Exploration of the use of Motivational Interviewing with disengaged primary aged children

A thesis submitted to the University of Manchester for the degree of Educational and Child Psychology in the Faculty of Humanities.

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Abstract

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Exploration of the use of Motivational Interviewing with disengaged primary aged children

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Motivational Interviewing (MI) techniques have been shown to be effective with young people in secondary education. The techniques have increased pupils’ self-efficacy, self-esteem and motivation towards learning. The literature search revealed that there is no published research that has investigated MI techniques with children aged between nine and eleven but some informal evidence suggests there are potential benefits. The aim of this study was to investigate whether MI techniques can be used successfully with nine and ten year old children, attending mainstream primary schools and who had been identified as disengaged by the class teacher.

A multiple case study analysis was conducted with 3 nine and ten year old pupils, identified as disengaged by the class teacher. The pupils took part in 3/4 sessions of an MI package specifically produced for younger children. Each pupil and their teacher took part in a semi-structured interview, which were recorded and transcribed verbatim. A researcher diary was used to record researcher observations. All data were analysed using thematic analysis. An assessment sheet was formulated by the researcher and used to assess adherence to the MI aims and principles.

Results showed that adapted MI techniques had a significant impact on the pupils’ motivation to learn and on their behaviour in the classroom. Implications of the findings are discussed in relation to the use of school-based therapeutic interventions by school psychologists.
Declaration

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Special thank you to my friends, family and my partner, whose unfaltering love, understanding and pots of coffee have ensured I am still smiling.
CHAPTER 1  INTRODUCTION

The chapter firstly addresses the researcher’s reasons for becoming involved in the use and practice of MI techniques. The researcher is currently an Educational Psychologist (EP) in Training and therefore the chapter also outlines the role of the EP and how the research impacts on the current economic and political climate. The chapter then moves on to briefly discuss the key literature and research that led to the current study.

1.1 INVOLVEMENT IN THE RESEARCH AREA

This research study was conducted to fulfil the requirements of the University of Manchester Doctorate in Educational and Child Psychology. The researcher has worked with children and in education for over seven years now and during this time she has developed an interest in many areas. Perhaps one of the researcher’s greatest interests, however, is the way in which practitioners work with children and young people and the importance of child views and input into the processes that have an impact on them. The researcher first came across MI whilst studying at Manchester University and recognised the merits of using such techniques with children in order to allow individual exploration and understanding of the situation. Furthermore the researcher was interested in the way the techniques developed autonomy in young people, which she observed as being empowering for the young people she worked with. Whilst reading about and researching MI it soon became clear that the use of MI techniques with younger children was hugely under published.

At this point it is important to refer the reader specifically to the researcher’s experience and knowledge of MI. The researcher uses MI techniques and strategies as a practitioner prior to initiating this research. In addition, the researcher has received training on MI and MI techniques by a national trainer and MI specialist as part of her Doctoral course. The researcher has regular fieldwork supervision from a fieldwork supervisor and a university tutor, both of whom are qualified practitioner psychologists who have extensive knowledge of working with children and young people and use therapeutic interventions.

The researcher has worked with children in Year five and six and has used elements of MI in relation to rapport building and developing strategies that can be used to support the
children. The results seem to suggest that MI can be used successfully with younger children. Anecdotally it is clear that EPs have started to use MI with younger children; however, the literature review revealed that although there has been a wealth of research within clinical settings, the use of MI within educational settings is a less researched area. In addition, the literature review revealed a research gap for research investigating the use of MI with Primary school-aged children.

1.2 THE ROLE OF THE EP

This area is of particular interest to the researcher and as such, the research was not directed by a local authority or psychological service. However, it is argued that this piece of research will be beneficial to all educational psychology services including the one that the researcher currently works within. It is recognised that the current economic climate and reduction of practitioners (and therefore increased workload) is difficult for all psychology services, and as a result the use of therapeutic work may be side-lined. However, an evaluative research project conducted by Atkinson, Bragg, Squires, Muscutt, and Wasilewski (2011) revealed that MI is the third most used therapeutic intervention by educational psychologists. The research also found that educational psychologists are flexible and creative in the way in which they utilise therapeutic methods, for example, using them during initial consultations and assessment sessions with pupils. In light of this research, it is argued that although therapeutic methods are being reduced, educational psychologists will find a time and a place to use them. Furthermore this point emphasises the fact that although therapeutic methods are not a statutory aspect of educational psychologist’s role, they are perceived as necessary and valuable. It is also argued that some traded services are beginning to increase opportunities to use therapeutic interventions, therefore it is important to investigate the use of MI despite current difficulties that educational psychology services are experiencing. It is therefore anticipated that the research will inform practice and be of benefit to educational psychologists now and in the future.

1.3 RESEARCH THAT HAS CONTRIBUTED TO THE CURRENT STUDY

Throughout the last 26 years, Motivational Interviewing (MI) has developed and established a prominent place in the world of counselling. MI was first described by William Miller (1983) who combined and adapted the counselling styles he was utilising at the time. MI has been described as having elements of Rogers’ client-centred therapy, Festinger’s (1957) theory of cognitive dissonance and Bem’s (1967) self-perception
theory. MI began to gain much attention and interest in the late 1980’s and as a result clinical trials were conducted to test the impact of the new therapeutic technique. Encouraging results from the studies increased practitioners’ interest and in 1989 Miller met Stephen Rollnick who, after witnessing the influence of MI himself, encouraged Miller to conduct more research into MI.

Miller and Rollnick have since written many papers together outlining MI and its key elements. Over the years, MI has been modified and adapted for use in many clinical areas, including addictive behaviours, mental health and medical management. Clinical trials tend to reveal positive outcomes and portray an approach that is useful in many areas. Some clinical trials have yielded less positive results, with some revealing that MI has had no more impact than other clinical methods. In these cases, it is argued that counsellor style is the main reason for the outcomes (Miller & Rose 2009).

In the early 1990’s Eddie McNamara perceived the benefits of MI within education, advocating its use by educational practitioners to explore pupils’ reluctance to change, in a positive, non-threatening manner. It has since been utilised many times with young people in the educational sectors and research reveals some encouraging results (Atkinson & Woods, 2003, Kittles & Atkinson, 2009).

The current research aims to investigate whether MI techniques can be adapted and used successfully with younger pupils, aged nine to eleven and remain true to Rollnick and Miller’s (1995) key elements. The investigation into the use of MI with primary-aged children will hopefully increase understanding in this area and provide some insight into a very under-researched area.

1.4 LITERATURE SEARCH

In order to find appropriate journals for the literature review, the following search strategies were employed:

The researcher used the search engines PsychINFO, ERIC and Google Scholar and typed in the search term ‘motivational AND interviewing’ on 31.10.12. PsychINFO produced 1,791 results, ERIC produced 106 results and Google Scholar produced 125,000 results. The articles were scrutinised using the researcher’s inclusion and exclusion criteria below.

Table 1.1: Inclusion/exclusion criteria for the literature review
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<td>• Must be post 2004 (unless a Rollnik and Miller article)</td>
<td>• Articles that do not include the inclusion criteria</td>
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<tr>
<td>• Must have ‘Motivational Interviewing’ in title</td>
<td>• Search items that are not published books or journal articles</td>
</tr>
<tr>
<td>• Must be a meta-review, a study/research with young people or an introduction/ explanation of MI</td>
<td></td>
</tr>
</tbody>
</table>

The researcher identified 35 articles that matched these criteria and 6 books. The researcher has also referred to articles in the literature review that were identified after reading the extrapolated articles and identifying a relevant or significant article that was not produced in the above search.

In order to ensure that this research and evaluation was balanced in view and opinion, the researcher actively sought research that was negative towards the use of MI within both clinical and educational settings.
CHAPTER 2      LITERATURE REVIEW

INTRODUCTION
This chapter will first outline the use of therapeutic interventions in school and then review the literature that has contributed to knowledge and understanding of MI over the past three decades. The chapter will address the historical background and research behind MI. The chapter will then move onto the use of MI techniques with young people and then to the use of the techniques within education.

2.1 EDUCATIONAL PSYCHOLOGY AND THERAPEUTIC INTERVENTIONS

MI is described as a therapeutic intervention (Rollnick & Miller, 1995). In light of this, it is important to take note of EPs use of therapeutic interventions within education, which will provide some context to the research area.

Recent statistics revealed that one in ten children between the ages of one and fifteen in Great Britain have a mental health disorder (Department of Health, 2005). Other statistics show that 10% of children will have a mental health difficulty at any one time (Mental Health Foundation, 2005). MacKay (2007) suggests that a large proportion of these children and young people will not receive support for these difficulties. Davies, Day, Cox and Cutler (2000) found that the reality is that only 10% to 21% of children with mental health difficulties would receive specialised support. Guidance provided by the National Institute for Health and Clinical Excellence (NICE, 2008) stated that children’s emotional wellbeing impacted upon their development both physically and in terms of the lifestyle they lead. The NICE guidelines (2008) place particular emphasis on the relationship between children’s emotional wellbeing and their academic performance. The evidence therefore suggests that there is a disparity between the children and young people who experience mental health difficulties and those that receive the care and support they are likely to require in order to achieve in school and in the future. Atkinson, Corban and Templeton (2011) purport that schools are well placed to provide psychological support to children and young people on a regular basis. One would expect EPs to be included in the implementation of this type of work, although it is recognised that some EP services will not be able to deliver this type of work because of the current economic climate.

MacKay (2007) outlines the history of EPs use of therapeutic interventions and highlights the variable perspective and use of therapeutic interventions by EPs, both politically and...
within the profession itself. MacKay (2007) however, vehemently argues that EPs are well placed to deliver therapeutic interventions to children and young people in educational contexts and believes that this is because of the wide ranging knowledge in child development. MacKay (2007) recognises the importance of preventative work conducted at a macro level, for example, the ethos of a school, school policies and regular teacher input for social and emotional support. MacKay (2007) however, asserts that therapy on an individual basis is still necessary and central to the emotional wellbeing of children and young people in schools.

The evidence therefore suggests that schools are well placed to provide increased access to the emotional support for those children and young people who are experiencing emotional difficulties, which prevent them from accessing the curriculum. There is also evidence that advocates the use of therapeutic interventions by EPs because of their wide knowledge of child development and psychology. Atkinson, Bragg, Squires, Muscutt & Wasilewski (2011) conducted a survey design research study with 455 respondents suggesting that EPs are using therapeutic interventions in school settings. Squires (2010) proposes that EPs are well placed to deliver therapeutic interventions in schools for a number of reasons including; their understanding of the needs of children and young people, their understanding of educational contexts and their counselling skills and knowledge.

It is important to note, however, the disparity between the evidence and the reality and consider the current political climate. The current Government is still in the process of developing the Health care and Wellbeing Plan (DFE, 2013), which is likely to impact on EPs way of working. It is unclear at the time of writing this thesis exactly how the plan will influence EPs use of therapeutic interventions. In addition it should also be recognised that EPs often have a workload, which does not always allow for therapeutic work. EPs also have an important statutory responsibility (Baxter & Frederickson, 2005) to ensure that the special educational needs of children and young people are best met, which often takes priority in the caseloads of EPs. The current research investigates the use of a specific therapeutic intervention and was conducted during the uncertain and difficult political and economic climate and therefore the data collated may add new data to the evidence outlined above.
2.2 INTRODUCTION TO MI

MI is a therapeutic approach that has been generating increasing interest over the last 26 years. MI allows the client to increase his or her motivation intrinsically to change a particular behaviour, with support from a practitioner. It allows them to develop their understanding of the incongruence between how they currently behave and the goals they may hold for the future. MI does not assume that the client is immediately ready for change, and asserts that there may be some form of ambivalence when the therapy is first initiated (Rollnick & Miller, 1995).

2.3 THE HISTORY OF MI

In 1983 William Miller wrote a paper in Behavioural Psychology (Miller 1983) entitled ‘Motivational Interviewing with problem drinkers’. Miller (1983) wrote this paper to address some of the methods and ideas he had learnt through his practice as a counsellor and his research investigating the necessary components in brief interventions for change. Miller (1996) described it as a style of therapy rather than a set of techniques. His style encapsulated ideas from Rogers’ Humanistic client-centred therapy, Festinger’s (1957) theory of cognitive dissonance and Bem’s (1967) self-perception theory. Miller (1983) stated that one of the first times MI was officially conducted was in the form of a ‘drinker’s check-up’ whereby individuals who felt alcohol may be causing harm could take part in a brief intervention and be provided with feedback. In a paper by Patterson and Forgatch (1985) it was explained that after a number of trials, it was discovered that the reduction of alcohol use was much higher when the counsellors were not confrontational and were more empathic. Patterson and Forgatch (1985) further explained that MI practice began to develop further and was utilised increasingly with individuals experiencing harm from alcohol consumption. Miller (1983) stated that when he met Stephen Rollnick sometime later, the approach was elaborated upon with a structured version of the key procedures and elements was formulated.

Rollnick and Miller (1995) describe the approach as “a directive, client-centred counselling style for eliciting behaviour change by helping clients explore and resolve ambivalence” (Rollnick & Miller, 1995, p.326). The approach highlights the importance of the client-practitioner relationship, which must be equitable for the techniques in the therapy to be used correctly (Saarino, 2011). The skills of the practitioner are also emphasised within

Rollnick et al. (1992) in their paper describing the development of MI in medical settings, state that the development of MI brought up some important issues. These related to logistical aspects of MI; for example, it should be possible to use it within limited time frames and the structure should be flexible, or to the practitioner specifically; for example, they assert that the practitioner must be empathic, 'in tune' with their clients, flexible and respectful of their client's feelings and views.

Frey et al. (2011) describe the importance of change talk. Originally coined by Miller and Rollnick (2002) change talk occurs after the client's motives for change have been established. It is elicited by the practitioner who begins to highlight the advantages of the change and the disadvantages of the current situation. At the same time, the practitioner retains a 'non-expert' role and allows the client to begin to weigh up the advantages and disadvantages of current and future behaviour.

It is important to note here that Miller and Rollnick (2009) argue that since formulating their therapeutic approach, it has been developed and changed to suit many different clients and environments. Although they believe that this is a hugely positive occurrence, they also emphasise the importance of remaining true to the spirit of MI stating that “...the practice of MI without understanding and manifesting the spirit is like the words without the music of a song” (Miller & Rollnick, 2009, page 131).

The spirit of MI can be described in terms of 3 overarching aims pertaining to the therapeutic position and 4 practical principles pertaining to what the practitioner will actually be doing in the sessions.

The overarching aims are made up of autonomy; collaboration and evocation, each of these is detailed below.

2.4 MI ELEMENTS

2.4.1 The Overarching Aims of MI

**Autonomy**

MI asserts that the development of autonomy within the client is pivotal to the change process because it ensures that the client is able to exhibit independence over their thoughts, feelings and actions. Frey et al. (2011) commented that autonomy occurs when the practitioner summarises the client’s values, thoughts and feelings while also supporting their ability and desire to change.
Naar-King and Suarez (2011) emphasize the importance of the development of autonomy within MI sessions. They state that it is not possible to make the client change, instead it is the client themselves who need to independently take the decision to change. Naar-King and Suarez (2011) add that if the practitioner opposes the client’s autonomy over decisions, thoughts and actions; the client will begin to react against this and move in the opposite direction; most likely away from change. This was identified very early in the development of MI (Rollnick & Miller, 1983).

**Collaboration**

Directly linked with autonomy is collaboration. MI was not created to be a prescriptive intervention in which the practitioner is the expert and the client listens passively. MI sessions must be a collaborative process in which both parties listen and put forward their views as equals. Frey et al. (2011) explained collaboration in terms of the level of dialogue from the client. Collaboration occurs when the client begins to influence the conversation with their own ideas and thoughts. Rossengren (2009) emphasises the fact that although the practitioner brings important knowledge and skills to the sessions, it must be understood that the client is the expert in his or her own life and will also acquire important knowledge about the situation. Rossengren (2009) adds that the mutual understanding and respect of one another’s knowledge and skills shifts the relationship away from the prescriptive ‘expert’ and encourages a more positive environment in which change is more likely to happen.

**Evocation**

This is the process in which the practitioner begins to elicit possible concerns from the client with regard to their behaviour. The practitioner is not directive in nature, for example, telling the client that their behaviour is not good for them or others around them. Instead the practitioner is inquisitive in nature; for example, asking the client to explore the behaviours and the consequences. Miller and Rollnick (2002) report that this is something many practitioners find challenging because of the ‘righting reflex’ which is the reflex people have to correct others or offer advice and information for others’ difficulties. Rossengren (2009) notes that the righting reflex is a positive asset, which enables humans to address others’ problems and difficulties, however, the difficulty occurs when there is ambivalence from the client. When ambivalence is present, it is possible that the righting reflex will be detrimental to the client-practitioner relationship. For MI to be used effectively and correctly, the practitioner must allow the client to explore any disadvantages (and advantages) of their behaviour, which in turn, will also increase the client’s autonomy.
Frey et al. (2011) claim that evocation focuses on the motivational factors that are influencing the client. The practitioner begins to draw out the client’s individual reasons for changing their current behaviour in the hope that this will facilitate a change in the individual’s intrinsic motivation.

2.4.2 The Practical Principles of MI
Narr-King and Suarez (2011) assert that the 4 practical principles are made up of expressing empathy, developing discrepancy, rolling with resistance and supporting self-efficacy; each is described below.

Express empathy

Empathy is a concept that seems to be used within most current psychotherapies and counselling techniques. It is an extremely important component in that it develops the client-practitioner relationship because the practitioner is genuinely involved and understanding of the client’s situation. Without empathy it can be argued that the practitioner could not be able to work effectively with the client and therefore not meet the client’s therapeutic needs. Recent research into the effectiveness of empathy in psychotherapy has shown that client views of practitioner empathy was strongly correlated with therapy outcomes (Elliot, Bohart, Watson & Greenberg, 2012). In addition, Elliot et al. (2011) found that the correlation was strongest when the practitioners were less experienced. Naar-King and Suarez (2011) assert that the use of empathy within MI sessions is important as there are often many external demands on individuals that must be fully understood before an intervention can be initiated.

Develop discrepancy

Narr-King and Suarez (2011) suggest that this principle asserts that a person reaches a balance when they understand the reasons for changing their behaviours or indeed not changing their behaviours. The initial difference between the client’s behaviour and their behaviour could be described as a state of cognitive dissonance. It is argued by the researcher that change in behaviour is more likely to be long-term and consistent when it comes from within the person i.e. when it is intrinsically motivated. When behaviour change is intrinsically motivated, it is more likely to be in line with the individual’s values and situation. MI aims to explore the difference between the client’s current behaviour and their ideas about future goals and current values. It is asserted that the realisation of this discrepancy allows the client to make an informed decision about how they might change their behaviour to suit their personal situation.
Roll with resistance

Britt, Blampied and Hudson (2006) assert that resistance is expected but detrimental to the change process and should be recognised by the practitioner immediately. Brit et al. (2006) argue that it is important that when the practitioner experiences resistance, they must explore this in a client-centred manner, allowing the client to consider the options without feeling pressured. Thus ensuring that the ‘expert-recipient’ role is avoided. In turn, it is hoped that this allows the practitioner to develop their self-efficacy skills and self-understanding, while one might also expect the client’s intrinsic motivation to increase.

Support self-efficacy

Bell and Rollnick (1996) argued that individuals faced with a problem or difficulty; respond in one of two ways: risk reduction behaviour or fear reduction behaviour. Fear reduction behaviours tend to centre largely on the client managing the emotional responses from the problem rather than the problem itself. The difference between the 2 choices tends to depend on the client’s self-efficacy. The development of self-efficacy is important because it allows the client to take responsibility for their behaviours and understand the effects it is having on them and the people around them. Miller and Rollnick (2002) state that behaviour change is more likely to occur when the client is able to see the importance of it and the positive consequences the change might have. The client must believe that they have a chance of success.

2.5 THE MODEL OF THE STAGES OF CHANGE

About the same time as MI was beginning to take shape and be more widely utilised, the Model of the Stages of Change was developed (Prochaska & DiClemente, 1982). The model allows the practitioner to establish where their client is in regards to ‘readiness to change’. Prochaska and DiClemente (1982) purport that this model can be used for over 200 psychotherapeutic interventions and refer to the model as the transtheoretical model (TTM). Miller and Rollnick (2009) argued that there has been a strong link between MI and TTM and as a result they have frequently been used together. Miller and Rollnick (2009) highlight that MI and TTM are two very distinct and different things and that they should be thought of as “Two kissing cousins who never married” (Miller & Rollnick, 2009, page 130). The literature, however, seems to suggest that practitioners tend to use the TTM alongside MI techniques (Atkinson & Woods, 2003; Atkinson & Amesu, 2007; McNamara, 2009).
McNamara (2009) purports that the Model of the Stages of Change (figure 2.1), is vital when using MI. He further adds that MI techniques used with young people is successful when two elements are used: the Model of the Stages of Change and the strategies used within MI. Fields (2004) argues that to conduct MI successfully both the practitioner and the client must fully understand and know how to utilise the Model of the Stages of Change. Davies (2007) also asserts that the aims within MI can be successfully related to each of the stages and highlights the usefulness of the link between them in practice. However, it has been argued that the use of this model can be detrimental to overall intervention strategies with individuals because the specific categorisation of feelings and thoughts are too restrictive (West, 2005). This point emphasises the importance of being aware of individuals’ needs and the importance of being flexible in one’s approach to implementing MI. The current research did not strictly follow the stages of change; however, an example of model is available as a reference because the evidence suggests that it is a supportive tool during MI sessions.

It is worth noting again at this point, that although the Model of the Stages of Change has been advocated and used alongside MI, Miller and Rollnick (2009) stress the important point that MI and the Model of the Stages of Change are not the same thing and add that to conduct MI, the Model of the Stages of Change is not required but simply enhances the process. This view is used in the current assignment because it is believed by the researcher that MI should be used in accordance with its founders’ most recent views. This may go some way to explain why the MI strategies and techniques developed for use in education incorporate the TTM.

This research aimed to investigate the process and outcomes related to MI and not TTM; however, TTM is briefly used at certain points during the research in reflection and evaluation and therefore it is deemed necessary to include an explanation at this point. The relationship between MI and TTM is addressed later.

The six stage model constructed by Prochaska and DiClemente (1982) classifies each particular stage that an individual goes through as they change their thoughts and feelings regarding behaviour. The behaviours, for example, addictive behaviours tend to be considered to be a ‘problem’ to one or more stakeholders. In addition to this, they can also observe the stage they have passed through and what the next stages are, which it could be asserted, is essential in supporting the understanding of their situation as a whole. This model has since been adapted by McNamara (1992, 1998, 2009) for use with young people within educational settings. This model seems to be used regularly when MI is adopted in educational settings as it allows both the pupil and the practitioner
to understand how their current feelings and thoughts can be related to a particular stage. The use of this model and its use in education are discussed in more depth later in the literature review.

![Figure 2.1: The model of the Stages of Change (reproduced from McNamara, 2009)](image)

**Stage 1: precontemplative**

Miller and Rollnick (1991) argue that at this stage the client does not believe that his/her behaviour requires changing. Miller and Rollnick (1991) assert that there are four reasons why a client may be in the precontemplative stage and formulated categories for these. The four categories are: reluctant precontemplators, resigned contemplators, rationalising contemplators and rebellious precontemplators. McNamara (2009) uses the above categories to describe how young people may present for each category. The reluctant precontemplators are those who do not have an understanding about the impact that their behaviour is having. In such cases it is essential that the practitioner increase awareness about the facts of the problem and encourage the client to consider what the impact of their behaviour is. McNamara (2009) goes on to describe resigned precontemplators as those who have “given up on the possibility of change and who have resigned to the status quo” (McNamara, 2009 page 13). In this case, the counsellor must aim to “promote self-efficacy and internal attribution...” p13. The next category, the rationalising precontemplators are explained as those who argue that their behaviour is not a problem and provide evidence for this. In this case, McNamara (2009) asserts that the practitioner skills of empathy and reflection are important. The final precontemplators are the
rebellious precontemplators who are described as those who “present as hostile and resistant to change” (McNamara, 2009 page 13).

**Stage 2: contemplative**

Miller and Rollnick (1991) believe that at this stage, the client is in a state of ambivalence agreeable to change. They may have considered it previously but not made any effort to put these thoughts into action. It may be that individuals in this stage are unaware of the problem or difficulty.

**Stage 3: Determinism**

Miller and Rollnick (1991) assert that this is the stage where the client wants to take decisive action relating to their previous thoughts about changing. It is argued by Miller and Rollnick (1991) that this stage does not mean that the behaviour change will be sustained and maintained but they are considered to be on the way to achieving this.

**Stage 4: Action**

Miller and Rollnick (1991) explain that at this stage the plan is collaboratively developed and leads to the action. Miller and Rollnick (1991) further explain that the client begins to consider ways in which they might achieve the change they desire. It is likely that this stage is difficult for the client because the behaviour change will be dramatic and require effort and commitment.

**Stage 5: Maintenance**

Miller and Rollnick argue that at this stage the client is actively following the plan and displaying their change behaviour. The client consolidates the skills that they have learnt and the new behaviours are likely to be easier to continue. In most cases the client does this without the direct support of the practitioner.

**Stage 6: Relapse**

Miller and Rollnick assert that the stages model is realistic and assumes that most individuals significantly changing their behaviour will find the process challenging. The stage allows the clients to observe that ‘relapse’ is part of the change process and almost normalises it. There is a distinct possibility that an individual will have a relapse at some stage.
2.6 THE MENU OF STRATEGIES

The Menu of Strategies was proposed by Rollnick, Heather and Bell (1992) as a brief form of MI (see table 2.1). Rollnick et al. (1992) had previously found that when MI was used as a brief therapeutic intervention, practitioners did not have a specific structure to follow and therefore results varied in their success. It was decided that a more specific structure for brief MI was required that could be used with clients at various levels of readiness to change and therefore the Menu of Strategies was formulated.

Table 2.1: The Menu of Strategies (adapted from Rollnick et al., 1992)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening strategy: lifestyle stresses and</td>
<td>Talking generally about the current situation then asking where the substance abuse fits into this.</td>
</tr>
<tr>
<td>substance use</td>
<td></td>
</tr>
<tr>
<td>Opening strategy: health and substance use</td>
<td>Particularly useful in health settings. The therapist asks where how the substance abuse might affect their health.</td>
</tr>
<tr>
<td>A typical day session</td>
<td>Together the client and the therapist go through a typical day in the client’s life without focusing on the ‘problems’.</td>
</tr>
<tr>
<td>The good things and the less good things</td>
<td>Exploring the feelings of the client without inflicting therapist views on the client.</td>
</tr>
<tr>
<td>Providing information</td>
<td>Providing the client with information sensitively and at an appropriate time. Emphasis on not being the authority figure.</td>
</tr>
<tr>
<td>The future and the present</td>
<td>When the client portrays some degree of concern about the behaviour. Focus on the difference between the client’s current situation and how they might want the future to look.</td>
</tr>
</tbody>
</table>
Exploring concerns

The most important stage of all as it allows the client to begin to think about the difficulties associated with the current behaviour. This can only be done when the client has concern about their behaviour.

Helping with decision making

This should only be done if the client is ready to change and it should be done in a very gentle manner so that the client does not feel swayed in any way. A question recommended is ‘where does this leave you now?’

The practitioner selects one section at a time depending on the client’s needs i.e. where they are on the Stages of Change Model. Rollnick et al. (1992) developed this menu to enable the practitioner to decide which strategies to use, when and how, according to the client’s needs, arguing that practitioner skills and flexibility are vital to success.

2.7 THE EFFICACY OF MI

MI was first developed for use with adults in order to change their behaviour in relation to alcohol consumption. As MI has developed, it has been adapted and changed successfully and has yielded some extremely positive results in developing areas. It has been implemented with adults and young people with behaviours associated with alcohol (Feldstein & Forcehimes, 2007; Stein, Colby, Barnett, Monti, Golembeske & Lebeau-Craven, 2006; Gilder, Luna, Calac, Moore, Monti & Ehlers, 2011), substance use (Jenson, Cushing, Aylward, Craig, Sorell & Steele, 2011), mental health difficulties (Frey, Cloud, Lee, Small, Seeley, Feil, Walker & Golly, 2011) and medical issues such as asthma management (Riekert, Borrelli, Weinstein & Rathier, 2007).

The research stated above is just a small section of the research that has been conducted since the development of MI as an intervention for addictive behaviours. In recent years, a number of meta-analyses have been conducted to review the effectiveness of MI. It is beyond the scope of this literature review to outline all of them; however, those the researcher deems as most relevant and informative are outlined below.

Noonan and Moyers (1997) examined nine studies where the effectiveness of MI was compared with no therapeutic treatment. The participants were individuals with substance addictions, more specifically those with a dependency on alcohol. Noonan and Moyers (1997) concluded that “MI appears to be an effective, efficient and adaptive therapeutic
They felt that it was useful as a brief intervention but felt more investigation was required into the characteristics of the participants, such as gender, age and whether the participants were from treatment seeking or non-treatment seeking groups. This is an important consideration and one might expect that participants who volunteer for a treatment are more likely to find benefit than non-volunteers; however, further research is required to increase knowledge in this area.

By 2004, the research base for MI was growing quickly and as a result a large scale meta-analysis was conducted which looked at 72 clinical trials (Hettema, Steele & Miller, 2005). The trials included in the meta-analysis outlined difficulties such as substance misuse and health issues. The analysis found that the average short-term between-group effect size was 0.77. They also found that the effect size was higher in ethnic minorities and when a manual was not used. The findings from this meta-analysis led to some changes to MI as a theory. It was argued that the use of a manual created a barrier to the client-practitioner relationship and a consideration of less formal MI sessions was called for.

