her [ROA]. Identifying that she does not believe she is in control of when she says something.

'Yes, I feel like these past two weeks, or like this week or last,
I'm just getting worse. I just have a bad attitude.'

Ally is reflecting on the behaviour for that week [ROA] as feels that her behaviour is progressing [PREM]. Ally critiquing her own behaviour and knows that there have not been any improvements, in fact, they are worse than before. Here, Ally does show an awareness of her behaviour and is able to articulate that her attitude is bad.

'Well, I mean I was very hyper, so I, like, normally when I'm
hyper I just – you can even ask my nan this, but when I'm hyper,
I just don't think, I just do whatever comes first to mind.'

Ally is reflecting on her behaviour [ROA] and is cognisant of the fact that when she is in hyperactive mode, she would not be able to have control over what she does or says [PREM]. This again shows strong elements of self-awareness and a better understanding of her behaviour. This reflection demonstrates her growing self-knowledge.

' People think that, not that I can't, when it's in the moment. It's excitement. But other [teachers] say [Emerald] you know better than this. And yes, I probably do, but when I'm in the moment of something, it's just, I'm not going to change anything.'

Ally is able to reflect about how her behaviour presents in the moment [ROA]. Ally is able to understand the context of her behaviour [PREM] that she returns to when she is in the moment of excitement [RETRN], and she is not in control and her perception of her behaviour is that it would not change. Ally acknowledges that even though she knows better, not having control in the moment, influences the outcome.

The findings from the analysis of the reflective logs to aid reflection in the semi-structured training sessions for Ally can be found in Table 4.19.

Table 4.19 *Reflective Log for Ally's Training Session 6*

Overall, my week at school is **this colour**:	
Blue and yellow.	[RETRN] Returns the experiences of the week and chooses the colour that represent how she feels her week went based upon the ZoR.
	[R.O.A] - Thinks about the events of the past week to apply the appropriate colour or the Zone of Regulation. [ATTEND] – feelings that influenced his decision to give himself a green for the week. But also, appropriate how he feels about the reasons by allocating the green to these events.
Write down **three reasons** that made you feel like this:	
1.**Fine in math.**	[RETRN] Returns to the math lesson and confirms that it was a 'fine' lesson.
2. **Threw flour at some students.**	[R.O.A] Acknowledges the action uses the word 'threw' to signify the past tense of the action.
	[RETRN] Returns to the experience of the lesson.
3. **Laughing in French (demerit). Another student fell off the chair.**	[R.O.A] Acknowledges the action/ behaviour of 'laughing' in lesson.
	[RETRN] Returns to the experience of the lesson and someone falling off the chair.
I feel that my classroom behaviour this week was?	[R.O.A] Acknowledges the action/ behaviour of 'throwing a cheese slice' through the window.

Terrible. **Threw a cheese slice through the window.**	[RETRN] Returns to the experience of it being 'terrible' behaviour for the week.
Share two reasons why you think that your classroom behaviour this week was like you described.	
1. **Excited about tomorrow**	[ATTEND] Acknowledges the feeling of being 'excited.'
	[PREM] Know will be going on a school trip the next day, so very excited about that trip.
2. **Hyper in the moment. Can't help it.**	[ATTEND] Acknowledges the feeling of being 'hyper.'
	[RETRN] Returns to the experience and describes the event as something that 'can't help.'
	[R.O.A] Reflects on the awareness of hyperactivity that is uncontrollable.
Was your classroom behaviour different this week? **Yes.**	
Share why you gave that answer. **More hyper.**	[R.O.A] Acknowledges that there is greater hyperactivity exhibited this week.
Do you think that you will show the same classroom behaviour next week? **No.**	
Share why you gave that answer. Unless **Would think twice about it.**	[R.F.A] Would think twice about the behaviour [but not sure about what kind of behaviour].
Do you think that writing down these ideas will help	

you with classroom behaviour next week? **No.**	
Share why you gave that answer. **I forget when I am hyper. It comes out at random times.**	[R.O.A] Acknowledges that the hyper behaviour she is not able to remember what we discussed or written down. [PREM] The idea being that it happens at random times and writing it down does not help in those random times. Not thinking about it then.

The findings from Ally's training sessions showed evidence of her self-reflection on her own behaviour. However, she has few periods of self-awareness (Goleman, 1998, 2006). The initial training sessions focused on her demerits, and how many she received each week and was not focused on the actual self-reflective aspect of the training. Ally was angrier about the amount of demerits

> *Ally: I don't really care. I mean, like, I don't want to get First Demerits, but like I know it's not going to stop.*
> *Me: Why isn't going to stop?*
> *Ally: Because like, I have trouble with that. Like I can't, when I talk, like just giving me a First Demerit is not going to work...I can't keep it in, and I can't wait until the end of the lesson to just say it.*

As the sessions progressed, Ally, was able to articulate more a about how she felt about her behaviour and in training session 6, began to share a clearer picture of how her behaviour presents itself .

> *Ally: Because every week is a different behaviour for me, and every day.*
> *Me: How do you feel when you say that you have a different behaviour every day and every week?*
> *Ally: Something doesn't stay the same. When I'm angry for a whole day, and then I'm happy for the next day.*

However, Ally did not indicate any changes in her behaviour throughout the training sessions (see Table 4.20) and had limited self-awareness.

Table 4.20 *Table of Ally's Identified Behaviour from Reflective Logs*

Reflective Log	Colour	Received Demerits for behaviour	Identified Behaviour
1	Red, Blue and Green	Yes	*'Talking and messing around.'* *'Talking with best friends.'* *'Merit today made it green.'* *'A lot of cards.'*
2	Yellow and Green	Yes	*'Bad because I got after school detention on Friday.'* *'Yellow because of what happened, just not being able to hang out with friends.' [due to disruptive behaviour].*
3	Yellow and Green	Yes	*'Yellow card was for noise in science – the shouting. Did not stop but just not as bad. Was very hyper with other student.'* *[Green]'Merit for maths'*
4	Yellow	Yes	*'Demerit Friday morning first five minutes of the lesson (Music).'* *'Calling out first day back.'*
5	Green	Yes	*'Merit from Art'[Did good work].* *'This week I have less, but still demerits.'*
6	Blue and Yellow	Yes	*'Threw flour at some students.'* *'Laughing in French, another student fell off the chair.'* *'Threw a cheese slice through the window.'* *'Hyper in the moment. Can't help it.'*
7	Yellow	Yes	*'Every week is different behaviour and every day it doesn't stay the same.'* *'I was answering back the teacher.'*

4.7 Grouped Experiential Themes (GET)

The individual GPETs for each of the five participants were grouped together to see the common emergent Grouped Experiential Themes (GET) (see Table 4.21). The findings from the Group Experiential Themes (GET) found five main common themes 1) Acknowledgement of behaviour, 2) Impact of Friendship, 3) Impact of teachers, 4) Impact of the Training Session 5) Influences on their behaviour.

Table 4.21 *Group Experiential Themes (GET) Main Themes*

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
A	**ACKNOWLEDGEMENT OF BEHAVIOUR**	1	Brimmy G5 - ACKNOWLEDGEMENT OF BEHAVIOUR	3A - ACKNOWLEDGE ERRORS IN BEHAVIOUR 4A - ACKNOWLEDGE THE CHANGE IN BEHAVIOUR 4B - AWARENESS OF NEGATIVE BEHAVIOUR BY OTHERS 4C - AWARENESS OF OWN BEHAVIOUR 5A - DIFFERENCE IN BEHAVIOUR THIS WEEK
		2	Cardy G5 - ACKNOWLEDGEMENT OF BEHAVIOUR	2A - ACKNOWLEDGEMENT OF CHALLENGING BEHAVIOUR 3A - ACKNOWLEDGEMENT OF DIVERSE BEHAVIOUR 4C - POSITIVE WEEK 5A - AWARENESS OF POSITIVE BEHAVIOUR

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
		3	Danny G1 - ACKNOWLEDGEMENT OF BEHAVIOUR	1C - REFLECTS ON PRIOR BEHAVIOUR 2A - ACKNOWLEDGES MORE MERITS FOR BETTER BEHAVIOUR 2D - RECOGNITION FOR POSITIVE BEHAVIOUR 2E - REFLECTS ON PAST INCIDENCES WITH CLARITY 7B - IMPACT OF BEHAVIOUR
D	**IMPACT OF FRIENDSHIPS**	1	Addy G4- CHALLENGES WITH FRIENDSHIPS	1D - TENUOUS RELATIONSHIP OF FRIENDSHIPS 2B - IMPACT OF FRIENDSHIPS ON BEHAVIOUR
		2	Ally G4 - IMPACT OF FRIENDSHIPS	1B - THE INFLUENCE OF FRIENDSHIP ON BEHAVIOUR 2A - ACKNOWLEDGEMENT OF CHALLENGES WITH FREINDSHIPS 6B - FRIENDS INFLUENCE ON BEHAVIOUR 7B - IMPACT OF FRIENDSHIP ON BEHAVIOUR
		3	Ally G8 - INFLUENCE OF SCHOOL	2E - POSITIVE INFLUENCE OF SCHOOL 5B - POSITIVE OUTCOMES
		4	Cardy G4 - INFLUENCE OF FRIENDSHIPS	1D - STRAINED CLOSE RELATIONSHIP WITH FRIEND

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
				2B - IMPACT OF DYNAMIC FRIENDSHIPS
		5	Danny G5 - IMPACT OF FRIENDSHIPS	1B - AWARE OF THE CHALLENGES WITH HIS FRIENDSHIPS 3A - ACKNOWLEDGES CHALLENGING FRIENDSHIPS 3D - EMOTIONAL CHALLENGES WITH FRIENDS 6B - ISOLATION FROM PEERS 8B - CHALLENGES WITH FRIENDSHIPS
E	**IMPACT OF TRAINING SESSION**	1	Ally G5 - IMPACT OF TRAINING SESSIONS	8A - TALKING THE BEST PART OF THE TRAINING SESSIONS
		2	Brimmy G7 - IMPACT OF TRAINING SESSION	7A - ABLE TO TALK FREELY ABOUT THINGS 7B - DIFFERENT TO OTHER METHODS 7C - EXPOSED REASONS FOR PERVASIVE DISRUPTIVE BEHAVIOUR
		3	Cardy G7 - IMPACT OF TRAINING SESSIONS	6A - BENEFITS OF TRAINING SESSIONS 6B - CHALLENGES EXPERIENCED DURING TRAINING SESSION
		4	Danny G8 - IMPACT OF TRAINING SESSIONS	8A - ACKNOWLEDGES IMPACT OF TRAINING SESSIONS 9A - INFLUENCE OF THE TRAINING SESSIONS

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
H	**INFLUENCE OF TEACHERS**	1	Addy G2 - CHALLENGES WITH TEACHERS	2C - INFLUENCE ON HISTORICAL INTERACTION WITH TEACHERS 3C - UNPREDICTABILITY OF TEACHERS
		2	Ally G3 - IMPACT OF TEACHERS	2C - CHALLENGES BEHAVIOUR MANAGEMENTS OF TEACHERS 4B - IMPORTANCE OF RELATIONSHIP WITH TEACHERS HELPS WITH BEHAVIOUR 4C - INAPPROPRIATE WAYS TO MANAGE BEHAVIOUR 7C - UNAWARE OF POSITIVITY FROM TEACHERS
		3	Brimmy G1- IMPACT OF BEHAVIOUR MANAGEMENT OF TEACHERS	1A - BEHAVIOUR IS MANAGED AND ENFORCED BY TEACHERS 2F - MANAGING HIS BEHAVIOUR 3D - INFLUENCE OF TEACHERS ON BEHAVIOUR
		4	Cardy G3 - IMPACT OF TEACHERS	1C - IMPACT OF TEACHER RESPONSE ON CONFIDENCE 4B - INDIRECT INFLUENCE OF TEACHERS
		5	Danny G3 - IMPACT OF TEACHERS	1D - TRUSTED RELATIONSHIP WITH SUPPORT TEACHERS
I	**INFLUENCE ON BEHAVIOUR**	1	Addy G3 – AWARENESS OF	1A - ACKNOWLEDGEMENT

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
			NEGATIVE BEHAVIOUR	OF EMOTIONS IN CONTEXT 1B - ACKNOWLEDGEMENT OF TRUTH OF REALITY OF BEHAVIOUR 1C - REFLECTIONS ON HISTORICAL AND CONTEMPORARY CONSEQUENCES 1E - THE LIMITS OF CONSEQUENCES ON BEHAVIOUR 2A - CONDITIONS CONDUCIVE TO TALKING 3A - ACKNOWLEDGEMENT OF DISTRUPTION TO LESSONS 4A - AWARE OF THE RELEVANCE OF THE BEHAVIOUR SYSTEM 4C - OBSTACLES TO REFLECTION
		2	Ally G2 - INFLUENCE ON BEHAVIOUR	2B - AWARENESS OF DISTRACTION IN LESSONS 3D - LACK OF IMPACT OF CONSEQUENCES 6C - FUN IS MORE IMPORTANT THAN CONSEQUENCES 7A - ACKNOWLEDGES CHANGES IN MOOD IMPACT BEHAVIOUR
		3	Brimmy G2- INFLUENCE ON BEHAVIOUR	2A - CAUSES OF BEHAVIOUR 2C - EXTERNAL INFLUENCES ON HIS BEHAVIOUR

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
				4D - CHANGE IN ENVIRONMENT INITIALLY MEANS CHANGE IN BEHAVIOUR
		4	Brimmy G3 - INFLUENCE OF BEHAVIOUR ON THE OUTCOMES	2D - IMPACT ON WORK 2E - INFLUENCE ON OTHER'S BEHAVIOUR 3C - AWARENESS OF THE IMPACT ON OTHERS
		5	Cardy G1 - IMPACT OF BEHAVIOUR ON OUTCOME	1A - CHANGE IN BEHAVIOUR HAS IMPACTED THE NUMBER OR MERITS
		6	Cardy G6 - INFLUENCES ON BEHAVIOUR	3B - EXTERNAL INFLUENCES ON BEHAVIOUR 3C - INFLUENCE ON BEHAVIOUR 4A - AWARE HOW EVENTS MAY INFLUENCE BEHAVIOUR
		7	Danny G2 - INFLUENCE OF BEHAVIOUR	2C - INFLUENCES ON BEHAVIOUR 4C - BEING USEFUL AND BEING OF HELP 7A - BEHAVIOUR BASED ON MERITS AND DEMERITS 7C - IMPACT OF BEHAVIOUR ON OTHERS
		2	Brimmy G6 - ACKNOWLEDGEMENT OF PROGRESS	3B - ACKNOWLEDGEMENT OF PROGRESS MADE
		3	Danny G7 - POSITIVE ACHIEVEMENTS	3B - ACKNOWLEDGES OWN ACHIEVEMENTS

Code	Main Group Experiential Themes (GET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
				4A - ACKNOWLEDGE ACCOMPLISHMENTS 4D - POSITIVE BEHAVIOUR IN NEW CLASS 5A - ACKNOWLEGES THE POSITIVE CHANGES OF THE NEW CLASS 6A - ASSOCIATES MERITS WITH GOOD WEEK

Secondary themes also emerged that two or more of the participants experienced 1) Impact of behaviour on others, 2) Impact of emotions, 3) Impact of lessons, 4) Implementation of strategies, 5) Lack of control, and 6) Positive behaviour.

Table 18. *Group Experiential Themes (GET) Secondary Themes*

Codes	Secondary Group Personal Experiential Themes (EGPET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
B	**IMPACT OF BEHAVIOUR ON OTHERS**	1	Ally G1 - IMPACT OF BEHAVIOUR ON OTHERS	2D - INFLUENCE OF OTHER'S RESPONSES TO BEHAVIOUR 6A - AWARENESS OF THE IMPACT OF BEHAVIOUR
C	**IMPACT OF EMOTIONS**	1	Brimmy G4 - INFLUENCE OF EMOTIONS	1B - EMOTIONS ARE INFLUENCED BY BEHAVIOUR 2B - EMOTIONS ASSOCIATED WITH BEHAVIOUR

Codes	Secondary Group Personal Experiential Themes (EGPET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
				6A - EMOTIONS ARE UNREGULATED
F	**IMPACT OF LESSONS**	1	Ally G6 - CHALLENGES WITH LESSONS	3A - ACKNOWLEDGE THE DISTRACTIONS IN LESSONS 3B - AWARENESS OF THE LACK OF PROGRESS IN MATHS
		2	Danny G6 - CHALLENGES WITH LESSONS	2B- IDENTIFY ISSUES WITH LESSONS 4B - ACKNOWLEDGES CHALLENGES WITH NEW CLASS
G	**IMPLEMENTATION OF STRATEGIES**	1	Cardy G8 - COPING STRATEGIES	1E - STRATEGIES USED TO COPE WITH SITUATIONS
		2	Danny G4 - STRATEGIES TO SUPPORT POSITIVE BEHAVIOUR	1A - ACKNOWLEGES STRATEGIES THAT SUPPORT POSITIVE BEHAVIOUR 2F - SUPPORT ROOM B EMPLOYED FOR ALL CHALLENGES 3C - BEHAVIOURAL STRATEGIES USED
J	**LACK OF CONTROL**	1	Ally G7 - LACK OF CONTROL OF BEHAVIOUR	1A - ASPECTS OF BEHAVIOUR THAT CANNOT BE CONTROLLED 3C - IDENTIFICATION OF THE LACK OF CONTROL IN LESSONS

Codes	Secondary Group Personal Experiential Themes (EGPET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
				5A - BEHAVIOUR IS OUT OF CONTROL 6D - LACK OF CONTROL LEADS TO BEHAVIOUR
		2	Cardy G2 - INFLUENCE OF MEMORY	1B - IMPACT OF MEMORY RETENTION ON BEHAVIOUR
K	**POSITIVE BEHAVIOUR**	1	Addy G1 - POSITIVE BEHAVIOURAL OUTCOMES	2D - PERCEPTION OF CURRENT BEHAVIOUR 3B - IMPLEMENTATION OF BEHAVIOURAL STRATEGIES 4B - BENEFIFICAL ASPECTS OF THE SESSIONS
		2	Brimmy G6 - ACKNOWLEDGEMENT OF PROGRESS	3B - ACKNOWLEDGEMENT OF PROGRESS MADE
		3	Danny G7 - POSITIVE ACHIEVEMENTS	3B - ACKNOWLEDGES OWN ACHIEVEMENTS 4A - ACKNOWLEDGE ACCOMPLISHMENTS 4D - POSITIVE BEHAVIOUR IN NEW CLASS 5A - ACKNOWLEGES THE POSITIVE CHANGES OF THE NEW CLASS

Codes	Secondary Group Personal Experiential Themes (EGPET)		Grouped Personal Experiential Themes (GPET)	Personal Experiential Themes (PET)
				6A - ASSOCIATES MERITS WITH GOOD WEEK

The participants in the study exhibited various behaviours which they identified in the training sessions. Table 15 outlines the identified behaviours.

Table 15: *Main Disruptive Behaviours*

Addy	Brimmy	Cardy	Danny	Ally
Talking	Talking	Talking	Talking	Talking
Laughing	Laughing	Screaming	Being Silly	Laughing
Seeking attention	Whispering	Fighting	Poking someone's eye	Messing around
Messing around	Slip-ups	Arguments	Being Annoying	Throwing things
Disturbing others	Excitableness			Sending notes
	Messing around			Answering back
	Being Silly			
	Being Hyper			
	Shouting out			

It must be noted that early in the data collection, feedback was collected from the teachers. They provided positive feedback about their behaviour and the impact it had in the classroom, for example, one teacher said, 'they would explain to me when they were doing something wrong' which they didn't before. Others expressed positive feedback on the behaviour in some of their challenging lessons. Nonetheless, it was prudent to leave out the feedback from the teachers and focus on the 'self-reflections' of the participants. The rationale for the decision stems from the rarity of research on the 'self-reflections' of autistic individuals, with very little research on the autistic students in the classroom environment. As detailed in Chapter 3, most research focused on the experiences of autistic individuals usually seek the views of parents, carers, teachers and/or professionals rather than the individual (Brede et al., 2016; Cridland et al., 2014) and this opposes the crux of the study. This also means the feedback of the teachers

would not be used to validate or invalidate the students' own perspectives about their behaviour.

4.8 Summary of Findings

Through the process of self-reflection, the students identified five prevalent themes and subthemes shared by most participants. The students demonstrated the ability to discuss their actions, recognise and reflect on them after the event, and consider the reasoning behind their behaviour. The role of friendships in shaping and being shaped by their behaviour was significant, as was the influence of teachers on their interactions. In their self-reflections, the students exhibited various elements of reflection with all participants demonstrating their ability to reflection-on-action (ROA), were able to reflect on future actions even with uncertain outcomes (RFA), could return to the event (RETRN), attribute feelings and emotions to the situations (ATTEND), and showed elements of processing (PROC) where they identified strategies to modify or avoid disruptive behaviour. However, not all participants demonstrated the ability to go beyond describing the problem to considering different perspectives (CONT), and the least reflected element was re-evaluation (RE-EVAL). Interestingly, one unexpected outcome was one participant was able to 'Reflect on Inaction' (ROI), actively reflecting on the action they did not take. Demonstrating not only a strong sense of both awareness of self, but an awareness of the influences on his own behaviour on the outcome of a situation.

The findings also showed that the most commonly identified colour was green when the students did not acquire any demerits, and yellow/green when they were unsure about receiving demerits but felt they had disrupted lessons enough to merit one. The most prevalent disruptive behaviour reported by all participants was talking, with 3/5 also identifying laughing in lessons, and 2/5 mentioning emotional and social aspects like seeking attention and being hyperactive.

The themes that emerged from the analysis can be divided into external and internal influences on their behaviour (see Figures 4.1 and 4.2).

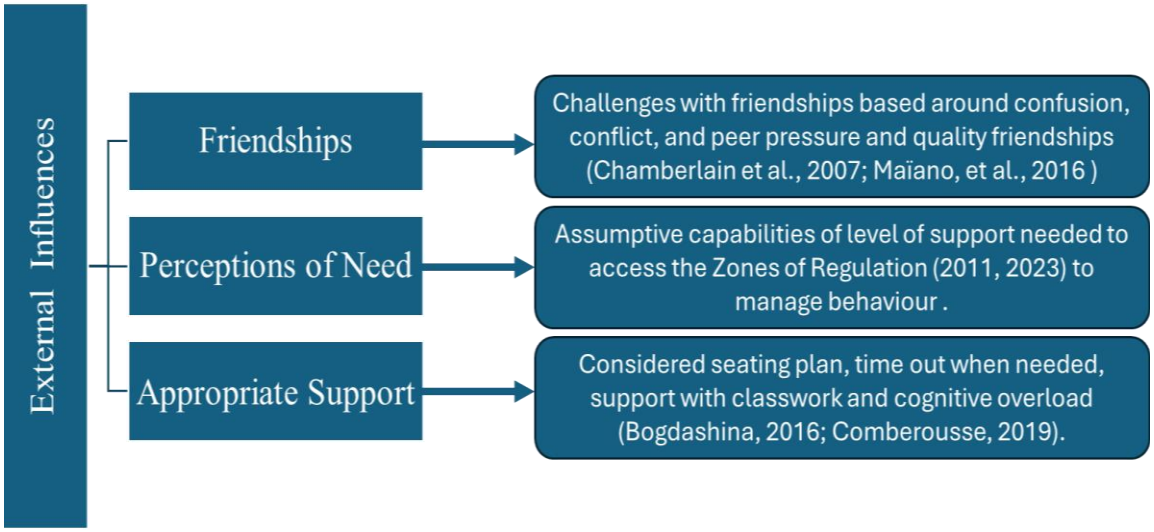

Figure 4.1 *External Influences of Behaviour Reflected Upon*

In Figure 4.1 the external factors included challenges with friendships (Addy, Cardy and Danny), confusion (for Addy and Cardy), peer pressure (for Addy and Ally) and the quality of friendships, which applied to all participants. There is the assumptive nature of the ZoR, which holds the tenant that the students have some elements of awareness of their behaviour to access its framework that leads to a modification of behaviour based on the awareness of self and how to change that behaviour by identifying the physical feelings and thoughts in the event. External factors also included an awareness of the students to identify how other strategies that support their needs can be implemented where Addy identified moving seats as a way to avoid behaviour, and Brimmy highlighted ignoring his behaviour and help with focus as strategies that would support his behaviour. While Cardy expressed the support with questions and the way in which some teachers deliver the support.