To investigate the efficacy of MI, Rubak, Sandbaek, Lauritzen and Christensen (2005) conducted a systematic literature review of 72 randomised controlled trials that used MI as a therapeutic intervention. Rubak et al. (2005) found that MI outperformed traditional ways of eliciting behaviour change in clinical settings in three out of four of the trials. The trials included participants with addictive behaviours and mental health difficulties and therefore there is evidence that MI is more useful than no intervention for difficulties in the different areas. Rubak et al. (2005) concluded by stating that more research is required to ascertain information on the usefulness of MI in the long-term.

Lundahl and Burke (2009) conducted a meta-analysis into the usefulness of MI in clinical settings and found that MI is significantly (10% to 20%) more effective than no treatment and as efficacious as other treatments for a variety of addictive behaviours. They also indicate that the results are still perceived one year post the intervention. A meta-analysis was conducted the following year investigating the use of MI over the previous 25 years (Lundahl, Tollefson, Kunz, Brownell, & Burke, 2010). The meta-analysis found that MI was 4% more effective than a strong therapeutic comparison and 14% more effective than a weak therapeutic comparison. It was also found that problem severity, gender and age made no difference to the effectiveness of the MI intervention. It is less usual for meta-analyses to describe effectiveness by percentage rather than effect size and therefore it is important to describe how Lundahl and Burke (2009) calculated the percentages. Percentage differences in success rates were calculated by using conversion tables to convert the Cohen’s effect size to percent success.
The above reviews and meta-analyses suggest that there is a positive evidence base for the use of MI with clients struggling with clinical difficulties. The evidence also seems to suggest that the use of MI techniques is more effective than more ‘traditional’ methods used in clinical settings. The evidence, however, does not indicate that the use of MI in clinical settings is significantly more useful than other interventions every time it is implemented. Perhaps it is fair to assert that, as with any therapeutic intervention, the practitioner must consider the client’s needs and then choose the therapeutic method that best meets those needs.

At this point it is important to note that the empirical methodology used to investigate MI has been subject to some level of criticism over the last 25 years. In a review by Britt, Blampied and Hudson (2006), it was found that many of the studies did not give sufficient information on what exact interventions were used. For example, some studies did not specifically state how the MI techniques used had been adapted and therefore it can be argued that there are difficulties with replication, reliability and validity. For this reason it is important that future research specifically states what modifications and methodology are used. Knight, McGowan, Dickens and Bundy (2006) conducted a systematic review of MI as a therapeutic intervention and argued that although MI was largely deemed to be a successful approach, the methodological features tended to be vague. Knight et al. (2006) found that the therapy and training were poorly defined at times and therefore it is not possible to elicit a full and detailed understanding of MI techniques used. In addition, Knight et al. (2006) also found weaknesses in the methodological areas of sample size, inadequate validation of questionnaires and disparate multiple outcomes. Knight et al. (2006) concluded that if MI is to be utilised across a variety of areas, more methodological detail and reliability is required. The methodological procedures and techniques used in this study have been described in detail and examples of the process can be found in the appendices. It is also recognised that a detailed description of the MI intervention is required and therefore this can be found in the methodology section.

The level of MI input has also been questioned. Mesters (2009) argued that the limited sessions of MI provided to clients (often only one short session) in clinical settings are not enough. Feedback from clinical practitioners who have implemented short one-off sessions of MI for clinical difficulties have found it a positive experience to place the responsibility back onto the client rather than take a more directive approach (Mesters, 2009). This feedback from clinical practitioners is important because it draws the reader’s attention to the practitioner’s use of MI techniques. On one hand promoting autonomy is adhering to the MI principles, however, on the other hand, collaboration is equally as
important and therefore the practitioner’s understanding of all the principles of MI is essential. This then perhaps leads the reader’s thoughts to practitioner training.

Rollnick et al. (1992) argue that one-off training is not sufficient for practitioners to conduct MI sessions. Rollnick et al. (1992) suggest that the training should be employed for 2-3 hours over weeks, which would allow more practice of the techniques as well as the chance to review skill development and understanding. Miller (1996) suggested that the only way to ensure that MI is being implemented appropriately is to directly and rigorously monitor practice. Narr-King and Suarez (2011) argue that to become reliably skilful in using MI techniques, a practitioner must go through a process of learning, practicing their skills and then receiving feedback on the techniques used. It has been found that reading information on MI or attending a two-day course is not sufficient (Miller & Mount, 2001). However, Baer et al. (2004) did find evidence to suggest that health and addition clinicians who attended a two-day course in MI showed a significant increase in their knowledge and skills. Baer (2004) also found that the increase in knowledge and skills was still evident after two months.

MI as a therapeutic technique has also been subject to some level of criticism. Miller and Rollnick (1994) assert that MI may be perceived as being manipulative because in most cases, when the practitioner begins working with the client, the client is not ready for change. However, Miller (1994) argues that the outcomes of MI are always compassionate and that many would judge it that way. The evidence for MI also emphasises the importance of practitioner empathy and client-practitioner equity and therefore one would assert that the practitioner would deal with any negative outcomes professionally and appropriately. Miller and Rollnick (2002) state that reflective listening from the practitioner is vital to effective MI practice. Reflective listening is not assuming that one knows what is happening within the MI session; it is checking with the client what they are thinking or feeling (Miller & Rollnick, 2002). If this skill is used correctly, one would assume that manipulation of the client cannot occur. Britt et al. (2006) argue that the purpose of MI is to develop the client’s understanding of their behaviours and feelings and therefore this increased self-awareness should ensure that they cannot be manipulated into a particular direction. Withers (1995) believes that in light of such concerns, investigations into MI and MI techniques should therefore, always indicate any adverse or negative outcomes or effects that MI has on the client.
2.8 THE USE OF MI WITH CHILDREN/ YOUNG PEOPLE

The use of MI with children and young people was first used within clinical settings to support them with difficulties in health and substance misuse. The benefits of MI with young people were first observed in young people with nicotine addiction (Colby et al., 1998), alcohol consumption (Monti et al., 1999) and the marijuana addiction (Stephens, Roffman & Curtin, 2000). MI by its nature is not directive or authoritarian and as such, it is argued that the techniques are best suited for young people who require a more collaborative and non-confrontational approach (McCannbridge & Strang, 2003). The above studies were opportunistic hospital interventions and although not methodologically detailed, they provide some early support for the use of brief MI with young people in clinical settings. Since these studies there has been more detailed and targeted research into the use of MI with young people. Feldstein and Forcehimes (2007) investigated the use of MI with 136 underage college drinkers in America and found that there was a greater reduction in alcohol-related behaviours compared to the control sample. Although this research adds to the evidence base, it is necessary to scrutinise the participant characteristics. The participants were primarily taken from a psychology class, which may be a group that is more amenable to therapeutic interventions and therefore the results may not be reflective of the general population. In addition the participants were 77.2% female and it might be argued that females are more likely to respond to ‘talking therapies’ and techniques based on empathy. Nevertheless, this study does present encouraging results for the use of MI with young people.

More recently, the acceptability of MI to reduce underage drinking in a Native American community was investigated (Gilder et al., 2011). Gilder et al. (2011) recruited 36 participants for this research because of the high levels of alcohol consumption in the particular community (two to six times higher than general population). It was found that MI would be a feasible intervention for the young people in the Native American community because of the non-confrontational and brief intervention style. Gilder et al. (2011) did not utilise the techniques so the contribution to the area of MI is limited but the findings are promising.

The use of MI techniques with an adolescent suffering from depression was investigated (Brody, 2009). This research used an in depth case study technique, which points to questions around the ability to generalise the findings, nonetheless, the findings were
positive and it was argued that MI was “particularly appropriate for this client” (Brody, 2009, p1177). The relationship between the client and the practitioner was also highlighted as critical to the success of the approach, which corresponds with much of the research into MI.

In Sweden the use of MI techniques with overweight children aged five to seven was investigated (Soderland, Nordqvist, Angbratt & Nilsson, 2008). The MI techniques were used by nurses during counselling sessions with the children and their parents. The research outlined the barriers and the facilitators to the success of the technique. It was found that the barriers were: the nurses’ reluctance to deem overweight children aged five to seven as a problem, parents’ reluctance to engage and the fact that the nurses directed the questions at parents rather than the children (Soderland et al., 2008). The facilitators were outlined as the nurses perceived advantage of MI approach and when parents cooperated (Soderland et al., 2008). This piece of research is a rare example of MI techniques being used with young children, however the complex nature of the research and the fact that the nurses tended to direct the questions at parents rather than the children, means that little information of MI with young children is gained. Moreover, the nurses' perceptions of the success of the techniques were based primarily on the parents' co-operation, which suggests that although the children were the focus of the techniques, the techniques were not used with the children.

Erickson, Gerstle and Feldstein (2005) conducted a review to assess the usefulness of MI for psychosocial difficulties. The review focused on the use of MI with young people, children and their families and summarised that MI has “begun to accumulate empirical support as efficacious approaches to treating a wide range of behavioural, developmental, and social disturbances in children and adolescents within paediatric settings.” (Erickson, Gerstle & Feldstein, 2005, p. 1178). Research investigating the use of MI with children was not used in this review, rather, research investigating children’s understanding of medical illnesses and the impact it has on them was used.

MI techniques have also been used with children and young people using self-injurious behaviours (Kamen, 2009). It was felt that the use of MI and TTM enabled more compassionate and understanding approach for working with young people and children who use non-suicidal self-injury (Kamen, 2009). In addition, Kamen (2009) posits that the use of MI is a technique that can be used in clinical settings on a case-specific basis, further adding that “this is something clinicians have sought for years” (Kamen, 2009, p 118).
The research into the use of MI with adolescents and children seems to reveal positive and encouraging results. The research base is in the early stages and, although, mainly based in clinical settings, is moving into areas such as psychosocial difficulties, depression and mental health difficulties. These areas are more closely related to the work of psychologists in education settings and therefore the potential of MI techniques with young people and children in the education system has been observed and investigated.
2.9 THE USE OF MI IN EDUCATION

There is an increasing volume of evidence investigating the use of MI techniques with children and young people in education settings. Eddie McNamara highlights the benefits of MI with young people in educational settings. McNamara (2009) states that MI can be used with pupils who become ‘unmotivated’ with school and who do not perceive education as beneficial. Pupils who are unmotivated with school tend not to hold the same thoughts and feelings about school as their teachers and may then display externalising behaviours which conflict with what their teachers expect of them. Such behaviours tend to be disruptive for teachers and can sometimes lead to difficulties in pupil-teacher relationships and sanctions for the pupils (McNamara, 2009). It is argued by the researcher that a pupil who is considered ‘unmotivated’ and begins to experience increased sanctions and decreased positive relationships with their teacher, will only become more unmotivated with school. McNamara (2009) proposes that to change this cycle of events it is important that the pupil begins to develop self-management skills and increase their commitment to change. He argues that MI is an effective way of eliciting change within a pupil whilst also increasing their motivation to commit to that change.

Frey et al. (2011) argue that MI techniques will be used increasingly within educational settings because of its flexibility and the encouraging evidence-base it is producing. They add that MI can be used with large-scale intervention methods as well as informally; for example, in a conversation with a parent, teacher or pupil. It is recommended that when using MI to address school mental health issues, practitioners should refer to the 3 overarching aims put forward by Miller and Rollnick (2002) of evocation, collaboration and autonomy and the principles of MI: express empathy, develop discrepancy, roll with resistance and support self-efficacy (Frey et al., 2011). In school settings, they advocate the use of a Navigational Map (Miller & Moyers, 2006) for both learning and implementing MI, which includes these aims and principles.
Frey et al. (2011) also observe the point that MI has mainly been utilised with adults, adolescents and pre-adolescents rather than younger children; for example, primary-aged children. They further add that “…the study of MI with young children is only just beginning. It may be plausible that MI could be utilised with young children with some effectiveness.” (Frey et al., 2011, page 2).

The use of MI by school nurses with 37 Sixth and Seventh grade, female pupils in America has been investigated (Robbins, Pfeiffer, Maier, LaDrig & Berg-Smith, 2012). The research project revealed that there is a place for MI techniques in the school nursing profession. The nurses took part in a two day MI training course prior to conducting the MI sessions and this was seen as sufficient to implement the sessions effectively. The pupils were taken from an ethnically diverse population, however, all were female.

Manthey (2011) perceived some merit of using MI to increase retention in supported education. It is argued that MI supports individuals to increase their ambivalence when they experience barriers that might prevent them from attending the educational establishment. In addition to this, it is claimed that when MI is used with individuals attending post-secondary education, there is an impact on the behaviours that might influence whether the student is successful in college. Manthey (2011) further adds that the use of MI with students will increase their level of autonomy and increase their independence skills they will use as they progress through education and their careers.
Manthey (2011) believes, however, that practitioners must assert a certain level of caution when conducting MI techniques in supported education settings. It is argued that there is a distinct difference between “difficulties related to day-to-day fluctuations in motivation from those related to cognitive or behavioural skills limitations or manifestations of psychiatric symptoms that interfere with educational progress.” (Manthey, 2011, page 127). This is perhaps an important point to note; practitioners who use and practice MI should be aware that MI must be used appropriately and in appropriate circumstances. It highlights the importance of careful consideration of the needs of the individual when using MI techniques.

It is argued that MI techniques can be used successfully alongside solution-focused techniques in schools (Atkinson & Amesu, 2007). Solution-focused techniques were formulated by de Shazer in the 1980’s and were perceived as different to other therapies at the time because it was not problem-focused. Solution-focused techniques can be described as techniques that aim to work with the client to create goals for change (Dolan, McCollum, Nelson, 2006). Rather than focusing on the past and the problems, solution-focused techniques aim to elicit the strengths of the client and his or her future capabilities (Dolan, McCollum, Nelson, 2006). Lewis and Osborn (2004) assert that there are clear similarities between MI and solution-focused techniques and advocated using them together in therapy. Atkinson and Amesu (2007) found that the combined techniques were useful in supporting young people through change. In their paper ‘Using solution-focused approaches in Motivational Interviewing with young people’, Atkinson and Amesu (2007) explore the solution-focused strategies that can be used in each of the stages from the Model of the Stage of Change and advocate the confluence of MI and solution-focused techniques in schools. It is argued that the techniques can be used successfully and flexibly with young people in schools (Atkinson & Amesu, 2007). However, they also argue that the techniques are very language-based and that additional amendments may have to be made when working with younger, primary-aged children. The theoretical implications of this study might be that for a practitioner to combine the two therapeutic techniques, he or she would need to value the theoretical underpinnings of both approaches. For example, a ‘purist’ practitioner might not see the benefit of combining the approached because of the risk of ‘diluting’ the fundamental theoretical underpinnings. It is asserted by Atkinson and Amesu (2007) that it is possible to use both approaches when the practitioner adopts an ethos ‘based on the principles of MI and solution focused thinking where the responsibility for change is left with the young person and where the facilitator is able to work in a non judgemental way, demonstrating understanding and empathy with the young person.’ (Atkinson & Amesu, 2007, page
In addition there are many practical implications. Atkinson and Amesu (2007) provide information for using MI with solution-focused techniques using the stages of change model (Prochaska and DiClemente, 1982) which is neither MI nor solution-focused therapy and therefore further information is required to ascertain whether the two approaches can be used without the model of the stages of change (1982). Atkinson and Amesu (2007) also suggest that there are practical implications centring on the importance of the practitioner having prior understanding of the client prior to therapy. Atkinson and Amesu (2007) suggest a pastoral practitioner would be best placed to provide this combined approach because the pastoral practitioner would be in a place to provide ongoing sessions. It is also suggested that the combined approach might be used flexibly in PSHE lessons. While this study provides evidence of the usefulness of MI techniques in schools, it is necessary to critically assess the methodology used. Atkinson and Amesu (2007) provide minimal information regarding the selection process, method used and analysis of findings. In light of this area being highly under-researched, it is important that all research and investigations into the use of MI techniques with young people and children are clear and detailed so that knowledge and understanding can be increased.

The benefit of using MI in school consultations has also been observed (Blom-Hoffman & Rose, 2007). It is asserted that MI can be used to engage teachers and that school psychologists should be trained in MI in order to use them within their practice (Blom-Hoffman & Rose, 2007). This paper offers some interesting points regarding the successful use of MI as a consultation method, however, it does not take a critical stance and therefore it is important to consider this paper along with the papers above to develop a greater understanding of the strengths and weaknesses of MI.

Hadraba (2012) recognised school counsellors’ need for a therapeutic technique that targeted pupils’ motivation and puts MI forward as a valuable tool. Hadraba’s (2012) study resulted in two of the three pupils’ work production increase after MI was implemented, although this was not statistically significant. Hadraba (2012) concluded that there were extraneous variables such as social life changes and academic ability were likely to have impacted on the results. Hadraba (2012) argues that there is enough evidence to suggest MI could be useful for increasing pupils’ work production and academic achievement and feels further investigation is required at this time.
2.9.2 EDUCATION AND THE MENU OF STRATEGIES

Atkinson and Woods (2003) found that the ‘Menu of Strategies’ can be successfully adapted for use in educational settings. They investigated the use of the Menu of Strategies and active listening techniques proposed by McNamara (1998) with disaffected, Year 10, secondary school pupils. Atkinson and Woods (2003) used a case study methodology approach with 1 pupil and data were collected via semi-structured interviews. A measure of self-esteem and self-concept was taken prior to and post the MI intervention. It was found that the techniques were successful in eliciting change and suggest that there is evidence to suggest that MI techniques could be used by Educational Psychologists (EPs) in their consultations and interactions in school settings. Atkinson and Woods (2003) note however; that although the results provided a great deal of insight into the process of using the MI strategies, more research is required. They also suggest that one particular area for future research would be to investigate the use of MI techniques with younger children. Although the results from this study provide insight into the use of MI techniques in school and help to inform the current research, they must be evaluated with caution. Atkinson and Woods (2003) used only one pupil and the research was qualitative and therefore difficult to generalise to the wider population. One might argue that only a small ‘snapshot’ is provided and a larger scale study is required to really evaluate the usefulness of MI techniques in school. On balance, however, this study is relevant to the current research and the findings, although evaluated with caution, adds further understanding to an under-researched area.

Kittles and Atkinson (2009) used a case study methodology and a ‘young-person-friendly’ version of the Menu of Strategies as an assessment tool with three pupils in two different schools, aged 13-15 who were described as ‘disaffected’. The MI technique was utilised as a consultation tool during an initial meeting with young people and data was acquired via semi-structured interviews with the young people. Results indicated that MI was a useful tool for both staff and the pupils involved, however they found that positive outcomes tended to relate to the particular stage the young person was in. It was also found that the social communication skills of young people had an impact on their ability to access the MI techniques. Kittles and Atkinson (2009) suggest that future research is required to investigate if MI techniques can be adapted to reduce the language demands of the intervention for use with younger children. This particular finding suggests that language and communication is a factor which must be considered when using MI techniques. It is argued that the importance of this factor is increased further when working with younger children. As a consequence, the current research used a
standardised assessment to ensure the language skills of the participants were at an appropriate level that they will be able to access the techniques. In addition it was considered important to elicit views from the participants’ parents and teachers (those who know the children well) to ensure suitability of the techniques in relation to language and communication. Another important point made by Kittles and Atkinson (2009) is that there are limitations to the researcher being the one to conduct the MI techniques. They suggest that when the young people were interviewed they may not have felt comfortable professing negative views to the person who has worked with them. In light of this, it was considered important that when the researcher is also the person conducting the MI sessions, a more objective method was used to gain the participants’ views.

Table 2.2: The Menu of Strategies: school adaptation (reproduced from Kittles & Atkinson, 2009)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Adaption for schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening strategy: lifestyle stresses and</td>
<td>Talking generally about the current situation then asking where the substance</td>
<td>Talking generally about the current situation then asking where the externalising</td>
</tr>
<tr>
<td>substance use</td>
<td>abuse fits into this.</td>
<td>behaviours fit into this.</td>
</tr>
<tr>
<td>Opening strategy: health and substance use</td>
<td>Particularly useful in health settings. The therapist asks where how the</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>substance abuse might affect their health.</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A typical day session</td>
<td>Together the client and the therapist go through a typical day in the client’s</td>
<td>Together the EP and pupil go through a typical day in the pupils’ life without</td>
</tr>
<tr>
<td></td>
<td>life without focusing on the ‘problems’.</td>
<td>focusing on the problems.</td>
</tr>
<tr>
<td>The good things and the less good things</td>
<td>Exploring the feelings of the client without inflicting therapist views on</td>
<td>Exploring the feelings of the pupil without inflicting ‘adult’ views on the pupil.</td>
</tr>
<tr>
<td>Providing information</td>
<td>Providing the client with information sensitively and at an appropriate time. Emphasis on not being the authority figure.</td>
<td>Providing the pupil with information sensitively and at an appropriate time. Emphasis on not being the authority figure.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The future and the present</td>
<td>When the client portrays some degree of concern about the behaviour. Focus on the difference between the client’s current situation and how they might want the future to look.</td>
<td>When the pupil portrays some degree of concern about the behaviour. Focus on the difference between the pupil’s current situation and how they might want the future to look.</td>
</tr>
<tr>
<td>Exploring concerns</td>
<td>The most important stage of all as it allows the client to begin to think about the difficulties associated with the current behaviour. This can only be done when the client has concern about their behaviour.</td>
<td>The most important stage of all as it allows the pupil to begin to think about the difficulties associated with the current behaviour. This can only be done when the pupil has concern about their behaviour.</td>
</tr>
<tr>
<td>Helping with decision making</td>
<td>This should only be done if the client is ready to change and it should be done in a very gentle manner so that the client does not feel swayed in any way. A question recommended is ‘where does this leave you now?’</td>
<td>This should only be done if the pupil is ready to change and it should be done in a very gentle manner so that they do not feel swayed in any way.</td>
</tr>
</tbody>
</table>
2.9.3 EDUCATION AND THE OVERARCHING AIMS AND THE PRACTICAL PRINCIPLES OF MI

This research was underpinned by what Miller and Rollnick describe as the ‘spirit’ of MI, which includes the three overarching aims pertaining to the therapeutic position and the 4 practical principles pertaining to what the practitioner did. It is useful at this stage to consider how each of these is relevant to primary-aged children.

2.9.3.1 Education and the Overarching Aims in MI

Autonomy

Decharms (1968) described autonomy as relating to perceived control and the two types of individuals. If an individual perceives control coming from within (intrinsic), Decharms (1968) explained that they are considered an ‘origin’ and if an individual perceives control as coming from external powers they are considered to be a ‘pawn’. This description is useful when considering primary school children and which type of individual they would be. It might be fair to assert that in school pupils are mostly controlled from external sources such as school structure, classroom rules and teacher’s lesson plans. In this sense, pupils have very little autonomy over their school life, and although this is often a necessary experience, it is important that we provide pupils with some time to increase their understanding and experiences of autonomy. Weinert and Helmke (1995) found that teaching autonomy skills to pupils, increased on-task behaviour and academic achievement. In a review of the literature around autonomy in the classroom, Stefanou, Pevencevich, DiCinto and Turner (2000) commented that “it is clear that positive outcomes accrue in autonomy supportive environments.” (page 100). Although there is evidence to suggest that increasing autonomy in children is advantageous within educational settings, it should be noted that depending on a child’s stage of development it might not be possible for them to achieve true autonomy. Children are likely to require a certain level of direction from the adults around them if they are not able to make some of the higher-order decision-making. The researcher believes that there are challenges to ensuring that there are support mechanisms in place to support autonomy in the classroom because of the power-imbalance between the pupil and teacher. However, it asserted that teachers can promote autonomy within these constraints and the research shows that there are benefits to increases in autonomy.
Collaboration

A useful theory to consider when relating the importance of collaboration and children is Piagetian theory. Piaget (1932) claimed that children experience a ‘cognitive conflict’ when they work collaboratively. This cognitive conflict arises when a child’s own views are contradicted through discussions with another individual and will lead to cognitive restructuring without the individual directing the child in any way.

O’Donnell (2006) argues that when pupils work in collaboration with others, they are much more likely to restructure their cognitive processes and begin to understand new concepts. Moreover, one might suggest that working in collaboration is an important concept for primary school pupils because it allows pupils to increase their meta-cognitive understanding. Naar-King and Suarez (2011) state that this particular overarching aim is just as important when working with young people and highlight the fact that although there will be times when the client’s parents will need to be contacted, there must be full collaboration with the young people in order to reach the necessary goals of the sessions. The researcher asserts that a certain level of caution should be taken when attempting to achieve collaboration between an adult practitioner and a child. Children within school are used to teachers and parents/carers telling having high levels of control over their lives and therefore children tend not to be used to adults working alongside them. In light of this, it can be purported that the collaboration aspect of MI is considerably more challenging to achieve when working with children aged nine to eleven. It is argued by the researcher that practitioners attempting to achieve collaboration should take time to reflect on the extent to which the therapeutic relationship is collaborative and to what extent the relationship is expert-client.

Evocation

Naar-King and Suarez (2011) state that evoking is an active process that allows young people to begin to consider the reasons why change might be beneficial. Often children do not have the chance to think about their behaviour in this way, instead they might be told that what they are doing is not the right thing to do. In this sense, children will not develop the necessary skills in which to consider the negative (detention, sanctions) and the positive consequences of their behaviour (peer image, not doing the academic work). Evocation is an important process when working with pupils during MI sessions as it develops pupils’ intrinsic motivation where their resources for change are held (Atkinson, 2009). It should be noted that achieving this aspect with children aged nine to eleven will
be challenging because of their age and stage of development. Evocation requires a certain level of meta-cognitive processes which might not be possible for younger children. The researcher purports that although it might be possible for younger children to achieve this aspect; practitioners using MI with younger children should monitor and reflect on the extent to which evocation is achieved.

2.9.3.2 Education and the Practical Principles of MI

Express empathy

The dictionary defines empathy as “the ability to understand and share the feelings of another” (Concise Oxford Dictionary, 2011). Working with children requires the empathy to fully understand and appreciate the child’s point of view and without it, one might argue that the practitioner would not fully understand the child and therefore cannot support them successfully. MI includes empathy as a practitioner skill for this reason and proposes that it is vital when eliciting change in the client. All individuals; particularly young people need people in their lives who will listen to them in a non-judgemental manner and appreciate their views as valuable and worthwhile (Rice & Dolgin, 2008).

Naar-King and Suarez (2011) propose that when the practitioner expresses empathy, young people are much more likely to develop their intrinsic motivation because they feel that their views are understood and therefore they feel safe and secure in the conversation.

Develop discrepancy

MI asserts that to develop discrepancy is to develop the intrinsic motivation of an individual, which is a crucial factor within the change process. When a child is told what to do in school, although they may follow the direction, they may not understand why the direction is being expressed and therefore will have no intrinsic motivation to follow the direction on their own. An example might be; if a pupil is directed by a teacher in school to ‘carry the scissors face down’ the child might follow this direction because of fear of a consequence, which is in line with Behavioural psychology and can be useful at that time. However, if the pupil is in the same situation again and the teacher is not there, there is a good chance that they will carry the scissors as they wish.

In another scenario in which the teacher speaks to the child about the dangers of carrying the scissors up right in the classroom i.e. injury to self and peers and the reasons the child chooses to carry them in such a way i.e. quicker not to consider the direction the scissors
are facing; the teacher is developing discrepancy and therefore increased intrinsic responsibility. It is more likely in the second scenario that the child would understand why they must hold the scissors downwards and their intrinsic motivation is increased to behave in that way in future.

Naar-King and Suarez (2011) emphasize the importance of focusing on the young person’s values and behaviours and not the practitioners. In the above scenario this might be the pupil’s wish not to injure somebody accidentally when holding the scissors upright.

**Roll with resistance**

Naar-King and Suarez (2011) believe it is important to allow the client to resist change and to voice their opinions why. Resistance is the active process of contravening the rationale for change. Moyers et al. (2008) found that resistant behaviour is influenced directly by the practitioner-client relationship and therefore it is important that the practitioner allows the client to explore their resistance.

Naar- King and Suarez (2011) assert that the process of resistance is even more pronounced in young people than in adults because of their developmental stage and their quest for autonomy.

**Support self-efficacy**

Self-efficacy is described as the belief in one’s own ability to achieve in certain situations (Naar-King & Suarez, 2011). It is important for children to develop their self-efficacy so that they can make informed choices and decisions regarding particular behaviours. It is proposed by the researcher that Key Stage 2 children require self-efficacy to understand and know that the behaviour they are portraying is appropriate for the situation. The use of MI techniques should allow the pupil to feel safe in exploring their reasons for their behaviour and be sure that the practitioner believes that they have the ability to change their behaviour on their own. The development of self-efficacy is important for young children because of the decreased level of control they have in their lives.
2.9.4 THE USE OF MI TECHNIQUES WITH YOUNG CHILDREN IN EDUCATION

The use of MI techniques with primary school aged children is an under-researched area. At the time of writing, no published research could be identified in the literature that investigated the use of MI with Key Stage 2 children in education.

McNamara (2009) touches upon the use of MI with younger children, proposing that interventions for younger children with social, emotional and behavioural difficulties have previously focused on behavioural interventions, which are limited in their capacity because they assume that behaviour is changed extrinsically only. McNamara (2009) adds that interventions for younger children are shifting towards those that focus on thoughts, feelings, collaboration and intrinsic motivation, which are properties incorporated in MI. Evidence is provided by McNamara (2009) who reports anecdotal evidence from another practitioner psychologist. McNamara explains that the psychologist conducted some interventions with pupils aged 7 to 11 in three schools as part of the Behaviour and Educational Support Team (BEST). The interventions were formulated as part of a strategy to support young children with behavioural difficulties in school and as such this evidence stems from informal communication rather than formal research. The pupils who took part in the initiative were identified using the Behaviour in Primary School (BIP) Vulnerability Matrix and the aim of the MI input was to improve the pupils' social, emotional and behavioural skills. It was found that the younger children had some difficulties regarding their knowledge of vocabulary required to express their emotions. McNamara (2009) advocated the necessity to work with younger children on the differences between thoughts and feelings and their width of vocabulary in this area before MI techniques can be used. As this work developed, McNamara (2009) noted some developmental obstacles relating to the pupils' engagement with MI; for example, the Year 5 pupils seemed to respond to emotional stimuli without any acknowledgement of the consequences. Furthermore McNamara (2009) asserts that the children found it difficult to describe and talk about their feelings, which had implications on their ability to access the MI techniques. It was concluded that such difficulties were contributing to low self-esteem and low self-efficacy in the pupils and the importance of teaching children about emotions was highlighted. Although this evidence provides some interesting and relevant findings, it is also recognised that it is not research-based and therefore a certain level of caution must be taken when evaluating these findings and assertions. It would not
be possible to replicate this work to investigate the psychologist’s findings because it was neither research or described in enough detail to follow the methodology.

The findings from the initiative however, highlight some significant difficulties when working with younger children with social, emotional and behavioural difficulties. McNamara (2009) commented that the goals in the initiative related to many of the overarching aims of MI; for example, increasing self-efficacy, increasing self-esteem, increasing knowledge and concern around a problem, focussing on internal attributions style and taking a therapeutic stance. Behavioural psychology has been used successfully in education to change pupils’ behaviours; however, it should be noted that there are limitations to this approach, particularly for children with social, emotional and behavioural difficulties. Maag (2001) comments that teachers can be negatively reinforced to discipline children in purely behavioural ways; for example, time out, detentions and therefore it may be more challenging for teachers to consider the emotional or interactionist understanding of a child’s behaviour. In this view one might assert that it is perhaps more challenging and time consuming to consider the environmental causes, one’s own influence and the pupil’s emotional/social skills that are influencing the pupil’s behaviour as opposed to more within child factors.

McNamara (2009) argues that the focus is moving away from the behavioural approaches and towards the pupils’ social and emotional understanding and advocates the use of MI to address these in school. When McNamara (2009) expressed this view, the Social and Emotional Aspects of Learning (SEAL) (DFES, 2007) were advocated by the government and available to school practitioners as part of the National Strategy for primary schools. This initiative is no longer part of the government’s legislation and therefore schools’ capacity to implement social and emotional strategies may not be as possible as it once was. The researcher argues, however, that in light of the findings stated earlier by NICE (2008) and by the Department of Health (2005), therapeutic interventions are as important now as they have ever been to ensure that pupils’ needs are better met.

The above example highlights the fact that practitioners are still using MI with younger pupils; however, there is limited published research investigating the use of MI with younger children in an educational setting. McNamara (2009) reported that the noteworthy question “can it be used effectively when working with young children?” (Page 209) is frequently asked.
2.10 MI INTERVENTION: FACILITATING CHANGE 2

The facilitating change pack (Atkinson, in press) was adapted from the menu of strategies for use with young people. It uses MI ideas and techniques to support young people to understand their behaviour and the impact it has on others. Atkinson (2005) first developed Facilitating Change (pack one) and described the pack as flexible and practical sessions which enable practitioners working in education to explore pupils’ thoughts and feelings about behaviour change. Atkinson (2005) included practical sessions and a compact disc within the pack in the hope that it would be suitable for use by practitioners who require flexible and easy to use techniques because of busy work schedules. Facilitating Change (pack two) is an updated version of Facilitating Change (pack one) and “provides a set of activities which can be selected in any order to meet the needs of the young person” (Atkinson, in press, page one). Atkinson (in press) states that the pack has been “trialled with young people across the secondary age range (11-16 years) and less extensively with children at the top end of primary age range (9-11 years)” (Atkinson, in press, page 1). Atkinson (in press) explains that the activities are designed so that they can be adapted to fit the needs of the pupil, for example, special educational or language needs. Atkinson (in press) highlights that pupils who take part in the sessions are likely to require a level of verbal competence expected of children in at least Key Stage two. As discussed earlier, some MI research studies have been rather vague when detailing the sessions delivered to the participants, therefore it is deemed as essential that the facilitating change pack is outlined in detail.

Table 2.3: Outline of facilitating change 2 reproduced from Atkinson (in press)

<table>
<thead>
<tr>
<th>Section</th>
<th>Model of Stages of Change at which activities might be useful*</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 - Opening discussion</td>
<td>All</td>
<td>These activities are aimed at developing rapport between the facilitator and the young person. The materials provided are designed to encourage the young person to explore different aspects of their life, with the facilitator. As with the other activities in this pack the materials can be used independently of the other materials in the pack. The activities in this section of the pack are as follows: Activity 1a – Skills profile – an opportunity for the</td>
</tr>
</tbody>
</table>
facilitator to develop rapport with the young person through finding out about the skills they have.
Activity 1b – Opening discussion– allows the facilitator the opportunity to find out more about the young person.

| Part 2 - A typical day/My lessons | Precontemplation Contemplation | This strategy was originally designed also to build rapport and to help the young person to talk about their behaviour in a supportive and non threatening way. There are two adaptations of this activity. The first (2a) is likely to be more appropriate for facilitators working outside school-based settings. This technique can also be tailored to look at a day when an identified behaviour did and did not occur. The second (2b) is more appropriate for school-based facilitators as it allows consideration of lessons in which particular behaviours did and did not occur. One or both of the activities can be selected and all or some of the parts of the activity can be used with the young person. The activities are:

- Activity 2a - A typical day – allows the young person and the facilitator an opportunity to explore what happens on days when problem behaviours do and do not occur.
- Activity 2b - My lessons – allows the opportunity for school-based professionals to identify which lessons may be problematic for the young person.

One or both of the activities can be selected and all or some of the parts of the activity can be used with the young person. The activities are:

- Activity 2a - A typical day – allows the young person and the facilitator an opportunity to explore what happens on days when problem behaviours do and do not occur.
- Activity 2b - My lessons – allows the opportunity for school-based professionals to identify which lessons may be problematic for the young person.

| Part 3 - The good things and the less good things | Contemplation Preparation | The good thing and the less good things provides an opportunity for the facilitator to discuss a specific behaviour, without using terms such as ‘problems’ and ‘concerns.’ It allows the facilitator to develop a picture of the young person’s views about their behaviour and assess their readiness for change. The activities in this section are:

- Activity 3a – The good things and the less good things – this allows the young person to identify some of the pros and cons of any behaviours identified.
- Activity 3b – Weighing things up – offers the young person an opportunity to weigh up the pros and cons identified above.
- Activity 3c – Scaling – allows the young person to think about their motivation to change and how feasible change might be.

| Part 4 - Providing | Contemplation Preparation | Providing information specific to the young person’s needs can be undertaken. The timing of the delivery is
<table>
<thead>
<tr>
<th>Information</th>
<th>Action</th>
<th>Relapse</th>
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</thead>
<tbody>
<tr>
<td>important and the way in which it is handled will impact on the receptiveness of the young person and the usefulness of the information given. Although this strategy is not a discrete activity, guidelines are provided in this section for offering advice and for organising information for the young person. There is just one activity in this section.</td>
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<td>Activity 4 – Providing information – a protocol for recording information to be located by the facilitator or young person.</td>
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<table>
<thead>
<tr>
<th>Part 5- The future and the present</th>
<th>Contemplation</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The future and the present is aimed at developing a discrepancy, from the young person’s perspective, between their current behaviour and their goals and values. The activities in this section are:</td>
<td></td>
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<tr>
<td>Activity 5a – The future and the present – provides the young person with an opportunity to map out how their life might look, with or without behaviour change.</td>
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<tr>
<td>Activity 5b – Looking to the future – offers the young person the chance to identify their preferred lifestyle at a point in the future.</td>
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</table>

<table>
<thead>
<tr>
<th>Part 6 - Exploring concerns</th>
<th>Contemplation</th>
<th>Preparation</th>
<th>Relapse</th>
</tr>
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<tbody>
<tr>
<td>Perhaps the most important strategy of all, exploring concerns offers a framework for eliciting from the young person any concerns they may have about that behaviour. It involves getting the young person to identify their reasons for concern about a particular behaviour, listening carefully to what they are saying and helping them to identify positive changes they can perhaps take a ‘step forward’. Activities included are:</td>
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<tr>
<td>Activity 6a – Exploring concerns – the young person is given an opportunity to explore their own feelings about potentially problematic behaviours as well as the feelings of others.</td>
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<tr>
<td>Activity 6b – Scaling concerns – the young person is introduced to the notion of readiness for change by placing statements on a scale.</td>
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<tr>
<td>Activity 6c – The Wheel of Change – this activity, involving a number of different tasks, allows the young person to evaluate their own readiness for change.</td>
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<table>
<thead>
<tr>
<th>Part 7 - Helping with decision making</th>
<th>Preparation</th>
<th>Action</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rollnick et al. (1992) suggest this strategy is useful only for young people for whom there is conflict about the impact of a particular behaviour and who seem close to decision making. There are a number of activities in this section of the pack which allow the young person to challenge and explore their behaviour. These are as follows:</td>
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<tr>
<td>Activity 7a – Using my skills – allows the young person to revisit their identified skills and to develop these into competencies for supporting behavioural change.</td>
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<tr>
<td>Activity 7b – Setting goals – enables the young person to think about what they want to achieve and to break the goal down into steps to maximise chances of success.</td>
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<tr>
<td>Activity 7c – My strategy – helps the young person to identify a strategy for achieving their goal.</td>
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<tr>
<td>Activity 7d – How am I doing? – allows the young person to review their behavioural progress.</td>
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<tr>
<td>Activity 7e – Just in case (a plan) – helps the young person anticipate relapse and to put contingencies in place.</td>
<td>Activity 7f - Stopping and Thinking (dealing with relapse) – offers the young person an opportunity to think rationally and systematically in the event of relapse.</td>
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</table>

*Suggested stages only. Please bear in mind however, that every situation is different and the activities may well be appropriate for young people at other stages of change. The facilitator is likely to be the person in the best position to make decisions about the suitability of the activities.*
2.11 SUMMARY OF LITERATURE REVIEW AND RESEARCH QUESTIONS

MI is a therapeutic technique that has been used for over 26 years in clinical and health settings and the majority of research investigates the use of MI with adults and a considerable volume positive results have been yielded (Stein et al., 2006; Feldstein & Forcehimes, 2007; Riekert, 2007; Gilder et al., 2011; Jenson et al., 2011; Frey et al., 2011). MI has also been subject to some level of criticism relating to methodological implications (Britt et al., 2006; Knight et al., 2006), use of MI (Mesters, 2009) and clinician training (Rollnick & Miller, 1992; Narr-King & Suarez, 2011). This study therefore attempts to address and limit the possible limitations by utilising detailed and ethically sound methodology and MI intervention in addition to outlining the training and supervision of the researcher.

As MI developed as a therapeutic technique, it has been adapted for use with young people and it has been used successfully in the areas of addiction (Colby et al., 1998), alcohol use (Feldstein et al., 2007; Gilder et al., 2011), depression (Brody, 2009) psychosocial difficulties (Erickson, 2005) and self-injurious behaviours (Kamen, 2009). The research base provides promising evidence in the use of MI with young people and the positive impact of MI for young people with mental health difficulties closely relates to the work of psychologists in educational settings.

There is an increasing volume of evidence investigating the successful use of MI techniques with children and young people in education settings (Atkinson & Amesu, 2007; Blom-Hoffman & Rose, 2007; McNamara, 2009; Frey et al., 2011; Manthey, 2011; Hadraba, 2012). More specifically the use of The Menu of Strategies in education settings has been found to be useful when used with disengaged secondary school pupils (Atkinson & Woods) and as an assessment technique (Kittles & Atkinson, 2009). The adapted school version of The Menu of Strategies can be found in table 2.2.

The current research study was underpinned by the overarching aims and principles described by Miller and Rollnick (1991) and these were carefully considered prior to applying the theory to younger children.

The use of MI techniques with school-aged children is a hugely under-researched area and at the time of writing it was not possible to identify any published research that investigated the use of MI techniques with disengaged children aged nine and ten years old (Year 5 and 6 in mainstream primary school). Anecdotal and unpublished evidence
suggests that there is scope for using MI techniques with younger children but more investigation is required to determine the possible strengths and weaknesses.

This research study therefore aims to answer the following research questions:

1. How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)?

2. What are the outcomes when MI techniques are used with primary-aged pupils (aged 9 to 11)?
3.1 CHAPTER OUTLINE
This chapter will describe the methodology used in the study. It will first outline the aims and research questions and the researcher’s position in relation to research. It will then critically discuss case study methodology and the strengths and weaknesses of the case study approach. The methods utilised for data collection and data analysis are described and a flow chart is included to provide a pictorial representation of the research procedure. This chapter concludes with a critical investigation into the methods used and the reasons for choosing the research collection and analysis techniques.

3.1.1 Rationale
MI is a growing area of practice in the area of health. The evidence suggests some positive evidence (Noonan and Moyers, 1997; Hettema, Steele & Miller, 2004; Rubak, Sandbaek, Lauritzen and Christensen, 2005; Lundahl and Burke, 2009). These meta-analyses suggest that MI can have a positive impact on individuals with clinical difficulties. Moreover, MI has been identified as a valuable approach for professionals working in schools (Atkinson & Woods, 2003). McNamara (2009) suggests that MI is useful for those pupils who become disengaged with education and do not perceive benefits to it. Atkinson (2009) states that “MI can be used to facilitate the movement of young people through the stages of change by encouraging them to explore and challenge their own ideas and beliefs about a particular behaviour” (p. 61). Research studies have been previously conducted to investigate the usefulness of MI with young people (Atkinson & Woods, 2003; Kittles & Atkinson, 2009). Evidence suggests that EPs are using MI approaches and strategies with young people and children as part of their therapeutic practice (Atkinson et al., 2011). The researcher’s main aim is to address the gap in published research and investigate whether MI can be used successfully with younger children. The research sought to explore the usefulness of MI techniques for Key Stage two, primary school pupils, aged nine and ten; it was considered that the results provided more information to this under-researched area. The outcomes provide an important contribution to the debate on the use of MI in educational practitioners’ work.
3.1.2 Research Aims:
The researcher proposes two areas for this piece of research:

1. To investigate whether MI techniques can be used successfully with younger children and remain true to the overarching aims and principles of MI (process).
2. To investigate whether MI techniques elicit behaviour change in younger children (outcome).

3.1.3 Research Questions

1. How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)?

2. What are the outcomes when MI techniques are used with primary-aged pupils (aged 9 to 11)?

This research created a detailed picture of three cases in which MI is used with Year five and six pupils, which contributed to the knowledge of the use of MI techniques in education and provided further understanding of how a specific MI intervention (Facilitating Change 2) might be used with younger children.

3.1.4 Data Gathering Methods

Table 3.1 outlines the data gathering methods. For examples of these, please refer to appendix B.

Table 3.1: Data Gathering Methods

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Gathering Methods</th>
</tr>
</thead>
</table>
| 1. How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)? | • Researcher diary.  
• Audio recording transcript  
• Self-assessment to monitor whether the main MI themes (spirit) are being adhered to. |
| 2. What are the outcomes when MI techniques are used with primary-aged pupils (aged nine to eleven)? | • Pupil feedback through child-directed semi-structured interview.  
• Teacher feedback through semi-structured interview  
• Audio recording transcript  
• Pupil feedback through child-directed semi-structured interview.  
• Researcher diary.  
• Audio recording transcript |
3.2 RESEARCH DESIGN

3.2.1 Ontological and Epistemological position
Ontology is the concept or beliefs individuals have about ‘what is’ and epistemology is concerned with ‘how’ knowledge and understanding are gained. These two concepts are relevant to research because they determine how the research is conducted, understood and evaluated. The ontological and epistemological position of the researcher will influence the approach that is decided upon for the research (Thomas 2010). This research takes on a critical realist position, which adopts the stance that science is not only about specific, observable processes but about the entities, structures and individuals that create them (Bhaskar, 1989).

Bhaskar (1989) outlined critical realism as the following:

- **Ontological**, social structures exist because of social interactions and are localised to that particular time. In contrast Positivist laws are independent of human conceptions and are generally universal.
- **Epistemological**, social systems are interactive and open and therefore knowledge is derived from explanation rather than prediction as in Positivist laws.

Mingers (2004) notes that humans learn, through development, how to understand the word, perceptions can be altered, for example, through illusions and scientists have to train to investigate phenomena objectively. In light of this one might assume that it is against human nature to take a fundamentally positivist approach. Mingers (2004) further argues that even when a researcher conducts a ‘cause and effect’ experiment, which is likely to produce the same result each time, it is not possible to rule out the influence of unobservable social, conceptual or physical variables.

A realist researcher therefore tends to believe that if something is observed it is real, however, a critical realist tends to believe that if there is an interaction with the world, it is real. Critical realism seems to sit well within social science research because it assumes that social research can be controlled to an extent but that there will always be perspectives, views, interactions, emotions and actions that cannot be controlled. At his point it is worth addressing the Constructivist or Relativist stance, i.e. the view that knowledge is solely conceptual and subjective and therefore dynamic and not quantifiable. Mingers (2004) points out that there are some identifying features of humans that can be measured such as height and weight. Mingers (2004) further explains that there are also
basic shared features such as anger and thirst as well as shared statuses such as job titles. In this case then, it might be argued that although research cannot be fundamentally realist, it also cannot be fundamentally relativist. The researcher chose Critical Realism as an approach that feels most suited to the research because it acknowledges the importance of experimental science, whilst also acknowledging the socially occurring structures and features.

The researcher aimed to be objective throughout the research process, but also maintained the view that knowledge and phenomena, by their nature, are influenced by social constructions. The research methods reflect the ontological and epistemological stance. The researcher chose qualitative methods, which allowed the views and interactions of the participants to be at the forefront of the research. At the same time, all interactions and methods were available as data, which was evaluated and scrutinised for themes, which can be understood and utilised in other situations. In addition, it is understood that the participants are each different and unique, while at the same time each participant falls within specific quantifiable criteria, for example, Year group and verbal score on a standardised test. The research study reflects this view in the data gathering methods, for example interviews in which individuals have the opportunity to state their individual views. The data analysis techniques also reflect the researcher’s stance, for example, thematic analysis, which allows each case to be analysed qualitatively. Therefore, although there is structure to the research methods, this there is also a level of flexibility and methods adapted to the individual participant accordingly.

3.2.2 Axiology
Axiology has been described as the role of values the researcher holds while conducting social science research (Ponterotto, 2005). There are two important elements of the researcher’s axiological stance. The first is that the researcher would like to have a positive impact on the pupils educationally as well as emotionally. The second is that the researcher values the teacher as a therapeutic collaborator and envisages the teacher continuing relevant support interventions after the research has been conducted.

3.3 CASE STUDY METHODOLOGY
Case study methodology is used in research when a detailed and in depth picture of an individual, group or phenomenon is sought (Cohen, Mannion & Morrison, 2007). Easton (2010) argues that the advantage to using case studies is that single cases can be understood and investigated comprehensively so that greater understanding can be established. Easton (2010) also acknowledges the limitations to case study methodology,
which is important to this research and is therefore addressed in the methodology critique later in the thesis. Gerring (2004) states “Indeed the case study is probably best understood as an ideal type rather than a method with hard and fast rules. Yet the fact that the case study is fuzzy round the edges does not mean that it does not have distinctive characteristics” (p.346).

Yin (2009) argues that case studies aim to answer the how and why questions that researcher’s pose regarding phenomena. Yin (2009) explains this is because “such questions deal with operational links needing to be traced over time, rather than mere frequency or incidence” (page 9). Yin (2009) compares case studies to experiments and survey designs and explains that case studies are superior when one requires detailed information regarding a social group or individual. Yin (2009) does however accept that case study methodology would not be suitable for a more experimental and measurable question.

Case Study methodology was considered to be the most appropriate approach for this research. The aim of the research was to explore the use of MI techniques with an age group that no published research has yet been acquired. It is argued that it is important to gain comprehensive and detailed information of how and why the techniques impact upon the children. At the time of writing, the research base in this area is limited and therefore it is argued that if one were to conduct a survey design, for example, there is so little knowledge and understanding of how young children respond to MI techniques, that one would not know the questions to ask. Therefore more detailed knowledge is needed before more large scale research is conducted. This can be described as an Hour Glass Model, where detailed data must be gained (the top of the hour glass) before appropriate theories and hypotheses can be formulated (the neck of the hour glass) and then large scale research can be conducted (the bottom of the hour glass).

In addition, the research seeks to understand how a therapeutic intervention can be used with this age group. The therapeutic intervention being investigated is MI, which, by nature, is difficult to quantify and relies on relationships. This therefore suggests quantitative techniques such as survey design and experimental methods would not capture the essence of MI. Further, the package used is Facilitating Change two, which is designed to be used flexibly and according to the client’s needs, therefore each case is likely to reveal differences. A case study is more likely to produce the detailed information that is required to better understand how the sessions impact on the participants and why.
### 3.4 CASE STUDY DESIGN

This research is an exploratory case study design and followed the multiple case study design (Yin, 2009). Yin (2009) states that it is important to formulate a case study protocol, which describes the stages of the research. The research protocol for this research can be found in Figure 3.1 below:

| Stage One: research area identified | • MI being increasingly utilised with young people but has MI been used with young children?/can MI be used with younger children?
| • Databases searched using specific search terms. |
| Stage Two: research problem identified | • MI has positive effects on individuals motivation, self-esteem and self-efficacy and school-based research shows promising results for secondary school pupils; however, no published research found on use of MI with younger children. |
| Stage Three: literature review and formulation of research questions | • Research questions formulated in relation to previous research i.e. what are the outcomes of the MI sessions? and in relation to the adaption of the MI techniques i.e. can MI be adapted for use with younger children? |
| Stage Four: research methods chosen | • In light of no previous research in this area, case study methodology chosen according to the hour glass theory (Fredickson, 2002)
| • Critical Realist stance taken and qualitative methods chosen e.g. semi-structured interviews, thematic analysis. |
| Stage Five: schools contacted | • SENCO of school contacted and research aims and methodology explained, information sheets and participant criteria disseminated.
| • Three SENCOs from three different schools referred a pupil who met the criteria. |
| Stage Six: participant suitability | • A meeting was held with parents and teachers of the pupil, SENCO and researcher to discuss participant criteria. The meetings were held in the school that the participant attended.
| • All three identified pupil were deemed suitable for the research by all stakeholders
| • Each pupil was observed in a lesson and completed a cognitive assessment. |
| Stage Seven: consent gained | • Met individually with teacher, parent and child, reiterated the research with appropriate information sheet and gained written consent.
| • Two week period provided between consent and conducting the MI sessions. |
| Stage Eight: conducted MI sessions | • 3/4 MI sessions conducted on a weekly basis (30-40 minutes duration).
| • Sessions recorded and transcribed.
| • Notes made in researcher diary for each session.
| • Self-assessment sheet completed at the end of each session to assess adherence to MI techniques. |
| Stage Nine: data collection | • Semi-structured interview conducted with pupil.  
• Semi structured interview conducted with teacher.  
• All interviews recorded and transcribed. |
|---------------------------|--------------------------------------------------|
| Stage Ten: feedback       | • Verbal feedback provided to teacher, MI activities shown to teacher and discussed to gain greater understanding of pupil.  
• Verbal feedback provided to parent.  
• Age appropriate letter written to pupil and activities and future goals discussed.  
• All participants were provided with researcher’s number to contact. |
| Stage Eleven: analysis of data | • All transcripts and researcher diary analysed using thematic analysis.  
• Self assessment sheet answers put into a table and analysed in relation to adherence to MI techniques.  
• Data checked for construct validity and inter-coder reliability. |
| Stage Twelve: findings discussed | • Findings section discusses the themes in relation to the research questions. |
| Stage Thirteen: Implications, future research and conclusions | • Implications, future research and conclusions evaluated in the discussion section. |

Figure 3.1: Case Study Protocol
3.4.1 Theoretical Framework and Propositions

"At the start of any research study, it is important to consider relevant theory underpinning the knowledge base of the phenomenon to be researched." (Sinclair, 2007; p37)

Before an exploratory case study design was considered for this piece of research, a theoretical framework was formulated from the literature gathered and examined in the literature review. Sinclair (2007) noted that the information and knowledge the researcher acquires through the literature must be consolidated to form a clear practice outcome. Yin (2009) proposed that it is essential that a theoretical framework is understood before a case study design is conducted in order that it can be proved or not proved. Yin (2009) suggests that whether the theoretical framework is found to be true or untrue, the conditions in which the research occurred will illuminate understanding in that area. In light of this, two theoretical framework statements were formulated for this research; these are:

Participating in MI sessions will increase primary-aged pupils’ motivation, self-efficacy, self-esteem and positive behaviour in school.

Participating in MI sessions will not increase primary-aged pupils’ motivation, self-efficacy, self-esteem or positive behaviour in school and therefore there will be no perceived change.

Yin (2009) states that to understand the research, it is necessary to determine the theoretical propositions of the study. Yin (2009) explained that the propositions link directly to the theoretical framework and will help to shape the direction of the data gathering methods. It is therefore necessary to consider the theoretical propositions of this research before considering the data gathering and collection methods. Yin (2009) explains that propositions enable the researcher to centre on the salient data and discount other data, which ensures the research is focused. The propositions for this research link to the research questions and have been formulated from the literature available in this area and these are displayed in a table format.
Table 3.2: Propositions

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Proposition</th>
<th>Data Source (full references in reference section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)?</td>
<td>Pupils will engage with MI sessions adapted for language and age.</td>
<td>Atkinson (in press, 2005); Atkinson and Woods (2003); Atkinson (2009); Atkinson et al. (2011); Blom-Hoffman and Rose (2007); Frey et al. (2011); Hadraba (2012); Kittles and Atkinson (2009); McNamara (1998, 1992, 2009)</td>
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<td></td>
<td>The adapted MI sessions will still follow the themes and principles of MI.</td>
<td>Atkinson (in press); Atkinson and Woods (2003); Kittles and Atkinson (2009)</td>
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<tr>
<td>2. What are the outcomes when MI techniques are used with primary-aged pupils (aged nine to eleven)?</td>
<td>Participating in MI sessions will increase pupils’ self efficacy.</td>
<td>Atkinson (in press, 2005); Atkinson and Woods (2003); Atkinson (2009); Atkinson et al. (2011); Blom-Hoffman and Rose (2007); Frey et al. (2011); McNamara (1998, 1992, 2009)</td>
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<tr>
<td></td>
<td>Participating in MI will increase pupils’ positive behaviour in school.</td>
<td>Atkinson (in press, 2005); Atkinson and Woods (2003); Atkinson (2009); Atkinson et al. (2011); Blom-Hoffman and Rose (2007); Frey et al. (2011); Hadraba (2012); McNamara (1998, 1992, 2009)</td>
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<td></td>
<td>Pupils will indicate what future improvements might be required.</td>
<td>Atkinson (in press, 2005); Hadraba (2012)</td>
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</table>

3.4.2 Exploratory Case Studies

Yin (2009) identified three types of case study design, namely, exploratory, explanatory and descriptive. This research is an exploratory case study because it aims to explore the
use of MI techniques with primary-aged children. The research aims to explore, in detail, the strengths and weaknesses of the approach with younger children because it is an under-researched area and therefore more in depth research is required before more wide-scale studies are conducted in this area. Frederickson (2002) considers this an important approach to research and describes the hourglass model. Salkovskis (1995) argues that the in depth and exploratory research increases knowledge of a research area and is tested through case study methodology (the top of the hourglass). Salkovskis (1995) further explains that once the detailed and qualitative data is gained and more knowledge of the possible questions is understood, more thorough, quantitative research can be conducted (the pinch of the hourglass) and finally, questions regarding generalisability across settings can be implemented.

3.4.3 Multiple Case Study Designs

There are two types of design within case study methodology, the first is ‘single case’ and the second is ‘multiple case’. Yin (2009) points out that once the decision to use case study methodology has been made, the next step is to decide whether single case or multiple case designs are most appropriate. Yin (2009) considers that if the case is unusual, rare, critical or revelatory then single case design would be the obvious option. Yin (2009) however, also highlights that multiple case design studies are increasing in utilisation because they are seen as more reliable and valid because more evidence is provided. Yin (2009) argues that the methodology used in a multiple case study tends to be clearer and more replicable, and therefore provides the opportunity for others to adopt further case studies in the future.

The researcher believes that although little or no published knowledge is available regarding the use of MI with primary aged children, MI strategies and techniques have been previously used with young people in education, clinical and health settings by practitioners in these fields. Therefore the cases, although, in age are unique, are not rare, critical or revelatory. In addition, there is also no option to conduct a longitudinal study because of the time restrictions of the research. The researcher also believes that multiple case studies provides clearer and replicable methodological techniques, which increases the probability that further research will be conducted in this area. This is important because it is an under-researched area and better understanding will hopefully lead to better practice in the field of education and in particular, Educational Psychology.
It is important to note that the cases chosen were predicted by the time constraints of this research. Three cases were considered to be achievable within the time available to the researcher.

Yin (2009) argues that when a multiple case study design is chosen and replication of the methodology is predicted, as well as having clear methodological techniques, there must also be shared characteristics between the cases. In this research, each case was a primary school aged child in Year five or six who presented with some level of behavioural difficulties. A more detailed explanation of the sampling criteria can be found below.

### 3.4.3.1 Units of Analysis

Yin (2009) explains that when using case study design methodology, it is necessary to decide whether holistic or embedded design was used. A holistic design is one in which only one unit of analysis will be used and therefore, the design would include a context and a case. A holistic design can be used for a single case and for multiple case studies, because the design is simply duplicated. A case study design is embedded if there are multiple units of analysis within the case study. This research was an embedded multiple case study, where the case is the child. As directed by Yin (2009), each case was analysed and interpreted separately and then the research questions were answered by investigating all three cases together.