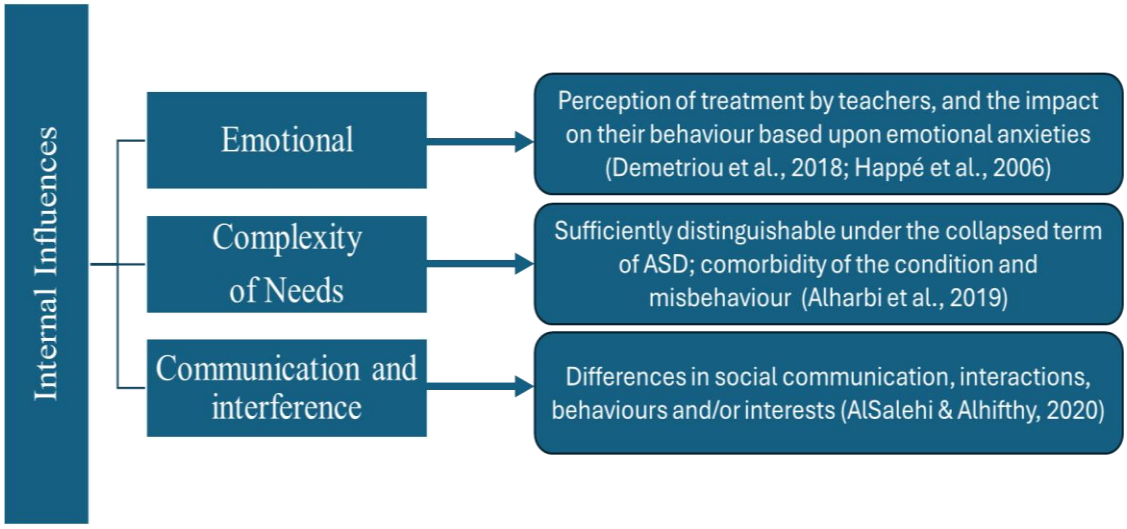

Figure 4.2 *Internal Influences of Behaviour Reflected Upon*

Figure 4.2 highlighted the internal influences that students experienced, such as their perceptions of teachers and the anxieties surrounding student-teacher interactions. For example, Addy's lack of trust led him to avoid requesting to be seated elsewhere, while Brimmy felt that teachers' focus on his minor disruptive behaviour only exacerbated the situation. Cardy wished that some teachers would be more mindful of how their criticism affected students' feelings. Additionally, Ally expressed confusion about the clarity of enforced punishments, and the students all mentioned aspects of feeling a lack of control during their training sessions. These external and internal influences on behaviour, as demonstrated in the students' self-reflections, suggest a strong potential for teaching them self-awareness of their own behaviour.

The study found that after the data collection, students were asked how the training sessions had helped them manage their behaviour. Addy felt it was difficult to discuss certain topics, but he liked talking about his behaviour, though he was unsure if the sessions would be helpful. Brimmy enjoyed the sessions and talking about his behaviour, and he sometimes reflected on what was discussed. Cardy appreciated the discussions and being part of the study, as it helped her feel more comfortable speaking up and choosing her friends wisely. Danny liked the discussions and reviewing his progress but didn't deeply reflect on the content. Ally found the discussions thought-provoking, but they didn't stop her from acting on impulses.

The students generally enjoyed the opportunity to talk about their behaviour, though Addy and Ally, the two most at-risk of suspension or exclusion, found the discussions less appealing than the others. Addy and Ally also showed less self-awareness, expressing they would likely repeat disruptive behaviours if given the chance, unlike Brimmy and Cardy who demonstrated more reflection on their actions. Throughout the training, all the students responded positively to the support and guidance provided to facilitate their self-reflection.

The findings revealed no change in behavioural incidents for participants Addy and Ally. However, their reflective logs and transcripts showed more elements of self-reflection as they built on their self-reflective practice. Conversely, Addy and Ally exhibited a weak sense of self-awareness. One reason for this lesser change in Addy was having fewer training sessions due to several interventions and absences from school over several weeks. The other participants, Brimmy and Cardy, demonstrated a greater sense of self-awareness over the data collection period. As the training sessions progressed, their reflective logs indicated more 'green zone' reflections by the end of the study compared to the beginning, with a reduced number of demerits. Participant Danny showed a change that could be attributed to his class change; however, his ability to reflect on his circumstances greatly improved throughout the study. However, helping students manage their disruptive behaviour, which can lead to exclusion or suspension, was not fully realised in the timeframe of the study.

Overall, the students exhibited varying levels of self-awareness of their behaviour as well as self-reflection. They offered insights into their own classroom behaviour over the course of the training sessions, suggesting they could potentially be taught to become more self-aware; this level of self-awareness may allow them to utilise the school's Zones of Regulation strategy to better manage their behaviour. If carried out over a longer period of time, the students could realise their ability to manage their disruptive behaviour.

The following chapter will discuss in detail the findings of the study and how it answers the research questions.

Chapter 5: Discussion

5.1 Introduction

The aim of the study was to support autistic students develop their skills in self-reflective practice to reflect on their behaviour in the classroom environment. The purpose was to help autistic students regulate disruptive behaviour that could lead to exclusion or suspension, as outlined in the problem statement. This addressed a gap in research by actively exploring the 'self-reflections' of autistic students. The study used an interpretivist approach and Interpretative Phenomenological Analysis (IPA) to capture the students' reflections with the aid of reflective logs that incorporated an adapted Zones of Regulation framework to support the reflective process during training sessions. The analysis revealed five prevalent themes and six secondary themes, showing that the students demonstrated a degree of reflection after the fact. This indicated a transition from real-time Reflection in Action (RIA) to Reflection on Action (ROA), with some students exhibiting 'Reflection on Inaction' (ROI). The findings also showed that while the training sessions led to increased behavioural awareness over time, the participants still struggled with awareness in the moment and some participants showed no change in behavioural incidents, while others showed elements of improvement, with more 'green zone' reflections by the end of the study, highlighting both external and internal factors that influenced their behaviour. The findings suggests that autistic students in this study have some capacity for self-reflection and can offer insights into their own classroom behaviour, indicating they have the potential to be taught to become more self-aware.

The following chapter will discuss in detail the interpretations of the findings from the study in answer to the research questions.

5.2 RQ1 What aspects of behaviour does self-reflection enable participants to reflect upon?

Over the course of the training sessions, participants in this small scale study exhibited growing self-awareness through elements of self-reflective practice. Their reflections revealed key themes that demonstrated increased self-awareness and understanding of their own behaviour. Specifically, the self-reflective process enabled the students to examine in depth several important aspects of their behaviour. The following outlines the common aspects of behaviour they reflected upon.

5.2.1 Disruptive Behaviour

Each of the students in the study reported on the incidences they experienced with regards to their disruptive behaviour, supporting the literature by Joyce et al. (2017) who stated that autistic individuals are able to self-report and show insight into their own experiences. The behaviour that was exhibited and identified by the students in this study (see section 4.7) supports the research on the types of disruptive behaviour exhibited in the classroom echoing the reports by Ofsted (2014) and NASUWT (2023). The main LLD that they all reflected upon and identified was talking, as a key disruptive behaviour. Ofsted (2014) identified that 69% of teachers listed talking as the most common concern, with NASUWT (2023) identifying it as 68%. Showing that over a span of 10 years, talking is still the main disruptive behaviour in class.

The participants in the study were also able to self-reflect not only on their disruptive behaviours, but the entirety of the event, giving valuable insight into their thoughts and feeling. Addy was concerned about being excluded from school for his behaviour, he was aware that his actions were significant enough to warrant this thought process and had an idea about exclusion and what it could mean, aware of the rules that are inherent in the school having knowledge of appropriate behaviour and the punishment associated with behaviour in the school. Similarly, Brimmy who was able to articulate his awareness at a more cognitive level by identifying that his behaviour is dependent on him getting caught, again identifying that he acknowledges he does exhibit disruptive behaviour. Danny acknowledges his behaviour

needed to change and sought a strategy to do so. Cardy knows that fighting is inappropriate behaviour but lacks the control to stop. Ally, seemed to have a lesser understanding of the rules, and a weaker understanding of her behaviour in the personal or social context, but was aware of the impact it had, like knowing her behaviour of throwing paper around the class was not appropriate behaviour. All these incidences of acknowledgement of the social rules of the school reflects Bourdieu's (1984, 1996) mechanisms where systems are encoded from teacher to student; where school behaviour policies create a habitus, creating social structures, and within these social structures contain rules that are not necessarily always written, but a way in which the social likeliness becomes codified (Bourdieu, 1984).

Danny exhibited periods of silliness, but one of his most notable reflective moments occurred when he purposely splashed water on the bathroom floor because he enjoyed the sound. This awareness of his disruptive behaviour was not present during the action itself. However, it became evident afterward when he realised the site manager would have to clean up the mess. This showed elements of empathy, contradicting the assumption that empathetic capacity is inherently impaired in autism spectrum disorder, as Butera et al. (2023) observed. Importantly, Danny also demonstrated a form of self-reflection that has not been documented in the literature – 'Reflection-on-Inaction' (ROI). Rather than simply reflecting on past actions (ROA) or anticipating future actions (RFA), Danny was cognisant of potential outcomes and purposefully chose not to engage in certain behaviours. This indicates a deeper self-awareness and self-regulatory capacity beyond what is typically associated with autism spectrum disorder.

Ally is able to reflect on several instances of her problematic behaviour, including throwing flour on another student without understanding the impact on that student. The only time that Ally showed a modicum of remorse, and an awareness of her behaviour was when her behaviour impacted her friends' school trip (Butera et al. (2023). While Ally showed a modicum of reflection on her behaviour, she struggles to reach deeper levels of understanding. She fails to address the feelings of the student she threw flour on, the disruption of bringing water into the classroom, and causing chaos by throwing paper around. Here again, Ally is aware of her behaviour but is not cognisant of the impact it is having on the teacher but is aware that her behaviour is unacceptable. This behaviour falls in line with Nash et al., (2015) asserting that a behaviour management approach may not be sufficient to meet the complex needs of

some pupils who may lack the understanding of those boundaries, not being able to distinguish between cause and effect.

Having the capacity to self-reflect on their behaviour challenges the literature suggesting a lack of 'Theory of Mind' or 'Mindblindness' in autistic individuals, which is purported to lead to a lack of understanding of self and others (Baron-Cohen, 1990; Baron-Cohen, 1997; Frith, 2012; Voyles-Askham, 2022). Instead, the findings from this small scale study support research showing that autistic individuals can demonstrate a modicum of theory of mind (Williams, 2010; Norris & Maras, 2022) and aspects of self-reflection, also supporting studies by Conner and White (2018) and de Bruin et al. (2015) finding improvements in emotional regulation, social responsiveness, communication, based around intervention models based on reflection (Hofmann, S. G., & Gómez, 2017) and supporting the indication that self-reflection leads to key aspects of self-awareness and social/emotional intelligence as outlined by Goleman, (1998, 2006), as it involves the capacity to recognise one's own feelings and those of others.

Identifying their disruptive behaviour also gave rise to understanding their idea of merits and demerits, which played a significant part in the reflective process. This awareness of how behaviour is both managed and identified again reflects aspects of Bourdieu's theory of 'mechanism' (Bourdieu, 1996) where systems are encoded from teacher to student through culture and value (Bourdieu, 1977). This can be seen in the ethos of 'reward and punishment' within the school, in which all the participants in the study were acutely aware of the idea of 'demerits' and were cognisant of what constituted inappropriate behaviour (Woollard, 2010). However, it also highlighted the demerits system within the school environment is not specifically a deterrent, but a barometer to determine if their behaviour was 'good enough'. For example, many of the students still exhibited negative behaviour throughout the week, but it was only if it was 'logged' or 'highlighted in their behaviour system in the form of a demerit, did it influence their reflection of the week and the colour chosen from the zones of regulation (Kuypers, 2011, 2023). This was seen in their individual reflective logs that identified their behaviour throughout the data collection period (see Section 4). Some students indicated yellow and green for the week, if they did not receive a demerit, but still exhibited disruptive behaviour.

Their self-reflections on their disruptive behaviour also showed an identification of 'self' in the context of the social environment and an awareness of social norms within the constructs of the school setting. For example, Addy when questioned if he would carry out the same negative behaviour again, he responded that he would if there was no one there to tell him off. He is able to show an awareness of 'self' (I know my behaviour), identify and reflect on his past behaviour [ROA], in order to determine his future behaviour [RFA], and cognisant of the fact that if a teacher was present to uphold the 'rules' (Bourdieu, 1996) he would not do it again, but if there was no teacher, even knowing the rules and what would happen if he broke it (exclusion), he would do it again (Thorndike (1898) and Skinner (1938)). This is the same for Brimmy who expressed that demerits don't change his behaviour or anything about him. Here, Brimmy is showing his awareness of 'self' (I know my behaviour) and determines his awareness that demerits don't change him by reflecting on his past behaviour [ROA] and any his future behaviour [RFA] he is aware of the negativity of his behaviour, and his reality is demerits would not change his behaviour (Thorndike (1989) and Skinner (1938)). Cardy is slightly different, her self-reflections show an awareness of 'self' through her work and how it affects her behaviour in class. Here she is able to look at her past experience [ROA] and how it affects her lessons and is identifying the behaviour that occurs irrespective of the outcome of that negative behaviour, and again, knows the context of why she is talking. For example in their reflective logs, Addy, Brimmy and Danny, indicated green for their week when they had no demerits. Cardy stated she was green and yellow; the reason for his choice of colours was because she was chatty, and it may result in the demerit (she was unsure), and Ally was Blue and yellow due to receipt of demerits. It is here we can see that with many of the student in the study, their positive or negative behaviour is dependent on the number of demerits and not their actual behaviour itself, and therefore this study contradicts the underpinning behavioural theories like Thorndike and Skinner and as outlined in section (see section, 2.3.1) and challenges the concept of reward and punishment as a means of managing behaviour of autistic students.

5.2.2 Lack of control

The students in the study were also able to reflect on their difficulties with impulse control, a key aspect of some of the disruptive behaviours observed. As outlined by research, impaired

executive function in autistic individuals can lead to inhibition challenges (Demetriou et al., 2018; Happé et al., 2006; Hollander et al., 2006; Mirabella, 2021). Participants like Addy, Brimmy, and Cardy provided examples that illustrate this lack of behavioural inhibition where Addy described an inability to avoid disturbing others, Brimmy struggled to concentrate and refrain from inappropriate outbursts, and Cardy experienced aggressive outbursts during social challenges without recollection, while Ally demonstrated a lack of awareness about the inappropriateness of her request to throw flour on someone. As outlined by the research impulse control is considered the impairment of the executive function in autistic individuals (Demetriou, et al., 2018; Happé et al., 2006; Hollander, et al., 2006; Mirabella, 2021) leading to inhibitions in behaviour. As outlined by Baker & Blacher (2015) co-occurring diagnosis for ASD and ADHD is more the rule than their standalone disorders and his can add to the lack of control experienced. Brimmy expressed issues with concentrating on not talking and having the need to engage in conversation or inappropriate behaviour like calling out; identified the feeling of pressure building up that is only released when he is able to call out. Or like, Cardy, were she lashes out to fight when there are challenges with friendships and has no recollection of the event. Ally who did not seem to hesitate to throw the flour on someone. This shows there is the lack of inhibition with some of the participants who are only reflecting on the event after the fact, and not during or before. That is, thinking about an action before following through - not reflecting for action or reflecting in action. This theme is significant, as it outlines not only the reason for the PDB but reflects the research based upon the 'lack of control' autistic individuals exhibit related to behavioural inhibition, who often struggle with impulse control (Mintz, 2017; Mirabella, 2021). This can also be attributed to the inability to manage their emotions (alexithymia) where researchers have cited that when there is difficulty expressing their emotions it can contribute to the stereotype that those with autism lack empathy (Bird & Cook, 2013; Brewer & Murphy, 2016). Yet, Brimmy and Cardy did show elements of change in their behaviour in the latter parts of the training sessions, with Brimmy indicating being calmer and Cardy identifying less chattiness. which means there is potential to build on the self-awareness of their behaviour through self-reflection.

The variation in the students' performance in the study could be attributed to several factors. One potential issue is that the research grouped all autism diagnoses together, which may have obscured important differences between subgroups. For example, collapsing the sample into a single 'Autism Spectrum Disorder' diagnosis (per DSM-5/ICD-11) could be problematic if the

participants' distinct conditions were not sufficiently distinguished. This could have impacted their ability to develop self-awareness of their behaviour and address the need for impulse control. Additionally, students like Danny, Ally, and Addy have Education, Health, and Care Plans (EHCPs), indicating they require more support than is available through the standard Special Educational Needs and Disabilities (SEND) framework (DfE, 23/24). This suggests they may need more time and resources to effectively manage changes in their behaviour. In Danny's case, the change in his behaviour may be linked to the increased support he received from a more regular learning support assistant and a change in his class placement.

Dual Process Theory (DPR) could also be attributed to this event of impulsivity as it focuses on decision- making and reasoning, suggesting two types of reasoning processes co-exist when making a decision: Process 1 is based on intuition, impulsive and non-consciousness, and Process 2 reflective and contemplative cognition, logical and deliberate and based upon conscious decision-making as determined by Brosnan (2016, 2017) and Deutsch, et al. (2017) and Sloman (2014). This theory helps to better understand the behaviour of those with autism in social situations, where reduced intuitive reasoning can cause misjudgement of situations, misunderstandings, and confusion, and would therefore have challenges with their ability to problem solve (Brosnan, 2019, p.2598). Therefore, in the events that the participants shared they may not be working with their intuition or gut feeling about a situation and processing what to do in that situation. Thus, the school environment which may require the Process 1, intuitive reasoning to navigate some of the interactions, could indicate the challenges experienced as a constant flux within the dynamic school environment. This study has therefore provided a conduit as to the reflective process of those with autism i.e., they are able to 'think' about what they are doing but may need time to adjust to the action. Process 1 can be suggested was demonstrated in the participants: Addy being told to carry out a dangerous action, Ally, told on numerous occasions to do something that would be considered highly disruptive and dangerous, this suggests there could be reduced intuitive reasoning. Therefore, they are not working with their 'intuition' or 'gut feeling' about a situation and processing what to do in that situation and making misjudgement with regard to their responses as outlined by Brosnan (2016, 2017) and Sloman (2014).

5.2.3 Impact of Behaviour on Friendship and Teachers

The findings from the study revealed that the impact of behaviour on friendships was a primary theme for the majority of participants. Cardy's behaviour, as a secondary theme, was identified as having impacted several of her friendships. Additionally, four of the study's participants reported challenges with their friendships.

Cardy, who has strained relationships with her friends, encounters many physical altercations with them, which has led to distancing herself with a number of her friends at school. This reflects the research by Fox & Asbury (2024) who stated that children with autism have few quality friendships and are less accepted by peers, which can be further complicated if there is a loss in friendship when the student can exhibit emotions like, aggression, anger or withdrawing. It was expressed by Cardy that she used coping strategies like distancing herself and not talking to her friends, when they fell out due to her aggressive nature. Cardy always discussed her friendships in school and the challenges she has with them, this aligns with the research by (Bauminger, Solomon, and Rogers, 2010; Kavalam, 2007; Kuo et al., 2013) who expressed that they may seek friendships, but they struggle with appropriate behaviour within those friendships and the nuanced behaviour to maintain those friendships. This was similar to Danny, who could not trust his friends to not to be silly or annoying, wants to remain on his own or with teachers when he is at break or lunch. Again this reflects the research by Fox & Asbury (2024) with Danny having few quality friendships and distanced himself with remaining with teachers at break and lunch, and aligns with the research by (Bauminger, Solomon, and Rogers, 2010; Kavalam, 2007; Kuo et al., 2013).

Addy felt conflicted after his friends encouraged him to commit an act, and then someone from his group of friends subsequently reported it to a teacher. Additionally, Addy disliked sitting at a table where the constant chatter risked provoking him into talking, potentially earning him a demerit.

Danny perceives the behaviour exhibited by himself and his friends as a significant challenge. It has come to light that he feels he has been subjected to bullying over several years, a sentiment that aligns with the findings of Maïano et al. (2016) and Humphrey & Hebron (2014),

which highlight a heightened risk of bullying among autistic children. This ongoing experience has resulted in anxiety during lessons, prompting him to change classes.

Addy and Ally maintain friendships that appear to foster negative behaviours, suggesting that their relationship may exploit their impulse control. This dynamic presents difficulties for both as they attempt to navigate the complexities of friendship. Numerous factors could be considered in their circumstances, as they may fear losing their friendships if they do not conform or may engage in such behaviours to fit in. This aspect was not addressed, indicating a need for further discussion. Nevertheless, both individuals value their friendship highly, with Ally expressing that she enjoys attending school, even when unwell.

All the students in the study felt that their friendships, though important, did have its challenges. These findings support the contemporary research on autism, where friendships were important, but their lack of appropriate behaviour, as well as inability to comprehend the process of establishing and maintaining friendship becomes a challenge (Bauminger et al., 2010; Kavalam, 2007; Kuo et al., 2013; Bauminger et al., 2008; Williams & Guerra, 2007).

5.2.4 Impact of teachers

The impact of teachers emerged as a significant and unexpected theme from the study's findings. These self-reflections by participants directly relate to their emotional intelligence (EI). While not indicative of negative behaviour, this did impact their behaviour significantly that they wanted to share their experience. The research suggests that for these student both social and emotional intelligence are at play (Goleman, 1998, 2006). For instance, Addy described a lack of trust in his teachers listening when he asked to move seats, a request that was previously denied, leading him to stop asking. Brimmy expressed frustration that teachers disrupted lessons more than he did, by telling him to stop talking, which only worsened the situation. Cardy shared her fear of being embarrassed by teachers, she perceived, called on students to humiliate them or reacted angrily if she asked for help from an unfamiliar teacher. This was a key theme for Cardy and a secondary one in the overall findings. Another theme that emerged that focused on disruptive behaviour was that Cardy was able to identify her challenges based on the perception of her teachers and her awareness of their varying teaching

practices. This meant that her behaviour was modified in that she no longer asked for help or support and that would lead to talking and disruptive behaviour, which she aware impacted those who sat next to her as she acted as a distraction to them by talking. This again suggests that the teachers who supply or cover, may not have the specialist knowledge to support in lessons (Hill, 2024; Timpson 2019). Unlike Ally and Danny, who has part time support, she does not have the support of an LSA to help manage the classroom setting. Effectively, Cardy is withdrawing from lessons, by not actively engaging due to her perception and past experience of teachers, and in doing so is disrupting the lessons. This aligns with Bogdashina (2016) who suggested that difficulties in the classroom environment can lead to distress and anxiety that can be misunderstood as challenging behaviour.

These examples also serve to demonstrate the participants' ability to modify and adapt their behaviour based on emotional experiences with teachers. Which again goes against the Theory of Mind and again upholds the research by (Booules-Katri, 2019), Ansari and Kliman (2015) and Kliman (2018), supporting the research by Conner and White (2018) and de Bruin et al. (2015) demonstrating that reflection can change the behavioural awareness of autistic children. The study indicates that classroom challenges may be misunderstood and support the research that reflect the participants' emotional distress and anxieties (Bogdashina, 2016; Gadow et al. 2004; Lecavalier 2006). This also aligns with the 'Double Empathy Problem' (Milton, 2012, 2018), where differing perceptions between autistic and non-autistic individuals lead to misunderstandings. Contrary to expectations, these self-reflections on teacher impact emerged as a crucial theme, demonstrating the significant role educators play in developing students' emotional capacities. This also reinforced the literature on the lack of specialist support in the classroom by the Timpson Review (2019) and the impact to the students, due to the lack of awareness of their needs make it an unsuitable environment and support the research by Cook and Ogden (2021) and Little (2017) that it can lead to behavioural challenges.

Overall, the aspects of behaviour the students were able to reflect upon were their disruptive behaviours, acknowledging the reasons behind them, including their lack of self-control and awareness of the consequences of their actions. They also recognised the internal and external factors, such as friendships and teachers, that influenced their behaviour.

5.3 RQ2 How can autistic students be supported to self-reflect on their behaviour in the classroom?

The small-scale study found that autistic students demonstrated some capacity for self-reflection and with continued support, may reach a level of self-awareness that allows them to better manage their behaviour. The following details how students in the study can be supported in school to develop their self-reflective practice.

5.3.1 Adapt the approach of the Zones of Regulation

The students in this small-scale study attended a mainstream school that had implemented the Zones of Regulation (ZoR) framework (Kuypers, 2011, 2013, 2023) to help students recognise and manage their emotions and behaviour. The ZoR system teaches students to identify their current ‘colour zone’ (e.g., green for optimal regulation) and use strategies to return to the ideal 'green zone’. However, prior to this research, the participating students struggled to effectively access and apply the ZoR approach, as they lacked self-awareness of their own behaviour and the ability to self-regulate. The study findings revealed that the students initially had a weakened capacity for self-awareness and self-regulation This was found by the participants’ initial weaker ability to reflect on their behaviour at the start of the study, to developing a stronger sense of self-reflection as outlined by their reflective logs, which over the course of the study, showed an awareness of their disruptive behaviour, and they were able identify the context of that behaviour. Nonetheless, they were unable to modify their behaviour consistently, irrespective of their ability to reflect citing hyperactivity, silliness, and the inability to control their impulses (Mirabella, 2021). This identifies the lack of self-regulation of their behaviour. This initially showed an alignment with Bennett (2014) concluding that emotional dysregulation leads to difficulties with self-regulation of emotions and behaviour, with challenges exhibited with recognising their emotional and mental states as outlined by Sawyer, et al. (2008). However, after the study it was found that after their self-reflective training sessions, they were able to build their sense of awareness of their behaviour. Therefore, the findings in the study aligned with the work of Kliman (2018) who demonstrated changes in behavioural awareness in children with autism through reflection with their ability to show insight into their own experiences.. ZoR (2011, 2013, 2023) is a programme rooted in the

capacity of student's cognitive abilities and behaviour management, i.e., have an awareness of their behaviour and the ability to manage that behaviour through self-regulation. This concurs with Hopkins et al. (2023) who stated that the ZoR are aimed at students managing their own emotions and behaviour. Therefore, it can be concluded from the findings that having a weak self-awareness and weak ability to self-regulate limits access to the ZoR which requires a strong sense of both awareness and ability to regulate. However, with the support of the appropriate scaffolding in developing self-awareness of behaviour through self-reflective practice can help in the first step in accessing the ZoR by strengthening their awareness of their disruptive behaviour. Thus, knowing what behaviours builds awareness of the behaviours that need regulating (Hopkins et al, 2023; Kliman, 2018).