Each case included two units of analysis, which are as follows:

- To investigate whether MI techniques can be used successfully with younger children and remain true to the overarching aims and principles of MI (process).
- To investigate whether MI techniques elicit behaviour change in younger children (outcome).

Below is a pictorial representation of the embedded multiple case study design.

![Figure 3.2: Case study design (adapted from Yin, 2009)](image-url)
3.4.3.2 Triangulation

Tellis (1997) points out that case study research is a form of triangulation research. Triangulation is a form of research strategy that aims to increase the accuracy of the research, which, it is suggested, increases how robust the study is. Tellis (2007) argues that a multiple case study is a form of triangulation because it aims to increase the validity of the research. There are four types of triangulation, namely, data source triangulation, investigator triangulation, theory triangulation and methodological triangulation (Denzin, 1984). To increase the validity of this study, data source triangulation was used and therefore the researcher adopted the view that similar data will be produced from similar cases. In addition, data source triangulation was used in the form of semi-structured interviews with teachers and participants, self-formulated assessment and researcher diary.

3.5 PARTICIPANTS

3.5.1 Selection of cases

The cases in this study are the application of motivational interview sessions with younger children. The research aimed to investigate the use of MI techniques with primary-aged children aged nine to eleven, therefore the researcher aimed to recruit participants who matched these criteria. The researcher works for a Local Authority as a Trainee Educational Psychologist (TEP) and as part of that role, works within 10 primary schools and it was seen as logical that the participants would be identified and selected from these schools. The teachers were then selected through opportunity sampling, i.e. the class teachers of the identified pupils.

3.5.1.1 Time Scales

The MI package (Facilitating Change two) delivery can take between three and five weeks and a period of at least 2 weeks was required prior to the sessions for consent. The researcher therefore set aside five months to recruit the participants and because of the selection criteria and the number of schools (and therefore pupils) available, the researcher was confident that three children would be identified within the time frame. The researcher has experience in using MI techniques with children and young people and she has received training on MI and MI techniques by a national trainer and MI specialist as part of her Doctoral course.
3.5.2 Sampling Criteria

As stated earlier in this section, Yin (2009) professes the importance of choosing similar cases when conducting multiple case study methodology and therefore the researcher deemed it important to choose three cases which are likely to produce similar findings when they are replicated. More detailed information on the sampling criteria can be found below. The research aims to investigate the use of MI techniques with pupils who are in Year 5/Year 6 in primary school and who are showing behavioural difficulties; therefore the criteria were mainly developed according to the research aims and requirements. In addition it was deemed ethically important that all stakeholders agreed, and provided consent for, the pupil to take part in the research. The literature review also revealed that the MI techniques to be used are likely to require a reasonable understanding and use of language so this criterion was added. It was not considered necessary to use one gender and therefore the pupils could be male or female. For the pupils to be considered they would have to meet the following criteria:

- The pupil is primary-aged and in Year five and six.
- The TEP and stakeholders (parent and school) believe the use of the adapted MI techniques will be appropriate for the pupil.
- The pupil is not experiencing any major extenuating situation outside of school which may render the MI techniques unsuitable. E.g. bereavement, parental separation.
- Externalising behaviours which are deemed inappropriate by teachers, for example, shouting out in class and arriving late to lessons.
- There are exceptions to the inappropriate behaviours to ensure the pupil is able to portray appropriate behaviours.
- The pupil achieves a score in the average range in a standardised language assessment to ensure they are able to meet any language demands of the MI techniques. E.g. the pupil falls within the normal range in the verbal reasoning in the BAS2/verbal comprehension in the Weschler Intelligence Scale for Children: 4th edition (WISC IV) (1991).

It must be noted here that participant two had experienced a parental separation, which was one of the exclusion criteria. The researcher evaluated this and on balance decided that the participant should continue to be included in the study because the parental
separation was not happening at the time of the research and therefore it had occurred prior to the MI sessions were conducted.

Once the three pupils were chosen, their teachers were directly invited to participate. The teachers were chosen according to the following criteria:

- The teacher teaches the pupil regularly.
- The teacher has a reasonable knowledge of the pupil’s social, emotional and educational needs.

Time restrictions meant that no information or data provided by the parents of the pupil were used in the research. Notwithstanding, parents did provide their consent and therefore in relation to ethical codes and standards, it was ensured that the parents met the following criterion:

- The parent must be the legal parent/carer of the pupil.

3.5.3 Participant Recruitment

The SENCo in each of the TEP’s 10 schools was informed of the nature of the research at the end of a planning meeting in September 2012. The SENCos were provided with information about MI and were able to ask any questions at this time. They were provided with the selection criteria for careful consideration. The researcher did not accept any referrals at the time of the meeting but asked the SENCo to initiate contact if a suitable pupil had been identified.

Two SENCos made contact in September 2012, shortly after the planning meeting and identified a pupil. A third SENCo made contact in January 2013 with an identified pupil.

Once the pupil was identified by practitioners in the school, a meeting was then set up in school with the pupil’s parents in which the parent information letter and the consent form was discussed and the parent was provided with time for questions. The parent was reminded of the researcher’s contact details and provided with a minimum of two weeks to make contact with any queries or concerns regarding the research. The parent of the pupil was reassured that there was no obligation to take part in the research. The parent was also made aware that the pupil could be omitted from the research at any time and no reasons would be needed if this did occur.

A meeting was then conducted with the teachers of each pupil to acquire verbal consent and to discuss the appropriateness of the MI sessions for the pupil. The teacher information sheet was discussed and the teacher was reminded of the researcher’s
contact details and provided with a minimum of two weeks to make contact with any queries or concerns regarding the research.

If all stakeholders agreed that the sessions were appropriate, consent was gained and a meeting with the pupil was set up. The pupil was provided with a consent form and explanation of the study that was age-appropriate and a discussion was conducted, where the pupil was able to ask questions. If the pupil agreed to take part, consent was gained. Additionally, the pupil completed a cognitive assessment to measure verbal ability. The pupil was given a minimum of two weeks to consider involvement in the study and it was explained that they could opt out of the research at any time and that no questions would be asked if this did occur. This process was repeated for each case study.

The research was conducted in the schools that the pupils attended because it was deemed that this would a familiar and safe environment for the pupil. A conversation was therefore held with the Head Teacher of the school to ensure that the research could take place on their premises. This also meant that meetings with teachers and parents were conducted with ease for all stakeholders.

All consent forms and information sheets can be found in the appendices.

3.5.4 Outline of Participants

The pupils’ details are provided in table 3.3 below:

Table 3.3: Outline of Participants

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Case One</th>
<th>Case Two</th>
<th>Case Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil pseudonym</td>
<td>Neil</td>
<td>Ben</td>
<td>Tom</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Age</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>White British</td>
<td>White British</td>
<td>White British</td>
</tr>
<tr>
<td>Setting</td>
<td>Mainstream Primary school</td>
<td>Mainstream Primary school</td>
<td>Mainstream Primary school</td>
</tr>
<tr>
<td>Number of MI sessions</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Additional information</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
3.6 DATA GATHERING METHODS AND DATA ANALYSIS

3.6.1 Data Gathering methods

This research adopts the case study methodology design proposed by Yin (2009) and as such qualitative methods were used to gather the research data. If an exploratory case study design is used, a purpose statement is used.

3.6.1.1 Study Purpose Statement

Yin (2009) suggests that a purpose statement for an exploratory case study should be clear and “include the criteria by which the exploration will be judged successful” (p.28). The purpose statement for this research is:

There is evidence that MI techniques are useful in increasing self efficacy, self esteem and behaviour change in adults and young people in clinical, health and education sectors. This research aims to explore the use of MI techniques with primary school pupils in Year five and Year six. It is hoped that the findings and conclusions will offer useful information in an under researched area. It is anticipated that this will inform practitioners of the strengths and weaknesses of MI techniques with younger pupils.

The success criteria are as follows:

- Pupils will engage with the MI techniques.
- Pupils will find the MI sessions a positive experience.
- The researcher will remain true to the overarching aims and practical principles of MI.
- Pupils will have a greater understanding of their strengths and weaknesses.
- MI techniques will elicit a change in the pupils’ behaviours
- Pupils will deem that MI techniques will be useful for other pupils the same age.
- Teachers will deem MI techniques as useful for other pupils.
The tables below depict the success criteria and the data collection methods associated with each one. The table will also link these with the unit of analysis stated earlier.

**Table 3.4: Summary of research success criteria related to the first unit of analysis.**

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Data Collection method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils will engage with the MI techniques.</td>
<td>Transcription of MI sessions, researcher diary, pupil semi-structured interviews, materials from MI sessions.</td>
</tr>
<tr>
<td>Pupils will find the MI sessions a positive experience.</td>
<td>Transcription of MI sessions, researcher diary, pupil semi-structured interviews.</td>
</tr>
<tr>
<td>The researcher will remain true to the overarching aims and practical principles of MI.</td>
<td>Self-formulated assessment Form, transcription of MI sessions.</td>
</tr>
</tbody>
</table>

**Table 3.5: Summary of research success criteria related to the second unit of analysis.**

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Data Collection method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils will have a greater understanding of their strengths and weaknesses.</td>
<td>Transcription of MI sessions, researcher diary, pupil semi-structured interviews, materials from MI sessions.</td>
</tr>
<tr>
<td>MI techniques will elicit a change in the pupils' behaviours.</td>
<td>Transcription of MI sessions, pupil semi-structured interviews, teacher semi-structured interviews, materials from MI sessions.</td>
</tr>
<tr>
<td>Pupils will deem that MI techniques will be</td>
<td>Transcription of MI sessions, pupil semi-structure</td>
</tr>
</tbody>
</table>
3.6.2 Data Collection methods

Qualitative techniques were adopted for this research study because, as discussed earlier, they are deemed by the researcher to be relevant to the case study methodology. The researcher appreciates that some researchers might consider quantitative methods to be more appropriate. However the researcher argues that explorative, descriptive and detailed case studies are required to determine the appropriate area of focus for appropriate quantitative research to be conducted in the future. This view of detailed case study analysis leading to a greater understanding of the research, which leads to more wide scale data gathering methods, is described as the hourglass model (Frederickson, 2002).

For each case study the researcher collected data from the following sources:

- Transcription of sessions from audio recording.
- Materials from MI sessions.
- Researcher diary.
- Self-formulated assessment Form.
- Semi-structured interviews with pupil and teacher.

3.6.2.1 Transcription of sessions from audio recording
The pupils took part in four MI sessions. With the consent of the pupil, each session was recorded. The recorded session was then fully transcribed so that it could be analysed.

3.6.2.2 Materials from MI sessions
The pupil took part in four MI sessions which lasted approximately an hour each. The sessions occurred once a week and therefore the duration of the intervention was four weeks. The programme that was used was the adapted version of the menu of strategies named Facilitating Change two (Atkinson, still in press).

The programme has been adapted and re-designed to ensure that the materials are accessible and useful for children and young people. Its aim is to help children and young people explore and challenge their behaviour. A more detailed explanation of this
intervention can be found in section 2.14. The section outlines the session titles, relation to The Stages of Change and provides a description of the activities. Atkinson (in press) asserts that the activities are to be used flexibly according to the pupil’s needs and she explains the facilitator should use their skills and expertise to determine which activities to chose and when to implement them. In light of this, there were slight variations in the use of the materials and therefore the activities chosen is discussed in the results section.

The pupils’ responses were qualitatively analysed and discussed in the ‘findings section’. The pupils’ responses to some of the activities can be found in appendix E.

3.6.2.3 Researcher Diary
The researcher kept a diary during the sessions to write down salient information and will use thematic analysis on the data after the sessions. The diary was kept as a running record as the researcher would do in their practice as a TEP. In addition to this, the researcher used audio record the sessions and use thematic analysis to code and theme the data. The data was given to another Doctoral level researcher to determine construct validity and inter-coder reliability. This method was selected because it enables the researcher to create a running record of the situation and any observations that may have implications to the study. It is argued by Burgess (1981) that a research diary is crucial within ethnographic research and asserts that a researcher diary must be included to be sure that the ‘full picture’ is extrapolated. In addition the researcher uses running records frequently within her work as a TEP and has developed efficient skills in writing down detailed observations quickly. It must also be highlighted, however, that by the very nature of a research diary, one might assume that there may be behaviours that are missed as the researcher is writing down a previous observation. The researcher therefore ensured that the structure of the diary is clear and easy to use. The diary also had a simple structure to allow the researcher to quickly note down observations without taking more time than is necessary to adhere to strict sections for example. It is also argued at this point that although there is a chance that some behaviour will be missed, the observations that are noted down were important and support the final data analysis. It might be argued that a video of the sessions would be most useful and efficient for this particular study, which the researcher would agree with, however because of ethical guidelines of videoing children it was decided that this choice of recording the data would be ethically sensitive. A copy of the researcher diary can be found in appendix B1.
3.6.2.4 Self-Formulated Assessment Form
The researcher also used a self-formulated assessment Form (see appendix B3) to evaluate whether the MI sessions remained true to the overarching aims of MI as stated by Rollnick and Miller (2009).

3.6.2.5 Semi Structured Interviews
After the final session the child was asked to take part in a short (approximately 10 minutes) semi-structured interview. After the final session the child’s teacher was also be asked to take part in a semi-structured interview lasting approximately 20 minutes. All interviews were recorded. The data collected from the teacher were considered to be important in relation to the ‘outcome’ of the sessions; however, the data was secondary. The teacher semi-structured interview ascertained information regarding validation i.e. is what the pupil says in the MI sessions matched with what the teacher is observing in the classroom. Semi-structured interviews were used to gather the views of the participants. This particular methodology was chosen to ensure flexibility during the interview session while at the same time retaining an element of structure (Noor, 2008). The researcher believes that it is important to gain an individual’s perspective in a manner that allows the individual some flexibility to describe their views openly. The researcher also believes that the individual's views should be gained within context and face-to-face rather than via a questionnaire method for example. These views derive from the researcher’s critical realist perspective that collaborative information can be gained and still remain valid (Bhaskar, 1998). The child semi-structured interview format was specifically derived from the researcher’s own knowledge of child development. For example, the researcher used Piaget’s stages of development and the idea that children between the ages of seven and ten tend to be in the concrete operational stage and therefore rely on pictures and structures to reason cognitively (Piaget, 1932). The child semi-structured interview incorporates visuals and scaling techniques to allow the child to scale thoughts and feelings rather than consider and describe them cognitively.

It might be argued by Positivist psychologists, that structure is important in this particular study as the interviews are restricted to short time limits (because of the participants’ time restrictions). Thomas (2009) explains that structured interviews ensure a certain degree of standardisation and therefore data can be more easily compared.

However, flexibility is perhaps more important so that the researcher is able to easily address any interesting points that are mentioned by the participant and elicit in depth data. The researcher argues that structured interviews are restrictive and do not provide opportunities for the participants’ views to be reasonably reflected. This piece of research
is an exploratory case-study, which permits the exploration of phenomenon prior to investigating large-scale data. It is therefore asserted by the researcher that data gathering methods such as structured interviews are limited because it is important to acquire in depth and qualitative information. It is asserted by the researcher that in depth qualitative data will then contribute to an understanding that might then contribute to the formulation of specific questions for a questionnaire.

It might also be argued by Interactionist Ethno-methodologists that unstructured interviews are the only way to gain the ‘true’ picture of the situation. It might be argued that unstructured interviews allow the participant to consider the important issues, which ensures that the researcher maintains an open mind (Thomas, 2009). Unstructured interviews were considered for this study, however, because certain areas and topics need to be covered in order to address the research questions in short time-scales, semi-structured interviews were eventually considered to be the most appropriate.

There might also be questions raised about the short length of the interviews for the pupils in the study (ten minutes only). It might be suggested that this is not a substantial amount of time to ascertain the pupils’ views. The researcher however, argues that pupils’ views and comments about the sessions were gained through the use of the researcher-diary throughout all the sessions so a long interview was not required. In addition, the pupils in the study were young and the researcher felt that a long interview would not be suitable for the pupils. The semi-structured interviews for the pupils were developed to be short and interactive to engage the pupils and ensure they were able to voice their opinions without finding it difficult to formulate their opinions into words. The researcher felt that the use of scaling questions and pictures ensured that the semi-structured interviews were age-appropriate. The teacher semi-structured interview questions were also kept to a minimum because the researcher was aware of the limited free time of teachers. It might be argued that these questionnaires were short and other questions should be added to gain more in depth information. The researcher accepts this point and asserts that if the time scales were longer, the teacher semi-structured interviews would have been longer. Examples of the semi-structured interviews can be found in appendix B5 and B4.

3.7 DATA ANALYSIS

3.7.1 Thematic Analysis Method
Braun and Clarke (2006) describe thematic analysis as “a method of identifying, analysing, and reporting patterns (themes) within data” (p. 6). By way of explanation, it
aims to identify implicit and explicit ideas within collected data and codes are then formulated to symbolise and evidence these ideas.

Braun and Clarke (2006) argue that unlike other qualitative analysis techniques such as interpretative phenomenological analysis (see Smith & Osbourn, 2003) and discourse analysis (see Burman & Parker, 1993), thematic analysis is independent from epistemological positions. Thematic analysis can be used therefore by essentialist and constructivist theorists alike (Braun & Clarke, 2006). Braun and Clarke (2006) believe that the adaptability of thematic analysis is generally advantageous; however, they also argue that it for this reason that thematic analysis is difficult to validate between studies. For example, if the structures and methods of thematic analysis in a research study are not reported in a structured and systematic manner, the method will be difficult, if not impossible to replicate by others. In light of this, Braun and Clarke (2006) developed a structured and planned approach for researchers to follow (discussed in section 3.7.2). The researcher has chosen to follow the process stipulated by Braun and Clarke (2006) in a view that it will increase reliability of the research.

As a critical realist, the researcher deems thematic analysis to be appropriate for this research because it reflects the viewpoint that data can be analysed scientifically, while also placing value on the researcher’s role and stance. Braun and Clarke (2006) recommend that the researcher follows a structure but at the same time is willing to be flexible and follow the data accordingly. This viewpoint fits with the researcher’s stance and expertise.

Thematic analysis can be conducted in one of two ways. The first is the inductive approach, where the identified themes are a result of the data and tend not to reflect the researcher’s viewpoint. The inductive approach is a ‘bottom-up’ analysis and therefore the researcher will not have questions or themes in mind while analysing the data. Comparatively, the second approach is the deductive approach, where the themes are formulated prior to scrutinising the data and therefore analysed according to the themes. The deductive approach is a ‘top-down’ analysis and therefore the researcher’s viewpoint tends to dictate the direction of the analysis. Braun and Clarke (2006) believe that there are advantages to both approaches, namely, the inductive approach allows the researcher to acquire detailed information about the data as a whole, whereas the deductive approach allows the researcher to gain in depth knowledge of a specific area.

In order to gain a more overall and detailed understanding of the data the researcher chose to adopt a predominately inductive approach, however, because of prior knowledge of motivational theories and terminology, there was also an element of a deductive
approach. The themes produced from this approach can then be mapped onto the research propositions and questions.

3.7.2 The Thematic Analysis Process
As stipulated in the previous section, the researcher followed the thematic analysis process as described by Braun and Clarke (2006). The process is described in detail below.

3.7.2.1 Phase One: Familiarisation with Data
The researcher gathered the data interactively and therefore was familiar, to some extent, with the data. Braun and Clarke (2006) note that this stage is essential to effective data analysis and therefore argue that the researcher should gain in-depth knowledge and understanding of the data because it is fundamental to the research.

3.7.2.1.1 Transcription
Braun and Clarke (2006) state that any verbal data collected must be written up so the familiarisation process is better achieved. As verbal information is transcribed, careful attention must be maintained to write an accurate representation of the data and as such, information about tone of voice and pauses are likely to support the understanding of the data. Braun and Clarke (2006) explain that the researcher is also likely to become more familiar with the data if they transcribe it.

3.7.2.2 Phase Two: Generating Specific Codes
Once the researcher is familiar with the data, the next step is to begin to consider the initial codes generated from the data. Braun and Clarke (2006) argue that the researcher must systematically go through the data and begins to identify significant information and patterns. This phase is systematic and detailed.

3.7.2.2.1 Data Reduction
Coffey and Atkinson (1996) describe data reduction as a way of reducing the data into a simpler format. Siedel and Kelle (1995) noted three specific ways of data reduction, these are: recognise codes, find examples and collate the codes into patterns. In the current research the information was reduced using codings and specific examples of data, patterns were considered and codings were put into themes.

3.7.2.2.2 Data Complication
Coffey and Atkinson (1996) also state that transcriptions can result in data complication because the researcher ‘goes beyond’ the data and scrutinises it in more depth. Coffey and Atkinson (1996) argue that the researcher must take care not to ‘lose’ the nature of the data whilst scrutinising the data for detail.
3.7.2.3 Phase Three: Searching for Themes
Once relevant codes have been identified, the next stage is to sort the codes into larger themes. Braun and Clarke (2006) recommend that the researcher creates a visual representation of the themes and codes at this point so that a clearer picture can be gained.

3.7.2.4 Phase Four: Reviewing the Themes
At this stage the researcher reviews the extrapolated themes. Braun and Clarke (2006) point out that some themes may not be evidenced and some may relate enough to create one main theme. This stage involves two levels, which are outlined below.

3.7.2.4.1 Level One
At this level the researcher reviews the themes to ensure that the extrapolated themes correlate, and, if they do, the researcher moves onto step two. If the themes do not correlate or make sense then the researcher should identify any ‘problematic’ themes, which do not correlate. At this point the researcher should ‘re-work’ the themes until there is a clear correlation (Braun & Clarke, 2006).

3.7.2.4.2 Level Two
At this level, the researcher relates the themes to the data to ensure that it is a true reflection of the information gathered from the participants. Researchers may repeat this process to a stage where they are confident that the themes truly represent the data.

3.7.2.5 Phase Five: Defining and Naming Themes
Once a thematic map has been produced, the researcher should then determine the essence of each theme and what part of the data each theme represents (Braun & Clarke, 2006). Braun and Clarke (2006) stipulate that the researcher must return to the data to achieve this and add that researchers should be able to concisely define each theme and the data that each theme includes.

3.7.2.6 Phase Six: Producing the Report
Braun and Clarke (2006) describe the final phase of thematic analysis as the reporting of the data. Braun and Clarke (2006) further explain that the write up should provide “a concise, coherent, logical, non-repetitive, and interesting account of the story the data tell” (p. 23).

3.7.2.7 Thematic Analysis for Current Research
The thematic analysis process for the current research is detailed in the table below. Please refer to appendix C for photographic representation of the outline of the process, using one specific example.
Table 3.6: Process for conducting thematic analysis

<table>
<thead>
<tr>
<th>Phase</th>
<th>Title</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Familiarisation with Data</td>
<td>• Listened to full audio recording of each session for each participant.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Re-listened and fully transcribed the audio from all sessions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Important information noted e.g. laughing, pauses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read and re-read the transcripts making initial notes and patterns that emerged.</td>
</tr>
<tr>
<td>Two</td>
<td>Generating Specific Codes</td>
<td>• Each data set was coded manually using highlighter pens to indicate potential patterns and post-it notes to identify segments of data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Significant extracts of the data were identified (codings).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Manual coding was chosen because the researcher had previously used this method and was confident to conduct the thematic analysis process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Codings were re-evaluated by the researcher on a separate occasion.</td>
</tr>
<tr>
<td>Three</td>
<td>Searching for Themes</td>
<td>• All segments of text with the same initial codings were grouped together and reviewed to identify any salient, common or significant themes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Themes were then initially developed. Each potential theme identified was then recorded manually onto post-its.</td>
</tr>
<tr>
<td>Four</td>
<td>Reviewing the Themes</td>
<td>• All themes were then reviewed and defined.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The segments of text represented by each theme were then re-evaluated and reworked.</td>
</tr>
<tr>
<td>Five</td>
<td>Defining and Naming Themes</td>
<td>• A full and detailed analysis of each theme was conducted and considered in view of the literature review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The themes were grouped into clusters and some made into sub-themes where necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Themes were then refined until scope and content could be described in a few sentences or less.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>Validity Check</td>
<td>The themes were checked for inter-rater reliability and construct validity (inter-coder reliability). The transcripts were analysed by another Doctoral researcher and then a comparison was made to establish the percentage of the reliability and validity.</td>
</tr>
<tr>
<td>Seven</td>
<td>Producing the Report</td>
<td>Thematic maps were produced to highlight the patterns that had emerged from the data. Each theme was then discussed and interpreted in relation to the propositions and the research questions.</td>
</tr>
</tbody>
</table>
3.8 CRITIQUE OF METHOD
This section will discuss and evaluate each element of the methodology and will address possible criticisms of the approaches. Examples of the semi-structured interviews, researcher diary and the self-assessment forms can be found in appendices B1 and B2 respectively.

3.8.1 Case Study Methodology
The researcher proposes to use case study methodology because it allows one to investigate phenomena in an in depth manner. The researcher proposes that, although there is a merit in quantitative methods of study, for the current research, qualitative methods are required to obtain a multi-faceted understanding. Case study findings tend to be difficult to generalise to the wider population because each case will have individual characteristics and differing external variables, however, it will allow the researcher to perceive behaviours and reactions as they would occur naturally. In addition, it is argued that when there is limited research of a phenomenon it is necessary to first gather a detailed understanding of specific cases to increase understanding. Once understanding has increased, more informed hypotheses can be formulated and more quantitative and wide-scale studies can be conducted.

Furthermore, the researcher currently conducts therapeutic work with young people as part of her role as a TEP and it is important that this research is closely matched to the situation as it would occur. A quantitatively described method may produce positive findings but when the techniques are used in natural settings, the results may be entirely different. The case studies will not produce statistical data; however, it will allow one to observe how the techniques might work in a situation in which they will be used.

Thomas (2010) perceives the merit of case study methodology stating that greater detail can be gained with a case study approach. The researcher believes that case study methodology is most appropriate for this research for two reasons: first greater insight will be extrapolated in regards to the use of MI with younger children and secondly case studies are in line with the researcher’s practice in educational psychology and therefore ethnographically more accurate. The researcher accepts that the findings will not be easily generalised to the wider population but hopes that the detailed insight will allow other practitioners to use the findings to better understand the cases with which they work.
It is noted that it may be difficult to extrapolate the findings onto the population because the participants were chosen through an opportunity sampling method. In addition, the participants will be identified through the researcher’s caseload, which was subject to time constraints and a limited number of pupils to choose from. This meant that the researcher will be required to choose a small number of participants to use the MI techniques with and will be limited by the EPS and the school as to how many sessions can be undertaken. However, as stated earlier, the perceived merits of using a case study outweigh such issues for the current research.

The case study framework that was used in this research is taken from Yin (2009). It is recognised that there are other approaches available such as Stake (1995), however, on this occasion it was decided that Yin (2009) is more appropriate because it relates well to an educational context. Yin (2009) is aware that case studies can be open to criticism because “too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions” (Yin, 1984, page 24). This point underlines the importance of careful, consistent and objective working when conducting case study methodology. It is argued that these aspects can be difficult to maintain as all human interactions are subjective and often not consistent in nature. The researcher has formulated a researcher diary to write down objective comments regarding behaviour and a fidelity questionnaire to ensure the MI principles are adhered to appropriately. These techniques also allowed the researcher to assess whether she was always objective if she was not then the reasons for this. The data was also interpreted using thematic analysis which is based on codes and therefore consistency between codes and themes will have to be maintained. In addition the researcher used an objective psychologist to check the researcher’s choice of codings, sub-themes and organising themes. The objective psychologist was asked to scrutinise the researcher’s codings and the decision to put them under certain themes. The objective psychologist was then asked to comment on the extent to which he would have analysed the data in the same way. The objective psychologist felt that on balance there would be no changes he would make, which would significantly alter the data. He felt that although some wordings might be slightly different, he felt all meanings and overall findings would not be significantly dissimilar.

3.8.2 Self-formulated Assessment Sheet

Each session with each child was also assessed to ascertain the extent to which the researcher adhered to the MI aims and principles outlined by Rollnick and Miller (1993). The researcher felt this was important to the study and it allowed the researcher to
consider and reflect on how each specific MI aim and principle was used. Arthur and Blitz (2000) found that if a programme is to be implemented and evaluated then fidelity to the model must be ensured so that any changes observed can be attributed to the intervention. Mihalic (2002) states that although the monitoring of the fidelity of a programme is not a new phenomenon, there are few models available that evaluators can actually refer to. In light of this, the researcher chose to create one. This offers an advantage because it is focused and unique to the programme and MI and therefore one would hope that the elicited results were entirely relevant to the intervention. This is important because MI itself is not an easy or simple process and to use a general monitoring system might not capture the real overarching aims of MI, which the authors outline. It can be argued this assessment technique is not reliable because it is not standardised, however, the researcher understands that the results should be viewed with caution. The researcher feels that the advantages of assessing the use of MI outweighs this criticism because it allows subsequent researchers to determine how each aim and principle was used in each session and it if it is seen as useful, it can easily be utilised by other practitioners using MI techniques. The results for each session are discussed in the results section.

3.8.3 Thematic Analysis
The analysis method used was thematic analysis (Braun & Clarke, 2006) because it allows the researcher to map out themes from a discussion, which can be used to inform understanding of the areas that are most relevant to the research questions. However, because it does not require a standard theoretical knowledge that other analysis approaches demand and does not examine the material in as much depth, it has been subject to some level of criticism. For example, an approach such as Interpretative Phenomenological Analysis (Smith & Eatough, 2007) necessitates a greater understanding of the theoretical underpinnings of an individual’s behaviour and how they make sense of the world around them. In comparison, because thematic analysis is more concerned with the patterns in a data set and deducing overarching themes to investigate more holistically, it is believed by the researcher that thematic analysis is much more relevant for this piece of research because of the call for recommendations. At this point it is important to note that although exploratory case study methodology is difficult to generalise, in this particular study themes were related to recommendations for the participant. Thematic analysis is a mainly qualitative approach to research and as such it has received the majority of its criticism for the reliance on subjective opinion rather than fact-based evidence. When researchers collate data, they utilise their previous knowledge and understanding and perhaps the data is subject to a certain level of bias. In order to
minimise this, the researcher will ensure that the Braun and Clarke (2006) model is strictly followed, ensuring a rigorous and structured analysis. On this note, when a strict and concise structure is followed, some researchers assert that thematic analysis encompasses both qualitative and quantitative because of the clear identification of codes and themes (Dixon-Woods, Agarwal, Jones, Young, Sutton & Noyes, 2009). In addition codes and themes will be checked for construct validity and reliability by the use of a Doctoral researcher for an inter-coder agreement.

3.8.4 MI techniques
It can be argued that MI techniques by their nature are not suitable for young pupils because all therapies have a high language demand (Dalton, 1994). Kittles and Atkinson (2009) found that language and understanding was one of the main barriers to implementing MI and highlighted that practitioners must be aware of this when using MI with younger children and pupils with learning difficulties. However, the researcher points out that it is important to increase research knowledge and understanding of MI techniques and there is a dearth of research that investigates this area. Kittles and Atkinson (2009) believe that with a decreased language demand, MI techniques could be successfully used with young children who cannot access interventions with a high language demand. The programme used has been adapted to reduce language demands and increase accessibility. It is recognised however, that the MI sessions may be adapted during the sessions because of the pupil’s understanding, language skills or the researcher-pupil relationship, for example. Any adaptations made were considered when analysing the transcribed data from the audio recording to identify where deviations/adaptations from the MI package have been made. The researcher also noted down any visual or physical observations in the researcher diary.

3.8.5 Reliability and Validity
Achieving reliability and validity in research is crucial to producing a robust study. The researcher aimed to achieve reliability and validity in the current research and will discuss this in more detail later in this section.

Thomas (2009) describes reliability as “the extent to which a research instrument such as a test will give the same result on different occasions” (p. 105). Thomas (2009) further posits that reliability in social sciences research is difficult to achieve and almost irrelevant to interpretative research. However, Thomas (2009) does states that reliability in social sciences research should investigate whether the measure that is being used does what it sets out to do. The current research used an MI package that follows specific activities and the semi-structured interviews are designed so that the same questions can be put to
each participant. However, it also noted here that the research is to be conducted with participants, who have different views, thoughts and personalities and therefore the research will most likely be ‘fluid’ and reactive. The researcher strived for reliability in a manner that is realistic to the study. The table below depicts the issues related to the current interpretive research and the actions taken to manage them.

Table 3.7: Reliability Issues and Actions

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher misinterprets participant actions and views as positive to the research and objectivity is threatened.</td>
<td>• The researcher diary includes a section for observations and evaluations so that the researcher can consider the points objectively</td>
</tr>
<tr>
<td>Demand characteristics and possible leading questions may sway the participants into answering questions a particular way.</td>
<td>• The only questions that will be asked are those stated on the semi-structured interview, which has been ethically approved.</td>
</tr>
<tr>
<td></td>
<td>• The participants will be reminded on each question that they must be honest because all answers are welcomed.</td>
</tr>
<tr>
<td>Social desirability bias predicts that the researcher may conduct sessions in a way that is more likely to produce desired results.</td>
<td>• The researcher will follow an MI package that includes structured interviews.</td>
</tr>
<tr>
<td></td>
<td>• All data collected will be available via transcripts.</td>
</tr>
</tbody>
</table>

Thomas (2009) noted that the issue of validity is more complex because there are different types to consider. The researcher believes that it is important in this exploratory case study to achieve credibility, transferability and trustworthiness.

The following table outlines the steps taken in the current research to maintain validity. The three validity types outlined are those considered important to case study methodology (Yin, 2009) because this is the methodology used in the current research.

Table 3.8: Validity Issues and Actions

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct Validity</td>
<td>• Sampling criteria was broad to ensure variety across cases.</td>
</tr>
<tr>
<td></td>
<td>• Multiple sources of evidence used.</td>
</tr>
<tr>
<td></td>
<td>• The process of analysis is structured and evidenced so themes can be</td>
</tr>
</tbody>
</table>
mapped onto transcriptions.

<table>
<thead>
<tr>
<th>Internal Validity</th>
<th>• Triangulation of data sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Validity</td>
<td>• Multiple case studies used to show possible application beyond cases.</td>
</tr>
</tbody>
</table>
### 3.9 RESEARCH TIMELINE

<table>
<thead>
<tr>
<th>Budget (approximate)</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three/ four months</td>
<td>Write up literature review</td>
</tr>
<tr>
<td>One/two months</td>
<td>Liaise with SENCo and explain research</td>
</tr>
<tr>
<td>One month</td>
<td>Pupils 1 and 2 identified and consent gained</td>
</tr>
<tr>
<td>One month</td>
<td>Meet with parents, teachers and child to gain consent and begin to conduct sessions and semi-structured interviews.</td>
</tr>
<tr>
<td>One/two months</td>
<td>Transcribe audio recordings and write up methodology</td>
</tr>
<tr>
<td>One month</td>
<td>Pupil 3 identified and consent gained</td>
</tr>
<tr>
<td>One month</td>
<td>Meet with parents, teachers and child to gain consent and begin to conduct sessions and semi-structured interviews.</td>
</tr>
<tr>
<td>Two months</td>
<td>Thematic Analysis of data and inter-rater analysis</td>
</tr>
<tr>
<td>Three/ four months</td>
<td>Write up results and discussion and submit thesis.</td>
</tr>
</tbody>
</table>
### 3.10 OPERATIONAL RISK ANALYSIS

#### Table 3.10: Operational Risk Analysis

<table>
<thead>
<tr>
<th>Potential Risk</th>
<th>Risk Factor</th>
<th>Contingency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one case fits the criteria for inclusion within the specified times.</td>
<td>Low</td>
<td>Criteria include a large range of children and ten schools will be contacted in the first instance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additionally, the researcher can ask colleagues to conduct the research across the borough, which will provide access to over one hundred schools.</td>
</tr>
<tr>
<td>Primary school does not consent to the involvement in the research.</td>
<td>Low</td>
<td>The schools will identify the pupils and therefore are not likely to identify a pupil if they do not want them to be involved in the research.</td>
</tr>
<tr>
<td>Pupil, parent or teacher does not consent to involvement in the research.</td>
<td>Medium</td>
<td>A new case will be identified.</td>
</tr>
<tr>
<td>Pupil or parent opts out part way through the research.</td>
<td>Medium</td>
<td>Data will be discarded and a new case will be identified.</td>
</tr>
<tr>
<td>Pupil is absent on the day of the session or The booked, private room for the session is not available on the day.</td>
<td>Medium</td>
<td>A new date will be arranged.</td>
</tr>
<tr>
<td>Pupil may become distressed/ upset after discussing a memory/ topic.</td>
<td>Medium</td>
<td>The MI techniques are designed by an experienced practitioner and to be child-centred. If, however, a child becomes distressed, the session will be stopped immediately and teachers and parents will be notified.</td>
</tr>
</tbody>
</table>
3.11 ETHICAL CONSIDERATIONS

Ethical considerations are of the upmost importance to the researcher and as such important ethical questions have been considered throughout the planning, conducting and analysing of the research. The researcher adhered to the Code of Conduct, Ethical Principals & Guidelines set out by the British Psychological Society (BPS), (2000) and to the Health and Care Professionals Council (HPCP) Standards of Proficiency (2012).

In addition the researcher completed and submitted the School of Education ethical approval documents prior to conducting the research. To further ensure that the current research adheres to ethical codes and principles, the researcher presented her study to the ethics panel, who agreed that it met ethical standards and codes and therefore approved the implementation of the research. Consent was gained on 05th October 2012 and a copy of the email confirming ethical approval can be found in appendix D1. The researcher considered the following areas:

3.11.1 Consent

The researcher ensured that each participant involved in the study received the consent and information forms relevant to their part in the study at least two weeks prior to conducting the sessions. The parents, pupils and teachers all received information about the study and were provided with opportunities to ask questions and clarify any uncertainties that they had. The information sheets stated that the sessions would be audio recorded and written up as part of a research study. The pupils’ parents were made aware that they could withdraw their child from the research at any time and if this happened, the researcher had planned to discard any data previously collected.

Prior to conducting the sessions, the researcher also discussed the study with each pupil in a way that was appropriate for their age and stage of development, to ensure that the consent was informed and correct. The researcher also gained verbal consent at the start of each session with the pupil and reminded them of their right to withdraw from the research. If the pupil chose to withdraw, the researcher planned to discard the data previously collected. The researcher also reminded the pupils at the start of the research that an audio recorder was being used and that they could ask for the audio recorder to be switched off at any time and for any reason.
3.11.2 Protection of Participants
The researcher was aware that the therapeutic sessions might elicit feelings and emotions. The researcher had planned that if this occurred, the sessions would be stopped immediately and teachers and parents were informed. The researcher used her skills of working with pupils and counselling techniques to ensure the pupil was able to return to a controlled emotional state. Careful consideration was made with all stakeholders, including the child as to whether they should continue with the sessions. It was planned that any information believed to be harmful to the pupil or to another person, would be passed onto the necessary individuals as according to safeguarding legislation in the Children Act (1989).

In addition, the researcher received regular supervision from her university tutor and from her supervisor at the EPS. This ensured that any issues or queries related to the protection of the participants were discussed confidentially and appropriate ways forward can be initiated.

3.11.3 Ethical Issues Related to Semi-Structured Interviews
Participants were made aware prior to the start of the research that they would be asked to take part in a semi-structured interview at the end of the research. Verbal consent was also gained before conducting the semi-structured interviews and they were made aware of what was expected of them, i.e. to provide views about the research. Participants were reminded that identifying features would not be used and the data provided would remain anonymous. All participants were provided with the option to opt out of any questions that they did not want to answer.

3.11.4 Confidentiality
All data collected during the course of the research was kept confidential and the Data Protection Act (1998) and the University Data Protection Policy was adhered to in the following ways:

- Participants were informed of the research and how their data would be used; no information was processed without the consent of the participant.
- The data was only used for the purposes outline in the information sheet.
- Only data directly relevant to the research aims were collected.
- The themes identified from the data were checked back with the participants to ensure they are accurate.
- Data was only held for as long as necessary.
• No personal information was obtained through the research but participants were informed that they have the right to access what data is collected and rectify anything that was deemed inaccurate.
• Data will be kept secure using electronic passwords.
• No data will be transferred outside of the European Economic Area.

3.11.5 Debriefing
All participants were debriefed at the end of each MI session and each semi-structured interview. This was achieved using clarifying questions and the participants were provided with opportunities to ask questions. The aim of this is to ensure that no unforeseen harm has occurred (BPS Codes of Conduct, 2000)

3.11.6 Access to Research Findings
Whilst the research was conducted, the participants were able to easily contact the researcher to ask any questions and discuss the nature of the research. Verbal feedback of each pupil’s strengths, needs and appropriate strategies appropriate for their learning and development was offered to all teachers and parents and all but one parent accepted the offer. The verbal feedback was delivered in a practitioner psychologist manner with each parent/teacher separately. The pupil’s cognitive strengths and weaknesses were conveyed and discussed as well as the pupil’s engagement and preferences of the activities. The teachers and parents were shown the MI materials that had been completed by the pupil and future support strategies and ideas were discussed.

Feedback was provided to each pupil in the form of an age-appropriate letter, which was given to the pupil to take away. The letter was read out loud and then discussed with the pupil after. Observations suggested that this process was useful for the pupil as a summary and as a form of praise for what the pupil had achieved. An example pupil letter can be found in appendix D2.

Although participants were understandably interested in the pupil’s needs and support plans rather than research findings; all participants have been provided with the researcher’s contact details. Therefore will be able to contact and discuss the findings and conclusions from the research when it is written up as a doctoral thesis.
CHAPTER 4 FINDINGS

4.1 CHAPTER OUTLINE

This chapter will address and evaluate each case separately and will then address and evaluate all cases in a cross case analysis.

Each case will be introduced with a case vignette, which will include details of each pupil’s situation and behaviour prior to the MI sessions. The vignettes will describe the reasons for the inclusion of the pupil in the intervention. Thematic analysis findings for the session transcripts, semi-structured interviews and researcher diary will be discussed as one data set in relation to the research questions. The self-formulated assessment findings will also be outlined and discussed for each case.

The chapter will then discuss and evaluate all three cases using a cross case analysis, which will produce overall themes and conclusions in relation to the research questions.

4.2 FINDINGS FOR CASE STUDY ONE

4.2.1 Case Vignette

Neil lives with his mother and older brother and regularly sees his father, who lives close to the family. Neil’s parents had recently separated and he was experiencing some level of emotional distress because of this. Neil was in Year six at a mainstream school at the time of the referral and was preparing for his national curriculum tests. Neil’s teachers reported that they had seen a significant decrease in Neil’s motivation and self-esteem over a period of approximately 18 months. Neil’s teacher explained that she had seen the same decrease in effort and motivation when she had taught Neil’s brother but felt more concerned about Neil. Before the MI intervention, Neil’s class teacher described his behaviours as:

- Arrives late most days and looks tired.
- Looks at the floor/desk in class and very rarely makes eye contact.
- Seems forlorn and rarely smiles or laughs.
- Will not volunteer answers and looks annoyed if he is asked to answer a question.
• Will take a long time to initiate a task and therefore often does not finish his work.
• Generally unmotivated.

Neil’s mother reported similar behaviours at home and was concerned that he was beginning to spend more time on his computer away from the family. She explained that she had difficulties ensuring he did his homework and he often did not complete it. After a joint meeting with Neil’s mother, teacher, head teacher and the researcher, it was agreed that Neil’s behaviours met the criteria for the MI intervention. It was agreed that a standardised cognitive assessment should be conducted prior to conducting the MI sessions to ensure that Neil’s language ability was at a level that he could access the MI techniques, which require a level of discussion.

Neil’s verbal ability was found to be in the Average Range because his Composite Score fell between 90 and 110. The results in the WISC IV UK showed that Neil’s overall ability was in the Average Range.

4.2.2 Thematic Analysis of Data from Case Study One

The transcriptions from the MI sessions, teacher interviews, child interviews and the researcher diary data were analysed using inductive/deductive thematic analysis. The themes were developed using the codes from all of the aforementioned in order to ensure the themes were consistent. The final themes are described in relation to the research questions.

The data were analysed using Braun and Clarke’s (2006) process as described in chapter four. The following diagrams depict the final thematic maps that were formulated from the sessions, interviews and the researcher diary. The themes are presented in relation to either the process or the outcomes, which in turn, relate to either of the two research questions.
Figure 4.1 Themes related to the process of the MI techniques
4.2.3 Research Question One

How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)?

The themes developed from the case study one data were put into thematic maps relating to either the process or the outcome of the MI techniques. Research Question One relates to the process of the MI techniques. The thematic analysis process produced five organising themes and fourteen basic themes which related to the process; a pictorial representation of these can be found in figure 4.1 above. Each theme will be discussed separately, some quotations will be included and examples of the pupil’s work will be referred to where appropriate.

4.2.3.1 Organising Theme: Home Circumstance
Throughout the MI sessions with Neil, he often spoke about home and his activities and interests outside of school. This theme depicts the influence his home life has on his perception of self, work output and overall emotional state in school.

4.2.3.2 Basic Theme: Positive Family Network
Neil mentioned his family members in relation to the reasons for some of his personality traits, positive memories and in sibling interactions. Neil’s thoughts and feelings about his family appear to contribute to his self-concept and evidence suggests that they are a major influence in his life. Although there are two activities which specifically ask about family, Neil often brought family members into the discussions and this area became an underlying theme throughout all of the sessions. It is suggested by the researcher that as Neil spoke about his family, he increased his understanding of the close network and the support and comfort he receives there. This theme suggests that the MI questions and activities can be used effectively because Neil was able to answer the questions by thinking meta-cognitively and developing an increased understanding of himself.

Pupil comments:

My brother likes Lego too, he’s... I get him to make it for me because I don’t really, I’m not as good at making the Lego.. And my brother got a police station... That was really good that, like playing with it and stuff.

... We just went home ‘cos we went to see my grandma and granddad... When we got home we had our tea ‘cos my grandma is a really good cook... She always does desserts too!

My family are really kind... to me, to me and my brother; they’re kind to us both.

Erm... I’d say my Dad! He makes me laugh my head off... He’s really funny!
4.2.3.3 Basic Theme: Parental Divorce
Neil’s teacher felt that Neil’s family situation may be a contributing factor to his behaviour. She reported that Neil’s parents had recently separated and were not consistent in parenting strategies. Neil’s teacher also emphasised that Neil’s forlorn attitude in class might be because of his recent family experiences. Neil mentioned his parents’ separation in the sessions; however, he did not discuss this aspect of his life in detail. Neil appeared to develop his self concept and consider how this particular family event contributed to his feelings. Neil’s self development suggests that the MI techniques were effective.

Pupil comments:

*Mmmm...My parents, they're, mmm...It's like, well they've decided not to be together now...*

Teacher comments:

*I think...from own knowledge, his mum and dad I think split and they have just got back together now, I think that could have had an impact on his behaviour...*

4.2.3.3 Basic Theme: Friends and Hobbies
This theme encompasses Neil’s thoughts and feelings regarding his friends at home as well as the activities he enjoys outside of school. When Neil spoke of his hobbies and friends, he appeared excited and he was eager to share details about them and discuss his cycling and computer skills and achievements. Neil’s comments were all elicited from questions in the MI activities. This theme reflects a clear, positive aspect of Neil’s life and the researcher argues that it had a positive impact on his emotional wellbeing.

Pupil comments:

*I play on my bike... I have a BMX! I can do wheelies and stuff (proud)*

*Me and my friend go down to... there’s this park in... I don’t... I think it’s...I don’t know where it... I forgot the name of it, erm... (pause).. Oh I think it’s W park and they ‘ave these little ramps, these ramps... So good*

4.2.3.4 Organising Theme: School is Positive
Neil mentioned many positive aspects about his school experiences. All of Neil’s comments were elicited from the MI activities and his comments suggest that he increased his understanding of the perceived value about school and that he experiences a level of support and fun while he is there.
4.2.3.5 Basic Theme: Enjoys Lessons
The MI activities required Neil to consider the aspects of school that he liked. Neil's comments suggested that he enjoyed the majority of his school experience and the activities allowed him to reflect on the reasons why he enjoyed some lessons over others. Neil also appeared to increase his understanding of the feelings and emotions linked with certain lessons and output of work. Examples of Neil's written responses to the MI activities can be found in appendix E1.

Pupil comments:

Oh, PE... That one is green... (continues to circle lessons) well I don't really do science anymore... I used to enjoy it cos we always went outside on the big field... hmmm... erm...

I really like P.E. cos it's... We get to do fun things... Well, I'm a sporty person, and... oh shall I write it on here?

4.2.3.6 Basic Theme: Praise and Reward
Throughout the sessions it was clear that Neil was motivated by praise and reward i.e. external motivators. The researcher diary reflected on the fact that the researcher used clear, specific comments to praise Neil during the sessions and his body language and facial expression showed a positive response. Neil's comments about school also reflected this. In the MI activities, Neil placed a lot of value on receiving rewards and praise, for example, moving up a set and receiving a prize. The researcher felt that Neil benefited from conducting the 'scales' activity, in which he was required to decide on a weight for each consequence (both positive and negative) and then place them onto a scale. Neil was then able to physically perceive his thoughts in this area; Neil's work can be found in appendix E1.

Pupil comments:

There’s the prize box and it’s given to one person each week... Like erm, if you get it then you’ve been really good the whole week...

In spellings we’d move up a group... If we did really well (pause)

4.2.3.7 Organising Theme: School is Negative
In addition to Neil discussing the aspects of school he liked, he also had the opportunity to consider the aspects he did not like. Discussions relating to Neil's thoughts and feelings in this area occurred in all four sessions and therefore it was a clear theme in the process of the MI techniques.
4.2.3.8 Basic Theme: Boredom
Neil’s thoughts and feelings in this area appeared to be much less complex, when Neil did not like a lesson or an activity, he viewed it as boring. Neil was asked to elaborate on his reasons for feeling bored, which he felt he was unable to do. Examples of Neil’s written responses to the activities can be found in appendix E1.

Pupil comments:

R.E is my least favourite lesson ‘cos we always have to write about God....That’s so boring

Oh, music, definitely music... I’ll write it here... (pause while writes)... It’s not good ‘cos you have to sing... Every day we do... because in the hall, the head teacher... We have to sing with him... It’s just boring

4.2.3.9 Basic Theme: Pressure
Neil discussed the pressures of school life, particularly in terms of peer groups and exams. Neil’s teacher also felt that Neil had a lot of work pressure on him and felt that there may have been a chance that the pressure may have been a contributing factor to his decreased motivation and behaviour. Neil’s teacher’s comments reflect the idea that the ‘middle’ student may get overlooked while the more and less able pupils may get more support and encouragement.

Pupil comments:

Sometimes it’s like other people finish quicker and I’m still working... ‘cos if it’s like writing or something I can’t write as fast as (name of pupil) or (name of pupil)....They are the top people in the class and they are the best at most things, sometimes (name of pupil) doesn’t try as hard, he’ll just mess about and stuff... but he still does everything...

We’re learning it for our SATS... I think it is, I don’t know... It’s like... erm... well hard!

Teacher comments:

The other thing is when you’re in a mixed class, he will have been the top dog in Year 5 with the Year 4s looking up to him and then he comes to class 6 with the Year sixes above him, maybe that might have had an impact on him feeling like ‘oh I’m bottom of the class, I’m doing this work I’m doing that work...’ I think they compare themselves...

There are only 4 boys in that class... year 6... 4 boys and one I’d say same ability, one higher and one lower... So he shouldn’t be too worried because he’s a middle child. I do promote though, that we’re all individuals and we all have our own strengths and weaknesses. But it’s... Sometimes they just feel the competition don’t they?

4.3.2.10 Organising Theme: Engagement with Activities
This theme demonstrates Neil’s engagement with the activities and it is made up of four basic themes. The evidence for the basic themes were taken from the pupil’s comments
in the sessions, pupil semi-structured interview and the researcher diary, which aimed to gain information regarding the participants’ reactions to the activities and reflections about them.

4.3.2.11 Basic Theme: Enjoys Self-Concept Activities
The researcher diary comments and reflections portrayed that Neil opened up and engaged well with the activities which required Neil to think about himself as a person. In addition, Neil himself noted that he enjoyed these activities and that other pupils his age are likely to enjoy them too. The researcher feels that Neil particularly enjoyed these activities because they allowed him to focus on his understanding of himself and they offered a unique opportunity to develop self concept regarding all aspects of his personality. The activities also offer a description of the individual’s skills, which Neil enjoyed reading and discussing, for example, at one point he crossed out some of the words that did not describe him but agreed with others. The researcher noted that this portrayed in depth reflection and consideration of the descriptions. Neil’s responses to the activities can be found in appendix E1.

Pupil comments:

Because there were some things I didn’t really know about myself and now I do...

I understand more things now... Like... Erm... (writes)... erm... what’s the question again? Oh yeah... I think other people will understand things about themselves too...

Researcher diary comment:

Really responding well to searching for words to describe himself... Takes a while and considers himself as a person... Clearly enjoying task (careful reading, thinking)

4.3.2.12 Basic theme: Enjoys Practical Elements
The activities for the MI techniques were formulated by an experienced EP and MI practitioner for younger children and therefore, many of the activities involved drawing and some involved cutting and sticking exercises. The evidence from the researcher diary and the pupil’s comments during the sessions, suggests that these practical activities were enjoyable for Neil. In addition to the practical activities available, the researcher also made slight adaptations to some of the activities to increase the practical elements further, for example, use of role play and use of pupil as the set of scales in the activity ‘Weighing up the options’ (see appendix E1 for completed activity). This therefore suggests that using MI in a practical manner appeals to younger pupils and they enjoy them. In addition, pupil enjoyment is also an important factor in relation to the therapeutic relationship, for example, if the pupil feels happier and more relaxed then it is argued that they are more likely to ‘open up’ emotionally.
Pupil comment:

Yeah, using scissors and stuff is like when we...It’s like being in lower school...(laughs)...it’s not really work this is it?

Researcher comment:

Really concentrating while doing role play. Really thinks about the question, real self-reflection.

4.3.2.13 Basic Theme: Need for clarification
Neil asked ‘clarification questions’ throughout the sessions; however, they decreased as the sessions continued. Neil seemed to prefer adult approval for his work and at the beginning he made no decisions alone and asked each time for clarification, however he asked less as the sessions continued. Neil’s clarification questions tended to be regarding whether he was conducting the activities correctly or how he should tackle a task, however there were also a number of academic-based clarification questions. This theme perhaps depicts some of the barriers to the MI process. The researcher felt that there were times when Neil was discussing his feelings openly and then a clarification question was asked and the collaborative, equal relationship decreased and the expert-client relationship increased. This then suggests that the clarifying questions create a barrier to the MI approach, for example, they decrease autonomy and collaboration. Evidence for this came from the researcher diary and from the pupil’s comments in the sessions.

Pupil comments:

I don’t know... I don’t know what... That’s a hard question... Should I write it here?

Like... Erm... (writes)... erm... what’s the question again?

What should I put there then? Mmm, like, because, well I don’t know how to explain it... Like... Urgh... It’s useful because... Like d’ya know... I’ve forgotten what I was going to say... D-ya know when...

4.3.2.14 Basic theme: Pupil Adaptations
This theme was of particular interest to the researcher because it allows MI practitioners using MI techniques with younger children to gain a further insight into the child’s perspective without having to ask them. The adaptations that Neil made tended to be minor but relevant and interesting. He often chose adaptations which created a clearer picture of the completed activities, i.e. separating information and placing stars next to points he considered to be particularly important. Neil also chose to use coloured felt tips for the activities and often used different colours for opposite phenomena, for example,
orange for ‘not so good’ and green for ‘good’. Evidence for this theme came from the pupil’s comments during the sessions and the researcher diary.

Pupil comments:

*I’ll use different ones...* Yellow for feelings... Shall I do the lines again?

*Put like a line between ‘em so we know...* Like say if you did.... like this... Then the rest of them like that (rearranges weights)...

Researcher diary comments:

Chooses to use colours when it is not required... he clearly likes things to look colourful... It also looks clearer and more aesthetic.

Just separated his page into sections because mainly plain paper... Again, appears to be making it clearer...

4.3.2.15 Basic Theme: 1:1 attention from facilitator

In the semi-structured interview, the teacher felt that there should be an emphasis on the 1:1 attention from somebody external from school. She commented that Neil felt more comfortable and perhaps more relaxed with somebody who he perceived as separate from school. Neil himself commented in his semi-structured interview that he had enjoyed the relationship with the facilitator. The researcher also perceived this as a contributing factor to Neil’s honesty during the sessions, which suggests that there is an important role for external practitioners conducting therapeutic sessions for pupils.

Pupil comment:

*I’ve liked working with you...It’s been really good*

Teacher comments:

*I think it’s really helped him just for you to be coming in and working with him. I think it helps to have someone who doesn’t know him, I think that boosts his confidence you know.*

Yeah, I think just having that 1:1 attention with you and him... Some children probably need that a little bit more than we actually think...At the end of the day they get me and the teaching assistant between 30 children, and your teaching assistant is generally your low ability needs and he’s not low ability, he’s very much in the middle..

4.3.2.16 Organising Theme: Life Changes

This theme emerged clearly through the responses that Neil provided. This theme depicts the difference between being a young child with little responsibility and being an older pupil in school, studying for SATS exams and thinking about secondary school and
possible career choices. The researcher believes that this transition of age is pivotal to understanding some of the behaviours that Neil was portraying. In addition to added responsibility and exams, pupils this age are perhaps going through puberty as well. The theme emerged from Neil’s responses to the MI techniques and it is argued that the MI techniques allowed Neil to develop his self concept. It is clear that Neil was able to access the activities and that he considered them carefully. The data for this theme was taken from the researcher diary and the pupil’s comments.

4.3.2.17 Basic Theme: Freedom When Younger/ Increased Responsibility Now
The MI activities required Neil to consider his life when he was younger. It was interesting to witness the sad tone that Neil used as he reflected on his time in the lower end of primary school. It almost appeared as a bereavement response to the transition away from freedom. He tended to describe his past with words such as ‘fun’ and ‘play’ and his current situation with words such ‘work’ and ‘exams’.

Pupil comments:

Well, at school, in Reception we just used to play...I’d play at home as well... I’ll put both.

When I was at school I’d play out and when I was home I’d play out... I liked it better when I was younger.... Because when you’re younger you mainly got away with stuff, like if you were naughty, say if I... Well I don’t know really, you just got away with stuff more easier...

I used to blame it on my brother... When he was about... When I was about 4, he was... 7 and I used to blame it all on ‘im. Well, I can’t blame it on him anymore because it would just be easier to figure out I was lying or joking...

4.3.2.18 Basic Theme: Future Aspirations
MI techniques aim to elicit conversations about future directions with a view to build the individual’s internal motivation to achieve their goals. In light of this, it is perhaps not surprising that this emerged as a theme. The data came from the pupil’s comments during the sessions, which were mainly in response to the MI techniques and activities.