The approach also encourages students to consider their current emotional state, body cues, and then take appropriate steps to regulate themselves, however if autistic students are in a heightened emotional state after an incident that may be a challenge due to cognitive overload that can occur when trying to reflect in the moment of a challenging situation. This aligns with Shankar's (2016) finding that heightened emotional states can prevent autistic students from effectively accessing and using ZoR strategies. The students also exhibited impulse control issues and behavioural inhibition where the participants engaged in dangerous or disruptive behaviours, such as Addy with a bag, Danny with water, Ally with flour and water, Cardy with striking someone and Brimmy nearly hurting a teacher aligning with Mirabella (2021). In all these incidences, the participants were not able to inhibit their impulses and were influenced by both internal and external distractions, supporting the findings of Shanker (2016)) who determined that control is to inhibit strong impulses, whereas self-regulation is about reducing both the frequency and intensity of the impulses. This then leads on the focus of the ZoR which requires students to think about their emotions and behaviour in the moment. This means that students are required to reflection-in-action (RIA) - how students feel in the moment and what their bodies are doing. However, after receiving training on self-reflection after the events of the week, the participants in the study were better able to reflect not only on their behaviour but their emotions after the event (ROA). This happened when there was less cognitive overload and a calmer environment.

This study demonstrated that building self-awareness through post-event self-reflection can be a key first step for autistic students to effectively access the ZoR framework. This aligns with the research that Reflection-on-action (past tense) can be more effective than reflection-in-action (present tense), as it allows students to reflect when they are calm and regulated, giving them more time to process their thoughts and feelings, which reflects the studies by (Kliman, 2011) and Ansari & Kliman (2015), Demetriou et al., (2018) (see also 5.3.3).

The assumption that all students initially have a certain level of self-awareness when employing the Zones of Regulation (2011) without support may be somewhat misguided, as the findings show better support of self-reflective practices in autistic students yields an improved awareness of behaviour. For example, the findings from the study suggests that some students may not be able to achieve a certain level of self-awareness on their own and would require support. Figure 5.1 demonstrates the accessibility of ZoR for the autistic students in the study based on the findings.

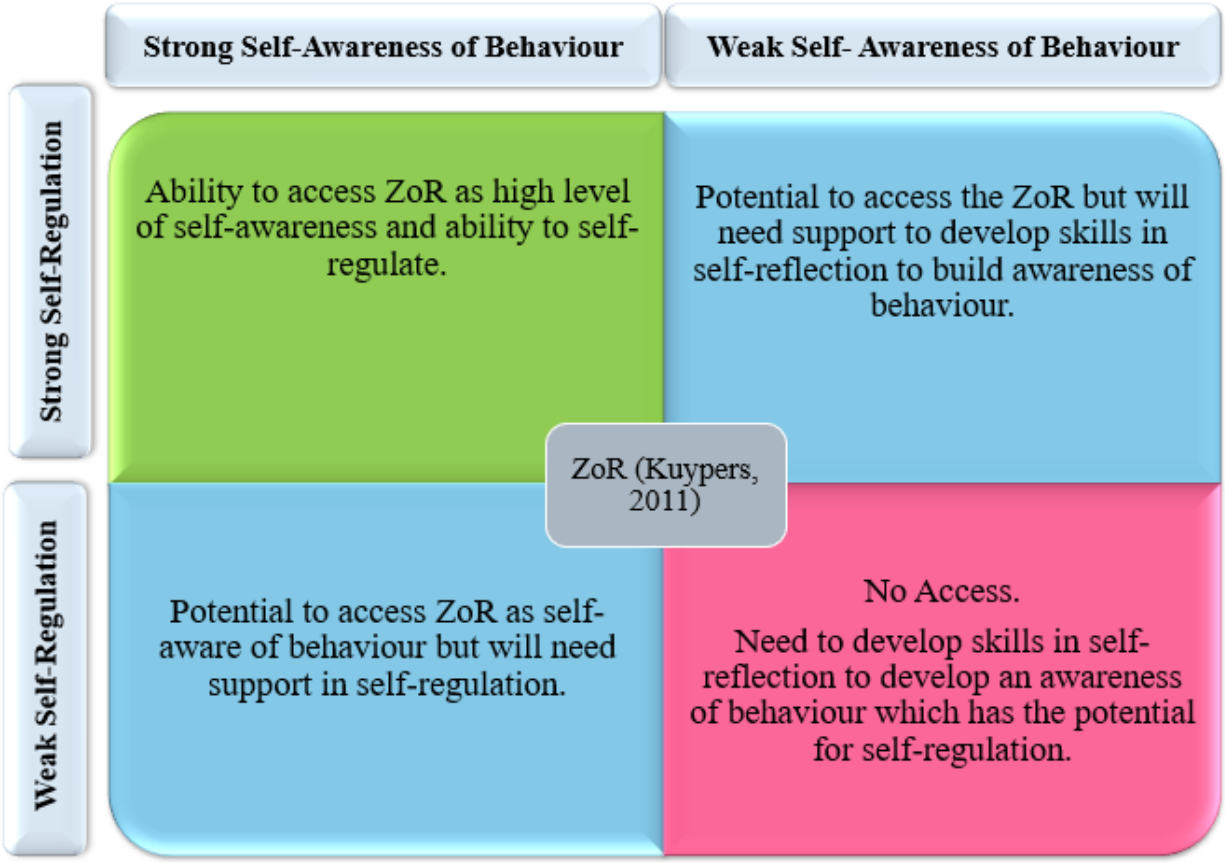

Figure 5.1 *Accessibility of ZoR for the autistic students in the study*

For students with a strong sense of self-awareness and self-regulation, they may be able to independently access the Zone of Regulation (ZoR) to manage their behaviour. However, if a student has a weak sense of self-awareness but strong self-regulation abilities, they can still potentially access the ZoR but may require the support of reflective practice to build self-awareness first. Conversely, students with a strong awareness of their behaviour but weak self-regulation skills may not be able to access the ZoR without first developing their self-regulation abilities through self-reflective practice. Ultimately, students need both strong self-awareness and self-regulation skills in order to independently access and utilise the ZoR to effectively manage their behaviour.

Overall, for autistic students to be supported to self-reflect on their behaviour, the current practice of using the ZoR (Zone of Regulation) needs to be adapted. The focus should shift from the existing approach, which lacks a self-reflection component, to making self-reflection the first step for autistic students to build self-awareness of their own behaviour.

In addition, the ZoR could be adapted further and be included in the reflective logs (see 5.3.3). The Zone of Regulation (ZoR) colour can also be used in adhering to a structured format for the training sessions incorporating the use of reflective logs or journals (see 5.3.3).

5.3.2 Delivered by SEND Support Staff

Initially, the SEND Co-ordinator (SENDCo) should communicate the adapted Zones of Regulation approach to all staff. This would ensure the entire school community understands the new practices focused on encouraging self-reflection, especially for autistic students at risk of suspension or exclusion.

The trainer encouraged reflection to support the reflective process in this study. This aligns with Husu et al.'s (2008) finding that having someone to support the process and ‘bring something to mind’ can be enhanced through social interaction and further developed as part of the social interchange between the autistic student and the trainer to aid self-reflection. This also reflects the idea that the process is useful and important when carried out collaboratively, as Husu (2008) found that not everyone is able to simply reflect and may require the support

of guided reflection in the form of a stimulus to aid recall and guide the reflection process. Duffy's (2009) findings that guided reflection is a collaborative process and a supportive relationship, where the journey is viewed as a process of self-enquiry, were also upheld and reflected in the data collection process of this study. Therefore, the school could adjust its support to include training sessions that address the specific needs of autistic students exhibiting high levels of disruptive behaviour and at risk of suspension or exclusion. This initial support could be carried out by Learning Support Assistants (LSAs) or Teaching Assistants (TAs) who are familiar with student interventions, support plan timetables, and EHCP plans.

While dedicated training sessions may not be practical for classroom teachers due to their busy schedules, there are still opportunities to reinforce self-reflection skills. Teachers can guide students in reflective discussions about their behaviour following an incident, aligning this dialogue with the structured discussion framework already used with learning support assistants (LSAs). Implementing this practice school-wide can deepen and reinforce self-reflection, supporting teachers who feel they lack the training or experience to effectively support children with autism (APPGA, 2017; NASUWT, Al Jaffal, 2022).

The study found that the efforts to manage the participants' disruptive behaviour were not fully realised within the given timeframe. The training sessions could be extended over a longer period of time to this study, which showed the potential for building self-awareness. To implement this the SEND staff can use the several areas available for intervention, with many interventions taking place during assembly and registration so that it does not impact their learning. The length and number of training sessions would be decided based on the level of support required by the student. Support staff can monitor participants' progress in self-reflection and behavioural awareness at the start and end of the initial training block. They can then review this progress to determine if further support is needed to continue.

The literature review (section 2.2) highlights the need to consider funding for autistic students in the school setting. Addy, Danny, and Ally have Education, Health, and Care Plans (EHCPs), which provide them with dedicated funding. In contrast, Brimmy and Cardy do not have EHCPs, meaning they would not receive that additional funding. However, the school could seek Higher Needs Funding (HNF) to help cover the costs of the more specialised educational

support as schools are not expected to fully fund all specialist provisions from their own budgets (SEND Code of Practice, 2015).

5.3.3 Adhere to a Structured Framework CIAF

In this research, the Critical Incident Analysis Framework (CIAF) (Lister & Crisp, 2007) was employed to enhance the training sessions. The integration of reflective logs into the framework helped students in articulating their thoughts and emotions freely. As noted by Beaumont (2019) and Adams (2013), this approach is expected to mitigate cognitive inhibition, which occurs when information is retained in working memory due to an emphasis on the task at hand. Furthermore, the CIAF can be implemented by both qualified and unqualified individuals, making it accessible for those who may lack confidence in providing support through reflective practice. This assertion is corroborated by the study, which indicated that even when training sessions deviated from their intended course or when students were reluctant to engage with the reflective logs, the framework remained a valuable guide for the process. Therefore, when delivering the training sessions on the adapted ZoR this could involve adhering to a structured format,

Within the framework there also needs to be consideration for the time frame needed to carry out the reflection to support the reflection on action (ROA) (past tense) (Schön, 1987; Killion & Todnem, 1991). Therefore, by allowing the students to reflect at a time when they are regulated, calm and more time to think about what they were feeling at the time (Shanker, 2012, 2016). This was reflected in the study, which placed the students in the green zone when reflecting. This is different than being in control in the moment, as being in control does not necessarily mean you are calm or addressing the cause of the event, it just means you are controlling your emotions not regulating (Shanker, 2016) which is not a sustainable action.

5.4 Importance and Implications of the Study

The findings have demonstrated not only the value of this small-scale study but also the broader implications of the findings for research, knowledge, and practice, while demonstrating that self-awareness does not automatically equate to self-regulation. It contributes to the existing

body of knowledge by illustrating that self-reflection can develop self-awareness regarding the behaviours of autistic students. This challenges the prevailing perspective in major studies that suggest a weakness in the understanding the perspectives of others, commonly referred to as 'Theory of Mind' (Baron-Cohen, 1990, 1991, 2000; Decety, 2010; Rameson et al., 2012), as well as in self-awareness (Attwood, 2006; Volkmar, 2011). Furthermore, it add to the body of research indicating that autistic individuals possess this capability (Brosnan, 2017, 2021; Kliman, 2011, 2018) and that targeted interventions can improve understanding of 'Theory of Mind in autistic individuals (Lecheler, et al., 2021) as well as an effective intervention (Booules-Katri, 2019). This is particularly important as it establishes that autistic students can actively engage in discussions about their own lived experiences in school from a first-person perspective. Additionally, it demonstrates their ability to contribute to a dialogue regarding the behavioural interventions that aligns with the SEND Code of Practice (2015).

There is a notable scarcity in studies that actively seek the self-reflections of autistic students regarding their educational experiences. Predominantly, existing literature has relied on the perspectives of parents, caregivers, educators, and professionals, often diminishing the voices of autistic individuals themselves (Brede et al., 2016; Cridland et al., 2015). This situation outlines the necessity for research to prioritise the direct experiences of autistic students, thereby granting legitimacy and credibility to their feelings, thoughts and perceptions. As the foremost authorities and experts on their own experiences, autistic students could be afforded greater recognition in research endeavours, aligning with the principles of the social model of disability (Manago & Goar, 2017; Reindal, 2008) and enhancing their visibility in academic studies that has historically marginalised their contributions. In order to foster their inclusivity in research, there is a need to examine the mechanisms for their participation and identifying potential barriers to inclusion. Factors such as the research environment, an understanding of their specific needs throughout the process, and most importantly the distinct ways in which they may articulate their reflections—differing from those of allistic individuals—must be considered. This distinction is crucial, as prevailing biases and cultural norms regarding what is perceived as ‘valid’ or ‘credible’ can shape the definitions of truth and reality. Consequently, the language employed by autistic individuals may diverge from that of their allistic individuals, and their words and phrases used to identify a reflection or their thoughts, feelings and ideas, may not be the same. Yet this does not diminish the significance or validity of their

contributions. This consideration represents a vital aspect of research contributions and inclusivity.

The study presents a method for a whole-school modification of practices to enhance accessibility for autistic students by incorporating an initial step of self-reflection before implementing the ZoR. This preliminary step aims to foster greater awareness of their behaviours that lead to exclusion or suspension. While the limited sample size restricts the generalisability of the findings, it initiates a dialogue regarding how various behaviour management systems can promote self-awareness among autistic students, enabling them to recognise and comprehend the behaviours of autistic students in relation to both external and internal influences on that behaviour. This theoretical framework therefore lays the groundwork for practical strategies in managing autistic students. Furthermore, it aligns with the social model of disability, emphasising inclusivity through the adaptation of needs and the reduction of barriers. It also opens pathways for further investigation into how an understanding of autism can inform and enhance educational practices.

5.5 Summary of Discussion

A discussion of the findings presented in Chapter five helped to answer the research questions as outlined in chapter one. In research question one, which focused on what aspects of behaviour their self-reflection enables them to reflect upon, identified their focus on the awareness of their behaviour in the context of the school environment, and how internal factors like lack of control and external factors like friendship and teachers affect their behaviour. In research question two, on how they can be supported to reflect on their behaviour we discussed the need for the adaptation of the approach of the ZoR so that autistic students are able to develop their skills of self-reflection to build their awareness of their behaviour to access the ZoR. Delivered by SEND staff (LSAs/TA), who are able to dedicate time and resources to their development. The need to adhere to a structured framework to guide the reflective process. The research also revealed that the current systems for managing behaviour in mainstream schools are not effectively meeting the needs of some students who have a history of being at risk of exclusion. With specialised training on the existing behaviour management systems, these students have demonstrated some progress, though success is not immediate. Nonetheless, the

current approaches are showing promising signs, they are not yet sufficient to adequately support this group of autistic students, who remain most at risk of exclusion from mainstream schools.

In summary, the research highlights the need for a change in approach and practice in this mainstream schools to better serve autistic students, who are otherwise at high risk of exclusion, and its importance and implications are far reaching with regards to knowledge, practice and research

The final chapter reviews the findings and discussion and considered how they have answered the research questions, how the results may inform practice in schools, recommendations for mainstream schools, and would include evaluation of the methodology: achievements, limitation and personal reflection of the research study, suggestions for future research.

Chapter 6: Conclusion

6.1 Introduction

The aim of this study was to develop self-reflective skills in autistic students, enabling them to reflect on their classroom behaviour. This addressed a gap in research by actively exploring the 'self-reflections' of autistic individuals. The purpose was to help autistic students regulate behaviour that could lead to exclusion or suspension, as outlined in the problem statement. The study used an interpretivist paradigm and Interpretative Phenomenological Analysis (IPA) to capture the students' reflections with the aid of reflective logs that incorporated an adapted Zones of Regulation framework. The findings suggests that autistic students in this study have some capacity for self-reflection and can offer insights into their own classroom behaviour, indicating they have the potential to be taught to become more self-aware, and with continued support, the students may reach a level of self-awareness that allows them to better utilise the school's Zones of Regulation strategy to manage their behaviour.

This final chapter summarises the key findings and contribution, limitations of the study and personal reflections and future considerations. As this is a small scale study, the findings are not intended to be generalisable to all autistic students.

6.2 Key Findings and Original Contributions

The aim of the study was partially achieved, where the students showed a modicum of reflective practice as outlined by Plack et al., (2005) and acknowledged their disruptive behaviour, identified their motives and the impact on others, which was accomplished using the adapted Zone of Regulation (ZoR) approach using ROA after an event, which supported the students' self-reflective practice. Over the course of the study there was a difference between their self-awareness at the start of data collection to the latter stages of data collection for some of the students, which showed the potential to enhance self-awareness. However, the purpose of helping students manage their disruptive behaviour, which can lead to exclusion or suspension,

was not fully realised in the timeframe of the study. While some students showed a modest improvement in behaviour toward the end of the study, there was no clear evidence of their ability to effectively manage their own conduct.

The findings highlighted a potential disconnect between the school's Zones of Regulation framework and the actual self-awareness abilities of the students. The framework assumes a certain level of self-awareness that the students in the study may not have possessed, as evidenced by their high rates of demerits and risk of suspension or exclusion. To effectively utilise the Zones of Regulation, students first need to develop the fundamental skill of self-reflection, which allows them to build the self-awareness necessary for managing their own behaviour. However, the study suggests the students had not yet developed these prerequisite skills prior to the use of ZoR.

The findings also revealed that to effectively support self-reflective practices of autistic students, they would need a structured framework. This framework should include using reflective logs to capture students' thoughts and reflections on their behaviour. This would help students conceptualise their concrete experiences and allow time for reflection-on-action (past tense). Providing this structured approach can help reduce the cognitive overload that can occur when trying to reflect in the moment of a challenging situation. Furthermore, multiple training sessions would be required to provide rich data, enhance the reliability of students' accounts, and continue developing their self-reflection skills through continuous practice. This would enable autistic students to embed reflective practices and support their ongoing learning.

The original contributions from the study are detailed as:

1) Contribution to knowledge

The understanding that engaging in self-reflective practice can enhance self-awareness regarding disruptive behaviours, which may result in exclusion or suspension, is crucial. Previous research has posited that autistic individuals often exhibit weaknesses in theory of mind, social awareness, emotional intelligence, and self-awareness. However, findings from this study challenge that notion, revealing that the participating students displayed significant

self-reflective capabilities, demonstrating an awareness of their behaviours and the effects thereof. This contributes important insights to the relatively sparse literature on the self-reflective experiences of autistic students, suggesting that self-awareness can indeed be cultivated through self-reflective practices. Additionally, a noteworthy contribution of this research is the introduction of a novel reflective element termed 'Reflect on Inaction' (ROI), which involves actively contemplating actions that were not executed. This concept differs from Reflect on Action (ROA), Reflect in Action (RIA), or Reflect for Action (RFA), as those focus on actions occurring at specific points in time—past, present, or future. In contrast, ROI centres on inaction, which lacks a defined timeframe but is grounded in premises that, as articulated by Plack et al., (2005), serve as indicators of deeper critical reflection.

2) Contribution to Research

Provided empirical data on the self-reflections of autistic students from mainstream school demonstrating their reflective capabilities defined by the elements of reflection by Plack et al, (2005), opposing major research posing a limitation on their capabilities (Baron-Cohen, 1990, 1991, 2000; Decety, 2010; Rameson et al., 2012;Attwood, 2006; Volkmar, 2011). While demonstrating that with adaptation of the research mechanisms will reduce the barriers to participation to further aid their contribution.

3) Contribution to Practice

It will help inform the behaviour management practices of autistic students by identifying adaptive strategies that will aid in the accessibility of the current whole-school initiative of the ZoR (2011, 2013, 2023) by introducing a first – preliminary step - of self-reflection to increase the awareness of their disruptive behaviours through acknowledgement and identification of those behaviours.

As a researcher engaged in this process, I discovered that the perception of the capabilities of autistic students is often significantly undervalued, leading to their exclusion from research inquiries. Recognising their capacity for self-reflection serves as a means to highlight their abilities, thereby underscoring their importance in studies concerning them. This

acknowledgment affirms their participation in research as both valid and credible, emphasising their critical role in the academic research surrounding autism.

Though the study yielded positive contributions, this small-scale study, which involved only five students from a single school, is subject to several limitations that have been acknowledged and considered.

6.3 Limitations of the Study

The student participants all attended mainstream schools, suggesting they were less affected by underlying learning disabilities compared to students with more severe autism. As they were all verbal and accessing the national curriculum, the findings may not apply to non-verbal students or those with limited communication and intellectual abilities. However, as this is a mainstream school, and with the limitations of access to more students during Covid and lockdown this was the primary reason for the choice of participants from one school.

The sample size was impacted by COVID-19, with some students remaining at home or falling ill, and low attendance among SEND students who returned to mainstream school after the second lockdown. Additionally, online meetings were not suitable for the majority of SEND students, who did not engage well with virtual interactions. However, there were students available for the study, and as the study was qualitative based on the lived experience of autistic students, the number of student were still viable and valid.

There was a potential dichotomy between the ‘training session’ format, which involved delving into personal information not typically asked by teachers, and the undefined role of the teacher/trainer. This ambiguity may have unintentionally influenced the results and challenged the reality of the findings. However, this was overcome this through reflexivity and consciously analysing own personal experiences in relation to the study's objectives, which helped to refocus the training sessions and highlight any presuppositions or prejudices that may have influenced the research findings.

Coding requires the use of words familiar to the researcher. These words will be based on ‘their’ understanding of them and thus, the first stage of subjectivity arises. This is because assumptions, which influence the process; will shape their interpretation. Therefore, there will be the risk of overly influencing the results. To overcome this, reflexivity in the process by examining feelings, reactions, and motives and the influence what and how they are thinking.

Changes in timetable i.e., one subject is switched with another, and the student could not be seen on that day due to the lack of time to process the change. This meant returning at a later point for another session during the week. The impact of this they may not be seen until the following week, and that means they did not recall the key details of their behaviour over the two week period. This was overcome using the reflective notes to return to what they shared last time and the use of the behaviour system that keeps logs of any demerit and merits.

6.4 Personal Reflections of the Research Study

The study began by exploring my early experience working with autistic students in a mainstream school and the impact of using reflective practice to support them (Dewey, 1910, 1933; Schön, 1983, 1987). Knowledge gained from my Teaching Trainings Standards (DfE, 2016, p. 4, 10-11) and master’s programme. It provided valuable insight into the students' world. This experience led me to believe that reflective practice could be a powerful tool for supporting our most vulnerable students. My initial plan was to speak with a few students and document their feelings. However, the reality proved far more complex. I had to delve deeper into research on reflective practice and autism, and behaviour management. I also had to carefully consider the ethical implications, be mindful of my phrasing and paid close attention capturing data that accurately reflected their truths, while managing and analysing the data using IPA (Smith et al., 2021). The study evolved into a much more in-depth exploration than I had anticipated, forcing me to re-evaluate my own ontological perspective and how it influenced the focus of the study, shifting from 'seeking a truth' to prioritising 'their truths.' This realisation had a profound impact on the entire premise of the research. Another major hurdle was the data collection process. I had initially planned to gather feedback from teachers, observe students, and compare their self-reflections for triangulation (Carter et al., 2014; Fusch, et al, 2018). However, I realised I was not truly focusing on the students' perspectives but rather

trying to validate their subjective truths with those of others. This realisation required me to start over, refocusing the study on the students' experiences. This shift in approach shook my confidence as a researcher and caused me to question whether I had always based my understanding of my most vulnerable students' behaviour on the perspectives of others, rather than their own lived experiences. Maintaining the right balance of questions, allowing the students to speak freely, and remaining reflexive throughout the data collection process became a constant challenge. The final insight was the dynamic between myself, the known teacher, and the students who were familiar with me in that role, and that of a researcher, I had to continuously reflect on the researcher role the focus of the study. The study yielded far more than I had anticipated. Yet, the ever-present imposter syndrome often made me question the validity of my findings and my credibility as a researcher. This experience has profoundly shaped my approach as the Lead for a Learning Programme for SEND students, giving me a deeper understanding of the lives and perspectives of the students I serve.

6.5 Recommendations and Future Research

The current study offers an effective first step for teachers and support staff to help support autistic students become more self-aware of their behaviour through self-reflective practice. However, the qualitative nature of the research limits its generalisability across all school settings, so caution is warranted when other schools seek to implement the described practices.

It is recommended there is a whole-school adaptation to the current approach and practice of the delivery of the Zones of Regulation when supporting autistic students to improve the accessibility of this behaviour system through self-reflective practice.

It is also recommended that SEND support implement strategies based on a structured framework to further develop autistic students’ skills in self-reflective practice to strengthen their self-awareness of their behaviour.

Future research involves the next step of a longer study examining how students' self-reflective practice builds their self-awareness, and its impact on their ability to regulate their behaviour.

Such research could deepen our understanding of the practices required for effectively implementing adaptive behaviour management strategies to support autistic students.

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Appendix 1: Ethics and Consent Forms

University of Reading
Institute of Education
Ethical Approval Form A (version May 2019)

Tick one: Project: EdD

Name of applicant (s): **Michelle Jagdeo-Bailey**

Title of project:

'Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom Environment'

Name of supervisor (for student projects): **Dr Yota Dimitriadi, Dr Rachel Roberts**

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants and/or their parents/carers that:	X	
a) explains the purpose(s) of the project	X	
b) explains how they have been selected as potential participants	X	
c) gives a full, fair, and clear account of what will be asked of them and how the information that they provide will be used	X	
d) makes clear that participation in the project is voluntary	X	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	X	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention, and disposal	X	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this.	X	
h) explains the arrangements for providing participants with the research results if they wish to have them.	X	
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email. If any of the project investigators are students at the IoE, then this information must be included, and their name provided	X	
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants.	N/A	
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.'	X	
k) includes a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are available on request".	X	

5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form (included below with this ethics application)?	X		
6) Does your research comply with the University's Code of Good Practice in Research?	X		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?	X		
8) Has the data collector obtained satisfactory DBS clearance?			X
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?	X		
10) If your research involves processing sensitive personal data[1], or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	X		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			X
12a) Does your research involve data collection outside the UK?		X	
12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?			X
13a) Does your research involve collecting data in a language other than English?		X	
13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.			X
14a. Does the proposed research involve children under the age of 5?		X	
14b. If the answer to question 14a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			X
If you have answered YES to Question 3, please complete Section B below			X

- Complete **either** Section A **or** Section B below with details of your research project.
- Complete a risk assessment.
- Sign the form in Section C.
- Append at the end of this form all **relevant** documents: **information sheets, consent forms, tests, questionnaires, interview schedules, evidence that you have completed information security training (e.g. screen shot/copy of certificate).**
- Email the completed form to the Institute's Ethics Committee for consideration.

Any missing information will result in the form being returned to you.

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has **no** significant ethical implications. (Please tick the box.)	

[1] Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.

- 2-3 students with ASD (autistic spectrum disorder)/Autism for the pilot phase
- 5-7 students with ASD for the main phase
- 5-7 teachers

Give a brief description of the aims and the methods (participants, instruments, and procedures) of the project in up to **200** words noting:

1. **title of project**

'Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom Environment'

2. **purpose of project and its academic rationale**

The purpose of the research is to understand the impact of reflective practice on the behaviour of the ASD learner within mainstream school. Studies have identified that students on the autistic spectrum may need further support on developing social intelligence (awareness of self and others). However, there is little research on the direct evaluation of 'self-views' of autistic individuals and reflective practice can be used as a tool to explore this by addressing which aspects of behaviour affects the ASD learner at school, how this behaviour can be regulated and the challenges to implementing reflective practice.

3. **brief description of methods and measurements**

The study will invite ASD students to twice weekly 1:1 meetings where they will be asked to record their perceptions of their classroom experiences in written or artistic forms in designated notebooks. During every meeting, each student will be given 10-15 minutes to complete a notebook entry. There are focused questions to support their input. In cases where students feel unable to record their ideas in writing the researcher will act as a scribe. The students will, then, spend 10 minutes discussing their input with the researcher. This forms part of the reflective process. The researcher will make notes and audio record those meetings with each student's permission. The mp3 recorder belongs to the researcher. After each meeting, the audio file will be uploaded to the university secure cloud space (One Drive) and the clip will be deleted from the mp3 recorder.

These students will also be observed by the researcher in the classroom to see if there are changes to their classroom behaviour as a result. The observations will take place before the study, at the start of the study (first two weeks), and every two weeks during the intervention and at the end of the study (over two weeks). The students will be invited at an end of study 1:1 interview as well. Those interviews will be audio recorded.

The pilot phase of the project will take two weeks (four meetings), and the students will be observed twice during the pilot phase (before the intervention and once during the intervention).

4. **participants: recruitment methods, number, age, gender, exclusion/inclusion criteria**

10 students with ASD will be invited to take part in the study. As a member of school faculty I am aware of the students who have been diagnosed with ASD or in the process of diagnosis. The following criteria will be applied to select students:

a. students with a diagnosis of ASD
b. students with ASD with or without EHCP plan.
c. students will have a reading age equivalent to the chronological age and/or more than 9+ years so that they will be able to draw/write and express their thoughts and feelings.

students receiving additional multiagent support intervention i.e. Applied behaviour analysis (ABA) or Cognitive Behaviour Therapy (CBT) will be considered. The rationale for this inclusion is that 1. It can

form part of the research by highlighting any possible correlations between those who have additional therapies/interventions and their response to reflective practice as a tool, 2. The reflective practice intervention will not impede current ABA and CBT therapies but reinforce their principles i.e. both employ reflective practice is an intrinsic part of their therapy: CBT is a therapy based on questioning also known as the 'talking therapy', while ABA looks at change in behaviour as a function of the environmental variables, i.e. what aspect of the environment affects behaviour and how can it be enforced.
The students will be between 10-13 years old (Year 6-8). Boys or girls will be included in the sample. Parental permission will be sought alongside student assent. 2-3 of the students will support a pilot study and the rest will take part in the main study. Participants for the pilot will be randomly selected from the group of 10 students. The pilot phase of the project will take two weeks (four meetings).

The study takes place at a middle school where teachers are allocated to individual classes. Teachers who work with the participating students will be invited to complete a questionnaire at the start and end of the study and take part in an interview at the end of the project.

5. **consent and participant information arrangements, debriefing (attach forms where necessary)**

I have included the following:
Headteacher information sheet and consent form
Headteacher Consent Form
Teacher Information sheet
Teacher Consent Form
Parent Information sheet
Parent Consent Form
Participant student Information sheet
Student Assent Form

Additional Forms:
Notebook Entry Form
Classroom Observation Form
Student Personal Details
Subject Teacher Feedback Before Study
Subject Teacher Feedback After Study
Student participant Final interview questions
Teacher interview questions

6. **a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then.**

The diversity of the ASD condition and the possible complexity of the participant profiles is a key ethical consideration. Informed consent, and requesting parental consent is important to ensure that students and their parents/carers are aware of the project, their right to decline to take part or their right to withdraw at any time during the study. It is important that the study does not cause detriment to student well-being and ensures that safeguarding protocols are adhered to. That is why the study takes place at school and the researcher is trained in working with ASD students. The focus of the study is on classroom experiences and as such it is anticipated that the events shared in the notebooks relate closely to those experiences. However, participants will be made aware that if there are safeguarding issues the information will be shared with the Safeguarding School Lead.

7. **Students awareness of their diagnosis of autism**

It will be indicated on the parent/carer form that their son/daughter will be informed on their participant information sheet they are selected because of their diagnosis of autism. I will use a tick box on the parent form to ask them to confirm that the parent/carer has informed their son/daughter of their diagnosis prior to the study. If the answer is no. They will not form part of the study, as it will cause significant harm or severe emotional distress to the participant, and unethical to allow them to participate without the being aware of their own diagnosis.

8. **estimated start date and duration of project**

Project has an estimated time of approximately one term (May to July) with pilot test running in May. If COVID restrictions and school priorities does not allow the start of the project in the summer term, the project will start in September and run during the autumn term.

9. **Reflective Entry Form: Zones of Regulation**

The Reflective Entry Form will have the four colours red, blue, yellow and green. The rationale for using these specific colours is to reflect the school's current framework: Zones of Regulation which helps students identify their feelings during a particular time or event and create awareness of their feelings at that time and their response to those feelings. i.e., red zone means angry and blue zone, sad. As this is a model used throughout the school, the participants may use the same points of reference when they are trying to identify/explain how they feel. And to ensure that there is not confused with other methods of visual identification of feelings, it was employed with in the form.

B: I consider that this project **may** have ethical implications that should be brought before the Institute's Ethics Committee.	

Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.

Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words.

1. title of project
2. purpose of project and its academic rationale
3. brief description of methods and measurements
4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then.
7. estimated start date and duration of project

RISK ASSESSMENT:

Brief outline of Work/activity:	Students are invited to write or draw their reflections of their classroom behaviour on a bi-weekly basis in designated notebooks. These students will be observed during lessons in their classrooms.

Where will data be collected?	All data collection activities will take place at the school: The participating students will be invited in the SENCo department to write their notebook entries. This activity may also take place in the SENCo activity room, which is a soft play area in the school. The room will be booked to ensure that there is no other student activity is taking place. If a student wants to make

	further entries in the notebook, beyond the scheduled times, they will be asked to liaise with the researcher who will organise access. Student observations will take at participating students' regular classrooms.

Significant hazards:	Participants and other Students /wider contacts Spread of COVID 19. Student may not want to write or do any talking or feel anxious. The researcher is trained to work with students with ASD and aware of strategies to support interaction and communication. Due to possible Covid restrictions there is a chance that face-to-face meetings will not be able to take place. This will mean talking to the participant will take place via Teams, the designated video conferencing medium that the school uses. In that case the student cameras will remain switched off and the meeting is not going to be recorded. There is a risk that the students' parents may also be in the room during the call. If that is the case, the researcher will acknowledge that in her study and reflection possible impact that it may have. In case of another lockdown, depending on the school priorities and national guidelines, the researcher will discuss with her supervisors whether the project needs to start when students are back in schools face to face. Student may no longer want to remain on the project and will opt out during the research.

Who might be exposed to hazards?	Researcher, students

Existing control measures:	Existing support mechanisms for supporting students with ASD within the SEN department. Allow the participant to leave at any point during the study or the meetings. Reiterate during the meetings that if they feel that they need to leave they can. Maintain social distancing and consider if able to work remotely or in areas / roles where maintaining social distancing is easier. Face masks, washing hands regularly, wear gloves when the researcher shares/collects the participants' notebooks to avoid cross contamination. Any stationery that students use will be sanitised. The student notebooks will be kept locked in a cupboard in the SENCo room. The researcher only will have the key. The padlock will be sanitised each time. Each meeting will take place in 48+ hours to minimise Covid risks. If meetings move online, the students will be given access to the notebook template digitally via the school online classroom and asked to type in or dictate their entries. An online shared whiteboard will be made available to them if they prefer to draw their responses. The researcher will take a screenshot or the entries or drawings as well as asking students to save their work online. All notebooks will be locked in a cabinet that only the researcher has access to. Notebook entries will be scanned and uploaded on the university cloud storage as a backup in case notebooks are damaged during the meetings. Student

	names will be replaced with numbers to protect their anonymity further. At the end of the project, notebooks will be destroyed. When analysed, notebooks will remain on the school premises.

Are risks adequately controlled:	Yes

If NO, list additional controls and actions required:	Additional controls	Action by:

C: SIGNATURE OF APPLICANT:

Note: a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: … Print Name MICHELLE JAGDEO-BAILEY. Date 22.04.2021

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: …… Print Name……. Date…….
(IoE Research Ethics Committee representative) *

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

DATA PROTECTION DECLARATION FOR ETHICAL APPROVAL

This document can be used to provide assurances to your ethics committee where confirmation of data protection training and awareness is required for ethical approval.

By signing this declaration, I confirm that:

- I have read and understood the requirements for data protection within the *Data Protection for Researchers* document located here:

  http://www.reading.ac.uk/web/files/imps/Data_Protection_for_Researchers__Aug_18.v1.pdf

- I have asked for advice on any elements that I am *unclear on* prior to submitting my ethics approval request, either from my supervisor, or the data protection team at: imps@reading.ac.uk

- I understand that I am responsible for the secure handling, and protection of, my research data

- I know who to contact in the event of an information security incident, a data protection complaint or a request made under data subject access rights

Researcher to complete

Project/Study Title: **'Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom Environment'**

NAME	STUDENT ID NUMBER	DATE
Michelle Jagdeo-Bailey	22026507	24.04.2021

Supervisor signature

Note for supervisors: Please verify that your student has completed the above actions

NAME	STAFF ID NUMBER	DATE
Yota Dimitriadi	891797	31/05/2021

Submit your completed signed copy to your ethical approval committee.
Copies to be retained by ethics committee.

VERSION	KEEPER	REVIEWED	APPROVED BY	APPROVAL DATE
1.0	IMPS	Annually	IMPS	

Appendix 2: Student Information Sheet

Institute of Education
London Road Campus
4 Redlands Road, Reading
RG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

STUDENT INFORMATION SHEET

If you have any questions, please speak to Mrs. Michelle Jagdeo-Bailey: m.jagdeo-bailey@pgr.reading.ac.uk

What is my project?
I am doing a project to find out how to support those with autism reflect on their classroom experience and how this affects their behaviour, and I would like to invite you to take part.

Why have I been invited to take part?
You have been diagnosed with autism, an important part of my research, and I would like to learn more about your school experiences, your personal thoughts and ideas.

What will I have to do if I agree to take part?
Twice a week you will be meeting with me. I will ask you to share your thoughts and ideas about your classroom experience. You will have your own notebook, where you can write or draw, or I can write your ideas down for you. This will take approximately 15 minutes, and then we will spend another 15 minutes discussing your writing and drawings.

I will keep your notebooks locked in a school cabinet and only you will have access to them during our meetings. If you want to access your notebook and do more writing or drawing beyond our meetings, just ask me and will share the notebook with you. Your notebook will be decorated in your own design, so you will know that it is your notebook only, which will stay in that cabinet for the duration of the project.

I will also be in your class for some observations before, during and at the end of the project. I will not ask you any questions during the observations. **The project will last for one term.**

At the end of the project I will invite you to a 30 minute discussion/interview to find out your opinion on the project. With your permission I will record our meetings and the interview. I can share the transcripts with you as well.

What will happen to the data?
Any data collected will be held in strict confidence and your real name and the school name will not be used in the study or publications. I will only share your answers with the school if it is important to protect you and others.

Will I have access to the results
A summary of the findings will be available to you as a word document or in presentation/PowerPoint format. The final project can be available to you once complete.

Will it help me if I take part?
I think that you will find it interesting to think about your experiences at school, and your answers will help me put together ways to help other students in the future.

Do I have to take part?
No, not at all. Also, you can stop helping with my project at any time, without giving a reason. Just tell me or ask your teacher or your parents to tell me if you want to stop.

What happens next?

Your parents have been sent a letter asking for their permission for you to take part in this project. I will check with you before we start the project to check that you are still happy to be part of the project.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact my supervisor, Dr Yota Dimitriadi, University of Reading on: y.dimitriadi@reading.ac.uk.

This project has been reviewed following the procedures of the University of Reading Research Ethics Committee and has been given a favourable ethical opinion for conduct

Appendix 3: Student Assent Form

Institute of Education
London Road Campus
4 Redlands Road, ReadingRG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

STUDENT ASSENT FORM

'Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom'

Please circle Yes or No for each question

I have read the information sheet, or it has been read to me. Yes

No

I understand what the study is about. Yes

No

I understand that I don't have to take part and can drop out

of the study at any time. Yes

No

I agree for the meetings to be audio recorded

Yes No

I agree to take part in this study. Yes

No

Student Name:_____ Date:

_____

This form will be photocopied. One copy will be given to you, and the other kept confidentially by Mrs Jagdeo-Bailey.

Appendix 4: Information Sheet for Head

Institute of Education
London Road Campus
4 Redlands Road, ReadingRG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

INFORMATION SHEET HEAD OF SCHOOL

Research Project: Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom

Project Team Members: Michelle Jagdeo-Bailey

Dear Headteacher,

I am contacting you to ask for your assistance with a research study I am undertaking, and to seek your permission for me to approach students within your School to invite them to participate.

What is the study?
The purpose of this study is to explore how to support students with ASD self-regulate their behaviour in classroom settings through using a reflective practice approach. Participating students will be invited individually to two meetings a week for a term and asked to record their perceptions of their classroom experiences in written or artistic forms in designated notebooks. These students will be also observed in the classroom to see if there are changes to their classroom behaviour as a result.

Why has my school been chosen to take part?
Your school is invited to take part as you have supportive systems in place for students with ASD.

Do I have to take part?
It is entirely up to you whether you give your consent for your School to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, your teachers or students, by contacting Michelle Jagdeo-Bailey on m.jagdeo-bailey@pgr.reading.ac.uk.

What will happen if I take part?
If you agree for your school to take part, I will invite 10 students with ASD in your School to participate in the study. Consent forms for their participation will also be sought from the parents/carers of those students as well. Participants who respond positively to that invitation will be placed in two groups. Firstly, as a pilot group (2-3 students), and secondly as participants for the full study (5-7 students). Students will be randomly assigned into these two groups. Once student consent

has been gained from both students and parents/carers, they will be sent acknowledgement of their participation and will be invited to participate in either the Pilot study or main full study.

The study will ask the participants to write/draw about positive and challenging experiences during lessons in school, focusing on their feelings and their actions. Twice a week they will be asked to participate in a meeting to 'reflect' on their experiences. The researcher will observe these students in the classroom as well to see if there are changes to the classroom behaviour as a result. The observations will take place before the study, at the start of the study (first two weeks), and every two weeks during the intervention and at the end of the study (over two weeks). Finally, the students taking part in the main study will be asked to take part in 30 minute 1:1 interview at the end of the project. With student consent, the meetings will be audio recorded. The pilot phase of the project will take two weeks (four meetings), and the students will be observed twice during the pilot phase (before the intervention and once during the intervention).

Teachers working with the students who take part in the main study will also be asked to complete a survey before and after the intervention. These teachers will also be invited to a 30-minute 1:1 interview at the end of the study. Teachers' permission will be sought for the researcher to observe students during their lessons. The researcher will also discuss with the teachers when it is appropriate to remove the students from the classroom for the intervention.

What are the risks and benefits of taking part?
In agreeing to take part in this study there is a time commitment to consider when teachers complete the survey and if they volunteer to take part in the interview. Please note that teachers do not have to take part in the interview, and you may wish to complete the surveys only. While there will be some time commitment required from teachers, it is felt that the benefits of involvement and support for the students will outweigh that possible challenge. Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful to reflect on support strategies for SEN-D students.

What will happen to the data?
Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. The information given by participants in the study will remain confidential. Information about individuals will not be shared with the school unless there are safeguarding concerns. The research team listed at the start of this letter will see the data in anonymized form only. No identifiers linking students, teachers or your School/Department to the study will be included in any sort of report that might be published.

The researcher will transcribe the recordings from the student meetings and anonymise them before analysing the results. Participants will be assigned a number and will be referred to by that number on all tasks and recordings. Research records will be stored securely on a password-protected computer and only the researcher will have access to the records. In line with the University's policy on the management of research data, anonymised data gathered in this research may be preserved and made publicly available for others to consult and re-use. All anonymised research data will be retained indefinitely whereas any identifying information such as consent forms will be disposed of securely after the research findings have been written up. The results of the study will be presented at national and international conferences, and in written reports and articles. The researcher can send you electronic copies of these publications if you wish.

Who has reviewed the study?
This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if I change my mind?
Participants can change their mind at any time without any repercussions. If a participant changes their mind after data collection has ended, the researcher will discard their data.

What happens if something goes wrong?
In the unlikely case of concern or complaint, you can contact my supervisor, Dr Yota Dimitriadi, University of Reading on: y.dimitriadi@reading.ac.uk.

Where can I get more information?
For more information, please contact Michelle Jagdeo-Bailey on m.jagdeo-bailey@pgr.reading.ac.uk.
If you are happy for your School to take part, please complete and return the attached consent form.

Yours faithfully,

Michelle Jagdeo-Bailey

DATA PROTECTION FOR INFORMATION SHEETS

The organisation responsible for protection of your personal information is the University of Reading (the Data Controller). Queries regarding data protection and your rights should be directed to the University Data Protection Officer at imps@reading.ac.uk, or in writing to: Information Management & Policy Services, University of Reading, Whiteknights, P O Box 217, Reading, RG6 6AH.

The University of Reading collects, analyses, uses, shares and retains personal data for the purposes of research in the public interest. Under data protection law we are required to inform you that this use of the personal data we may hold about you is on the lawful basis of being a public task in the public interest and where it is necessary for scientific or historical research purposes. If you withdraw from a research study, which processes your personal data, dependant on the stage of withdrawal, we may still rely on this lawful basis to continue using your data if your withdrawal would be of significant detriment to the research study aims. We will always have in place appropriate safeguards to protect your personal data.

If we have included any additional requests for use of your data, for example adding you to a registration list for the purposes of inviting you to take part in future studies, this will be done only with your consent where you have provided it to us and should you wish to be removed from the register at a later date, you should contact Michelle Jagdeo-Bailey on m.jagdeo-bailey@pgr.reading.ac.uk.

You have certain rights under data protection law which are:

- Withdraw your consent, for example if you opted in to be added to a participant register
- Access your personal data or ask for a copy
- Rectify inaccuracies in personal data that we hold about you
- Be forgotten, that is your details to be removed from systems that we use to process your personal data
- Restrict uses of your data
- Object to uses of your data, for example retention after you have withdrawn from a study

Some restrictions apply to the above rights where data is collected and used for research purposes. You can find out more about your rights on the website of the Information Commissioners Office (ICO) at https://ico.org.uYou also have a right to complain the ICO if you are unhappy with how your data has been handled. Please contact the University Data Protection Officer in the first instance.

Appendix 5: Consent Form for Head

Institute of Education
London Road Campus
4 Redlands Road, ReadingRG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

CONSENT FORM FOR HEAD

Research Project: Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom

This application has been reviewed by the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

Please complete and return this form to: Michelle Jagdeo-Bailey

	Please tick box	
	Yes	No
1. I have read the information sheet about the project and received a copy of it.	☐	☐
2. I understand what the purpose of the study is and what you want me to do.	☐	☐
3. All my questions have been answered.	☐	☐
4. I agree to students and teachers in my School participating in the study, with their consent.	☐	☐
5. I understand that my school participation is voluntary and that my school can withdraw from the study at any time, without giving reason.	☐	☐

Name: _____

Signed: _____

Date: _____

Appendix 6: Parent/Carer Information Sheet

Institute of Education
London Road Campus
4 Redlands Road, ReadingRG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

PARENT/CARER CONSENT INFORMATION SHEET

Research Project: Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom

Project Team Members: Michelle Jagdeo-Bailey

Dear Parent/Carer,

I am contacting you to share information about a research study that I lead and seek your permission to invite your child to participate.

What is the study?
The purpose of this study is to explore how reflective practice can help to support students with autism in the classroom environment. Students will be invited individually to two meetings, initially twice a week, then tapering off to once a week, for a term. They will be asked to record their classroom experiences in written or artistic forms in designated notebooks. We will then discuss these experiences together during our meeting.

Why has my child been chosen to take part?
Your child is invited to take part as they are either diagnosed or in the process of a diagnosis of autism, and their input and ideas will provide insight of their personal experiences of the classroom environment. They will be informed on their information sheet that they have been selected because of their autism diagnosis.

Does my child have to take part?
No. It is entirely up to you whether you give your consent for your child to participate, and you may withdraw your consent for them to participate at any time during the project, without any repercussions to you or your child, by contacting Michelle Jagdeo-Bailey on m.jagdeo-bailey@pgr.reading.ac.uk.

What will happen if I agree for my child take part?
If you agree for your child to take part, I will seek their consent and invite them to participate in the study. Consent forms will be shared with them as well. I will then invite your child to an initial 1:1 meeting to discuss the project and create their personalised notebooks. Discussion with subject teachers, will take place before and after the research to determine possible effect on classroom behaviour.

Twice a week your child will be meeting with me, and I will ask them to share their reflections of their classroom experience focusing on behaviour, in their own notebook. They can write or draw their reflections, or I can write them down for them. **The task will take up to 15 minutes, at school.** We will spend another 15 minutes discussing their writing and drawing. I will keep the notebooks locked in a school cabinet and only your child and me will have access to them during our meetings. If they want to access their notebook and do more writing or drawing beyond our meetings, they can ask me, and I will share the notebook with them. The notebook will stay in that cabinet for the duration of the project.

I will also observe them in their lessons, during and at the end of the project. I will not ask your child any questions during the observations. **The project will last for one term.** At the end of the project I will invite your child to a 30 minute discussion/interview to find out their opinion on the project. With their permission I will record our meetings and the interview. I can share the transcripts with them as well.