Pupil comments:

I’d like to be a footballer... I’d rather be in the army though at the moment... I just want to be... because... well my older cousin, who’s 18, he’s joining the army and he’s told me about it... He said it was fun but that was mainly the training...

Ok, so I’ll start with the job... I’ve thought about a new one since I was with you last time! I’d like to be erm... A stunt person... Yeah, like on bikes and that... I’ll write that on here.
Figure 4.2 Themes related to the outcomes of the MI techniques

- Increased pupil autonomy
- Reaching potential now
- Increased self-efficacy
- Increased teacher awareness/behaviour change
4.2.4 Research Question Two

What are the outcomes when MI techniques are used with primary-aged pupils (aged nine to eleven)?

Research Question Two relates to the outcomes from the MI sessions and the thematic map produced one organising theme and four basic themes. A pictorial representation of these can be found in figure 4.2 above. Each theme will be discussed separately.

4.2.4.1 Organising Theme: Behaviour/Motivation Change
The organising theme was a clear one because both the teacher and the pupil commented and reflected on behaviour change and increased levels of motivation. The teacher comments were elicited from the semi-structured interview and the pupil comments were elicited from the sessions and from the semi-structured interview.

4.2.4.2 Basic Theme: Reaching Potential Now
This theme derived mainly from the teacher’s comments in the semi-structured interviews and it was evident that the teacher felt Neil had always had the potential to achieve; however, she felt he had not been reaching this potential before the sessions.

Teacher comments:

He’s always had these tools and in class 3, like Miss used to say you know he’s always really eager and well motivated, I don’t know why he just seemed to lose it... And now he’s got it back in a big way, it’s just fabulous for him...

He’s answering questions all the time.... He’s always had that potential to be answering the questions; he’s just never been bothered since he came to my class

Well, before he was really sluggish and a little bit... ‘I don’t want to, I don’t want to’... You know like slouching on his chair a little bit... Like he was tired almost... I, I see it as being a little bit lazy but now he’s sitting up, he’s ready, he’s trying to put his view across, which is just brilliant... A huge difference... He is a good academic child and he’s got a lot of potential but before it was just not coming out.

4.2.4.3 Basic Theme: Increased Teacher Awareness/Behaviour Change
In the semi-structured interview, it appeared that Neil’s teacher had developed an increased understanding of Neil and his needs. She commented that Neil required more encouragement and praise to achieve the tasks in lesson and pointed out that her increased awareness and ‘noticing’ him had possibly supported the change in his behaviour. Neil’s teacher reflected on future strategies of ensuring he felt ‘noticed’ and explained that she would provide him with a significant part in the school play so that he
felt important. The researcher believes that ‘being noticed’ was an important contributing factor to Neil’s increase in self-efficacy and behaviour.

Teacher comments:

Because I’m aware of it as well, and with us having a discussion between ourselves... We kind of... It makes you more aware of it so I think ‘P1 needs encouraging to be motivated’

But I think because you’ve been in, it’s made me aware of his confidence as well so like the other day I wrote a story... I put him in my story and he’s been really proud...

But, I erm... I think the next thing to do for P1 is give him a main part in the play to try and boost his confidence and get rid of that shyness...He’ll go home and learn the lines... And he’ll get a lot of attention from the others as well...

4.2.4.3 Basic theme: Increased Self-Efficacy
This theme depicts the fact that Neil appeared to increase understanding of himself and his behaviours. Neil seemed to increase in his belief that he was able to complete tasks and achieve goals he did not think possible prior to the sessions. In one of the earlier sessions Neil had explained that to achieve the top prize in class you have to be ‘One of the good ones’, however, just before the last MI session, he achieved this goal. The researcher feels that this is because he had increased his self-efficacy and strived for the goal. The teacher also recognised Neil’s increased perception of his ability and felt that this was reflected in his increased work output.

Pupil comments:

‘Cos on this maths thing as well, you have to do 40 questions in... a minute... and I got them all right... (very proud) yeah and not many people get it in my class... Except for...(names pupil), but he’s naughty but really clever, he can like, he can be clever when he wants to but then not be bothered when he wants to.

Yeah well I’ve done pretty good today actually... We’re doing ‘big writing’ and I’ve wrote a whole sheet of writing and I’m on my second page. I’m fast when I put my mind to it!

Teacher comments:

Well referring to his English, that I’ve seen a big difference in...And his maths actually which I’ve seen a big difference... It’s quantity that’s got better because it’s very much speed I think... He’d be very slow at starting off and then when he would get into it, it would be time to finish so he’s starting to think quicker and think ‘actually no, I can do this...’

4.2.4.4 Basic Theme: Increased Pupil Autonomy
This theme depicts Neil’s increase in his work output without requiring the support or encouragement that he previously required. Neil’s teacher felt that this was the most significant change. She felt that he was able to start activities without being asked and
reminded about the nature of them and she felt that Neil’s autonomy behaviours had visibly increased. This aspect was also noticed by the researcher in the researcher diary while she was conducting the MI activities in sessions three and four.

Teacher comments:

I’ve seen a massive difference in his writing, definitely... Using his imagination, he’s been more precise.. He’s more confident in putting his hand up and actually sharing his ideas...

I’ve seen a massive difference in his behaviour... massive difference...I mean if you want to have a look through his books, you’ll see the difference, especially with his big writing... It’s just a phenomenal difference... Again, I think it’s got to be down to confidence.. He just does it, without having to keep saying ‘Come on p1’...

4.2.5 Self-formulated Assessment Sheet Results
The self-formulated assessment sheet was completed immediately after for each session with participant one (see appendix B3). Its aim was to establish the extent to which the principles and aims of MI were adhered to. Each question required the researcher to choose a number out of ten (with ten representing adherence at all times) which reflected the adherence to each principle or aim. The results from each session are portrayed in tabular form below.

Table 4.1: Adherence to the Aims and Principles of MI

<table>
<thead>
<tr>
<th>Aims and Principles</th>
<th>Session one (number on scale)</th>
<th>Session two (number on scale)</th>
<th>Session three (number on scale)</th>
<th>Session four (number on scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Collaboration</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Evocation</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Express Empathy</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Develop Discrepancy</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Roll with Resistance</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Support Self-Efficacy</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

4.2.5.1 Adherence to MI techniques: Conclusions from Participant One
The tables above reflect the researcher’s interpretation of the adherence to the MI techniques during the sessions with participant one. It was felt by the researcher that there was a strong adherence to all off the aims and principles throughout each session;
however, it was also the researcher’s experience that some were much more challenging than others. It is beyond the scope of this thesis to discuss each aim/principle for each session; therefore the most significant aspects will be discussed.

In the first and second sessions Neil asked questions and sought the researcher's approval for many of the tasks and activities he was conducting. In light of this, it was more challenging to allow Neil to remain autonomous and therefore the researcher scored only a six and seven in the first and second sessions respectively. It is important to note however, that Neil’s autonomy increased as he attended more MI sessions. The researcher suggests that this increase in autonomy is likely to be a result of two factors, researcher-participant relationship and Neil’s increase in self-efficacy. The first factor is important because it seems Neil’s perception of the researcher changed: in the beginning he perceived the researcher as a teacher who he must seek approval from, and towards the end he appeared to view the researcher as a collaborator. The second relates to the findings from the thematic analysis, which shows that Neil’s self-efficacy increased significantly during the course of the sessions and therefore his confidence in his own ability increased.

The researcher felt that although all of the aims and principles were important to the changes in Neil’s behaviour, ‘collaboration’ was one which appeared to support the others. Neil and the researcher built up a collaborative and respectful relationship and without this, the researcher argues that it would be more challenging to adhere to the other factors.

The researcher also feels that is important to consider Neil's age and stage of development to understand why the findings above are significant. Neil is at a time in his life where his teachers and his parents tend to make many of his life choices and tend to instruct him. Pupils of Neil’s age tend to have a limited amount of control over their lives; however, the MI sessions appeared to allow Neil to discuss his behaviour and life choices without the adult portraying expectations or judgements. This perhaps relates to the locus of control, which is the extent to which an individual believes that they are in control of their own life. It appeared that there was a shift in Neil’s locus of control and he increased his internal locus of control, which is likely to have increased factors such as autonomy and self-efficacy.

The self-formulated assessment allows the researcher to write qualitative comments regarding future adaptations to increase adherence to the aims and principles further. The researcher felt that it was possible to remain true to the MI techniques and therefore there were not many comments in this section. The researcher felt, however, that
autonomy might have been increased by the use of longer pauses, allowing Neil to consider questions longer before clues were provided.

4.2.6 Summary of Case Study One
The evidence from Case Study One suggests that Neil was able to access the majority of the MI techniques. He appeared to experience a self-development process and he was able to show reasonable levels of self-reflection when conducting the activities. It is significant that the factors that influenced Neil were his family, school and his peers and he appeared to increase his understanding of how all these influences could be both positive and negative. The researcher argues therefore that there is a considerable amount of evidence to suggest the MI techniques were suitable and appropriate for Neil, a primary aged pupil. There were some aspects of the MI activities which Neil found more challenging, for example, open-ended, higher-order language questions. When the researcher increased the practical and kinaesthetic elements of the techniques, Neil was able to access them. This indicates that MI techniques can be adapted and used with children Neil’s age.

Evidence also suggests that the MI techniques produced some significant changes in Neil’s behaviour, thoughts and feelings. The outcomes from the MI sessions were found to be: increased self-efficacy, increased autonomy, reaching potential now, increased teacher awareness and behaviour change and one-to-one attention was viewed as an important facilitator. These changes were witnessed by the teacher in the classroom and stated by Neil himself.

The researcher assessed her adherence to the MI aims and principles and found that all of the aims and principles were adhered to; however, collaboration and autonomy were perceived to be more challenging for the researcher. It is argued that the relationship between the researcher and the participant was important to the MI process and the equal status increased Neil’s opportunities to be independent and autonomous.

The researcher believes that when she first met Neil, he had reached a period in his life where he was experiencing change (increased academic pressures, consideration of secondary school). At the same time, motivation techniques being used were external motivators (rewards and sanctions) and although these were having a minimal impact on his behaviour, his overall motivation had decreased. Perhaps Neil was experiencing a transition point in his life between young and old, child to adolescent bringing increased responsibility and pressures and his emotional resiliency had decreased. Perhaps the MI sessions provided Neil with opportunities to realign his self-concept and consider his current status, skills and abilities. It is certainly true that during and after the sessions,
Neil's belief in his own ability, confidence and feelings about school changed; this was evident from the teacher and pupil comments.
4.3 FINDINGS FOR CASE STUDY TWO

4.3.1 Case Vignette
Ben lives at home with his mother and baby brother. His father had recently made contact with him and Ben was seeing him regularly. As Ben was growing up, he was told that his father did not want a boy and therefore that was the reason he had not been part of Ben’s life. Ben has an older, half sister who lives with his father and who his father brought up. Ben began to make an attachment with his half sister but approximately six months prior to the MI input; Ben’s mother had stopped him from seeing her, which appeared to have emotionally affected Ben. Ben was referred to receive MI input because his teacher and Head Teacher were concerned that Ben was becoming increasingly unmotivated in school. Before the MI intervention, Ben’s behaviours were described as:

- Talking while the teacher is talking.
- Making noises and saying things to make the class laugh.
- Refusing to answer the teacher’s questions.
- Fighting with peers in the playground.
- Seems ‘unbothered’ in the classroom.

In a conversation with Ben’s mother, it was explained that Ben can be a caring person at home with his baby brother but he refuses to do any household tasks or help his mother with anything. She felt that he seemed separate from the family emotionally and she was concerned about his behaviour in school and felt he was not meeting his potential because of his lack of interest in school.

Ben’s verbal ability was found to be in the Low Average Range because his results fell between 80 and 90. The results in the WISC IV UK showed that Ben’s overall ability was in the Low Average Range.

4.3.2 Thematic Analysis of Data from Case Study Two
The data were analysed using the same process as Case Study One. Inductive/deductive thematic analysis was used and the data was coded, initially put into themes and then developed into final themes according to Braun and Clarke (2006). The themes are discussed in relation to the most relevant research question.
Figure 4.3 Themes related to the process of the MI techniques

- Caring role
- Family difficulties
- Feedback from mother
- Separation from sister
- Engagement with sessions
- Sanctions & discipline
- Father absence/rejection
- Pressure
- School is negative
- Friends are positive/ Friends are negative
- Friends are positive/
- Friends are negative
- Perceived positive attributes
- Perceived role of facilitator
- Enjoy practical/visual/game
- Ability barriers
- Difficulties in school
- Anger management difficulties
- Violence/ aggression with peers
4.3.3 Research Question One

How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)?

Research question one relates to the process of the MI techniques. The thematic analysis process produced six organising themes and 10 basic themes which related to the process and a pictorial representation of these can be found in the figure above. Each theme will be discussed and examples of the pupil’s work will be included where appropriate.

4.3.3.1 Organising Theme: Family Difficulties

This theme depicts Ben’s views and feelings regarding his current family situation. Ben discussed his family throughout the MI sessions. Some of his comments were elicited from the MI activities; however, the majority of his comments were elicited from Ben. This aspect of his life was clearly significant to Ben and the researcher allowed him to discuss his family and his thoughts and feelings about them in more detail than the MI activities required. The researcher felt this was important for three reasons; one, it was cathartic for Ben, two the researcher believed it was ethically correct practice and three, it relates to the ‘roll with resistance’ aspect of the MI principles and aims. It is worth noting here that Ben’s teacher did not perceive any family issues that would impact on Ben’s behaviour in the classroom.

4.3.3.2 Basic Theme: Caring Role

Whilst conducting many of the MI sessions, Ben discussed or referred to his younger brother and the caring role he had adopted through the years. Ben’s father had not been around for a long time so Ben appeared to have taken on the ‘father’ role of protecting his mother and younger brother, despite being young himself. Ben commented that he looked after his brother and that his brother helped him to stay calm when he felt angry or upset. Ben’s comments also appeared to suggest that he was proud of his protective, caring role and he felt it was a positive aspect of his personality.

Pupil comments:

When I’m around my little brother...I make sure he’s ok...And, I’m... Like I’m good but when I’m not near him, on my own, with my friends I’m like (claps loud)... I’m bad

I always look after my little brother, he’s so cute...I just look after him ‘cos I’m the big brother and I can protect him. It’s in that, it’s like... hmmm... also... I look after me mum... I look after them
Yeah, and next one is caring... I care for my little brother and my family...

4.3.3.3 Basic Theme: Father Absence/ Rejection
This theme reflects Ben's thoughts and feelings towards the fact that his father left the family when he was younger. He spoke of this as a defining feature of him as a person and appeared dejected and angry when he discussed that his father had not wanted to be part of his life. He explained that his mother had told him his father left because he was a boy and that he struggled to understand why this could be true. He noted three times that nobody in his family will listen to his feelings about this. His father had been back in his life for approximately 11 months prior to the sessions and therefore it is likely that this was still impacting on his thoughts, feelings and emotions.

Pupil comments:

Yeah ‘cos he has one... ‘cos he didn’t want a boy... But, tough luck, because I’m his... So he didn’t want a boy, he wanted girls... So my brother’s dad didn’t want a boy, he wanted more girls so basically, they didn’t want boys, they got boys so...

Erm, yeah and I liked going to my dad’s house and playing with my... oh no that’s... Could it be like when I was 9, 8? I used to didn’t know him but I do now... Ok, so shall I write that here?

4.3.3.4 Basic Theme: Feedback from Mother
This theme derived from Ben’s comments in the sessions; however, his comments were elicited from his own thoughts and feelings and not specifically from the MI questions or activities. For example, when Ben was discussing a positive event in school, he also spoke about his mother commenting negatively on his personality. On another occasion, he was describing one of his fun activities at home; playing on the computer, he then explained ‘My mum said she deserved the computer more than me so she sneaked it out of my room and used it herself to watch DVDs’. The researcher felt that Ben was adopting his mother’s ‘throw away comments’ as part of his identity, which might be described as a self-fulfilling prophecy.

Pupil comments:

Yeah... And my mum said... When it were a club after school, as in like a fair... PC Pepper came and he’s an officer and he let us go in the back of his van where the prisoners go... And my mum said... And I said to my mum...’I got to go where the prisoners go’ and she said ‘don’t worry you’ll be back there soon.’

My mum said I’ve got bad anger problems ‘cos I get mad, she’s always said...I heard her telling her friend when I was younger. Basically my mum’s been growing me up as a good boy but I’ve been bringing myself up as a bad boy.
4.3.3.5 Basic Theme: Separation from Sister
This theme was elicited from Ben and not the MI techniques or activities. Ben’s comments throughout the sessions suggested that Ben had been introduced to his half sister six months ago and then subsequently family relationships had broken down and he had been told he would not be seeing her again. Ben felt angry about this and that nobody in his family had asked Ben for his point of view. Although Ben’s comments were not elicited from the MI questions, it is felt that MI aims and principles depict that when MI is being adhered to, the client will feel confident to discuss all aspects of their life. Ben appeared to feel that the relationship with the researcher was safe enough to discuss his feelings and emotions.

Pupil comments:

Yeah, cos every time I go to my dad’s it’s got a picture of me there... A picture of my dad and then a picture of sister... So every time I go there... to my dad’s house, I always stare at my sister for a few minutes in the picture...

Because she said something on facebook, which she really shouldn't have done but then we forgived her but then a few days or a few weeks after that she went... I'm getting my driver's licence, can you pay for my... No she said pay for my driver's licence and petrol and then she started swearing at them... So now I don't see her but they didn't ask me what I want... So...

4.3.3.6 Organising Theme: School is Negative
This organising theme reflects Ben’s view of school. His comments throughout the sessions reflected a negative view of school life. This theme was similar to the previous theme in the fact that both reflect particularly negative experiences and viewpoints, however, this theme is different in the fact that his comments, thoughts and feelings were elicited from the MI activities.

4.3.3.7 Basic Theme: Sanctions and Discipline
This theme depicts Ben’s reflections of the main role of school. He felt that he was in trouble often and did not feel that it mattered to his teachers whether he was to ‘blame’ for a situation. Ben’s perception of school was as a ‘dictator’ rather than a ‘nurturer’ and it almost felt as though Ben had an antagonistic relationship with school and the teachers. One of the activities Ben completed can be found in appendix E2 and reflects his interpretations of school.
Pupil comments:

And mad... Cos normally if you get it wrong and she’s told you what you need to do and you get it wrong (raises voice) argh... I’m having you...

So, you do, so... she tells you what literacy to do and you do some of it wrong she goes mad... But if you do maths wrong she doesn’t go that mad at you, so it’s like, if you’re gonna go mad at me for one thing, why don’t you get mad at the other, if you’re not gonna go mad at one thing, don’t go mad at the other... Simple

4.3.3.7 Basic Theme: Pressure
This theme emphasises the pressure that Ben felt in relation to work in the classroom. He commented throughout the sessions about feeling pressure to write quicker, complete work quicker, answer questions more and listen more. Ben further noted in the discussions that he felt that there was no time in the classroom to think because he has to try and work so quickly. Ben’s teacher also reflected on Ben’s attitude in the classroom and felt that at times he may have felt pressure to perform as well as some of his friends, which he found difficult. Ben explained that his teacher was often ‘mad’ at him for not completing work on time. Ben’s teacher felt the gap between Ben and his peers may be contributing towards his distracting behaviours, particularly during writing tasks, where he would drop his pencil repeatedly throughout the lesson. This theme was formulated from Ben’s comments in the sessions and from the teacher semi-structured interviews.

Pupil comments:

You’re not even allowed to just go to the toilet... get a drink... have a minute... You’re not allowed...

Yeah, really I do...cos the only break you get is ‘what else can I write, what else can I write?’ so you’re still thinking about that... Then you drop your pencil, then you drop that, then you drop that, you drop your rubber, then you ask for a rubber... darrrrgh!

4.3.3.8 Organising Theme: Engagement with Sessions
This theme demonstrates Ben’s engagement with the sessions. Evidence was taken from Ben’s comments during the sessions, the pupil semi-structured interview, researcher diary and the teacher semi-structured interview.

4.3.3.9 Basic Theme: Enjoys Practical/ Visual/ Games
The researcher noted in the researcher diary that Ben engaged more effectively with the activities which were presented practically and visually. For example, it was noted that Ben responded particularly well to the scales activity and the skills profile sheet. Ben himself noted that the tasks were fun whilst completing them. The researcher felt that these activities allowed Ben to discuss his emotions in a less threatening manner because he ‘opened up’ more whilst completing them. It is likely that this is because they did not
require him to sit face-to-face with the researcher; rather, he spoke as he cut up cardboard and stuck it onto paper (example of scales activity can be found in appendix E2). In addition, it was noted that Ben engaged better when activities were made into games, for example, whilst Ben drew pictures of his 'good' and 'less good' lessons, the researcher tried to guess what the drawing would be. Subsequently, Ben asked the researcher to do this every time he drew a picture and from his actions and body language he appeared to find this fun and exciting. An example of Ben’s drawings that he completed whilst conducting the activities can be found in appendix E2.

Pupil comments:

I'm gonna draw, it's easier...Can you guess what this is gonna be?
OK, I'll act it and you have to guess... to guess... which lesson it is... Ok?

Researcher diary comments:

Really enjoys role play aspects... Responds well to this
Responds positively to playing the game... third time to bring a game aspect into activity.

4.3.3.10 Basic Theme: Perceived Role of Facilitator
This theme reflects Ben’s perception of the researcher. At each session, Ben asked about the researcher's role and the reason for her working with him, despite this being explained prior to the sessions and again at the beginning of each session. Ben appeared to be ‘checking out’ and testing the researcher to ensure she gave the same answer each time. Each time when the answer was the same and the researcher reminded him that he could decide to ‘opt out’ if he desired, Ben replied that he enjoyed the sessions and talking with the researcher and wanted to continue with the activities. Ben’s teacher explained that he had asked her more than once about the researcher’s role and had again replied that he enjoyed the sessions. Ben’s teacher noted that Ben always seemed excited and happy each time he left the classroom to take part in the MI sessions. The researcher was positive that Ben enjoyed the sessions but understood that he also required the confirmation of the reasons for the MI sessions regularly, and the researcher was more than happy to meet Ben’s specific needs.

Pupil comments:

Mmm... You because you’re wasting your time to come with me... But you’re wasting your time to get me out of class...

Can I ask you something? Are you like a therapist or something?
I know I've asked before but... Why are you working with me again?

4.3.3.11 Basic Theme: Ability Barriers
As stated previously the MI sessions conducted in this research were adapted for use with younger children, however, there is still a level of academic and cognitive ability required to access the level of conversation and writing. Ben's cognitive ability was found to be average, however, as he was completing the activities, it appeared that Ben found the writing and literacy aspects of the activities challenging. The researcher noted in the researcher diary that this acted as a barrier at times to the process of the MI activities. In addition, in the sessions, Ben asked how to spell words in almost every writing task. As the sessions continued, Ben either chose to draw his answers or asked the researcher to write as he dictated which worked well for him. The researcher believes that the ability barriers theme is significant because it impacted on the relationship and ‘flow’ of the sessions.

Pupil comments:

I like science... How do you spell science?

Oh that’s a D cos I always get them two (points at D and B) mixed up....

Do I have to write it? I've been writing all day and my hand hurts...

4.3.3.12 Organising Theme: Perceived Positive Attributes
This theme is important because it reflects Ben's perceived positive attributes, which is likely to be a positive contributing factor to his self-esteem and self-concept. The MI sessions aim to elicit skills and strengths so that the individual can reflect on them. Whilst completing the activities Ben was able to identify his skills in caring for others, kick boxing and drawing. The researcher found it interesting that there was a conflict between Ben’s negative perception of the people in his life and his positive perception of himself.

Pupil comments:

Oh yeah... Art... Well that might be me hobby... cos I like drawing and I like colouring and stuff... the other day I drew this monster truck, it was so good I think my mum thought it were real

Yep, that's me then... Enjoy being myself... Mmm nah... Good with animals... Yeah that's me... I like snakes, I like cats... I've had quite a lot of fish, I've had 2 cats and....I am so good at looking after 'em and.... That's it!

4.3.3.13 Organising Theme: Friends are Positive/ Friends are Negative
This theme reflects Ben's juxtaposing feelings and thoughts between the roles of his friends. Ben felt that when he was angry his friends would support him to calm down
whilst at other times he perceived them more as the facilitators to his anger. In addition, the researcher noted in the researcher diary that there was also a discrepancy between Ben’s thoughts and feelings when fighting with his friends, for example, at times Ben had a fight with a friend and he perceived it as ‘play fighting’, whereas on another occasion he had a fight with the same friend and perceived the friend as an ‘enemy’. This was reflected in ‘the future and the present’ activity, in which he describes his friends as facilitating his anger, which can be found in appendix E2.

Pupil comments:

_Erm... (pause)... Erm, not really because... I think it were yesterday...erm... one of my friends... somebody were picking on somebody else... and they told over (names child) but it were me..._

_I wanted to punch him so hard... I were like this (acts out punching)... Luckily one of my friends were there so he tried to hold me back..._

_‘My friends...’ Well my friends are great but sometimes they can wind me up..._

4.3.14 Organising Theme: Anger- Management
This theme represents Ben’s feelings of anger that he reported to experience every day. Ben commented in the sessions and in the semi-structured interview of his constant feelings of anger, which he could not control or manage. Ben described these feelings as the ‘mad’ and he used the metaphor of his heart turning black when these mad feelings occurred. In the ‘offering information’ activity, the researcher offered advice about how to manage the mad feelings and together both Ben and the researcher decided on three strategies; counting to ten, deep breaths and walking away from the situation for a few minutes. This plan was typed up and given to Ben so he could refer to it any time he required, an example of this can be found in appendix E2. This was also the only area in Ben’s life that he felt he needed to change.

4.3.15 Basic Theme: Difficulties in School
This basic theme emphasises Ben’s comments from the sessions that his anger or mad feelings create difficulties for him in school because he argues/fights with friends and gets disciplined by his teachers. Ben described this as the reason for wanting to manage his anger. Ben’s ability to consider his feelings and the impact they have suggests that the MI techniques were being used successfully with Ben and that the activities allowed him to develop his self-concept.
Pupil comments:

This morning before we came to school... But it were in school... Me and my friend had a bag fight... with our PE kits... Cos we both had the same bag and he told me to go change it and he started hitting me with it so I was like arghhhh... The teacher came in and (claps hands) I got shouted at...

We got kind of took to the head teacher... Erm... we got banned for a week... Off the school grounds

4.3.16 Basic Theme: Violence/Aggression with Peers
This theme portrays Ben’s comments regarding violence and aggression. In all social aspects of his life, i.e. school and hobbies, he referred to aspects such as punching, kicking, guns and fighting. In the semi-structured interview the teacher did not feel that she had witnessed any violent or aggressive behaviour in the classroom, however, occasionally Ben had been sanctioned for fighting in the playground.

Pupil comments:

But, my friends don’t really help it though... Do you know why? Because they just wind me up more because they know... I’ll do that... the flipping... So they know from Reception that I’ll flip easy... So they wind me up... On purpose so that’s why that bit keeps out...

(whisper) He kept saying I’m gonna kill you, I’m gonna kill you... You’re a fat... well, something... I was so mad

I started a fight with somebody in school and then sometime... a year after that... No a few weeks ago... I went ‘hi to him’, crept up behind him... and somebody said ‘he’s behind you’ And he turned around and slapped me on the face and so I slapped him around the face and then he slapped me again there... and I really wanted to punch him in the face but I couldn’t because his sister was there...
Figure 4.4 Themes related to the outcomes of the MI techniques

- Deeper understanding of feelings and emotions
- Decreased disruptive behaviours in class
- Self-regulation
4.3.4. Research Question Two

What are the outcomes when MI techniques are used with primary-aged pupils (aged nine to eleven)?

Research Question Two relates to the outcomes from the MI sessions and the thematic map produced one organising theme and three basic themes. A pictorial representation of these can be found in figure 4.4 above. Each theme will be discussed separately.

4.3.4.1 Organising Theme: Change

Data from the pupil’s comments during the sessions, the pupil semi-structured interview and the teacher semi-structured interview suggested that there had been some level of change in behaviours; however, these changes were minimal in the classroom. Ben himself felt he had changed but data suggests that the struggle to manage his feelings of anger remained.

4.3.4.2 Basic Theme: Deeper Understanding of Feelings and Emotions

This theme demonstrates Ben’s comments in the sessions and in the semi-structured interview. Ben’s comments suggest that his understanding of himself became deeper and he explained that he understands more about where his feelings of anger originate from.

Pupil comments:

Ever since I was born and a few years after... I always thought, cos I heard my mum saying ‘like anger problems and stuff’... I thought... That’s me that... So say you went like that to me (acts out a punch)... I’d do it 10 times harder...Since we’ve been doing this I think I get why it happens now... It’s just so hard to stop it, like the mad feelings, they come like that (snaps fingers)

Yes, because... Ever since you’ve been seeing me, I’ve finally figured out why I’m always getting mad.

4.3.4.3 Basic Theme: Decreased Disruptive Behaviour in Class

This theme reflects the comments made by Ben’s teacher in the semi-structured interview and by Ben in the MI sessions. Both felt that disruptive behaviours had slightly decreased and the teacher particularly felt that there was a change in Ben’s willingness to listen and learn.

Teacher comments:

Yeah... There are times when I think he’s going to do something or he’s going to say something and he doesn’t... Or there are times when I think this is where he will be silly or he’ll say the wrong thing... And he surprises me because he doesn’t...
When I expect him to put his hand up and say an inappropriate thing, he doesn’t...he hasn’t done as much... He must have stopped himself rather than me doing the prompting and saying ‘not appropriate P2, put your hand down’ and things like that...