What are the risks and benefits of taking part?
Participants in similar studies have found it interesting to take part and I anticipate that the findings of the study will help to enhance support strategies for SEN-D students. There are no risks associated with the study. However, during the meeting if students feel anxious or encounter sensory overload as it may be characteristic for students with autism, they will be allowed to leave at any time.

What will happen to the data?
Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. The information given by participants in the study will remain confidential and be accessible to the researcher only. Information about individuals will not be shared with the school unless there are safeguarding concerns. No identifiers linking your child, teachers or the School/Department to the study will be included in any sort of report that might be published.

The recordings will be transcribed from the student meetings and anonymised before analysing the results. Participants will be assigned a number and will be referred to by that number on all tasks and recordings. Research records will be stored securely on a password-protected computer and only the researcher will have access to the records. In line with the University's policy on the management of research data, anonymised data gathered in this research may be preserved and made publicly available for others to consult and re-use. All anonymised research data will be retained indefinitely whereas any identifying information such as consent forms will be disposed of securely after the research findings have been written up. The results of the study will be presented at national and international conferences, and in written reports and articles. The researcher can send you electronic copies of these publications if you wish.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if I change my mind?
You can change their mind at any time without any repercussions. If you change your mind after data collection has ended, the researcher will discard your child's data.

What happens if something goes wrong?
In the unlikely case of concern or complaint, you can contact my supervisor, Dr Yota Dimitriadi, University of Reading on: y.dimitriadi@reading.ac.uk.

Where can I get more information?
For more information, please contact Michelle Jagdeo-Bailey on m.jagdeo-bailey@pgr.reading.ac.uk. If you are happy for your School to take part, please complete and return the attached consent form.

Yours faithfully

Michelle Jagdeo-Bailey

DATA PROTECTION FOR INFORMATION SHEETS

The organisation responsible for protection of your personal information is the University of Reading (the Data Controller). Queries regarding data protection and your rights should be directed to the University Data Protection Officer at imps@reading.ac.uk, or in writing to: Information Management & Policy Services, University of Reading, Whiteknights, P O Box 217, Reading, RG6 6AH.

The University of Reading collects, analyses, uses, shares and retains personal data for the purposes of research in the public interest. Under data protection law we are required to inform you that this use of the personal data we may hold about you is on the lawful basis of being a public task in the public interest and where it is necessary for scientific or historical research purposes. If you withdraw from a research study, which processes your personal data, dependant on the stage of withdrawal, we may still rely on this lawful basis to continue using your data if your withdrawal would be of significant detriment to the research study aims. We will always have in place appropriate safeguards to protect your personal data.

If we have included any additional requests for use of your data, for example adding you to a registration list for the purposes of inviting you to take part in future studies, this will be done only with your consent where you have provided it to us and should you wish to be removed from the register at a later date, you should contact Michelle Jagdeo-Bailey on m.jagdeo-bailey@pgr.reading.ac.uk.

You have certain rights under data protection law which are:

- Withdraw your consent, for example if you opted in to be added to a participant register
- Access your personal data or ask for a copy
- Rectify inaccuracies in personal data that we hold about you
- Be forgotten, that is your details to be removed from systems that we use to process your personal data
- Restrict uses of your data
- Object to uses of your data, for example retention after you have withdrawn from a study

Some restrictions apply to the above rights where data is collected and used for research purposes. You can find out more about your rights on the website of the Information Commissioners Office (ICO) at https://ico.org.uYou also have a right to complain the ICO if you are unhappy with how your data has been handled. Please contact the University Data Protection Officer in the first instance.

Appendix 7: Parent/Carer Consent From

Institute of Education
London Road Campus
4 Redlands Road, ReadingRG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

PARENT/CARER CONSENT FORM

Research Project: Exploration into the Influence of Reflective Practice on the Behaviour of Students with ASD in the Classroom

This application has been reviewed by the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

Please complete and return this form to: Michelle Jagdeo-Bailey

	Please tick box	
	Yes	No
My son/daughter is aware of their diagnosis of autism	☐	☐
I have read the information sheet about the project and received a copy of it.	☐	☐
I understand what the purpose of the study is and what you will ask my child to do.	☐	☐
All my questions have been answered.	☐	☐
I agree to my child participating in the study, with their consent.	☐	☐
I agree to the meetings with my child being audio recorded	☐	☐
	☐	☐

I understand that my child's is voluntary and that my child can withdraw from the study at any time, without giving reason.

Name: _____

Signed: _____
Date: _____

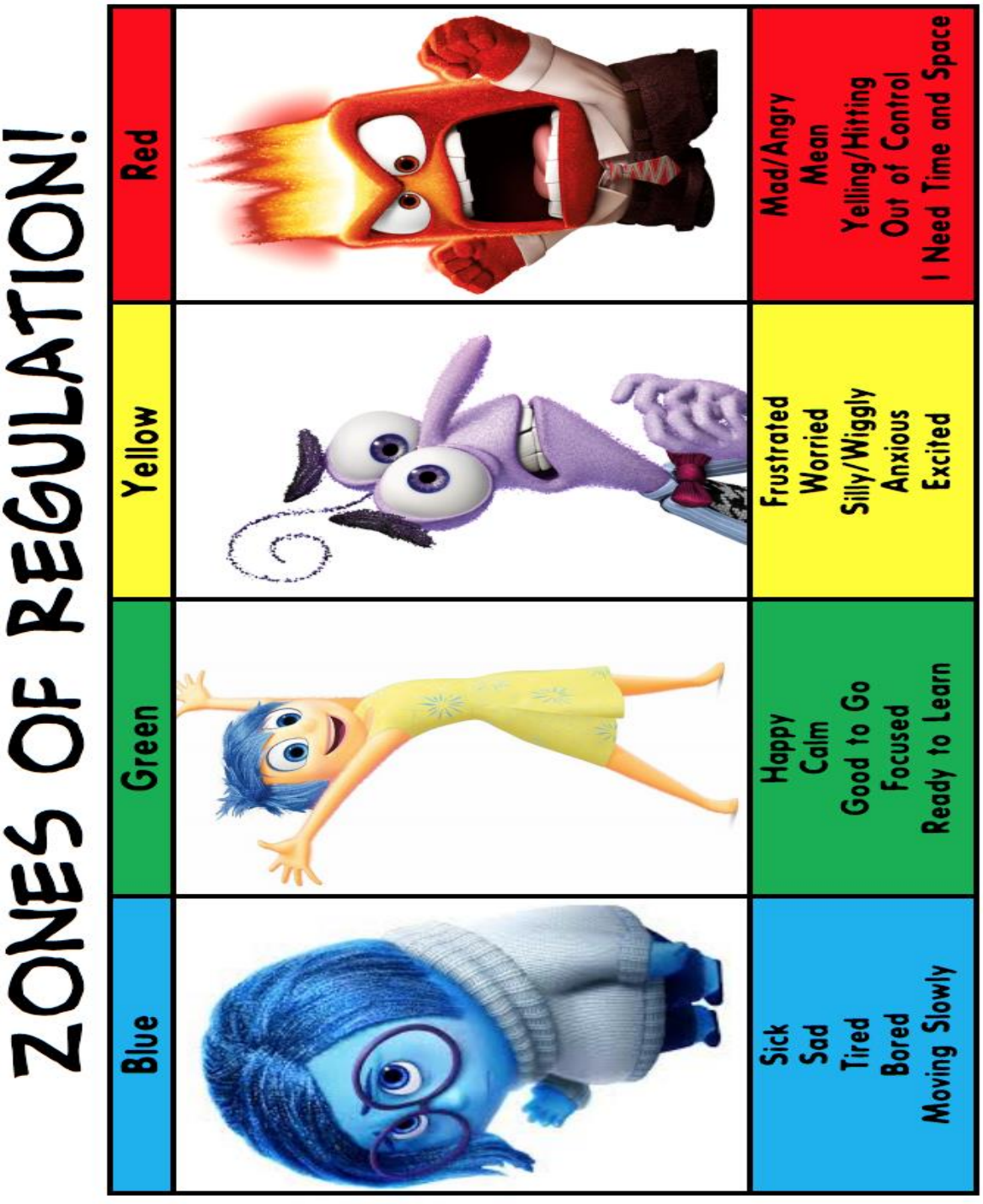
Appendix 8: Student Post Study Training Session

Institute of Education
London Road Campus
4 Redlands Road, ReadingRG1 5AQ
Phone +44 (0118) 378 8811
Email: ioe@reading.ac.uk

STUDENTPARTICIPANT POST-STUDY TRAINING SESSION

- Did you enjoy being part of the study? Tell me why?
- What was your favourite part? Why?
- What was your least favourite part?
- Do you think this study was helpful to you? Tell me why?

Appendix 9: Zones of Regulation



Appendix 10: Operational Definitions of the Coding Schema (Plack, et al., 2005. p.206)

Level I Unit of Analysis: Words, Sentences, Paragraphs

I. Time dependent (Schön and Killion and Todnem)

Reflection in action (R-I-A). Occurs while in the midst of an activity and is the result of conscious decisions made on the spot.

Reflection on action (R-O-A). Occurs after the action has been completed. Reflection on action occurs only when the student (1) provides a description of a specific event and (2) attempts to better understand the situation, his or her action, and/or the outcomes.

Reflection for action (R-F-A). The student begins to anticipate situations before being faced with them and/or begins to plan for the future to improve the present situation/outcome.

II. Content dependent (Mezirow and Cranton)

Content (CON). The student attempts to explore the problem/experience to better understand it. The student goes beyond just describing an event to exploring the problem or situation. The student may begin to view the problem/experience from different perspectives.

Process (PROC). The student begins to describe the strategies and/or processes involved in an experience. These may

include strategies/processes used in learning, problem solving, or managing a situation. The student may begin to explore other strategies available for use.

Premise (PREM). The student recognizes and begins to explore or critique his or her own assumptions, values, beliefs, and biases. The student may begin to seek multiple perspectives and alternative explanations.

III. Stage dependent (Boud et al.)

Returns to experience (RETRN). The student describes an experience replaying what he or she considers significant.

Attends to feelings (ATTEND). The student acknowledges and begins to work with feelings that might have resulted from the experience.

Reevaluates (RE-EVAL). The student reappraises the current situation vis-à-vis past experiences. The student might (1) associate the experience with past experiences to link new concepts to preexisting knowledge; (2) begin to integrate new information; (3) validate his or her new insights, thoughts, and perceptions (i.e., check the authenticity), and (4) appropriate this new meaning into his or her own way of being.

Level II Unit of Analysis: the Journal (Jarvis et al., Mezirow, and Schön)

Nonreflection (NR). No evidence of reflection is present within the journal. The writer may describe experiences with no evidence of questioning or evaluation of the experience. Lack of reflection implies a person who acts based on habit or what he or she already knows, makes assumptions, acts mechanically, may not consider the potential for learning or change, and may even reject the possibility of learning something new because he or she is sure he or she is right.

Reflection (R). Evidence of reflection is present in the journal. This implies evidence that the writer either pauses in action or ex post facto to explore an experience, with the intent of better understanding the situation, or to decide how best to perform. This writer moves beyond simply reporting or describing events, to attempting to understand, question, or analyze the events.

Critical reflection (CR). Evidence of critical reflection is present within the journal. This implies evidence of a writer who stops to explore the existence of the problem, where the problem stems from, or the assumptions underlying the problem. The writer revisits the experience, begins to critique his or her own assumptions and thought processes, shows evidence of recognizing his or her own assumption, and may begin to show evidence of modifying his or her own biases or assumptions. This person typically shows evidence of premise reflection.

Appendix 11: 'Addy' Personal Experiential Themes (PET)

'Addy'

Grouped themes – Interviews 1 to 3

Interview 1

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
A1	**ACKNOWLEDGEMENT OF EMOTIONS IN CONTEXT**	1	**Extend of connection to action or deed**	Situational reflection/Thinking about past and choices made attached to events like demerits and detention *(61) 'ADDY': I loss control.* *(63) 'ADDY': And then, I got a little bit worried cause, I might get an exclusion.* *(129) INT: So, you just sat there waiting for Mr Cauldron and how did you feel waiting. (130) 'ADDY': I felt nothing.* *(159) 'ADDY': [laughs]* *(201) INT: Do you like the school? (202) 'ADDY': [smiles].* *(203) INT: Yes, you like the school? (204) 'ADDY': Kind of.* *(217) 'ADDY': I don't really get angry anymore.* *(244) 'ADDY': Sometimes, it's stressful.* *(246) 'ADDY': No-- when I talk about my personal life. It can be stressful.*
B1	**ACKNOWLEDGEMENT OF TRUTH IN REALTY**	1	**Behaviour is relative to the interest in the event**	Acknowledges what classes he gets the most demerits. *(137) 'ADDY': No. I mostly get warnings. In English and sometimes maths.* Knows when and where he gets the most demerits

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				(227) 'ADDY': Mostly--I've got some [Demerits] in English I know I've got loads of [Demerits] in maths. If circumstances were right, I would do it again (*161) 'ADDY': I don't know. I probably would. If I was, like, if it no one was there, and no one is there to tell me off, I (162) probably would do it again.* *(164) 'ADDY': Yes.* *(166) 'ADDY': [laughs softly]* *(170) 'ADDY': Maybe. I'd say, if there was a teacher out there. I'd probably say-let's do it.* *(273) 'ADDY': I'd probably take one, because he's got loads.* Knows he did something wrong but wants to move on *(34) 'ADDY': Because I know what I did was wrong, I shouldn't've done it. And, Yes, move on.* *(110) 'ADDY': Was worried a little, cause I was going to get told off.* Knows the dangers *(9) 'ADDY': Yes. It was in my hand, as well.*
		2	**Motivations for his Actions**	If the circumstances were right *(159) 'ADDY': [laughs]* *(161) 'ADDY': I don't know. I probably would. If I was, like, if it no one was there, and no one is there to tell me off, I* *(162) probably would do it again.* *(164) 'ADDY': Yes.* *(166) 'ADDY': [laughs softly]* *(170) 'ADDY': Maybe. I'd say, if there was a teacher out there. I'd probably say-let's do it.* *(264) 'ADDY': Well it would come to me first because I was holding the [bag]. It was in my hand.*

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				(273) 'ADDY': I'd probably take one, because he's got loads.
		3	**Responsible for his behaviour**	Attributes talking to getting warnings *(144) 'ADDY': Talking.* *(147) 'ADDY': Talking.* Knew what to expect *(94) 'ADDY': Yes, I did know what to expect.* Covid Bubbles influenced behaviour (*219) 'ADDY': I don't know. Since year six, I didn't get any [Demerits] until it was the end of class bubbles.* *(221) 'ADDY': That was when it was key workers, I didn't get any [Demerits].* *(223) 'ADDY': And then, when it was year 6, and then everyone came back in. Then it was [Demerits, Demerits, Demerits]. (224) This year [Demerits, Demerits, Demerits].* Articulated dangerous actions *(4) [bag], and exploded it and it exploded.* Identified as the culprit *(3) I got the attention to explode it.* Knows what exclusion means (*68) 'ADDY': Like, you have to stay in at home. And do school homework, on like your laptop, at home. iPad.* Not sure what can be done to stop his actions

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				(*68) 'ADDY': Like, you have to stay in at home. And do school homework, on like your laptop, at home. iPad.*
		4	**Outcomes are Justified**	Agreeable about calling parents *(259) 'ADDY': I wouldn't mind it.* Aware of others involvement (19) 'ADDY': And then, Yes, and then someone told Miss Pebble, I think. And Miss Pebble said, she's bringing it to, Mr (20) Cauldron. Did not argue with consequence *(117) 'ADDY': I just said okay.* What he should get for his behaviour *(73) 'ADDY': Three.*
C1	**ACKNOWLEDGES THE LIMITS OF CONSEQUENCES ON BEHAVIOUR**			Demerits are effective *(184) 'ADDY': A little bit.* High frequency makes them a lot makes them less important *(132) 'ADDY': To be honest, I don't really care, because I literally get [Demerits] every single day and it don't mean nothing.*
D1	**THE TENUOUS RELATIONSHIP OF FRIENDSHIPS**	1	**Treated differently**	Acknowledges he is treated differently. *(102) 'ADDY': No. Yes, a teacher was outside, but* *no one told.* Someone told on him

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				(19) 'ADDY': And then, Yes, and then someone told Miss Pebble. Friend did it before *(96) 'ADDY': Because, Abel, he's done it loads a time.* Others were around before this event *(96) 'ADDY': Because, Abel, he's done it loads a time.*
		2	**Influence of Friends**	Friends extend to other schools *(208) 'ADDY': I have some friends in the upper school as well.* *(210) 'ADDY': Yes, they're in year 11.* Both had an audience *(100) 'ADDY': Yes, they did!* Friends made him do it *(45) 'ADDY': I don't know. Maybe, cause like. There was people like near it and saw it, so maybe that --it was who told me (46) to do it. Like, Martin, err--. Arnold--. Jonathan.* Friends influence his feelings about school *(206) 'ADDY': I don't know. Friends.*

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
E1	**REFLECTIONS ON HISTORICAL AND CONTEMPORARY CONSEQUENCES**	1	**Behaviour in Context**	Acknowledges he has less demerits. *(134) INT: But do you have so many [Demerits] now?* *(135) 'ADDY': No.* *(227) 'ADDY': Mostly--I've got some [Demerits] in English I know I've got loads of [Demerits] in maths.* Degree of Consequence with level of exclusion (*70) 'ADDY': If you've only done it once, it's one day. If you done it a second time, it's three days. And-- the third time it's a (71) week, then two weeks and then a month. And a few months and then a year.* Consequences of the past year *(133) I get [Demerits], loads of times. In year 5, I got load of [Demerits] I got over seventy [Demerits].*

Interview 2

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
A2	**CONDITIONS CONDUCIVE TO TALKING**	1	**Recognition of the influence of activities outside school on his behaviour inside school.**	Behaviour this week reflects his change in choice. ***Why he feels the week was this week and changed it from green to yellow.*** (63) 'ADDY': Yellow. Because...because, you know the fight, because I [got into a] fight. ***Went to school the next day after the incident even though it had impacted his entire evening***. (118) 'ADDY': Yes.

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				Incident affected him in school. ***During the morning after the incident and his feelings at school.*** (120) 'ADDY': Yeah, because I was okay, but not sorted. [the incident the prior night was not sorted] Incident before school. ***Received a message from his friend about the incident.*** (116) 'ADDY': Yes. Strategy to just move on from some incidence. ***He was able to deal with something like that the night before.*** (122) 'ADDY': Just move on from it. Take it, so you just move on from it.
		2	**Talking is the greatest challenge in lessons.**	Behaviour is reflective of my how much talking. ***How he feels his behaviour was this week was yellow and not green.*** (51) 'ADDY': Because I always talk. Can't control the talking. ***Was asked he if he could help it when he talks?*** (55) 'ADDY': I can't help it and disturbing. [continues to write]. English was the most challenging this week.

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				His feeling this week are a bit calmer. (43) 'ADDY': I don't know. Maybe...I did get some warnings, in English. I think it was one warning. I think two. I like where I am sitting in history, so I don't talk as much. ***His seating is better where he isn't talking in class.*** (184) INT: I like where I am sitting now. Identifies talking as his reason for his warnings this week. ***Filling in the Reflective sheet and focusing on the talking.*** (53) 'ADDY': [filling in the reflective sheet]. Share the reasons why you describe [reading the questions]. Because, talking. Most talkative in English and Maths. (181) 'ADDY': English and maths. Recognises he had more Demerits last week. ***In comparison to this week, last week was worse.*** (57) 'ADDY': Because I got a [Double Demerit] last week, cause of what happened. Reflected on his current zone choice.

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				Changed from his current zone of green after thinking about what happened that week. (61) 'ADDY': Actually...I don't know if I'm green. Talking ***Initially believes that he is green because he doesn't have any cards but lots of warnings for talking.*** (36) 'ADDY': Talking. Talking in English. ***Explained that his warnings are mainly from English.*** (45) 'ADDY': Yes. Talking with friends in English. ***Explained that he was engaged in conversation when he was given the warning.*** (47) 'ADDY': Yes.
B2	IMPACT OF FRIENDSHIPS ON BEHAVIOUR	1	**Friends can be a distraction in lesson**	Agrees to move away from the distraction. ***Confirms that he wants to move away from the distraction to sit with another.*** (19) 'ADDY': [Nods] Frustrated with friends who are distracting. (6) 'ADDY': It's just...I don't like my table, who always talk. Just Kimberly, and AJ talk. [was

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				frustrated and was leaving then came back when asked]. His close friends are a major distraction on his table. (8) 'ADDY': AJ and Kimberley. His friends are the greatest distraction in lessons. ***Explained that he didn't like his table.*** (6-10) 'ADDY': Yes. Not sit next to the distraction. ***Offered to sit next to someone who wasn't talking or a distraction.*** (15) 'ADDY': Maybe I should sit there?
		2	**Lack of trust with his relationships with his friends.**	Friends have betrayed him. ***Talking about how his relationships have changed.*** (150) 'ADDY': Yeah, a little bit. My mate is now my enemy. Frustrated with friends. ***Friends are not treating him as a friend.*** (146) 'ADDY': Just to annoy me. Limited friendships. (141) 'ADDY': I barely even have friends outside of school.

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
C2	INFLUENCE ON HISTORICAL INTERACTION WITH TEACHERS	1	**Influence of limited Social Awareness**	Polite when I made the request. ***How did he communicate with his teacher.*** (179) 'ADDY': [laughs] No. I say, 'miss can I move please.' Try to ask during the lesson when the teacher is teaching. ***He asked her to move in the middle of a lesson.*** (177) 'ADDY': Yes.
		2	**Recognises that teachers are influenced by his behaviour.**	From experience teachers do not listen. ***Asked if he has given the teachers a chance to listen to him.*** (171) 'ADDY': Yes. ***Has never explicitly expressed what he needs.*** (187) 'ADDY' [Shakes head no]. 'No, I just don't know. Teachers do not listen to him. ***Thinks the teachers are not going to listen to him.*** (169) 'ADDY': Yes. Tried to speak to teachers but they didn't listen.

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				(173) 'ADDY': Yeah, I have tried, it's just...they say no. Unsure about the response of teachers to him making requests. (167) 'ADDY': Shakes head no. Just...I don't know. Would be praised for doing work in lesson. ***His history teacher would praise him for doing good work this week.*** (161) 'ADDY': Uhm [nods head].
D2	PERCEPTION OF CURRENT BEHAVIOUR	1	**Reflection on behaviour in comparison to other incidences of similar events.**	Behaviour was better this week. (29) 'ADDY': [Pauses] I haven't had a card this week. Better behaviour this week. (49) 'ADDY': I feel that my overall behaviour is okay [answering the question on the reflective sheet]. Doing better because there are no Demerits.

	Personal Experiential Themes (PET)		Subthemes	Line Numbers (from ES)
				(34) 'ADDY': Because I've haven't got any [Demerits]. And I think I've had a good warning, but that's not [Demerit]. Green zone is calm. ***Reflects on the situation and believes that his initial response for this week is a positive one.*** (32) 'ADDY': Green.

Interview 3

	Personal Experiential Themes		Subthemes	Line Number (from Interview Transcript)
A3	ACKNOWLEDGEMENT OF DISTRUPTION TO LESSONS.	1	Acknowledges the basis of distractions.	Get distracted by joining in with others. (110) 'ADDY': It's not just me. It's, everyone's saying something, and I just join in. Group chat is a distraction. (106) 'ADDY': On the group chat someone shared something. These ways will make him stop and think about his actions. (157) 'ADDY': No, but...but it makes you think to stop. Unsure about behaviour next week. (140) 'ADDY': [Shrugs]. Maybe. I don't know. Ways to stop him from talking. (155) 'ADDY': [Pauses]. Not talking in class or give you warnings.

	Personal Experiential Themes		Subthemes	Line Number (from Interview Transcript)
		2	Talking is an issue.	Easily distracted. (155) 'ADDY': [Pauses]. Not talking in class or give you warnings. Needed to calm down. (62) 'ADDY': Yes. To calm down. Talking. (25) 'ADDY': A bit. Talking about other things than class work. (59) 'ADDY': Not really. We're talking about what was said on the group chat. Talking again. (57) 'ADDY': [Nods] Yes. Talking a lot. (104) 'ADDY' Just talking a lot. Told off for talking. (23) 'ADDY': Don't know. But he told me off for talking. Will talk to others if the topic is interesting. (149) 'ADDY': Because of the group chat. If there's a chat or something interesting, I'd probably talk. Acknowledges they were talking. (90) 'ADDY': Yes ...but not all the time.
		3	Unsettled this week	Everyone I was with was given a warning. (51) 'ADDY': We were all talking, and [Miss] said I had a warning. (52) INT: Just you? (53) 'ADDY': No. she said all of us that were talking all of us. My table and the one behind. Needed to calm down. (62) 'ADDY': Yes. To calm down. No anger this week.

	Personal Experiential Themes		Subthemes	Line Number (from Interview Transcript)
				(31) 'ADDY': I didn't get angry this week. Teacher was fed up and threatened me with a demerit. (21) 'ADDY': Sir said he's going to give me one if I keep disrupting the lesson. The behaviour wasn't great this week because of the warnings for behaviour. (84) 'ADDY'. Wasn't great because I was talking, and I got warnings in other lessons. Like English. Think received demerit for Music. (72) 'ADDY': Yes, I didn't get any demerits, I think...except for music. Think there was a demerit for Music. (19) 'ADDY': [Shrugs shoulder]. Think on Monday, I got a [Demerit] for music. Yellow reflects the demerit this week. (92) 'ADDY' Yes, because of the demerit.
B3	IMPLEMENTATION OF PERSONAL BEHAVIOURAL STRATEGIES	1	Personal strategies to improve behaviour.	Allowed a time out in Geography. (36) 'ADDY': Geography. Asked teacher for time out. (33) 'ADDY': Yeah, I asked the teacher if I could stand outside the room to calm down and she said (34) yes. Asked to leave when threatened with demerit. (55) 'ADDY': No. I asked when she said she was going to give us all Demerits for talking again. Don't think about it in the moment. (165) 'ADDY': I know writing it down helps with thinking about things. When I'm in class, I 'don't. (166) think of those things we write down. Forget about what we wrote down when talking.

	Personal Experiential Themes		Subthemes	Line Number (from Interview Transcript)
				(169) ‘ADDY’: Yes. Think so. I don’t remember it when I’m talking. I just talk. It helped but didn’t' stop talking. (69) INT: Did it help? (70) ‘ADDY’: A bit, but I still talked when I got back. Not sure if writing this down helps. (163) ‘ADDY’: Not sure. Teacher said yes. (42) ‘ADDY’: She said for a minute. Tried not to get into trouble so asked for a time out. (39) ‘ADDY’: [Pauses to think] There was a lot of talking...and I didn’t want to get in trouble. My (40) friends talk. I asked if I could stand outside.
C3	UNPREDICTABILITY OF TEACHERS	1	Misgivings teachers’ actions.	Didn't know about a demerit from R.E. (126) ‘ADDY’: No. I got a warning [seems agitated]. Perceptions of teachers who may not be supportive. (94) ‘ADDY’: Didn’t bother asking? (95) INT: Why not? You saw how it was okay in geography. (96) ‘ADDY’: She wouldn’t let me go. (97) INT: Did you ask? (98) ‘ADDY’: No. I just know she’ll say no. Teachers are not transparent when giving demerits. (132) ‘ADDY’: Some teachers don’t tell you when they give you demerits. Teachers don't always give you a warning. (136) ‘ADDY’: They don’t say nothing, just do it. I didn’t even get a warning. Teachers only calling my name and not others who are also talking.

	Personal Experiential Themes		Subthemes	Line Number (from Interview Transcript)
				(86) ‘ADDY’: This morning, I had warnings in English. I was upset because she kept calling my name. (87) and it wasn’t only me talking. She just calls me and doesn’t tell anyone else off. Just me. Under the impression would get a demerit if didn't come back on time. (49) ‘ADDY’: No. Just, she might have. Because I didn’t come back. Wanted to stay longer than a minute but worried about getting a demerit. (46) ‘ADDY’: I wanted to stay longer, but I had to go back. Because if I didn’t [Miss] would give me a (47) Demerit.

Appendix 12: 'Addy' Grouped Personal Experiential Theme (GPET)

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	CHALLENGES WITH FRIENDSHIPS	1	1D - TENUOUS RELATIONSHIP OF FRIENDSHIPS	1	Influence of Friends.
				2	Treated Differently.
		2	2B - IMPACT OF FRIENDSHIPS ON BEHAVIOUR	1	Friends can be a distraction in lesson.
				2	Lack of trust with friends.
B	CHALLENGES WITH TEACHERS	1	2C - INFLUENCE ON HISTORICAL INTERACTION WITH TEACHERS	1	Influence of limited Social Awareness.
				2	Recognises that teachers are influenced by his behaviour.
		2	3C - UNPREDICTABILITY OF TEACHERS	1	Misgivings about teachers' actions and intention.
C	POSITIVE BEHAVIOURAL OUTCOMES	1	2D - PERCEPTION OF CURRENT BEHAVIOUR	1	Reflection on behaviour in comparison to other incidences of similar events.
		2	3B - IMPLEMENTATION OF BEHAVIOURAL STRATEGIES	1	Personal strategies to improve behaviour.
		3	4B - BENEFIFICAL ASPECTS OF THE SESSIONS.	1	Miss lessons that are challenging.
				2	Positive aspects of the meetings.
D	AWARENESS OF NEGATIVE BEHAVIOUR	1	1A - ACKNOWLEDGEMENT OF EMOTIONS IN CONTEXT	1	Emotional expression.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
		2	1B - ACKNOWLEDGEMENT OF TRUTH OF REALITY OF BEHAVIOUR	1	Behaviour is relative to the interest in the event.
				2	Motivations for his Actions.
				3	Outcomes are justified.
				4	Responsibility for his behaviour.
		3	1C - REFLECTIONS ON HISTORICAL AND CONTEMPORARY CONSEQUENCES	1	Behaviour in context.
		4	1E - THE LIMITS OF CONSEQUENCES ON BEHAVIOUR	1	Lack of impact of demerits.
		5	2A - CONDITIONS CONDUCIVE TO TALKING	1	Recognition of the influence of activities outside school on his behaviour inside school.
				2	Talking is the greatest challenge in lessons.
		6	3A - ACKNOWLEDGEMENT OF DISTRUPTION TO LESSONS.	1	Knows the basis of distractions.
				2	Talking as the main issue.
		7	4A - AWARE OF THE RELEVANCE OF THE BEHAVIOUR SYSTEM.	1	Better idea of how I am doing.
				2	More understanding of school behaviour system.
		8	4C - OBSTACLES TO REFLECTION.	1	Talking about past situations are challenging.

Appendix 13: 'Brimmy' Personal Experiential Themes

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
PET 1	1A - BEHAVIOUR IS MANAGED AND ENFORCED BY TEACHERS	1	Demerits are a powerful way to manage behaviour either by loss of time or football.	Demerits don't help because he just talks again. Demerits means loss of all privileges and football. Enjoys football. Feel bad not because I disrupt the class, but because I can't play football. Good day means no Demerits. No Demerits means not detention.
		2	Teacher confronts you on your actions and behaviour in Detention.	Knows behaviour is impacting the teaching. Teacher tells you that you are distracting everyone's learning. Teachers always tell him off in lessons because he is always talking and being silly. Teachers tell you your bad. Warning before Consequence.
	1B - EMOTIONS ARE INFLUENCED BY BEHAVIOUR	1	Behaviour impacts how he feels about his week.	Emotionally good as not shouted out in lessons. Enjoyed his lessons this week, so it was Green. But

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				behaviour changed it to Yellow. Glad he received merits, but he usually gets shouted at in lessons. Improved this week because he didn't get any Demerits. Improvement in behaviour this week. This week was better not as much talking. Week is both Yellow and Green.
PET 2	2A - CAUES OF BEHAVIOUR	1	Lack of attention.	My parents don't like me being distracted when they talk to me. Parents want full attention from me when they talk to me.
		2	Lack of control - Zones out.	Sometimes I zone out, and I don't know when I'm talking or getting excitable. Sometimes, I zone out when I'm talking and don't notice I'm talking.
		3	Talking and shouting out.	Demerits are not for my work, but for talking and shouting. Get a lot of warnings in English. Get distracted when someone talks to me.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				I have trouble talking but sometimes focusing. I'm an active talker. I'm good in wood tech and miss would just remind me to stop talking. Lots of talking even when not in class we get demerits. Shouting out in class. Talking Talking and shouting out in music Talking is an issue. Talking is the issue for most of the teachers.
	2B - EMOTIONS ASSOCIATED WITH BEHAVIOUR	1	Acknowledges behaviour is unchanged.	Demerits don't change my behaviour. I get excited and start talking to people when I do my work. No Demerits this week, even though I was excitable. This week I'm more excitable.
		2	Impact of having Demerits for talking.	Feel bad when I get a Demerit. If I keep getting Demerits it going to impact me. Most of my Demerits in Year 6 were for Talking.
		3	Impact of warnings on	Been doing well for two weeks.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
			behaviours this week.	Doing well for the last two week as relaxed and calm. Paying attention to the warnings over the last two weeks. Think class behaviour is the same as last week.
		4	Physical calmness from looking after himself.	Because of the sleep and food, it's been a good week. Feeling calm today so not as excitable. Sleep and good meal helped me calm down today.
	2C - EXTERNAL INFLUENCES ON HIS BEHAVIOUR	1	Acknowledges the influence of other students on his behaviour.	I have asked to move away from the talkers, but I sit near the middle. I sit near students who talk and mess around. I sit near the teacher's desk. It annoys me when they talk and mess around. I've said stop talking to other students. Tries hard to talk quietly when I have to talk.
		2	Merits as a reflection of his behaviour.	Has lots of merits than Demerits. Have more merits than on the system. I don't get many Demerits in Music.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Knows there are at least 20 merits. Knows there are five for this term alone. Knows there is more than one merit on the system. Merits received over the school year. More merits than one received this year. No demerits from wood tech of PSCHE Teachers didn't put them on the system. The teachers didn't put on the merits.
		3	Seating plan influences his behaviour.	Doing better near the teacher, not as many demerits. I don't like sitting in a row with girls. I don't like sitting, so sitting in a front row is not ideal. In maths I don't like where I sit, and I always talk.
	2D - IMPACT ON WORK	1	Recognises the impact on his work.	Felt good to know I'm doing well in lessons, but I know I need to stop talking. Get a demerit for talking to others and I think about what my parents would say.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				I can do better if I stop talking and concentrate. Last Year lots of Demerits. My parents remind me of the demerits I keep getting. Parent spoke to me about my talking. Parents know I'm good in lessons, but the talking is the problem. Talking to others behind me in class.
	2E - INFLUENCE ON OTHER'S BEHAVIOUR	1	Recognises the impact of behaviour on teachers.	Teachers are different in their warnings. Teachers are fed up because I cause disruption. Teachers are frustrated with giving me warnings. Teachers feel fed up with all the warnings. Teachers tell me if my warning is going to be a demerit. Think the teachers feel frustrated when they keep giving me warnings.
		2	Teachers contribute to the distraction of the class.	I'm disrupting my own learning not the classes. Maybe a teacher can just look at me and not disrupt the class to tell me to stop disrupting the class.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Sometimes the demerits from the teachers are not justified. Teacher is kind of disrupting the class more. Thinks the teacher disrupts the whole class more.
	2F - MANAGING HIS BEHAVIOUR	1	How teachers can manage his behaviour.	A purple slip to remember to concentrate. Ignoring me would be better than telling me I'm disrupting the lesson. Purple slip would help me to concentrate. Teachers can manage my behaviour by giving me a purple slip.
		2	Influence of the intervention.	The intervention helped to think about things. This session helped with thinking about past notes.
		3	Suggestions about how teachers can manage his behaviour.	Another way to control my behaviour is traffic light system. Red would be the final demerit. Timeouts are better for me than demerits. When I take two minutes out it's better form my talking.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
		4	Warnings manage this behaviour.	Two warnings will remind me there is a danger that I will get a demerit. Warnings helped this week and reminded me that I need to stop talking. When teachers warn me, I believe is a proper warning after the second time.
		5	Ways to manage behaviour.	How the school can allow the students to calm down before giving Demerits. There would be a timer. There would be items inside to help you relax. They could ask the teacher for a special card to sit outside. They will be all over the school for the students. You could put those seats in between the classrooms.
PET 3	3A - ACKNOWLEDGE ERRORS IN BEHAVIOUR	1	Do have slip-ups in lesson.	A lot of Demerits from English. Had a few slip-ups during the week. I feel like I follow the energy of the class. I wasn't the only one laughing and got a demerit. Less 'Slip-ups'

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Not getting as many Demerits with his new class. Slip-up in Maths last week. Slip-up means I was too excited and received a Demerit for it. 'Slip-ups' are me making poor choices.
	3B - ACKNOWLEDGEMENT OF PROGRESS MADE	1	Demerits reflective of positive behaviour.	Receiving less and less Demerits.
		2	Different outlook on learning.	Experience of being excluded. More calmer due to thinking about the choices I am making. More calmer this week. Since coming back after the break, more calmer. Thinking about what internal exclusions means.
		3	Doing better in Maths.	No Demerits in Maths. No warnings in Maths.
		4	I can track my progress.	Calmer improved from last time. Getting both merits and demerits in English. I can see the progress I made in maths, and I am doing better.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				I get a lot of Merits for my work, so I know it's not my work I get demerits for. I got another merit from another teacher. Moved to a different class. Other students got less than me and they also moved. Other students scored less than me, so I knew it was because I did good work.
		5	Merits for positive behaviour.	Another merit received and not known about. 'Cool' for all those merits. Merits are still not on the system. Surprised I received 41 Merits this year.
	3C - AWARENESS OF THE IMPACT ON OTHERS	1	Impact of behaviour on teachers.	32 Demerits for the whole year. Another Demerits five minutes into the lesson. Demerits are for laughing this term. Learned behaviour means that I'm lively when I walk to certain classes. Rudeness from teachers Teacher was fed up with his disrupting the lesson.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
	3D - INFLUENCE OF TEACHERS ON BEHAVIOUR	1	Different class different teacher.	Bit more calmer with another teacher not as 'lively' Doing better this term. Just have the calming teacher all the time now as the other teacher has left. Since the change in teachers, I don't get as many demerits in English. Teacher said it was a good first lessons. Things are better with the 'calming' teacher.
PET 4	4A - ACKNOWLEDGE THE CHANGE IN BEHAVIOUR	1	Being more silly in lessons.	Aware there is a problem with laughing. My demerits are for laughing in class. Receiving demerits for calling out and laughing. Receiving demerits for the same behaviour which is talking and disruption. Returned to being silly in the class again. Told to stop talking in music but kept talking.
		2	increasing negative behaviour this week.	After an improvement, there is now a change in behaviour. Can see the improvement in behaviour even though still getting demerits.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				careless in lesson this week. Did make progress but things are changing again.
	4B - AWARENESS OF NEGATIVE BEHAVIOUR BY OTHERS	1	Even teachers are surprised about my behaviour.	I was told to go to the Support Room because of what was done. Possibly a lot of emotions were felt by the teacher. Teacher didn't speak to me after that. Think the teacher was surprised about my behaviour.
		2	More Demerits this week.	But I am also getting Demerits in maths. Demerit for being late to lesson. It was green because I had a few merits. know the number of demerits are increasing.
	4C - AWARENESS OF OWN BEHAVIOUR	1	Can't control what is happening to me at times.	Almost hurt someone because of my lack of thought. Because I don't think about things, I'd be silly. Because I do things without thinking I almost hurt someone. Can't control what happens in some moments.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
		2	Has feelings associated with his behaviour.	Feel regret when it happened. I felt sad and regretful about my actions. Regret about the whole situation.
		3	Learning from own behaviour.	Because I don't think about things, I'd be silly. I also didn't wait for instructions about to do I just did something on the spur of the moment. I know I would mess up the task because I don't think about things in the moment. I realise that I get excited and don't think about things. I would do things differently next time I am asked to do a task. Just warnings in maths. Not silly in maths this week. Should have realised I would not be a good person to help the teacher. We do more things like that, but my it was only that time I didn't listen - too excited.
		4	Understand own negative behaviour.	Different chunks of different behaviour.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				I follow the flow of the class if their quiet I'm quiet but if they talk, I talk. I have mixed behaviour depending on the class. I may get louder than everyone else in the class. I work in chunks of behaviour, some good moments, and then some talking. If my friends are not focused, then I am not focused. It chunks of talking and then work then talking again. Mixture of green and yellow this week because of my behaviour. When we are left to work on our own am I silly in class. Would rate myself as almost good but not quite as still having silly moments.
		5	Understand the need to improve behaviour.	Means I need to act to improve again.
	4D - CHANGE IN ENVIRONMENT INITIALLY MEANS CHANGE IN BEHAVIOUR	1	Different environment means a different kind of behaviour.	After being with the new teacher behaviour changes back to what it was again. Behaviour is different with new teachers.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Different environment has influenced his behaviour. Different group different expectations. Do not like the mixed class of abilities. Felt different about his behaviour this week. Unfamiliar with the other students in the new class.
PET 5	5A - DIFFERENCE IN BEHAVIOUR THIS WEEK	1	Influenced by class this week.	Changed behaviour after being told to stop talking. Class was lively, but I was only told to stop talking but no Demerits. It was others in the class that were told to stop talking. Lively class this week in Art but it was independent activities.
		2	Reduced number of Demerits.	43-44 Demerits in total for the year. If no further Demerits, then it will be a positive outcome. Nearly two weeks without a Demerit. No Demerits this week. Not as many Demerits this week.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Writing it down helps because I remember what was said
PET 6	6A - EMOTIONS ARE UNREGULATED	1	Calm at school.	Calm in lessons but some warnings. Overall behaviour was good this week.
		2	Excited to be back.	Happy as we are back at school. Lots of energy.
		3	Silly at school.	Yellow and Green due to Demerits.
		4	Still disrupting lessons.	Some Slip - ups but good overall. Teachers still indicated I disrupted the lesson.
		5	Tired this week.	Didn't want to write this week. Was excited but now tired.
PET 7	7A - ABLE TO TALK FREELY ABOUT THINGS	1	Able to talk about things.	Able to talk about things. Enjoyed the study.
		2	Can reflect on behaviour.	Address things felt strongly about. It helps me reflect on my behaviour.
		3	Enjoyable.	All of it was good. Avoid lessons I don't like.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Deep talks. Would like to get taken out of more lessons.
		4	Good to speak about things.	Good to let things out! Helpful.
		5	Helped get demerits down.	Reduced demerits.
	7B - DIFFERENT TO OTHER METHODS	1	Can't talk to some teachers about things.	Head of Year is good they get things done. If there was a problem, there aren't many teachers he would go to, they are too strict.
		2	Current school method doesn't work for me.	In the Support Room you just sit there. There is no other support other than sitting there and thinking. There's nothing else there that helps you in the Support room.
	7C - EXPOSED REASONS FOR PERVASIVE DISRUPTIVE BEHAVIOUR	1	Does understand unsettled behaviour.	Days when I am calm and days when I am silly. I exist between calm and silly. Realises he has more demerits than merits.
		2	Influence on others and himself.	Can influence others in the class.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				Still have silly moments.
		3	Know that too quiet is not a good environment for me.	A quiet classroom doesn't make me interested. Freedom is being able to be me. I could work with others next to me as an example. I like music because there's a low murmur. Sometimes a quiet environment helps me concentrate. Sometimes the quiet environment gets boring. There must be low tone chatting and lots of energy in the classroom for it not to be boring.
		4	Need a have the freedom to talk.	Being too quiet is distracting. Better in lessons when there's a buzz in the room. get distracted by the silence. Looking for distraction when I have to be quiet.
		5	Still have disruptive behaviour.	And I will still call out if I can't control it. I would shout across the room to talk to them if I had to.

All Personal Experiential Themes (PET) for each Interview	Personal Themes (PET)		Subthemes	Experiential Statements (ES)
				I would talk if I was near my friends. I'd still have the drive to talk to others in the right situation. Still do get them though. Yes, I have shouted across the room.

Appendix 14: 'Brimmy' Grouped Personal Experiential Theme

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	**ACKNOWLEDGEMENT OF BEHAVIOUR**	1	3A - ACKNOWLEDGE ERRORS IN BEHAVIOUR	1	Do have slip-ups in lesson.
		2	4A - ACKNOWLEDGE THE CHANGE IN BEHAVIOUR	1	Being more silly in lessons.
				2	increasing negative behaviour this week.
		3	4B - AWARENESS OF NEGATIVE BEHAVIOUR BY OTHERS	1	Even teachers are surprised about my behaviour.
				2	More Demerits this week.
		4	4C - AWARENESS OF OWN BEHAVIOUR	1	Can't control what is happening to me at times.
				2	Has feelings associated with his behaviour.
				3	Learning from own behaviour.
				4	Understand own negative behaviour.
				5	Understand the need to improve behaviour.
		5	5A - DIFFERENCE IN BEHAVIOUR THIS WEEK	1	Influenced by class this week.
				2	Reduced number of Demerits
B	**ACKNOWLEDGEMENT OF PROGRESS**	1	3B - ACKNOWLEDGEMENT OF PROGRESS MADE	1	Demerits reflective of positive behaviour.
				2	Different outlook on learning.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
				3	Doing better in Maths.
				4	I can track my progress.
				5	Merits for positive behaviour.
C	**IMPACT OF BEHAVIOUR MANAGEMENT OF TEACHERS**	1	1A - BEHAVIOUR IS MANAGED AND ENFORCED BY TEACHERS	1	Demerits are a powerful way to manage behaviour either by loss of time or football.
				2	Teacher confronts you on your actions and behaviour in Detention.
		2	2F - MANAGING HIS BEHAVIOUR	1	How teachers can manage his behaviour.
				2	Influence of the intervention.
				3	Suggestions about how teachers can manage his behaviour.
				4	Warnings manage this behaviour.
				5	Ways to manage behaviour.
		3	3D - INFLUENCE OF TEACHERS ON BEHAVIOUR	1	Different class different teacher.
D	**INFLUENCE OF BEHAVIOUR ON THE OUTCOMES**	1	2D - IMPACT ON WORK	1	Recognises the impact on his work.
		2	2E - INFLUENCE ON OTHER'S BEHAVIOUR	1	Recognises the impact of behaviour on teachers.
				2	Teachers contribute to the distraction of the class.
		3	3C - AWARENESS OF THE IMPACT ON OTHERS	1	Impact of behaviour on teachers.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
E	**INFLUENCE OF EMOTIONS**	1	1B - EMOTIONS ARE INFLUENCED BY BEHAVIOUR	1	Behaviour impacts how he feels about his week.
		2	2B - EMOTIONS ASSOCIATED WITH BEHAVIOUR	1	Acknowledges behaviour is unchanged.
				2	Impact of having Demerits for talking.
				3	Impact of warnings on behaviour this week.
				4	Physical calmness from looking after himself.
		3	6A - EMOTIONS ARE UNREGULATED	1	Calm at school.
				2	Excited to be back.
				3	Silly at school.
				4	Still disrupting lessons.
				5	Tired this week.
F	**INFLUENCE ON BEHAVIOUR**	1	2A - CAUSES OF BEHAVIOUR	1	Lack of attention
				2	Lack of control - Zones out.
				3	Talking and shouting out.
		2	2C - EXTERNAL INFLUENCES ON HIS BEHAVIOUR	1	Acknowledges the influence of other students on his behaviour.
				2	Merits as a reflection of his behaviour.
				3	Seating plan influences his behaviour.
		3	4D - CHANGE IN ENVIRONMENT INITIALLY MEANS	1	Different environment means a different kind of behaviour.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
			CHANGE IN BEHAVIOUR		
G	**IMPACT OF INTERVIEWS**	1	7A - ABLE TO TALK FREELY ABOUT THINGS	1	Able to talk about things.
				2	Can reflect on behaviour.
				3	Enjoyable.
				4	Good to speak about things.
				5	Helped get demerits down.
		2	7B - DIFFERENT TO OTHER METHODS	1	Can't talk to some teachers about things.
				2	Current school method doesn't work for me.
		3	7C - EXPOSED REASONS FOR PERVASIVE DISRUPTIVE BEHAVIOUR	1	Does understand unsettled behaviour.
				2	Influence on others and himself.
				3	Know that too quiet is not a good environment for me.
				4	Need a have the freedom to talk.
				5	Still have disruptive behaviour.