4.3.4.4 Basic Theme: Self-regulation
The researcher suggests that the above changes are important to an extent and although the teacher expressed that she was pleased to see this change in behaviour it was a minimal change and although Ben’s understanding of his emotions had deepened, Ben’s comments suggest that he was still finding it difficult to control his emotions. Ben explained that he understood himself more, felt like he was trying harder in class but that he was still struggling to control his feelings of anger and therefore for Ben the most important change had not occurred.

Pupil comments:

Cos... Someone recently was hitting me on the back and I said ‘please can you stop? Please can you stop and he wouldn’t listen so I wasn’t gonna tell miss because they don’t really do anything, they just say to ignore them...but then I turned around and I breathed but he kept on doing it so... I hit him... by an accident

No I didn’t, because... He was still hitting me when I were breathing... Then, no, no, no... It all came out, mad, mad, mad...

4.3.4.5 Self-formulated Assessment Sheet
The self-formulated assessment sheet for participant two was completed in the same manner as participant one.

Table 4.2: Adherence to the Aims and Principles of MI

<table>
<thead>
<tr>
<th>Aims and Principles</th>
<th>Session one (number on scale)</th>
<th>Session two (number on scale)</th>
<th>Session three (number on scale)</th>
<th>Session four (number on scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
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<td>Collaboration</td>
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<td>Evocation</td>
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<td>Express Empathy</td>
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<td>Develop Discrepancy</td>
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</tr>
<tr>
<td>Roll with Resistance</td>
<td>6</td>
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<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Support Self-Efficacy</td>
<td>9</td>
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</table>
4.3.4.5 Adherence to MI techniques: Conclusions from Participant Two

The tables above reflect the researcher’s interpretation of the adherence to the MI techniques during the sessions with participant two. It is beyond the scope of this thesis to discuss each aspect from each section and therefore the aspects the researcher considers to be the most significant will be discussed in this section. It is recognised by the researcher that the two elements most difficult to adhere to were; develop discrepancy and roll with resistance.

The first of these areas; develop discrepancy asserts that the facilitator supports the individual to increase their understanding of the disparity between their current situation and their life goals. In Case Study Two the researcher found this relatively more challenging than with participant one. The activities and discussions encouraged Ben to consider his future goals and he was easily able to do this with a clear view of how he would like his life to be, he also reflected that he might also ‘End up in prison me’. This meant that Ben held two future versions of himself in his mind, the first in which he had a family, with holidays and a fast car (see appendix E2) and another in which he is in prison. The researcher found it difficult therefore to develop a discrepancy between future goals and current behaviour because his secondary or underlying future self was in equilibrium with his current behaviours.

The second area; roll with resistance states that the facilitator avoids resistance to the individual’s behaviour rather the facilitator should invite but not impose new perspectives. Although the researcher did remain true to this area for approximately half of the input, it was an ongoing challenge to adhere to this aspect for the majority of the time. In reflection the researcher feels this is because of two contributing factors; researcher values and ethical reasons. Firstly, the researcher believes that her values (children need support with anger management feelings and emotions) meant that opportunities to roll with Ben’s views of himself may have been missed. Secondly, the researcher felt it was her ethical responsibility to ensure he had strategies to support him now and in the future. If this occurred again, the researcher might provide the pupil’s teacher with the strategies to discuss after the MI input and therefore the researcher could continue to be more inviting and less imposing. However, conversely, Ben may not have felt as comfortable with discussing his anger with his teacher and therefore the MI sessions may have been the more appropriate place to specifically support Ben with his anger feelings and emotions.
Unfortunately, the fact that the researcher found two elements of the MI principles and aims challenging, may have had an impact on the results and it is more difficult to assert that the researcher conducted ‘pure’ MI sessions.

In addition, it is important at this point to refer the reader to the Model of the Stages of Change (Prochaska, 1982) detailed in chapter two. The model outlines the stages that individuals go through during a therapeutic change and it may be relevant to Ben’s situation. The researcher purports that Ben moved from the Precontemplation Stage to the Contemplation Stage, which was the stage he was in at the end of the sessions. Therefore although Ben was aware of some of the difficulties of his behaviour and, as the thematic analysis suggests, had deepened his understanding of his own emotions and feelings, he was still not ready to actively make a change. This is a crucial point because if Ben was at the Contemplation Stage then the researcher is likely to have felt that some of the aims and principles were emphasised more than others and therefore perhaps there was more demand to roll with resistance and develop discrepancy than in case study one for example.

4.5 Summary of Case Study Two

Evidence from case study two suggests that Ben was able to access the majority of the MI activities. In the same way that Neil (case study one) increased his understanding of his self concept, so too, did Ben. Although there were clear differences in the nature of the self development, the process was similar and both placed significant emphasis on family, school and peers. Ben also enjoyed the practical elements of the sessions and was able to discuss some emotionally challenging topics with the researcher. Results showed, however, that there were academic and ability barriers that impacted on the therapeutic process. Both the researcher and Ben made further adaptations to the MI activities to reduce the academic demands of the tasks; for example, use of role play, competitive elements and coloured pens.

The MI techniques were found to elicit change in thoughts, feelings and behaviours for Ben as they did for Neil; however, these changes were much less pronounced. Ben showed fewer disruptive behaviours in the classroom and felt he had increased his understanding of his ‘mad’ or anger feelings, however, he remained frustrated that he was still struggling to manage these feelings appropriately.

The researcher felt that many of the aims and principles of MI were closely adhered to in the sessions with Ben, however, it was also pointed out that it was difficult to develop discrepancy because Ben held two possible futures in his mind. In addition, the researcher felt that rolling with resistance was particularly difficult when Ben discussed
some of his aggressive behaviours. The researcher reflected that rolling with resistance might have been challenging because of the researcher’s ethical and moral views and responsibilities.

Case Study Two also highlighted the importance of the Model of the Stages of Change (Prochaska, 1982) and its significance to MI. Ben appeared not to pass the Contemplation Stage and therefore it is likely that he was not entirely ready for change when he was taking part in the sessions, although, he was beginning to conduct deeper thinking about possible change.

In summary, Case Study Two provides important evidence to the reasons why MI might not be suitable for some individuals or why some individuals require more sessions and time to begin to make changes and increase internal motivation. The researcher argues however, that these factors are not specific to Ben’s age and there were some important changes and aspects of self development.
4.4 RESULTS FOR CASE STUDY THREE

4.4.1 Case Vignette
Tom lives at home with his mother, father, twin sister and older brother. He has another brother who lives away from the family because of conflicts between family members. His older brother has a diagnosis of autism. Tom was referred to receive MI input because of his increasingly concerning behaviour in school. Tom was engaging in some self-harming behaviours and his teacher was worried that he had significantly low self-esteem, although he did not open up when she asked him about his feelings. Tom’s behaviours were:

- Banging head on desk during lessons.
- Picking at skin on finger until it bleeds.
- Low self-esteem.
- Social/friendship difficulties.
- Decrease in motivation and level of work output.

Tom’s mother was also concerned about the self-harming behaviours; however, she reported that she did not perceive similar behaviours at home. Tom’s verbal ability was found to be in the Average Range because his Verbal Comprehension results fell between 90 and 110. The results in the WISC IV UK showed that Tom’s overall ability was also in the Average Range.
Figure 4.5 Themes related to the process of the MI techniques
4.4.3 Research Question One
Thematic analysis was conducted on the data from case study three in the same manner as case study one and two and the themes were put into thematic maps relating to either the process or the outcome of the MI techniques.

Research Question One relates to the process of the MI techniques. The thematic analysis process produced five organising themes and 15 basic themes which related to the process; a pictorial representation of these can be found in figure 4.5 above. Each theme will be discussed with quotations and examples of the pupil’s work will be included where appropriate.

4.4.3.1 Organising Theme: School is Positive
The data for this theme was taken from the pupil’s comments during the sessions and from the researcher diary. The MI techniques elicit discussion regarding the positive aspects of school and Tom was able to identify some positive aspects. His comments created two main basic themes within this organising theme.

4.4.3.2 Basic Theme: Rewards
This theme reflects to Tom’s positive feelings towards rewards in school. Many of Tom’s examples of good days and positive experiences in school related to rewards. An example of Tom’s ‘good day’ activity can be found in appendix E3. The researcher reflected in the researcher diary that Tom's views of school were linear, for example, doing well results in rewards, not behaving well results in sanctions. Tom did not at any time address less clear structures or the nurturing aspect of school.

Pupil comments:

*My best day... it was the first time I ever finished my maths... It was the afternoon...Well, the reason why it was good was I got star for the day for the first time*

*Well, when I got the, the... star of the day, I felt like...like this... (draws happy face)*

*I'll do the good lessons first... This week has been good for English so green, technology, art...I don't really get into trouble in those*

4.4.3.3 Basic Theme: Likes Class Teacher
This theme portrays Tom’s thoughts about the only person in school who he felt he liked. Tom commented throughout the sessions about his class teacher and the fact that she tended to provide him with praise and rewards. He was always positive towards her.
Pupil comments:

*She is my best teacher and Miss [names teacher] is my number a millionth teacher... My favourite teacher... My class teacher definitely... She’s just better...*

*She’s so nice and she’s kind...*

Miss would say... She’d say I was good at Listening, writing and... reading

### 4.4.3.4 Organising Theme: School is Negative

The data for this theme derived from the pupil’s comments during the sessions and from the researcher diary. Discussions with Tom during the MI sessions revealed that school and the people in it represented negative and difficult experiences for Tom.

### 4.4.3.5 Basic Theme: Boredom

This theme represents Tom’s feelings of boredom in his least favourite lessons. This theme matches the same theme from Case Study One and there were also similarities in the way that Tom and Neil considered lessons boring; however, neither was able to expand on the reasons why. For both pupils the researcher created a ‘feelings sheet’, which reflected more feeling words to choose from, however, ‘bored’ was overwhelmingly the word they chose. Appendix E3 includes Tom’s representations of his least favourite lesson.

Pupil comments:

*French, it’s really boring... Music is boring too- we’re just doing bongo drums like that (taps on table) It’s ruuuubbish... It’s the worst music ever... Miss says it’s famous to her kind... People who like her kind of music but no kid does*

*Well you’d see Miss telling me off and you’d see me asleep...*

### 4.4.3.6 Basic Theme: Punishments

This theme is the opposite of the theme ‘rewards’ discussed above and again reflects Tom’s linear understanding of school. Tom explained that he was motivated to put more effort into his work to avoid punishment and he used the word ‘sad’ to describe his feelings when he received a punishment, for example, standing outside the head teacher’s office. Appendix E3 includes Tom’s representation of the behaviour wall in the classroom.

Pupil comments:

*Well, you have to be really good and miss doesn’t tell you off anymore... But she gave me one at the end of the day*
(draws) Well, the not so good day... the day I got the red card was in miss [names teacher]... Well I was doing my work and someone talked and I talked back and then I got done for it... Miss gave me a red card...

4.4.3.7 Basic Theme: Isolation from Peers
This theme reflects Tom’s view of his peers in school. In the second session Tom explained that he did not have anyone to play with at playtimes and that he could not identify a friend. This discussion was elicited from the activity ‘opening discussion’ (see appendix E3) and meant that the researcher allowed Tom to discuss this aspect in detail rather than continue onto the other areas on the sheet. The researcher did not return to this activity because it was considered unethical to do so. The researcher felt this was impacting on Tom’s self-esteem and general wellbeing and therefore the decision was taken to discuss potential support strategies with Tom’s class teacher. Tom agreed and consented to this. More details of this issue can be found in chapter three under ethical issues. This theme continued into the third session and in both the teacher and pupil semi-structured interviews.

Pupil comments:

Um... Friends, erm... Well, I don’t really ‘av any friends, I don’t play with anyone in the yard. I don’t think they want to play with me.

Well, I don’t have a best friend... And how I feel is that one there (points at the unhappy face).

4.4.3.8 Organising Theme: Coping Behaviours/ Interests
This theme represents Tom’s comments regarding the things he enjoys doing and the things that he is interested in. Throughout the sessions Tom seemed to discuss them as a way of coping, for example, he explained that he played on his computer or drew pictures in his bedroom when his house felt too busy or he went outside and played on his bike when he needed to be alone. The researcher noted that Tom did not provide any examples of hobbies or interests with his peers in or out of school.

Pupil comments:

In spare time? My mum’s laptop... I’ve got this online game... And you just have to earn money and XP every day... And I’ve been on it for over a year so I’m up to level 21... I just always like playing on that in my room on my own

I like playing on my bike at home...I like riding really far...
4.4.3.9 Organising Theme: Life Change
This theme portrays Tom’s reflections and thoughts about the difference between the past, the present and the future. Tom’s memories of his childhood were positive and generally happy; however, his thoughts about his future were less positive.

4.4.3.10 Basic Theme: Fun and Holidays when Younger
Tom’s comments about his past were steeped in positivity and freedom and mainly centred on holidays and trips out with his family. Tom often reflected that he does not go on holiday anymore and his reflections were that holidays tend to be for younger children.

Pupil comments:

When I was younger I used to go on loads of holidays..... To the lake, Spain, France, Italy...I don’t go on as many now

If I was in like younger classes, like Year two, you’d be OK... But if I wasn’t like now, it's more hard

4.4.3.11 Basic Theme: Concerns about Secondary School
Throughout the sessions, Tom asked several times about the researcher’s experience of working in secondary schools and asked about the pupils there. Tom regularly referred to the fact that his brother’s views of secondary school were negative. The researcher noted in the researcher diary that Tom’s brother’s comments appeared to shape Tom’s thoughts and these thoughts dominated his view of the future.

Pupil comments:

Can I do the not so good day... Can I do it before I do it... Can I do it for the future? When I start high school

I don’t know... I have an older brother who went to Grammar and then an older kid who was bigger than him was picking on him so he just started a fight so he got sent to another school cos at Grammar they don’t really allow fighting

4.4.3.12 Organising Theme: Family Life
This theme represents one of the main influences in Tom’s life; his family. Tom discussed his family often and his comments were elicited from the MI activities and from Tom independently. Tom’s ability to access the MI activities that related to family provides evidence that MI techniques can be used effectively with children Tom’s age.

4.4.3.13 Basic Theme: Close Relationship with Twin Sister
This theme was recognisable throughout the sessions and reflects a supportive aspect in his life; his twin sister. Tom felt she was the person who knew him best and felt that he could discuss anything with her.
Pupil comments:

Yeah, I'd talk to my sister...No one else...Just my sister... she always listens and she gets me so it doesn't matter what I say, she just gets me

It was my Nana’s birthday and my sister helped me bake a chocolate cake...

4.4.3.14 Basic Theme: Perception of Parents
Tom’s perception of his parents was significant because his comments suggested that they did not know him well and he did not consider them as having a supportive role in his life. The interesting point to note is that towards the end of the MI input, Tom’s views of his parents had changed significantly and his later comments were more positive. In the teacher semi-structured interview Tom’s teacher felt Tom’s parents had become more aware of his needs and were actively trying to make more time for him in a busy family environment. The researcher feels that Tom felt this change and his views changed quickly and dramatically.

Pupil comments:

My dad? Half the time he doesn’t even know what my name is...He barely even knows my favourite colour

No, I don’t think she (mum) could think of anything I’m good at...um... she might say I was good at drawing tigers. Hmm, I don’t know...

4.4.3.15 Basic Theme: Conflict with Brother
This theme reflects Tom’s conflict with his older brother. Tom’s comments appeared to suggest that his brother shaped many of his views and the conflict created a certain level of stress and concern for him.

Pupil comments:

I really don’t know which school I’m going to... My mum says Grammar school but my brother says a different one... I don’t even know where that one is but I don’t think it’s good?

My brother, he’s, he annoys me, he always says ‘you’re a stupid one’ or go get my socks because I’m older you have to do what I say’... I wish I was bigger ‘cos he’s always tellin’ me what to do...

4.4.3.16 Organising Theme: Engagement with Sessions
This theme reflects the areas in which Tom engaged and did not engage with the activities. The data is taken from Tom’s comments in the sessions and the researcher diary notes and reflections.
4.4.3.17 Basic Theme: Resistance
This theme portrays Tom’s resistance to some of the activities, particularly those which required in-depth, personal discussions. Tom often answered ‘I don’t know’ and at times asked if he could leave certain activities. The researcher felt that Tom’s refusal to complete the activities was either because the questions or activities were too complex or emotional to discuss. This theme suggests that there were some MI activities which could not be used effectively with Tom and therefore this is significant to future considerations of conducting MI sessions. It is suggested that Tom’s resistance might have been decreased with more MI sessions and with a stronger relationship with the researcher.

Researcher diary comments:

Think this question too difficult? Answers ‘don’t know’ again and looks confused- need to use simpler questions. Could use role play...

Looks ‘upset’ when I asked about friends... Won’t give me very much info... Seems to open up more when drawing... I think he feels ‘confronted’

4.4.3.18 Basic Theme: Ability barriers
This theme reflects the same issues as in case study two. Tom regularly asked for spellings or asked the researcher to write some of the sections as he verbally explained. It was again felt by the researcher that these academic issues acted as a barrier to the therapeutic process.

Pupil comments:

(writes) Some that look the same, some that sound the same and there’s silent letters... writing is confusing!

I used to like playing... How do you spell used?

4.4.3.19 Basic Theme: Practical/Visual/Role play
This theme reflects the fact that Tom clearly enjoyed activities which required practical tasks, were visually appealing or that involved role play. This perhaps sits with the fact that Tom found the writing aspects more challenging. This theme is important because it may provide an indication of the type of activities that are useful for younger children. In addition, increasing these types of activities might also reduce the academic demands and barriers.

Researcher diary comments:

Really likes the role play... body language more relaxed and open... definitely a way of working together

Loves drawing his answers again...chooses option over writing and talking...
**4.4.3.20 Basic Theme: 1:1 Relationship with Facilitator as Important**

This theme reflects the importance of the facilitator being separate from the school environment and providing Tom with individual attention and support. Tom spoke positively about having someone to talk to who did not teach him. Tom’s teacher also reflected on the fact that the teachers in school have known Tom since he was young and perhaps Tom felt more comfortable speaking with someone he trusted but who did not know him.

**Teacher comments:**

*Oh, it’s just, well, I think there’s definitely something about you being separate from the school, I mean he has a really good relationship with a few of us but a lot of the teachers have known him since he was in reception and I guess, I think he must feel maybe embarrassed talking to them...It’s giving him that different relationship that he wouldn’t get any other time isn’t it?*

**Researcher diary comments:**

*Can feel increased relationship, this session (session 3)... He's more talkative and happy, smiled when he came in, seems happy to be here. Important.*
Figure 4.6 Themes related to the outcomes of the MI sessions

- Increased self-esteem
- Increased autonomy
- Teacher and parent awareness/behaviour change
4.4.4 Research Question Two
What are the outcomes when MI techniques are used with primary-aged pupils (aged nine to eleven)?

Research Question Two relates to the outcomes from the MI sessions and the thematic map produced one organising theme and three basic themes. A pictorial representation of these can be found in figure 4.6 above. Each theme will be discussed separately.

4.4.4.1 Organising Theme: Change
This theme was developed from all of the data sources and it was clear from the pupil’s and teacher’s comments as well as the researcher reflections that significant changes in motivation and behaviour had occurred.

4.4.4.2 Basic Theme: Increased Self-Esteem
This theme reflects Tom’s significant increase in self-esteem. Tom’s teacher felt that any other changes Tom had made centred on his increase in self-esteem. She noted that he was smiling more and generally looking happier and more content. Tom himself reflected on this change in the last session when he stated that he felt ten times happier than he felt in the first session. Tom’s teacher noted that he had not picked at his fingers or banged his head on the desk since he had been receiving the MI input.

Pupil comment:

*I’m the happiest now! I’ve moved up from here (puts mark) to here (puts another mark)*

Teacher comment:

*He seems so much happier, sometimes he even shouts out in class now! Because he just wants to say what he wants to say, which is brilliant, erm, he seems happier when you ask him to do things, he doesn’t grumble about it, or say that he can’t do it, I’ve not seen him banging his head or his fingers for weeks now.*

*He was really withdrawn, he never spoke in class and if you asked him a direct question he’d look away and he wouldn’t answer... he didn’t really have any friends on the play ground and if he was stressed he would show some worrying self harming behaviour and he would bang his head on the desk or bite the skin on his fingers... And he was.... Oh he was so different! He was just very inward and very unhappy I thought.*

4.4.4.3 Basic Theme: Increased Autonomy
This theme highlights Tom’s significant change in his classroom behaviours. His teacher described changes in putting his hand up, volunteering information, contributing to discussions and completing tasks in class straight away.
Teacher comments:

He is very, very different; he’s volunteering information in class, putting his hand up which is really unusual because as I said, he wouldn’t answer a question before

Yeah, he does still like an adult to be near him in class, I think that’s just building up the confidence that he can do it... Cos before he would just refuse the work, not all work but he would find it quite amusing to do the bare minimum that he could get away with it... But now he’s pushing himself, so he does need a little bit of support but he is pushing himself without being specifically asked to. And he’s also asked me as well, if he can take his own letters and things home, because last year his sister took them home because he never remembered anything and now he’s taking his own things home and he’s really pleased when he remembers them.

4.4.4.4 Basic Theme: Teacher/Parent awareness/ Behaviour Change
This theme was considered as significant to the change process by the researcher. Both Tom’s teacher and mother increased in their awareness of Tom’s needs and strengths during the course of the MI input. Both made changes to their behaviours to support Tom further and in the semi-structured interview, the class teacher felt that she was liaising more regularly with Tom’s mother to ensure effective communication between home and school. This theme suggests that a piece of therapeutic work with a child can, subsequently, impact on individuals around that child.

Pupil comments:

Well, at my nana’s birthday, I got to blow out her candles which brought me to a 3 and then my mum bought me the Lego collections which got me on 1 and.... So I have all the figures now... I’ve made a Lego race car, which can fit 2 Lego people in and I’ve made a caravan but you can’t fit people in there

When I think I’m gonna get told off, she just tells me that I haven’t been messing around and I don’t get told off...

Teacher comments:

We had a bit of a blip, he was off for about 4 days and when he came back he was a little bit on the edge and erm... I had a word with him about it and said look how much progress we’ve made, look how much you’ve got done and how good your work is and how you got golden book and everything... And that just seemed to bring him round, I’m so pleased

So she’s been making more time to be with him at home, which may have had an impact on the change in his behaviour, just having more positive attention at home.
4.4.5 Self-formulated Assessment Sheet
The self-formulated assessment sheet for participant two was completed in the same manner as for participant one and two.

Table 4.3: Adherence to the Aims and Principles of MI

<table>
<thead>
<tr>
<th>Aims and Principles</th>
<th>Session one</th>
<th>Session two</th>
<th>Session three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(number on scale)</td>
<td>(number on scale)</td>
<td>(number on scale)</td>
</tr>
<tr>
<td>Autonomy</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Collaboration</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Evocation</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Express Empathy</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Develop Discrepancy</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Roll with Resistance</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Support Self-Efficacy</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

4.4.6 Adherence to MI techniques: Conclusions from Participant Three
The table above reflects the fact that the researcher was able to adhere to the MI aims and principles more consistently in Case Study Three. This is likely through practice and through previous reflections in the Self-formulated assessment sheets. The researcher felt that Tom offered more resistance than the previous participants but the researcher felt better able to roll with the resistance and therefore those scores tended to be high.

The significant areas in this case study appeared to be the collaboration and autonomy aspects. Tom found it difficult to view the researcher as a collaborator in the first session, however, as the researcher-participant relationship became stronger so did the collaboration in the tasks. Tom's confidence grew stronger and as a result he was also able to portray more autonomy. This is similar to participant one and perhaps reflects the age and stage of pupils this age and, as stated earlier, the external and internal loci of control.

Summary of Case Study Three
Evidence from case study three suggests that Tom was able to access the majority of the MI techniques as the participants did in case study one and two. Tom was able to discuss all aspects of his life, including the positive and the emotionally challenging subjects, for example, his social isolation. Tom also considered family, school and peers to be the
significant influences on his life, which reflects Case Study One and Two. Case Study Three also highlighted the academic and ability barriers that negatively impact on the therapeutic process. It is argued by the researcher that these academic barriers are likely to be age specific and therefore the theme ‘Practical/visual/role play’ is significant because these are likely to be the types of activities which reduce the academic barriers. This issue was also significant in Case Study Two, which provides MI practitioners with information regarding the kinds of techniques that might be useful for younger children.

Results from the thematic analysis revealed that Tom had experienced some significant changes, for example, increased self-esteem and increased autonomy. In addition, Tom’s teacher and his mother had increased in their awareness of Tom’s strengths and needs. The one-to-one relationship with the facilitator was also seen as important to the change process. Tom had experienced some challenging emotional difficulties both at home and at school, however, it was interesting to witness how the increased understanding and change in behaviour in his class teacher and mother dramatically changed his feelings from very unhappy to happy. In school, Tom’s teacher put strategies into place to increase his social network and at home, his mother made more time to spend with him.

The researcher felt that the MI aims and principles were successfully adhered to and felt this might be because of previous reflections and practice of the MI techniques. It is also suggested that there was a small change in Tom’s perception of control. For example, Tom put a lot of emphasis on the external control motivators in the first session, however, in the final session; he showed some understanding of internal motivators.
4.5 CROSS CASE ANALYSIS

4.5.1 Introduction
The researcher considered that a cross case analysis was necessary to find commonalities and conclusions for this piece of research. A cross case analysis is a way of grouping together commonalities between different data sets to produce an overall understanding of the data. Yin (2009) claims that conducting a cross case analysis of two or more cases, enables the researcher to produce more robust and substantial findings and conclusions. Yin (2009) further explains that a cross case analysis should be conducted in a systematic and clear manner. The current cross case analysis was achieved by placing all the initial basic themes into a table; these were grouped together to produce synthesised basic themes, which were then connected to a specific organising theme. The development of the themes is portrayed in tabular form for both research questions. The new themes are then portrayed with illustrative data extracts from the three cases.

4.5.2 Research Question One Cross Case Analysis Themes (Process Themes)
The cross case synthesis was achieved by taking all of the basic themes from the three case studies and grouping them into areas. These groups were then defined to make a synthesised basic theme. The synthesised basic themes were then grouped into areas, which provided the synthesised organising themes. Many of the synthesised basic themes were grouped easily, for example, ‘Rewards’, ‘Punishments’, ‘Praise and rewards’ and ‘Sanctions and discipline’ which led to ‘external motivators/behaviour control’ and finally into ‘school influence’. The researcher spent a considerable time contemplating the initial basic themes ‘Increased pupil autonomy’, ‘Reaching potential’ and ‘Decreased disruptive behaviours’ because although they seemed to collate into a group, it was not clear what the group would be titled. The researcher eventually decided that each of the initial themes were all reflections of increased motivation and therefore the synthesised basic theme was named ‘Increased motivation to learn’. The researcher also contemplated over the synthesised basic theme ‘Self-development’, eventually deciding that the organising theme should also be ‘Self-development’. 
<table>
<thead>
<tr>
<th>Initial basic theme (case number)</th>
<th>Synthesised basic theme</th>
<th>Synthesised organising theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict with brother (3)</td>
<td>Challenging family relationships</td>
<td>Family influence</td>
</tr>
<tr>
<td>Father absence/ rejection (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative feedback from mother (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception of parents (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separation from sister (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring Role (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close relationship with sister (3)</td>
<td>Supportive family relationships</td>
<td></td>
</tr>
<tr>
<td>Positive family network (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoys lessons (1)</td>
<td>Feelings/ emotions in school</td>
<td>School influence</td>
</tr>
<tr>
<td>Likes class teacher (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boredom (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boredom (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties in school (anger) (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolation from peers (3)</td>
<td>Peer relationships</td>
<td></td>
</tr>
<tr>
<td>Enjoys hobbies/ friends (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence/aggression towards peers (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends are positive/friends are negative (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards (3)</td>
<td>External motivators/ behaviour control</td>
<td></td>
</tr>
<tr>
<td>Punishments (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise and rewards (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctions and discipline (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom when younger/ responsibility now (1)</td>
<td>Freedom when younger</td>
<td>Life changes</td>
</tr>
<tr>
<td>Fun and holidays when</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerns about secondary school (3)</td>
<td>Ability barriers (2)</td>
<td>Ability barriers (3)</td>
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<tr>
<td>Future aspirations (1)</td>
<td></td>
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</tbody>
</table>
### 4.5.3 Research Question Two Cross Case Analysis Themes (Outcome Themes)

**Table 4.5 Cross case analysis for research question two**

<table>
<thead>
<tr>
<th>Initial basic theme (case number)</th>
<th>Synthesised basic theme</th>
<th>Synthesised organising theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased teacher awareness/behaviour change (1)</td>
<td>Increased awareness/behaviour change from significant others</td>
<td>Behaviour change</td>
</tr>
<tr>
<td>Increased teacher/parent awareness/behaviour change (3)</td>
<td>Increased motivation to learn</td>
<td></td>
</tr>
<tr>
<td>Increased pupil autonomy (1)</td>
<td></td>
<td></td>
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<tr>
<td>Increased pupil autonomy (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaching potential (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decreased disruptive behaviours (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deeper understanding of feelings and emotions (2)</td>
<td>Self development</td>
<td>Self-development</td>
</tr>
<tr>
<td>Increased self-esteem (3)</td>
<td></td>
<td></td>
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<tr>
<td>Increased self-efficacy (1)</td>
<td></td>
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<tr>
<td>Self-regulation</td>
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</tbody>
</table>
CHAPTER 5 DISCUSSION

5.1 Chapter Outline

This chapter is committed to critically evaluating the cross case analysis themes with reference to the available and relevant literature. The evaluation will follow the previous structure of reporting on the themes in relation to the corresponding research questions.

The chapter then addresses the researcher’s reflections and considers rival explanations. The chapter finishes with a discussion of possible implications on research and for practitioners, specifically educational psychology.