Appendix 15: 'Cardy' Personal Experiential Themes (PET)

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
PET 1	1A - CHANGE IN BEHAVIOUR HAS IMPACTED THE NUMBER OR MERITS	1	During Covid it was more challenging.	High demerits during Covid when stuck in the same classroom all the time with the same people. Last year was more challenging. Reasons for more demerits in the past in comparison to now. Used to have a lot more demerits.
	1B - IMPACT OF MEMORY RETENTION ON BEHAVIOUR	1	Challenge to remember things.	Can only remember things in the moment when writing them down. Can't make sense of things from the past. Can't remember sometimes. I can't remember past work. I forget words known for a long time. Remember only some words.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Some things are easy to remember in lessons, there is lack of understanding. Some words are forgotten, can't remember and need more time. Worksheets help with the work.
		2	Talk as a form of coping with lack of memory.	May get confused with the work and start talking. May talk if can't keep up with the work.
	1C - IMPACT OF TEACHER RESPONSE ON CONFIDENCE	1	Experience of teacher being frustrated.	A lot to learn in one lesson. Changed tech subjects. Experienced teacher being annoyed at her for not understanding. New subject teacher is scary. Some things not understood in the subject, and it's rushed. Teacher is frustrated when she has to tell you something more than once but explains it the same way each time. That experience has made her not ask for help.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		2	Other teachers feel safe to ask for help from.	In other lessons feel able to ask for help. Other teacher explains things in different ways. Other teacher helps you learn in different ways.
	1D - STRAINED CLOSE RELATIONSHIP WITH FRIEND.	1	Altercation with friend.	Annoyed with each other. Both to blame for fight. Fight was over personal belongings. Fight with another student. Frustrated with each other. Got into a fight. Incident happened with a student. Learning about what friendship is all about. The other person was selfish.
		2	Couldn't control response in fight.	Believe it's the first time something like this has happened. Don't even recall what others said happened. Feels as if they were in a different place at that moment.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				I didn't think just responded and can't recall
		3	Trust in friendship is broken.	Between us we decided to keep away from each other. It might happen again. Paired together in a lesson. Some teacher changed our seating plan. Started talking after being paired together. Talking a bit more with each other now. Understand should have told a teacher instead of hitting another student. Understand the situation and each other more. We are amiable with each other.
	1E - STRATEGIES USED TO COPE WITH SITUATIONS	1	Strategies to cope with the situation.	Emotions take over so try not to talk about it. I spent time with other friends. Ignored others asking me about it. Tried to block the situation out.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
PET 2	2A - ACKNOWLEDGEMENT OF CHALLENGING BEHAVIOUR	1	Challenges with behaviour this week.	Believe it's actually a mix of yellow and green. Demerit for P.E Initially blue as lots of challenges this week. Missed a detention.
		2	Disrupted already disruptive lesson.	All the students kept in due to disruption. Lots of disruption to one lesson this morning. Screamed during the commotion and received a demerit.
		3	Unsettled behaviour this week.	More excitable due to cancellation of school trip due to covid. Not sure if will have the same behaviour next week. understands why there maybe excitability in behaviour. Was louder in lessons this week.
	2B - IMPACT OF DYNAMIC FRIENDSHIPS	1	Bond with friend.	Bonded as friends over challenges. Both feel ostracised by other students. Commonality with current friend.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Commonality with new friend. Didn't want her to be perceived as a baby if I stood up for her. There are only two of us vs other bigger groups. This happened to new friend and can understand how she is feeling.
		2	Challenges with Friendships.	Challenges with friendships that impacted her years at school. Fear of her ex-friend who is stronger. Fear of her strength and not getting into fights with her. Moved seats away from her exfriend. Others are afraid of her ex-friend. Teachers were pushing to end the situation when there was no opportunity to share my views. Worried about her ex-friend causing trouble because she instigates many confrontations at school.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
PET 3	3A - ACKNOWLEDGEMENT OF DIVERSE BEHAVIOUR	1	Disrupt others.	Aware students may be bored of talking to them. Can be a distraction for others who don't know either. Distract other students when I ask how to do things. Other may not want to help because they are unsure themselves and may not like someone asking them.
		2	Volatile behaviour.	A lot of energy. Combination of Yellow and Green this week. Common theme is a demerit for chatting. Completed after detention. Demerit for a number of infractions. Maths and computing are the most challenging for behaviour. Merits this week also. More talkative this week. Sitting at the back is easy to talk to other students. Upset at that thought of doing an hour in silence.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	3B - EXTERNAL INFLUENCES ON BEHAVIOUR	1	Demerits from academic challenges and not behaviour.	But would get a demerit after break or lunch when more alert for talking. Get a demerit for being tired and not paying attention. Had a demerit for not finishing work.
		2	Negative experience of teachers.	Can be annoying when they respond like that as the topic could be challenging. Doesn't talk in English scared of the teacher. Fear may be influencing her feelings of the types of response received. Not sure how new teachers are going to response to me asking questions. Past experience has shown her that new teachers do not respond positively to questions. Past experience has taught her how teachers respond to questions.
		3	Science is more focused.	Enjoyed a third experiment with lime water.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Enjoyed another experiment in science elephant toothpaste. Enjoyed the experiment in science with bubbles. Experiment was like one carried out when younger it was fun too but a little confusing. This week a little more focus in science on work as understand if more so not talking as much for a distraction.
	3C - INFLUENCE ON BEHAVIOUR	1	Challenges with class work influencing feelings about lessons.	Didn't know how to start the work. In English copying off of someone else helps when don't understand. Lack of understanding of work was one of the reasons for yellow. Starting own paragraph and sentence was hard for the work for detention. Wasted time trying to do it but didn't understand how to do it. Work didn't understand had to finish in detention.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		2	Challenges with other students.	Argument was silly. Demerit for an argument with another student. New seating partner does make it a little challenging.
		3	Enjoy lesson with greater autonomy.	Enjoyed Food tech a non-core lesson. Enjoyed working in small groups. Enjoys debates. Enjoys the different types of questions that debates bring. Focused in Geography. Lessons were good this week. R.E have things to do so just do the work. Used to do acting in R.E also which was fun.
		4	Negative experience of teachers.	Can be annoying when they respond like that as the topic could be challenging. Fear may be influencing her feelings of the types of response received. Not sure how new teachers are going to response to me asking questions.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Past experience has shown her that new teachers do not respond positively to questions. Past experience has taught her how teachers respond to questions.
		2	Strategies to alleviate disruption.	Computing sits away from disruptive students. No distraction in science due to those things. Seating next to a person who does not talk in science so another reason why there is more focus. Sitting in front of the class in Geography makes things easier. Tone down the chattiness for next week.
PET 4	4A - AWARE HOW EVENTS MAY INFLUENCE BEHAVIOUR	1	Acknowledges will be chatty next week but writing it down helps to remember behaviour.	More chatty this week due to things happening in school. Will be chattier next week due to being excited about the school trip.
		2	Conscious of behaviour that would warrant a demerit for this week.	Demerit for a piece of work that was challenging and was not finished. Few demerits this week.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	4B - INDIRECT INFLUENCE OF TEACHERS	1	Behaviour of the teachers an obstacle for asking for help.	Fear of the teacher inhibits asking for help when unsure what to do. Fears being embarrassed by the teacher in front of the class. Making fun of students is another inhibitor of asking for help. Unsure if another way to ask for help would alleviate the fear.
		2	Obstacles to learning that tend to lead to behaviour.	As the work was challenging waited for a long time doing nothing. Challenges with what to do in lessons. Unsure what to do in that lesson.
	4C - POSITIVE WEEK	1	Did not believe the teachers added so many merits to the system.	45 Merits but believes may have 16 demerits. Doesn't believe that teachers are giving merits even when they are viewed on the system. Received many merits from History.
		2	Positive week - green week even with demerits.	Good green week this week as nothing happened.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Good week very relaxed in general. Remember a lot more when writing it down.
PET 5	5A - AWARENESS OF POSITIVE BEHAVIOUR	1	Influences on behaviour.	Understand the events may change the behaviour next week. Writing helps to remember things.
		2	Settled Week.	Behaviour was more relaxed this week. Easy and fun week. No confrontations this week.
		3	Some distractions.	Some reprimands for talking. Yellow and Green week in terms of behaviour.
PET 6	6A - BENEFITS OF INTERVIEWS	1	Enjoyed talking during interviews.	Helped with talking and friends. Talking about the day.
	6B - CHALLENGES EXPERIENCED DURING INTERVIEW	1	Challenging is memory recall of events.	Forgets what happened.

Appendix 16: 'Cardy' Grouped Personal Experiential Themes (GPET)

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	**ACKNOWLEDGEMENT OF BEHAVIOUR**	1	2A - ACKNOWLEDGEMENT OF CHALLENGING BEHAVIOUR	1	Challenges with behaviour this week.
				2	Disrupted already disruptive lesson.
				3	Unsettled behaviour this week.
		2	3A - ACKNOWLEDGEMENT OF DIVERSE BEHAVIOUR	1	Disrupt others.
		3	4C - POSITIVE WEEK	1	Did not believe the teachers added so many merits to the system.
				2	Positive week - green week even with demerits.
		4	5A - AWARENESS OF POSITIVE BEHAVIOUR	1	Influences on behaviour.
				2	Settled Week.
				3	Some distractions.
B	**COPING STRATEGIES**	1	1E - STRATEGIES USED TO COPE WITH SITUATIONS.	1	Strategies to cope with the situation.
C	**IMPACT OF BEHAVIOUR ON OUTCOME**	1	1A - CHANGE IN BEHAVIOUR HAS IMPACTED THE NUMBER OR MERITS.	1	During Covid it was more challenging.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
D	**IMPACT OF INTERVIEWS**	1	6A - BENEFITS OF INTERVIEWS	1	Enjoyed talking during interviews.
				2	Helped with talking and friends.
				3	Talking about the day.
		2	6B - CHALLENGES EXPERIENCED DURING INTERVIEW	1	Challenging is memory recall of events.
				2	Forgets what happened.
E	**IMPACT OF TEACHERS**	1	1C - IMPACT OF TEACHER RESPONSE ON CONFIDENCE	1	Experience of teacher being frustrated.
				2	Other teachers feel safe to ask for help from.
		2	4B - INDIRECT INFLUENCE OF TEACHERS	1	Behaviour of the teachers an obstacle for asking for help.
				2	Obstacles to learning that tend to lead to behaviour.
F	**INFLUENCE OF FRIENDSHIPS**	1	1D - STRAINED CLOSE RELATIONSHIP WITH FRIEND.	1	Altercation with friend.
				2	Couldn't control response in fight.
				3	Trust in friendship is broken.
		2	2B - IMPACT OF DYNAMIC FRIENDSHIPS	1	Bond with friend.
				2	Challenges with Friendships.
G	**INFLUENCE OF MEMORY**	1	1B - IMPACT OF MEMORY RETENTION ON BEHAVIOUR	1	Challenge to remember things.
				2	Talk as a form of coping with lack of memory.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
H	**INFLUENCES ON BEHAVIOUR**	1	3B - EXTERNAL INFLUENCES ON BEHAVIOUR	1	Demerits from academic challenges and not behaviour.
				2	Negative experience of teachers.
				3	Science is more focused.
		2	3C - INFLUENCE ON BEHAVIOUR	1	Challenges with class work influencing feelings about lessons.
				2	Challenges with other students.
				3	Enjoy lesson with greater autonomy.
				4	Negative experience of teachers.
				5	Strategies to alleviate disruption.
		3	4A - AWARE HOW EVENTS MAY INFLUENCE BEHAVIOUR	1	Acknowledges will be chatty next week but writing it down helps to remember behaviour.
				2	Conscious of behaviour that would warrant a demerit for this week.

Appendix 17: 'Danny' Personal Experiential Themes (PET)

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
PET 1	1A - ACKNOWLEGES STRATEGIES THAT SUPPORT POSITIVE BEHAVIOUR	1	External motivation of home to achieve merits.	Achieving merits this week was a target. Motivated to get merits by parents. Parents get informed of the merit and it's a positive feeling. Positive emotions when receiving merits.
		2	Strategy for creating positive behaviour in lessons.	A strategy to stop sitting next to the disruptive student. Has a strategy for when he is annoyed and frustrated. He goes outside to limit getting into trouble or getting involved. Leaving the classroom stops any further consequences. The strategy of asking to go

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				outside allows the class to calm down.
	1B - AWARE OF THE CHALLENGES WITH HIS FRIENDSHIPS	1	Challenges with friendship.	Another student is causing issues with his best friend. Fixed on his friendship and can't get past that issue. Has challenging with other students in the lessons. His best friends want to be friends with both of them. Recalling an incident that sparked a recent dissolution of his friendship again. The friendship that has lasted a long time in now in jeopardy. There are ups and down with his friendships. Unable to navigate friendships
		2	Other students are a distraction on behaviour.	Aware of the influence of others

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				behaviour on his behaviour. Feels others are a distraction and causes his annoyance. Influence of others on his anxiety - fiddling. Lots of other students distracting him.
	1C - REFLECTS ON PRIOR BEHAVIOUR	1	Better behaviour this week.	Being silly Green week this week. Last week lots of demerits for being silly. Lots of demerits before the end of the year. No behaviour last week. Reason for that demerit was disruptive behaviour with another student. Was being annoying to student last week and being silly.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	1D - TRUSTED RELATIONSHIP WITH SUPPORT TEACHERS	1	Able to talk to certain teachers.	Can only talk to certain teachers. Lists teachers he can talk to.
		2	Support Room B are more receptive to needs.	General visits to Support Room B. Go to the room when he needs to. Goes to a room to support his well-being for conversation and winding down. Like talking to the teachers in Support Room B Talking to someone about things that happen. There is a difference when talking to someone from the support room and friends. They support him because - none of his friends support him. Went for support today.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
PET 2	2A - ACKNOWLEDGES MORE MERITS FOR BETTER BEHAVIOUR	1	More merits mean appropriate behaviour.	Behaviour good this week due to more merits and not being silly. Does not always receive the notification for merits. Due to merits and lack of interactions with distracting students. Generally good classroom behaviour. Green week so far Merits mean positive and not negative behaviour.
	2B- CHALLENGES WITH LESSONS	1	Not engaged with some lesson.	Actual cooking will provide the motivation to go. Enjoys cooking but not cooking and doing written work is boring. Favours wood tech as you can create things. Lack of engagement with food tech.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	2C - INFLUENCES ON BEHAVIOUR	1	Need to fidget and be active in lesson.	Needs to be active in lessons like food tech. Show his fidget toys.
		2	Other students influence behaviour.	Having a bad day causes frustration caused by others. Others impact how he feels.
	2D - RECOGNITION FOR POSITIVE BEHAVIOUR	1	Aware of positive behaviour.	He understood the work and achieved a merit for it. Remembered another one for are where he completed all his work. Unaware he received a merit for his work. Was an interesting subject.
		2	Doubts about ability to achieve merits based on behaviour.	Clarify the merits by seeing them on the overhead projector. Had doubts he would achieve so many merits. He felt happy with the merit.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Praised by teacher for doing great work. Teacher confirmed he had a merit during the lesson. Strategies to help stay in class. To remain in class.
	2E - REFLECTS ON PAST INCIDENCES WITH CLARITY.	1	Reflect on specific incidents and the outcome.	Admits they were both to blame for the incident. He was seated near him, so he was able to do it. Recalled the incident in detail. Received a demerit for inappropriate behaviour. Reflected upon his inappropriate behaviour when discussing what the demerit was for.
	2F - SUPPORT ROOM B EMPLOYED FOR ALL CHALLENGES	1	Support Room B.	Having a bad day will go to Support Room B. Play with toys when in Support Room B.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Stopped going to food teach and went to Support Room B instead. Today for food tech he was also going to Support Room B.
PET 3	3A - ACKNOWLEDGES CHALLENGING FRIENDSHIPS	1	Tumultuous friendships.	Attacked by student. An issue arose with another student and wasn't able to talk about it with you. Issue after school about an item. Struck with a skipping rope. This is not the first time she has been aggressive towards him. Was attacked by a student but the teacher punished her for it.
		2	Influence of students on his actions.	Actions of other students indirectly affect him. Believes others talk about him all the time.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Names students whose behaviour will constitute the teacher shouting at them. Reflects on being bullied by other students and the consequences of that bullying.
		3	Lack of friends.	Adamant that there are no friendships in school. Demands to know what the interview knows about his friends as he doesn't have any in his mind. Did have a friendship before, but not now. Do talk to other students but they are not classed as friends. Don't have friends in the school. Explains they are not friends because the student he talks to made it clear they are not friends. So

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				clear on their relationship. Friendships are in flux they are not set they change depending on parameters for friendship. Unsure of what friends the interviewer is referring to.
		4	Lonely without friends.	Lack of friendships are lonely. No set of friends he is with during break or lunch.
		5	Retaliate through consensus with family.	Retaliated based on the culture of his family to strike back. Seating plan in his lessons were changed. Waited and then struck her later that day in school as payback.
	3B - ACKNOWLEDGES OWN ACHIEVEMENTS	1	Aware of own accomplishments.	Clarifies merits are from not talking. Therefore, good behaviour. Doesn't have as many demerits as

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				he doesn't talk as much. Wants his family to know he has over 50 merits. Wants them to know he has done good work.
		2	Good behaviour this week.	Believes his classroom behaviour was good this week. Red and Green for the emotions of the week and its relation to behaviour.
	3C - BEHAVIOURAL STRATEGIES USED	1	Strategies employed to manage behaviour.	Believes moving him from the student was a positive step. In a new class completely but is happy that there is not encounter with a specific teacher. Moves was instigated immediately. Removed himself from the class as he knew laughing was not

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				appropriate behaviour. Rows are more conducive for positive learning environment.
		2	Support Room B.	Made bonds with teachers and not peers of his own age due to lack of friendships. Spends free time in Support Room B
	3D - EMOTIONAL CHALLENGES WITH FRIENDS	1	Aware of what causes emotional frustration.	behaviour was annoying. Clarifies that the class have been annoying along with those other incidences. Explains that missing two French lessons was annoying. Explains that the covid jab added to the annoyance. Recalls a negative experience of the teacher and that explains his reason behind not having him.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		2	Incidences with friends impacts emotions about school.	Amusement in the same student getting further punished. Avoids the student with the rope. Impact was great seating plan was changed. Incident impacted the ability to stay at school and was taken home. It wasn't just him laughing. Laughing as he could see the consequences of her action along with demerits. Her comeuppance. Negative emotions due to the incident. Reflects on the entire incident in detail relishing the event by laughing. Used that incident and another to create the pattern of falling over things and has associated her

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				with that pattern of behaviour.
PET 4	4A - ACKNOWLEDGE ACCOMPLISHMENTS	1	Aware of his accomplishments.	Achieved the merit by focus and doing the work. Did well in lesson without LSA and was rewarded for it. Received 14 merits and very proud of the fact.
		2	Do not go to Support Room B as often.	Since change going all classes and not stopping at Support Room B.
		3	Doing better this week.	Better because of better concentration. Better week as don't see challenging students, but maths is the biggest issue. Do not sit next to the challenging students anymore. Doing better due to isolating from other students Will be better next week, so will show the same

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				behaviour as this week. Will show the same behaviour next week.
	4B - ACKNOWLEDGES CHALLENGES WITH NEW CLASS	1	Challenges in some classes.	Confused about why they moved all the classes. It was made clear the issue was with the maths class previously in, not all classes. There was confusion about where he was supposed to be. They didn't put him in the class they said they originally would. Want to move from new maths class.
		2	Challenges with other students.	Behaviour has been flagged as an issue in these new classes. Maths is the only change to the classes that causes a problem. Moved to a new maths class due to

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				challenges with other students. Revealed that a student was causing problems. This week had troubles with other students.
		3	Distractions by other students.	Distractions in the new class caused by other students.
	4C - BEING USEFUL AND BEING OF HELP	1	Felt useful in other lessons and helped to stay in the class.	Allowed to help with teaching the lessons, but this teacher does not allow him to help. Used to sit in previous teacher's seat to help but does not with this new teacher.
	4D - POSITIVE BEHAVIOUR IN NEW CLASS	1	Doing better in new class with new students.	Can see the change in classes as a positive change. Does have some students able to get along with in class that are not challenging. Has a new seat next to someone he is not familiar with.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				In the new maths class the students are still distracting. Not missed any classes since change. Started the BW from Zero due to changes in the classes. The new classes are working but some of the students are still challenging. Upset that the new maths class has students that cause problems.
PET 5	5A - ACKNOWLEGES THE POSITIVE CHANGES OF THE NEW CLASS	1	Exhibit positive behaviour.	Behaviour was good this week. Classroom behaviour was the same. Good this week. Good week due better concentration. Green this week. Positive behaviour.
		2	Implementing own strategy to	After they stopped drumming.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
			promote positive behaviour.	Drums in music were too loud. Permitted to leave by music teacher. Pointed out music was loud today. Left lesson to calm down. Went back after five minutes.
		3	Improvements in class interactions.	Improved due to lack of distraction by other students. Improved in new form class. No demerits for the new maths class.
PET 6	6A - ASSOCIATES MERITS WITH GOOD WEEK	1	Good behaviour.	Behaviour was good last week, this week and should be next week. Better behaviour since changing class. Good because there was no silliness or moving about. In comparison to other, behaviour

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				was good this week. Next week just not being silly and doing work. No demerits mean no negative behaviour. No negative behaviour today.
		2	Merits this week.	Attributes low demerits to moving class. Good because there were a lot of merits. Green week.
		3	Writing it down helps to remember.	Do forget some of the behaviour on BW. Like reflecting on behaviour for the week. Remembers what is spoken about during interventions. Sometimes, don't recall getting the demerits. Writing it down helps in that I don't have to do it.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	6B - ISOLATION FROM PEERS	1	Feeling lonely.	Being alone. Don't want to be, but because there is no one else to hang around with. Playing on your own is good no one gets into trouble.
PET 7	7A - BEHAVIOUR BASED ON MERITS AND DEMERITS	1	Demerits means a bad week.	Associated demerits with a bad week so the two demerits signify a bad week. Blue not in a good mood emotionally.
		2	Merits reflects being good.	Being a different boy next week. Being good means more merits. Good next week. Means a better boy next week. Not sure about behaviour next week.
	7B - IMPACT OF BEHAVIOUR	1	Aware of consequences of actions.	Consequences if caught off balance. Do know that swinging on the chair is dangerous.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Fidgeting is being naughty. Worried about actions increasing demerits.
		2	Aware of the implication of naughty.	Implications of misbehaving. Naughty behaviour this week but not last week.
		3	Did not listen to teacher.	Confirms was silly in English. Continued even when told to stop. Silliness was talking and rocking in the chair when told not to.
		4	Not aware of consequences in the moment of action.	Caught by the Support Staff. Continued splashing as just liked the sound. Enjoyed the sound of the water. Splashed water and like it and continued to splash.
		5	Writing it down does not help.	Talking means not repeating the same mistake.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Will not help with behaviour writing it down. Writing it down requires thinking about things.
	7C - IMPACT OF BEHAVIOUR ON OTHERS	1	Incident involved others.	Escalated to senior member of staff. know that the site manager must rectify the mess. Knows the site manager would be mad but saying it as if he would be known to the site manager. Offered to clean up by they said no.
		2	Lack of freedom due to behaviour.	Had to stay with a teacher on the school trip and not with other students. Nightmare week. Walking around with one teacher only.
PET 8	8A - ACKNOWLEDGES IMPACT OF INTERVIEWS	1	Impact of intervention.	Can't recall behaviour. Do not like writing things down.

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Like the talks. Need to talk about the bully. Sarcasm about the situation.
	8B - CHALLENGES WITH FRIENDSHIPS	1	Bullying.	Believe it impacted the behaviour. In pain from someone pinching arm. Don't think teacher believe. Talking about the bully Teachers are making it more challenging by not believing what happened with the bully. Upset no one believes what happened. Want to speak about the bully.
		2	Emotionally aggravated.	Nightmare week. Red this week for his emotions. Three clear reasons why it was red.
		3	Lack of support from teachers.	Behaviour next week will be

All Personal Experiential Themes (PET) for each Interview	Personal Experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				determined if the bully gets a demerit. Clear on how to resolve the issue. Will still be angry if they are not punished.
PET 9	9A - INFLUENCE OF THE INTERVIEWS	1	Effect on behaviour.	Didn't think about his behaviour when we were not talking about it. Not sure if the intervention helped.
		2	Positive impact of the intervention.	Enjoyed all of it. Enjoyed checking merits. Enjoyed doing the study and being away from the other students.

Appendix 18: 'Danny' Grouped Personal Experiential Themes (GPET)

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	**ACKNOWLEDGEMENT OF BEHAVIOUR**	1	1C - REFLECTS ON PRIOR BEHAVIOUR.	1	Better behaviour this week.
		2	2A - ACKNOWLEDGES MORE MERITS FOR BETTER BEHAVIOUR.	1	More merits mean appropriate behaviour.
		3	2D - RECOGNITION FOR POSITIVE BEHAVIOUR.	1	Aware of positive behaviour.
				2	Doubts about ability to achieve merits based on behaviour.
				3	Strategies to help stay in class.
		4	2E - REFLECTS ON PAST INCIDENCES WITH CLARITY.	1	Reflect on specific incidents and the outcome.
		5	7B - IMPACT OF BEHAVIOUR	1	Aware of consequences of actions.
				2	Aware of the implication of naughty.
				3	Did not listen to teacher.
				4	Not aware of consequences in the moment of action.
				5	Writing it down does not help.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
B	**CHALLENGES WITH LESSONS**	1	2B- IDENTIFY ISSUES WITH LESSONS	1	Not engaged with some lesson.
		2	4B - ACKNOWLEDGES CHALLENGES WITH NEW CLASS	1	Challenges in some classes.
				2	Challenges with other students.
				3	Distractions by other students.
C	**IMPACT OF FRIENDSHIPS**	1	1B - AWARE OF THE CHALLENGES WITH HIS FRIENDSHIPS	1	Challenges with friendship.
				2	Other students are a distraction on behaviour.
		2	3A - ACKNOWLEDGES CHALLENGING FRIENDSHIPS	1	Tumultuous friendships.
		3	3D - EMOTIONAL CHALLENGES WITH FRIENDS	1	Aware of what causes emotional frustration.
				2	Incidences with friends impacts emotions about school.
		4	6B - ISOLATION FROM PEERS	1	Feeling lonely.
		5	8B - CHALLENGES WITH FRIENDSHIPS	1	Bullying.
				2	Emotionally aggravated.
				3	Lack of support from teachers.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
D	**IMPACT OF INTERVIEWS**	1	8A - ACKNOWLEDGES IMPACT OF INTERVIEWS	1	Impact of intervention
		2	9A - INFLUENCE OF THE INTERVIEWS	1	Effect on behaviour.
				2	Positive impact of the intervention.
E	**IMPACT OF TEACHERS**	1	1D - TRUSTED RELATIONSHIP WITH SUPPORT TEACHERS.	1	Able to talk to certain teachers.
				2	Support Room B are more receptive to needs.
F	**INFLUENCE OF BEHAVIOUR**	1	2C - INFLUENCES ON BEHAVIOUR	1	Need to fidget and be active in lesson.
				2	Other students influence behaviour.
		2	4C - BEING USEFUL AND BEING OF HELP	1	Felt useful in other lessons and helped to stay in the class.
		3	7A - BEHAVIOUR BASED ON MERITS AND DEMERITS	1	Demerits means a bad week.
				2	Merits reflects being good.
		4	7C - IMPACT OF BEHAVIOUR ON OTHERS	1	Incident involved others.
				2	Lack of freedom due to behaviour.
G	**POSITIVE ACHIEVEMENTS**	1	3B - ACKNOWLEDGES OWN ACHIEVEMENTS	1	Aware of own accomplishments.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
				2	Good behaviour this week.
		2	4A - ACKNOWLEDGE ACCOMPLISHMENTS	1	Aware of his accomplishments.
				2	Do not go to Support Room B as often.
				3	Doing better this week.
		3	4D - POSITIVE BEHAVIOUR IN NEW CLASS	1	Doing better in new class with new students.
		4	5A - ACKNOWLEGES THE POSITIVE CHANGES OF THE NEW CLASS	1	Exhibit positive behaviour.
				2	Implementing own strategy to promote positive behaviour.
				3	Improvements in class interactions.
		5	6A - ASSOCIATES MERITS WITH GOOD WEEK	1	Good behaviour.
				2	Merits this week.
				3	Writing it down helps to remember.
H	**STRATEGIES TO SUPPORT POSITIVE BEHAVIOUR**	1	1A - ACKNOWLEGES STRATEGIES THAT SUPPORT POSITIVE BEHAVIOUR	1	External motivation of home to achieve merits.
				2	Strategy for creating positive behaviour in lessons.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
		2	2F - SUPPORT ROOM B EMPLOYED FOR ALL CHALLENGES	1	Support Room B.
		3	3C - BEHAVIOURAL STRATEGIES USED	1	Strategies employed to manage behaviour.
				2	Support Room B.

Appendix 19: 'Ally' Personal Experiential Themes (PET)

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
PET 1	1A - ASPECTS OF BEHAVIOUR THAT CANNOT BE CONTROLLED.	1	Acknowledge the lack of control.	Behaviour is bad this week. Can't control the talking. Described as 'monster' for being knowingly disruptive with another student. Feelings are a mixture of both colours this week. Fluctuating behaviour this week.
		2	Cognisant of continuous behaviour.	Aware of causing disruption. Behaviour is worse this week. Blue for panic attack. Can't stop talking even if told off by teacher. Demerits do not change my behaviour. First demerits it just one of many. Have to talk can't hold it in.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Humour drives a lot of the disruption. It's good to talk about the week. Red colour for the demerits.
		3	Hyperactivity causes clouded judgement.	Break, lunch and friends create hyperactivity. Disrupted the class by pouring water on the floor. Not intentional but was silly. Really hyper during the water incident. When hyper judgement is clouded.
		4	Uncomfortable with negative consequences of behaviour.	Chastisement from Head teacher. Consequence impacted attitude to behaviour. Consequences of the water action. Do not think behaviour is as bad as others. Sent out the room for disruption. Uncomfortable consequences. Worried about afterschool detention.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Worried about detention this week.
	1B - THE INFLUENCE OF FRIENDSHIP ON BEHAVIOUR	1	Friendships aid the disruptive behaviour in class.	Continued with silly behaviour with friend. Distracted by the other student's topic. Friend in school is also a friend outside school. Friend poured toilet water into cup, and it was drunk. Friends being silly together with water.
		2	Talking is a continuous disruptive behaviour.	Allowed to talk in some lessons. Even in lesson where that is focus, there is still talking. Sits next to student that talks. Talk less in art. Talk to anyone in any lesson. Talking leads to demerit in class. Will talk even if a teacher is present.
PET 2	2A - ACKNOWLEDGEMENT	1	Challenges with friendships.	Abel was not good friend initially.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	OF CHALLENGES WITH FREINDSHIPS			This was his personality. Not to be friendly. Troubling relationship before they were friends.
		2	No freedom with friendships.	Ask family as school has no authority outside of school to stop them playing with each other. Can be together in the future. Have limited interaction with friends. Teachers are invading our privacy. Unfairness of others limiting friendship interactions.
	2B - AWARENESS OF DISTRACTION IN LESSONS	1	Distracted by others in lesson.	Distracted in maths so drew on hands. Inked hand at the end of the lesson. Others drew on their hands too.
		2	Distracted in lessons.	Disrupting a lesson in Year 6 with water. Distracted in class with ink on hands and face. Most demerits are for calling out.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Remember demerit from the last water incident
	2C - CHALLENGES BEHAVIOUR MANAGEMENTS OF TEACHERS	1	Different ways of teachers managing behaviour.	Believe the teacher would not care. Could be aware or not when getting a warning. Some teachers are stricter than others. Some teachers don't give warnings. Some teachers just kick you out. Teacher shouted when dysregulated and hyper. Teacher shouted when dysregulated in Year 5. Teachers are watching when we are together. Teachers will not care about separating friends. The teaches went back on their word, because they thought the behaviour was not appropriate. Then teachers changed their minds, and it is upsetting. There is no information about the demerits parents receive.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				This problem of sharing friends was not shared with any teacher. Warned by some teachers. Was told to go home then told to stay for detention. Very confusing.
		2	Punishment doesn't change behaviour.	Behaviour doesn't stop with a demerit. Behaviour the same as last week. Changes are not immediate. Demerits don't change behaviour. Detentions has not changed a friend's behaviour. Need to understand the reason behind being sent out. Would like to know what the demerit is for.
		3	Teachers Impacting friendships.	Given permission to hang out with best friend. Given permission to play with friend during free time.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				No one will stop the playing with each other. Not hanging out with Abel means missing out of shared friends. Unfairness of others limiting friendship interactions.
	2D - INFLUENCE OF OTHER'S RESPONSES TO BEHAVIOUR	1	Influence of behaviour.	Teacher gave me detention. Think there is detention because of bad behaviour.
		2	Merits are linked to behaviour.	Behaviour is determined by how many merits. Concerned with demerits.
		3	Others impact on personal feelings.	Brother's mood influences the morning. Family mood influence the morning. Worse if personal mood is bad.
	2E - POSITIVE INFLUENCE OF SCHOOL	1	Enjoy Sports.	Family influenced rugby attendance. Family member no longer wanted to take to Rugby. favourable attributes in rugby.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Friends and sports together. Friends influence extra-curricular decisions. Know the other players attributes. Love rugby. Tackling a good attribute. Understand the humour in the discussion.
		2	Enjoy the school environment.	Always go to school. Couldn't go to school due to allergic reaction. Like School. Sad to take a day off school. School is positive influence.
		3	Impact of friendships.	Different groups of friends. Friends are important. Other students make a day better. Popular.
		4	LSA influence on behaviour.	Games played with LSA and Abel. LSA joined who worked with Abel.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Miss Hardy eventually was LSA to both. New LSA does not allow any playing like Year 6. No longer work together. There were other lessons games were allowed to be played in. Things changed in Year 7 less freedom in styles of learning. This year is not fun. Though Ms Hardy was with Abel the attention was with my disruptive behaviour.
		5	Strategies that work.	Abel didn't have the cards to support him or monitor his behaviour. Walking as a strategy to calm down. Walking is a possible option.
PET 3	3A - ACKNOWLEDGE THE DISTRACTIONS IN LESSONS	1	Distracted lessons with noises.	Caused distraction in science lesson. Disrupted a class test. Made a loud noise to show frustration with work in lesson. Others laughing at the disruption.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		2	Interventions allowed for more autonomy in lessons.	After the intervention needed to calm down and didn't want to be in that lesson. Intervention allowed them more freedom during lessons to play.
	3B - AWARENESS OF THE LACK OF PROGRESS IN MATHS	1	Ability is much better than present set.	Adamant ability shows should be in a higher set. Believe should be in a higher set with good maths skills. The set is so low it is a concern it does not reflect current ability. Those in higher sets should be doing harder work not the same work.
		2	Challenges with fractions and processing information.	Not being in the right set makes this week yellow. Set does not reflect ability. The current set in not the right set.
		3	Dispute the maths set currently in.	Can be in a higher set. Concerned about being in a lower set for maths. Lowest set for maths.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		4	Do understand there are gaps in knowledge in maths.	Admits gap in knowledge. Can be confused when working things out with numbers. Challenges to processes in calculations. Fractions are a gap in knowledge.
		5	Green and Yellow today.	Green and yellow week so far. Green due to merits in maths.
		6	Know where the gaps in knowledge are.	Cannot add fractions with the different denominators. Confused with calculating fractions. Confusion with where numbers go in fractions.
		7	Lack of confidence teachers will allow the movement to another set.	Talking to a teacher may not change it. There is a possibility to move if do well in test.
		8	Trouble with calculations and processing information.	Frustrated with making the same mistake over again. Frustrated with own self and the answers given.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	3C - IDENTIFICATION OF THE LACK OF CONTROL IN LESSONS	1	Behaviour can disrupt the class.	Aware of the impact on the teacher. Have an idea about how an action can disrupt the class. Impact on the class and teacher is clear. Know shouting was not ideal. No real control, just do things without second thought. Shouted loudly when leaving a class but not sure why it was done. Understand the impact on the other students.
		2	Can lack control.	Behaviour comes from lack of control. Believe the reactions are not controlled. It would probably be done again, shout in class. Know a mistake was made but cannot change what happened. Know the behaviour will be repeated. May modify behaviour next time.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Understanding means it will not be done again. Will express when needed irrespective of the consequences.
	3D - LACK OF IMPACT OF CONSEQUENCES	1	Better behaved in lessons with strict teachers.	Other teachers use those words also. She is strict but doesn't shout. Strict teacher does not say the usual things like other teachers. Teacher in English is strict so was not hyper in lesson. Words do not affect me.
		2	Ineffectiveness of consequences.	Demerits are not effective. Do it even when told due to forgetfulness. Received a consequence for the disruption. Warned already about disrupting lesson.
		3	Ineffectiveness of demerits on behaviour.	Continued disruption ended in a second demerit. Second demerit didn't stop behaviour.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		4	Lack of impact of consequences at home.	Impact of demerits at home were also not viewed as important any longer. Too many demerits made them less effective with parents.
		5	Other strategies were more effective.	A strategy used before was effective in managing behaviour. It was an effective strategy.
PET 4	4A - AWARE OF DISRUPTION TO LESSONS	1	Arrived late to lessons.	Late to lesson and no work was done. Understand students were working when arrived late. Understand the distraction caused. Very little work on return. When arrived late work was taking place.
		2	Lack of control.	Lack of control that causes calling out. Will call out again in the future. Reflection for action.
		3	Return to school created excitement and behaviour.	Away from school due to covid.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Behaviour was due to excitement. Calling out in lessons during music. First day back at school excitement. Yellow due to demerit received in first few minutes of the lesson.
		4	Teacher gave demerits when late for lesson.	Expressed the reason for lateness to the teacher. Received a demerit from the teacher anyway. Understood that it impacted the teacher in some way.
		5	While sorting one problem another problem of lateness arose.	Headed to Support room to complaining about first consequence. Received another demerit for being late. While going to complain other issues arose that caused further delay to next lesson.
	4B - IMPORTANCE OF RELATIONSHIP WITH TEACHERS HELPS WITH BEHAVIOUR	1	Believe behaviour can change.	Behaviour will be better as changes will be made. Possibly.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Reflect on future behaviour as positive.
	4C - INAPPROPRIATE WAYS TO MANAGE BEHAVIOUR	1	Good relationship with some of the teachers in the school.	Good bonds with other teachers. Good strong bonds with many of the teachers. No behaviour in the class with teachers with strong bonds. Strong bond still doesn't mean that behaviour will be any better.
		2	Other's reaction to manage behaviour is by shouting.	Avoid being exposed to the teacher shouting. Behaviour is controlled by other teachers shouting.
		3	Shouting does works for a very short time, but behaviour cannot be controlled.	Even if shouted will still try to behave well, will always try. Even if there is a good bond or not, will try to behave, but it doesn't make any difference. as can't control the behaviour. Teachers shouting changes the behaviour in the short term, but not the long term. Teachers shouting does not affect an emotional response.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		4	Teachers shout to manage behaviour at times.	Explicitly told by the teacher their relationship will change if the behaviour doesn't change. Some teachers are more stricter than others and there is more disruption in those lessons. Some teachers are more than just a teacher don't want to lose that special friendship.
PET 5	5A - BEHAVIOUR IS OUT OF CONTROL	1	Behaviour is greater than positive merits.	High number of demerits received in the beginning of the year. The behaviour was not controlled. There are a high number of demerits on the system.
		2	Behaviour will be unchanged next week.	Believe behaviour next week will be the same as this week. Six demerits last week for behaviour.
		4	Influenced by other students.	Joined in with other students when misbehaving. Was part of a group of students together.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
		5	Shouting out in class.	Behaviour in art. Persistent behaviour in music lesson.
	5B - POSITIVE OUTCOMES	1	Achieved move to higher set.	Changed maths set as wanted. Enjoys the challenge of the new maths set.
		2	Positive week due to activities in school.	Green due to activities.
PET 6	6A - AWARENESS OF THE IMPACT OF BEHAVIOUR	1	Did not want to snitch on another student.	Never told where the flour was from, believe it would be snitching. Not to get anyone in trouble so lied. Others knew she was given the flour and told the teachers.
		2	Teachers made sure there was accountability for actions.	Consequence was a threat of not attending the up-and-coming school activity. Students realised the extent of their actions and the implication of not attending school events. Teacher had no choice but to send all away to be held accountable.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Was blamed for the flour event.
		3	Understood the gravity of the situation.	Consequence was staying with a teacher all through lunch for the behaviour. Know that so many people were going to get into trouble for the flour thrown everywhere. Realised that everyone was going to get into trouble for something they did not do.
	6B - FRIENDS INFLUENCE ON BEHAVIOUR.	1	Acted on others request to do something wrong.	Agree they know something was going to happen when they gave the flour over. Did not question the offering of flour. Know it about myself will do anything that pops into head. Flour was already opened. Friend provided the idea with the flour. Idea they knew something would happen and they walked off after handing it over.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Others influence the mind and the outcome, pushing to make the bad mistakes. Others provide an idea to act upon. Reflecting on through process of knowing it was a bad idea to have the flour. Took the flour. Was given the flour knowing it would be used for something bad especially if asked to do it.
		2	Behaviour in lesson is also influenced by other students.	Behaviour in science. Behaviour for a number of lessons in the morning. Laughing when he fell off the chair. Others disrupted in class influenced behaviour in class. Sent out for laughing and he was sent out for his being silly.
		3	Do not see the negative influence however.	Do not believe friends are a bad influence and can make own decision that are against friend's bad ones.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Don't understand why teacher would separate from friends. Though they encourage negative behaviour.
		4	Friends are encouraging the misbehaviour.	Explicit destructive behaviour with a bag of flour. Friend offered a bag of flour, and it was taken. Other students were covered in the flour also. Others exploited the lack of control on behaviour. Was encouraged to be highly disruptive by another student and did it.
	6C - FUN IS MORE IMPORTANT THAN CONSEQUENCES	1	Fun outweighs the consequences.	Do know it was not a good idea, but it was fun to do. Fun in the moment. Know it was a bad choice, but it was fun for all. No remorse for the action but know that it could have been worse if it wasn't taken away.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Only stopped when the teacher took away the flour. Teacher snatched it. Teachers were there.
	6D - LACK OF CONTROL LEADS TO BEHAVIOUR	1	Behaviour was bad this week.	Had a challenging few lessons with behaviour and then teachers complaining about behaviour made it worse. Reflect on action, behaviour this week was 'terrible'.
		2	Consequences of the behaviour.	Yellow and blue.
		3	Do not have control over the situation.	Can't change the past so not sorry. Did not feel any remorse. Even if it's wrong, will respond in the same way. I will probably do it again if given flour. In the moment blocked out the teacher's voice. Lack of control meant that when the teacher said stop it carried on.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Maybe it happened as excited about school trip happening the next day. Piecing together everything, believe the teachers did more, like a whistle.
		4	Empathise with other's challenging behaviour.	Other student with ADHD does not have control. Understand someone with ADHD will also lack control in comparison to others without. Understand that those with ADHD may have the same problem.
		5	React to situations.	Behaviour was different this week. More hyper. If no one is saying she can't do something, she will do it. Someone encouraging more, will make it more appealing. Maybe in a similar situation, there may be a different response than throwing it as know parents need to clean it up. No thoughts of right or wrong, just fun to do it.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Possibly doing things like this is just something she does. Reactive to others telling her to do something, she will as she want to do it anyway. Think about it more if throwing paint. Would still do something that would be considered wrong. Would still splash it around if it was paint and cause disruption because it would be fun.
		6	Teachers are aware of constant behaviour.	Other teachers are aware of the pattern of misbehaviour. Other teachers found out and were upset at the behaviour. Teachers should know that someone must have given over the bag of flour.
		7	Unable to control behaviour.	Being in the moment of an event if not going to change behaviour at that time. Even if consequences are known.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Did not offer to anyone else so was not looking for her best interest. Do not think about our conversations, as in the moment, don't think about anything if hyper. Do things when excited. Flour incident was an excitable moment and there was not thinking, and it went wrong. Know that in moments of excitement there is no control and things can go wrong. Teachers cannot convince to stop as cannot stop herself. When there is excitement there is not stopping.
PET 7	7A - ACKNOWLEDGES CHANGES IN MOOD IMPACT BEHAVIOUR.	1	Moods affect behaviour each day.	Behaviour is different than last week. Knows when settled nothing - not drama happens. Moods change each week and that affects behaviour each day. Used to changes in mood and things changing.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
	7B - IMPACT OF FRIENDSHIP ON BEHAVIOUR	2	Avoided being caught up in the incident but was a good friend to support.	Behaved differently when her friend needed help, Believe she is s true friend. Didn't get involved in the incident simply offered support. Supported another student who was struggling with bullying.
		3	Impact of friends caused the feeling associated with Yellow.	Good week but it is yellow. Yellow is influenced by the impact of others.
		4	Minimal behaviour this week.	Believe what happened in the lesson would result in a demerit though not explicitly stated. No key events or behaviour identified this week. Talking back to a teacher resulted in a demerit. Went on school trip after misbehaving previously week.
	7C - UNAWARE OF POSITIVITY FROM TEACHERS	1	Surprised to receive merits from teachers.	Did not believe that merits were warranted to that degree.

All Personal Experiential Themes (PET) for each Interview	Personal experiential Themes (PET)		Subthemes	Experiential Statements (ES)
				Less Demerits than merits so far this year! Positive comments from maths teacher. Was not aware of the merits from the teachers.
PET 8	8A - TALKING THE BEST PART OF THE INTERVIEWS	1	Talking.	Enjoyed talking in the study. Talking is not effective in stopping behaviour.

Appendix 20: 'Ally' Grouped Personal Experiential Themes (GPET)

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
A	**CHALLENGES WITH LESSONS**	1	3A - ACKNOWLEDGE THE DISTRACTIONS IN LESSONS	1	Distracted lessons with noises.
				2	Interventions allowed for more autonomy in lessons.
		2	3B - AWARENESS OF THE LACK OF PROGRESS IN MATHS	1	Ability is much better than present set.
				2	Challenges with fractions and processing information.
				3	Dispute the maths set currently in.
				4	Do understand there are gaps in knowledge in maths.
				5	Green and Yellow today.
				6	Know where the gaps in knowledge are.
				7	Lack of confidence teachers will allow the movement to another set.
				8	Trouble with calculations and processing information.
B	**IMPACT OF BEHAVIOUR ON OTHERS**	1	2D - INFLUENCE OF OTHER'S RESPONSES TO BEHAVIOUR	1	Influence of behaviour.
				2	Merits are linked to behaviour.
				3	Others impact on personal feelings.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
		2	6A - AWARENESS OF THE IMPACT OF BEHAVIOUR	1	Did not want to snitch on another student.
				2	Teachers made sure there was accountability for actions.
				3	Understood the gravity of the situation.
C	**IMPACT OF FRIENDSHIPS**	1	1B - THE INFLUENCE OF FRIENDSHIP ON BEHAVIOUR	1	Friendships aid the disruptive behaviour in class.
				2	Talking is a continuous disruptive behaviour.
		2	2A - ACKNOWLEDGEMENT OF CHALLENGES WITH FREINDSHIPS	1	Challenges with friendships.
				2	No freedom with friendships.
		3	6B - FRIENDS INFLUENCE ON BEHAVIOUR.	1	Acted on others request to do something wrong.
				2	Behaviour in lesson is also influenced by other students.
				3	Do not see the negative influence however.
				4	Friends are encouraging the misbehaviour.
		4	7B - IMPACT OF FRIENDSHIP ON BEHAVIOUR	1	Avoided being caught up in the incident but was a good friend to support.
				2	Impact of friends caused the feeling associated with Yellow.
				3	Minimal behaviour this week.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
D	**IMPACT OF INTERVIEWS**	1	8A - TALKING THE BEST PART OF THE INTERVIEWS	1	Talking.
E	**IMPACT OF TEACHERS**	1	2C - CHALLENGES BEHAVIOUR MANAGEMENTS OF TEACHERS	1	Different ways of teachers managing behaviour.
				2	Punishment doesn't change behaviour.
				3	Teachers Impacting friendships.
		2	4B - IMPORTANCE OF RELATIONSHIP WITH TEACHERS HELPS WITH BEHAVIOUR	1	Believe behaviour can change.
		3	4C - INAPPROPRIATE WAYS TO MANAGE BEHAVIOUR	1	Good relationship with some of the teachers in the school.
				2	Other's reaction to manage behaviour is by shouting.
				3	Shouting does works for a very short time, but behaviour cannot be controlled.
				4	Teachers shout to manage behaviour at times.
		4	7C - UNAWARE OF POSITIVITY FROM TEACHERS	1	Surprised to receive merits from teachers.
F	**INFLUENCE OF SCHOOL**	1	2E - POSITIVE INFLUENCE OF SCHOOL	1	Enjoy Sports.
				2	Enjoy the school environment.
				3	Impact of friendships.
				4	LSA influence on behaviour.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
				5	Strategies that work.
		2	5B - POSITIVE OUTCOMES	1	Achieved move to higher set.
				2	Positive week due to activities in school.
G	**INFLUENCE ON BEHAVIOUR**	1	2B - AWARENESS OF DISTRACTION IN LESSONS	1	Distracted by others in lesson.
				2	Distracted in lessons.
		2	3D - LACK OF IMPACT OF CONSEQUENCES	1	Better behaved in lessons with strict teachers.
				2	Ineffectiveness of consequences.
				3	Ineffectiveness of demerits on behaviour.
				4	Lack of impact of consequences at home.
				5	Other strategies were more effective.
		3	6C - FUN IS MORE IMPORTANT THAN CONSEQUENCES	1	Fun outweighs the consequences.
		4	7A - ACKNOWLEDGES CHANGES IN MOOD IMPACT BEHAVIOUR	1	Moods affect behaviour each day.
H	**LACK OF CONTROL OF BEHAVIOUR**	1	1A - ASPECTS OF BEHAVIOUR THAT CANNOT BE CONTROLLED	1	Acknowledge the lack of control.
				2	Cognisant of continuous behaviour.
				3	Hyperactivity causes clouded judgement.

	Grouped Personal Experiential Themes (GPET)		Personal Experiential Themes (PET)		Experiential Statements (ES)
				4	Uncomfortable with negative consequences of behaviour.
		2	3C - IDENTIFICATION OF THE LACK OF CONTROL IN LESSONS	1	Behaviour can disrupt the class.
				2	Can lack control.
		3	5A - BEHAVIOUR IS OUT OF CONTROL	1	Behaviour is greater than positive merits.
				2	Behaviour will be unchanged next week.
				3	Influenced by other students.
				4	Shouting out in class.
		4	6D - LACK OF CONTROL LEADS TO BEHAVIOUR	1	Behaviour was bad this week.
				2	Consequences of the behaviour.
				3	Do not have control over the situation.
				4	Empathise with other's challenging behaviour.
				5	React to situations.
				6	Teachers are aware of constant behaviour.
				7	Unable to control behaviour.