5.2 Research Question One
How can MI techniques be used effectively with primary-aged pupils (age 9 to 11)?

The cross case analysis produced four organising themes that answered the above question. The cross case analysis portrays family factors, school factors and life changes as the most significant influences in the participants' thoughts, feelings and emotions. Each pupil developed their understanding of these major influences and considered the impact and influence each was having on their lives. These factors perhaps reflect the age and stage of the pupils. The pupils are at an age when their family and school are likely to dictate their day-to-day lives. In addition they are close to a time of transition as they approach adolescence and prepare for a new educational setting.

The fourth theme produced in the cross case synthesis focuses on the pupils' engagement with the sessions. The theme encapsulates the fact that there were facilitating factors, which enabled the pupils to access the MI materials and barriers, which prevented the pupils from accessing the MI materials. It is likely that some of the barriers might be in relation to the age of the participants, however, the researcher argues that factors such as ‘ability barriers’ and ‘perceived role of facilitator’ might be evident in individuals of any age, although perhaps more so in younger children.

Each of these themes will be evaluated in relation to the literature.
5.2.1 Family Influence
The theme incorporates two basic themes; challenging family relationships and supportive family relationships.

Perhaps it is not surprising that the pupils in this study were influenced by significant family members and events. All three pupils discussed their families and in the process of doing so, it appeared that they developed their self-concepts. A review of the literature suggests that family factors are likely to also have an impact on emotional well-being, self-esteem and self-efficacy (Amarto, 2005; Bong, 2008; Fan & Williams, 2010; Yang & Laroche, 2011). This evidence is of particular relevance to this piece of research, because all three pupils showed an increase in their levels of the aforementioned phenomena. In light of this fact it is important to evaluate the literature and establish the extent to which family factors influenced the pupils. It is also important to determine whether discussing these factors supported an increase in self phenomena which in turn impacted on levels of motivation and learning behaviours.

Bandura (1993) asserted that although it is essential to investigate cognitive functioning and processing in relation to learning and development, the social and environmental factors must also be considered. Bandura (1993) argued that social and environmental factors contribute to the capacity of an individual to develop constructive self-processes. Bandura (1993) emphasizes the fact that the most important of these self-processes is self-efficacy. Self-efficacy is the belief in one’s own ability to achieve certain goals. Bandura (1997) further purports that the social environment has a significant impact on young people’s self-efficacy. It is argued by the researcher that the pupils in this study are largely impacted on by their families, who are likely to be a significant aspect of their social environment. Fan and Williams (2010) point out that, parents in particular have an impact on their children’s development of self-efficacy as well as providing role-models that channels their children’s self-efficacy. The fact that parents and family are a significant part of an individual’s ecological ecosystem which impacts on growth and development is widely accepted. Bronfenbrenner’s (1994) ecosystem model places family in an individual’s micro system, deeming it to be one of the most significant influences on the way an individual develops and grows (Bronfenbrenner, 1994). However, it is asserted by Bronfenbrenner (1994) that although the family is an important aspect of an individual’s growth and development, other important settings within the micro system such as schools and classrooms must also be considered. The researcher addresses the impact of school settings on the pupils in the ‘School Influence’ section.
The evidence above provides some understanding of why family factors have an influence on their children’s growth and development, however; next it is important to draw the reader’s attention to how they impact on pupil learning and motivation behaviours.

5.2.1.1 Parental Involvement
Participants one and two in the current study lived with one or both of their biological parents and the pupils’ regular references to their parents indicate that their parents were involved in both the social and educational aspects of their lives. Participant three however, specifically noted that his parents did not understand the most basic aspects of his life and his teacher felt that the busy family life did not lend itself to strong parental involvement. In addition much of the activities participant three conducted at home, were conducted alone. The researcher found it particularly poignant that when participant three’s parents increased their awareness and spent more time with him, he rated his state of happiness significantly greater (from one to ten on a scale).

Domina (2005) analysed data from the National Longitudinal Survey of Youth (1997) and found that parental involvement does decrease behavioural difficulties in school children. Moreover, parental involvement is enhanced when parents were considered of lower socio-economic status. Domina (2005) emphasised however, that studies investigating the impact of parental involvement do not conclusively suggest that parental involvement always has a positive impact on child development. Research has revealed parental involvement to support improvements in reading performance (Powell-Smith, Stoner, Shinn & Good, 2000) as well as superior attendance figures and task completion (Simon, 2001). Therefore, parental involvement does have an impact on pupil behaviour, attitude to learning and academic performance, which goes some way to explaining why participant three might have increased his approach to learning. It is important to note, however, that there is a distinction in the literature between general aspects such as parental aspiration, which is deemed as positively impacting on pupil learning, and more specific aspects, such as parents volunteering in school, which has little impact (Fan, 2001).

In addition, parental involvement has also been shown to increase pupil motivation, approach to learning (Gonzalez-DeHass et al. 2005) and self-efficacy (Fulton & Turner, 2008). Fan and Williams (2010) analysed data from the Educational Longitudinal Study of 2002 to measure the impact of parental involvement on academic self-efficacy, intrinsic motivation and academic engagement. Fan and Williams (2010) found that pupil’s self-efficacy significantly increased when effective parent-teacher communication increased. In addition they highlighted the change in parent behaviour after this communication as
the possible reason for this change. This is of particular relevance to the current research because it highlights the importance of the interaction between the teachers and the parents in the study. In particular it correlates with the increased teacher-mother interaction in case study three and the subsequent increased effort from the mother to involve her son in activities in the home. Participant three showed increase in autonomy and self-efficacy and therefore it seems logical to assume that the current research adds weight to previous research.

5.2.1.2 Family Dynamics

In all three case studies, the importance of family dynamics on the pupil’s self-concept and self-esteem was evident from the data. The three significant areas were: parental divorce (case study one); separation from significant others (case study two) and influence of siblings (case study three).

The impact of parental divorce on child well being and academic outcomes has been widely researched since the 1960’s and 1970’s, in response to the increased divorce rates in Western countries. Amarto (2005) described the findings from a meta-analysis of 93 studies which portrayed parental divorce as contributing to increased behavioural difficulties, decreased self-esteem, decreased psychological wellbeing and decreased self-efficacy (Amarto & Keith, 1991). This is significant to the current research because in case study one, Neil’s self-esteem and general motivation had decreased at a time which appeared to correlate with his parents divorcing. It seems likely that this family even impacted on him emotionally and as a result his teacher witnessed a change in behaviour. The researcher feels it is important to draw the reader’s attention to the fact that parental divorce is a common and largely accepted circumstance in the current climate and although it will impact on children, there is a wealth of evidence to suggest that other events will impact on children more significantly, for example, economic deprivation, parenting and parental substance misuse (Amarto, 2005). In addition, divorced parents who continue to practice cooperative parenting techniques produce more positive outcomes in their children than parents who remain together but have conflicting parenting styles (Amarto, 2005).

The absence and separation of significant family members has been shown to impact on children’s ability to access learning. Martin, Herbert, Marsh, Cheng, Ginnns (2010) state that children with absent fathers achieve lower academic results and show lower psychosocial adjustments. Hetherington and Stanley-Hagan (1999) found that the relationship between absent fathers and lower academic ability and psychological wellbeing particularly relevant to boys and their fathers. However, it is important to be cautious of
the evidence because it is difficult to separate the emotional impact of father absence with parental separation (Martin et al., 2010) or the challenges associated with single-parent families (Lamb & Tamis-Lemonda, 2004). Nevertheless, there is evidence to suggest that the absence of Ben’s father for the majority of his childhood has emotionally impacted on him to some extent. Ben’s comments and views reflected the views of child who felt hurt and rejected and these thoughts are likely to have contributed to his overall psychological wellbeing and perhaps even his ability to access the curriculum.

Sibling dynamics has been shown to have an impact on a child’s mental health and wellbeing and on academic achievement. Abraham (1980) conducted two studies with 513 university students and found that there are specific sibling combinations which have more of an effect than others. Abraham (1980) argued that one such combination is siblings of a similar age. Abraham (1980) further explained that siblings of a similar age tend to feel in competition with one another and when one sibling, usually the younger, achieves less well, they also appear less confident, which is a feeling which can be internalised into their self-concept and self-esteem is lowered as a result. This theory is one that corresponds to Tom’s (case study three) sibling situation. Tom mentioned that he had a brother who was one year older and who appeared to significantly impact on Tom’s views and ideas about himself.

The evidence stated above highlights the importance of family on many significant aspects of children’s lives. The data suggests that each pupil was, to some extent, affected by their families. These affects fell within the areas of self-esteem, self-efficacy, motivation, behaviour and psychological wellbeing. The researcher feels that this might be particularly pertinent at this time in light of the new Children and Families Bill (Department for Education, 2013) which highlights the importance of family involvement in pupil support plans. The researcher feels that this is an opportunity to ensure families are provided with the necessary advice and support to thrive both emotionally and developmentally. This is not a new theory, however, there are new opportunities to meet the needs to families through education and it is argued that these should to increase children’s psychological wellbeing and academic performance.

5.2.2 School Influence
This theme represents three areas, namely: feelings/emotions that the pupils experienced in school, particularly boredom; the influence of peer relationships and the impact of external motivators. If one were to have predicted what factors in school influence children, these areas might be included in the prediction; however, the researcher found the extent to which these factors were a part of the pupils’ school lives significant. The
pupils’ comments around school tended to focus on one of the above three areas and external motivators and boredom appear to reflect the pupils’ view that they are not in control at school, the adults are. Literature and previous research in these areas were analysed and each area is evaluated below.

5.2.2.1 Feelings/Emotions in School
The pupils in the current study all associated learning and school with emotions and feelings. The connection between learning and emotion is an area that evokes interest in practitioners working in educational settings. It is most likely easy for the reader to consider examples when an individual has felt an emotion whilst learning, for example, a pupil being told ‘Great answer’ is likely to elicit happiness, achievement and pride, and result in the pupil attempting an answer again to experience similar, positive feelings (Hascher, 2010). It has been suggested that when an individual is experiencing a positive emotion, it is more difficult to process negative information (Bower, 1981). Bower (1981) outlined the ‘mood-congruence hypothesis’, which suggests that positive emotions and memories are more easily recalled when one feels positive. Bower (1981) argued that the brain is primed to make semantic links, therefore, when a pupil is feeling positive emotions in the classroom, they are more likely to associate and consider other positive emotions and memories. This theory appears to assert that if pupils were in a positive mood in the classroom, they would be less likely to be able to cognitively process negative thoughts/feelings. This theory provides some insight into feelings/emotions in the classroom, however, it is argued by the researcher that it is not a tangible theory that educators could use in their teaching. In addition, Hascher (2010) states that mood-congruence theory is only relevant when the stimuli is not high in personal significance. Therefore, if a pupil had recently experienced a highly emotional event, for example, bereavement, mood-congruence theory would not be relevant.

Hascher (2010) asked 58 pupils to keep daily diaries to record their feelings and emotions in school and to write down the link to the emotions. Hascher (2010) found the most significant influences of emotion in school to be the interaction with the teachers and to the subject. Hascher (2010) concluded that the subject category was closely linked with teacher behaviour and therefore teachers are the main influence on emotions and feelings in school. This correlates with case study three. Tom appeared to be having an emotionally complex experience of school which appeared to be a result of difficult peer relationships (this will be addressed in the relevant theme below) and his respect and like for his teacher. His comments towards his teacher were positive and the researcher felt that his relationship with her was a resiliency factor. The current research suggests that teacher behaviour and input are pivotal to the feelings and emotions a pupil experiences
in school. This area has been investigated previously and similar conclusions were drawn. Valeski and Stipek (2001) found that teachers who attempted to foster a safe and positive environment for their pupils also fostered positive pupil self concepts and Krapp (2000) found that teachers’ positive emotions can increase pupils’ intrinsic motivation. Krapp (2000) referred to this occurrence as ‘value induction’ (Krapp, 2000, page 157). As one might expect the inverse has also been found to be true, for example, it has been found that teachers who do not enjoy their job and experience feelings of anger and anxiety are less responsive and supportive (Sutton & Wheatley, 2003). This type of teaching is perceived as a teacher-orientated approach (Sutton & Wheatley, 2003). This evidence is critical to the current study and important to educators and psychologists working within education because it suggests that the teacher is not simply an instructor but a nurturer of pupils’ emotions, self concept and motivation.

In Case Study Three, Ben was dealing with one particular emotion; anger. Children who struggle with anger-management are often referred to the researcher in her occupation, educational psychology and anecdotally, it appears to be a common occurrence for children in the United Kingdom. Garner and Hinton (2010) state that children often struggle to communicate their feelings of anger appropriately and display violent outbursts, verbal outbursts and bullying behaviours instead. More specifically Tremblay et al. (2004) conducted a longitudinal, large scale study in the United Kingdom and found that 14% of children in their sample showed aggressive behaviours.

The pupils in the current study also discussed and described one emotion more than any other; boredom. Therefore the researcher deems it important to investigate the impact of boredom on pupils. Gotz, Frenzel, and Pekrun (2007) found that pupils experience boredom for approximately 50% of each lesson. Daschman, Goetz and Stupinsky (2011) assessed 1,380 German pupils’ feelings of boredom in school using the Precursors to Boredom Scales. They found that 44.3% pupils felt bored frequently in school. Evidence suggests high levels of boredom in Western schools, which is highly likely to have an impact on pupil motivation. In light of this the researcher deemed it important to investigate the evidence that pointed to the reasons for the high levels of boredom. One reason stipulated in the research is monotony. Robinson (1975) found that 66% of pupils, who felt bored frequently, also felt that their school day was the same each day and that lessons lacked multiplicity. The impact of monotony on pupil boredom has been reflected in other pivotal studies investigating pupil boredom (Fiske & Maddi, 1961; Daschmann et al., 2011). Another reason for high levels of boredom in Western schools is the perceived value of the learning materials. It has been found that when pupils perceive the learning materials as meaningful or as having personal value, pupils’ levels of boredom decrease.
(Robinson, 1975; Mitchell, 1993; Titz, 2001). A third reason stipulated in the research is pupils’ perceived difficulty of the activity. Lohrmann (2008) found that pupils are more likely to feel bored when they perceive a task as ‘too challenging’ or as ‘not challenging enough’. Daschmann et al. (2011) further report that pupils often quote pace or nature of the instruction as reasons for feeling bored. Therefore, the evidence suggests that pupils should feel less bored when lessons are varied within and between lessons, when learning materials are perceived as useful or meaningful to the pupil, and when the tasks and activities are set at the correct academic level for the pupil. The pupils in the current study felt that the lessons and teachers they disliked were those in which they felt bored. In case studies one and three, both pupils cited monotony and lack of value in the lessons as reasons for their feelings of boredom. Although the pupils were unable to explain their reasons in detail, their comments reflect the evidence. The pupils’ teachers viewed some of the pupils’ behaviours as unmotivated and uninterested, and this evidence of the predictors of boredom, to some extent provides a reason for this.

5.2.2.2 Peer Relationships
This theme derived from all three case studies and it represents the extent to which the pupils’ peers influenced their thoughts, feelings and behaviours. In case study two, Ben had an unpredictable relationship with his peers; he perceived them as supportive at times and catalysts to his anger at other times. In Case Study Three, Tom felt isolated from his peers in school, which had a negative impact on his feelings and emotions, whereas in case study one, Neil felt that his peers were a positive and significant part of his life. It is therefore fair to assert that the pupils in the study felt that their peers were an influential part of their life, whether positive or negative. The influence of peers on pupils’ wellbeing is a widely accepted phenomenon; however it is important to assess the research in this area and look more closely at the specific impact on motivation.

Wentzel, Rubin, Buckowski, and Brett (2009) argue that children who engage in positive interactions with their peers are more likely to have positive self-concept and wellbeing than those who do not. They further argue that children who have positive relationships with their peers are more likely to be academically successful and feel more motivated to learn. Wentzel (1998) conducted research with 167 11-12 year olds and found that pupils, who rated themselves as prosocial or as striving to be part of a social network, were more likely to portray positive classroom behaviours. Wentzel (1998) also found that pupils who felt supported in school, were more likely to take an interest in school and set academic goals. Interestingly, those pupils who felt more supported by their peers were more motivated one year later than those who did not.
The evidence stated above appears to suggest that pupils who feel supported by their peers are more likely to achieve academically and emotionally. It also suggests that peer support increases motivation to learn. One might therefore argue that the motivation and emotional wellbeing was impacted on by the extent to which they felt supported by their peers. The researcher asserts that the MI activities provided an opportunity for the pupils to reflect on their peer relationships and consider how important they are. In case study two, Ben began to consider strategies to ensure he could manage the extent to which his peers impacted on him negatively, for example, he decided he would walk away from his peers when they ‘tried to wind him up’.

5.2.2.3 External Motivators
This theme represents the impact of behaviour strategies in school aimed at eliciting pupil motivation. All three pupils in the study felt that the school strategies such as rewards and punishments motivated them to work harder and behave positively. The researcher felt however that this motivation was effortful for them and it is important at this point to investigate the difference between external and internal motivation and what the evidence suggests is the most powerful.

Historically, motivation theories focused on either; internal factors that lie within the individual, for example Freud’s drives, needs and beliefs theory, or external factors such as Skinner’s Operant Conditioning theory. These theories are important and relevant to aspects of behaviour motivation, however for this thesis; the researcher will outline the recent and dynamic theories, specific to classroom motivation that are available to psychologists today. The first of these theories is ‘achievement goal theory’ which asserts that pupils are motivated by their personal goals. The literature and evidence investigating these goals is vast and in depth and it is beyond the scope of this thesis to address all of the goals, therefore the two most researched goals are addressed. The first personal achievement goal is the mastery goal. Mastery goals describe goals in which the pupil wants to develop and increase their knowledge and understanding, in other words, they are striving for self-improvement. The second personal achievement goal is the performance goal, in which the pupil strives to portray that they are achieving or performing better than their peers. Urdan and Schoenfelder (2006) posit that pupils who have mastery achievement goals are more likely to remain on task and persevere when tasks become more difficult, which in turn creates life-long understanding and ‘deep’ learners. One might expect that mastery learners are therefore more likely to achieve better exam results; however, the opposite has seen to be the case (Midgley, Kaplan, & Middleton, 2001). The researcher believes this might be a result of the exam system, for example, the current exam climate has been accepted as one in which many Year six
pupils are taught to pass their exams, widely known as ‘teaching to the test’ (Sturman, 2003). This reflects Neil’s comments in case study one, who recognised a pressure to pass his exams and felt competition from his peers. The evidence suggests that Neil may have held performance achievement goals rather than mastery achievement goals, which may have impacted on his self-esteem, and general wellbeing in the classroom (Urdan & Schoenfelder, 2006). It is argued that increased emphasis on mastery goals and less emphasis on performance goals will increase pupils’ capacity to learn (Urdan & Schoenfelder, 2006). It is also argued that emphasis on classroom rules and procedures weakens the mastery goal structure (Patrick et al., 2001).

The second theory related to motivation in the classroom is ‘self-determination theory’, which states that pupils require feelings of relatedness, competence and autonomy to achieve wellbeing and motivation. Children who are in environments in which they feel related to others and are taught that they have the capacity to learn, are more intrinsically motivated and have higher self-esteem (Ryan & Grolnick, 1986). Furthermore Urdan and Schoenfelder, reviewed the evidence and found that pupils showed decreased levels of self-efficacy, relatedness, and autonomy when teachers persuaded them to complete tasks using external control techniques. It was found that teachers who provided their pupils with meaningful tasks, which the pupils could take ownership of, increased the well being and motivation in their pupils.

This evidence largely emphasises the results in the current study. All three pupils held a high importance to external motivators such as rewards and punishments; however, they were still showing largely unmotivated behaviours. When the pupils increased their knowledge of themselves and of their capacity for learning (through the MI techniques) their autonomy, self-efficacy and self-esteem increased. As a result the pupils’ motivation behaviours increased.

5.2.3 Life Changes
In all three case studies, transition to secondary school and adolescence was viewed as a pivotal and challenging time. It appeared that this transitional time was impacting negatively on the pupils’ motivation and emotional wellbeing. Previous research also points to transition as a challenging and confusing time for pupils. It has been found that before, during and after the transition from primary to secondary school, pupils’ self-esteem, resiliency and autonomy decline significantly (Wigfield et al., 1991; Jindal-Snape & Miller, 2008). Jindal-Snape and Miller (2008) further posit that when this occurs, pupils’ motivation to learn and emotional wellbeing are significantly altered and the risk factors for negative behaviours increase. Jindal-Snape and Miller (2008) express their concern
about children experiencing change and transition; stating that children are vulnerable during these times and are less able to cope with pressures of social or academic life. It has therefore been argued that children approaching and experiencing transition must receive increased support to ensure resiliency factors are retained (Gillock & Reyes, 1996; Zeedyk, Gallagher, Henderson, Hope, Husband and Lindsay, 2003). Jindal-Snape and Miller (2008) found that practitioners working within educational settings have formal procedures and plans in place related to the transition process. However, Jindal-Snape and Miller (2008) argue that although external support is crucial, emphasis must be placed on strategies to increase pupils’ resiliency and autonomy. McGee, Ward, Gibbons and Harlow’s (2003) findings highlights this. McGee et al. (2003) found that pupils with lower self-esteem were more likely to find transitions a negative experience. Shepherd and Roker (2005) conducted programmes with shy and withdrawn children in the UK aimed at boosting self-esteem and found that the children reported less fear of transition when an intervention had been conducted.

These findings provide valuable evidence for the reasons why the pupils in the current study showed decreased levels of self-esteem as they approached the time of transition to secondary school. It was revealed that the MI techniques boosted the self-esteem and self-efficacy of the pupils which perhaps increased their resiliency. It is fair to assert that providing pupils with therapeutic input at this critical stage in their lives will enable them to experience transition more positively.

5.2.4 Engagement with Sessions
This theme represents the extent to which the pupils engaged with the MI sessions. There were facilitators and barriers to the engagement process.

5.2.4.1 Facilitators for Engagement
In all of the case studies, the pupils’ comments, body language and behaviours revealed what the facilitators of the MI techniques were. The pupils enjoyed and engaged with activities that were practical, for example, role play tasks and cutting and sticking tasks, and visual, for example, using coloured pens and drawing. The literature reflects these findings. Osborne and Collins (2001) conducted 20 focus groups with 144 pupils and found that the pupils enjoyed and engaged with science lessons more when they incorporated practical elements.

5.2.4.2 Importance of Relationship with Facilitator
This theme depicts the importance of the relationship between the facilitator and the pupil. There has been a wealth of research investigating the importance of therapeutic relationships during counselling sessions. Asay and Lambert (1999) conducted multiple
analyses of therapy and counselling sessions and found that the relationship between the client and the counsellor was pivotal to successful counselling. Asay and Lambert (1999) reported that the counsellor’s respect and acceptance for their clients, as well as collaboration with their clients, accounted for 30% of the client change. This is important to the current study because it assumes that the relationship with the counsellor contributed to the change and it was not solely the techniques used. This has implication on reproducing the research and on other practitioners conducting the MI techniques with younger children. It is fair to assume that another practitioner might not produce the same outcomes because of differences in interactions and rapport between themselves and the pupil. The researcher believes that this is an area that needs to be investigated further by use of additional case studies; however in the meantime, there are two important points for practitioners to note. The first is the fact that the practitioner will be required to adhere to the aims and principles of MI, which emphasised the importance of collaboration and empathy, which are key components of the client-counsellor relationship (Assay & Lambert, 1999). Conducting a self-evaluation sheet, as found in appendix B3, allows the practitioner to evaluate their responses, actions and comments, which should support and maintain the client-counsellor relationship. The second point is that the practitioner should have some level of training in counselling/therapy techniques, which is important so that the MI techniques are conducted correctly.

5.2.4.3 Barriers for Engagement
The barriers for engagement were found to be mainly academic. The researcher attempted to limit the barriers by ensuring the pupils had a level of verbal ability which was within the average range in a standardised cognitive assessment, however, the barriers tended to be related to the written aspects of the MI activities rather than the verbal aspects. The pupils struggled with the spellings of some of the words, sentence structure, grammar and volume of writing demand. Although the researcher reminded the pupils that their work did not have to be spelt correctly, the pupils were reasonably conscientious and asked for the correct spellings. On one hand, the pupils’ care for their work portrays ownership and respect for their work, however, on the other hand, the academic issues served as barriers to the therapeutic process. It also interrupted the collaborator relationship which is emphasised in MI and increased the opportunities for ‘expert/client' interactions, which does not reflect effective MI practice.
5.3 Research Question Two
What are the outcomes when MI techniques are used with primary-aged pupils (aged nine to eleven)?

The cross case analysis outlines the outcomes of the MI sessions. The themes produced that answer question two are; emotional wellbeing and behaviour change. Each pupil showed outcomes in both these areas and an increase in motivation was seen in all three cases, particularly case one and three. The outcomes when MI techniques are used with children are shown to be:

- Increased awareness/ behaviour change by significant others.
- Increased motivation to learn.
- Self development.

5.3.1 Increased Awareness/ Behaviour Change From Significant Others
This theme represents the increased awareness and behaviour change from significant others, i.e. parents and teachers. As the research progressed, the teachers and parents increased their awareness of the pupils. In Case Study One this was reflected in the teacher’s increased awareness of Neil’s ability and personality. She commented that she felt that he had become less noticeable because he was an academically ‘middle child’. Neil’s teacher actively changed her behaviour in the classroom to increase his confidence and self-esteem. In case study three, both Tom’s mother and class teacher changed their understanding of Tom and actively changed their behaviours, for example, his teacher initiated a buddy system and his mother made effort to spend more time with him at home. This is important because it shows that although the pupils were receiving support at an individual, therapeutic level, they were also receiving increased support by significant others, which is likely to have had an impact on the pupils’ change in motivation. The literature reflects this finding and therefore it is important to assess the reasons why parental and teacher awareness and ‘noticing’ improves child behaviour.

5.3.1.1 Impact of Pupil-Teacher Relationship on Pupil Behaviour.
When teachers understand and know their pupils’ learning needs as well as their interests and views, pupils will respond more positively in the lessons (Trent, 2001) Bernard (2004) found that when there is a positive pupil-teacher relationship, the pupil’s pro-social, academic and emotional well-being increase. Marazano, Marazano and Pickering (2003) conducted a meta-analysis of more than 100 studies and found that pupil-teacher relationship also impacted positively on behaviour management in the classroom. Marazano et al. (2003) further reported that teachers, who ‘noticed’ their pupils and actively attempted to speak with them and make time for them, were significantly less
likely to experience behaviour difficulties in their classroom. The literature appears to reflect the current research and suggest that the change in teacher awareness and change in behaviour had an impact on the pupils' behaviour.

5.3.1.2 Impact of Parent-Child Relationship on Pupil Behaviour.
The importance of family and parent relationship with their children was discussed in detail in the ‘influence of family’ theme and therefore it will not be discussed in detail here. This is significant however, because the pupils in all three case studies discussed their families as one of the most significant aspects of their lives, and when the parents increased their awareness and actively changed their behaviour, the pupils also felt happier in school. An example of this from the current research is in Case Study Three. Tom’s mother became aware over the course of the MI input, that her relationship with Tom might be difficult because her time was taken up by her other children. Tom’s mother actively changed her behaviour to spend more time with Tom. In the final MI session, Tom expressed that he felt happier and he attributed this to spending time baking with his mother and sister.

5.3.2 Increased Motivation to Learn
This theme reflects the extent to which the pupils’ behaviours in the classroom reflected their increased motivation to learn. The pupils’ behaviour reflected an increased autonomy and less disruptive behaviours.

5.3.2.1 Autonomy
Deci and Ryan (1987) describe autonomy as “action that is chosen, action for which one is responsible” (p742). All the pupils in the current study increased their autonomy and the class teachers observed behaviours to evidence this change. In Case Study One, Neil’s class teacher was amazed when, for the time of teaching Neil, he initiated a task without any reminders or support from her. In Case Study Three, Tom’s class teacher expressed how pleased she was when Tom showed self-determination in group tasks and in whole class activities. Autonomy is the opposite phenomenon to ‘learned helplessness’, which is the theory that after many times of trying and failing, an individual will learn that they are helpless and will stop trying. Seligman (2000) stated that individuals require opportunities to develop an optimistic global outlook. Seligman (2000) explains that those who have learned to be more optimistic have more enabling interactions than those individuals who have learnt to be helpless. Seligman (2000) further explains that it is important that individuals learn from the negative experiences and perceive them as learning opportunities rather than engaging in avoidance behaviours. This theory is perhaps seen in UK classrooms when instead of allowing a pupil to fail and teaching them another way of tackling a problem, a teacher or teaching assistant might
complete the task for the pupil. Although this might be viewed as an act of kindness or protection, the pupil unfortunately learns that they are unable to do the task and subsequently stop trying or become unengaged. The pupils in the current study had not reached a point of learned helplessness; however, they were becoming unmotivated with school activities.

The literature tends to suggest that for pupils to show autonomy, they must be provided with a classroom environment which promotes it (Deci & Ryan, 1987; Stefanou, et al., 2004). In the current study, the pupils increased in self-esteem and self-efficacy and were in supportive classroom environments, which are all likely to have impacted on the pupils’ increased autonomy. Stefanou et al. (2004) stated that autonomy is nurtured when pupils are provided with more choices and when external pressures and controls are decreased. The MI techniques aim to promote this phenomenon by promoting collaboration and allowing the pupil to develop discrepancy without being instructed of what they must do. The researcher feels that the MI techniques and activities enabled the pupils to gain a sense of autonomy, which was generalised into the classroom. Positive feedback and increased encouragement and relatedness from the teachers when the pupils showed autonomous behaviours, might have reinforced the behaviours.

5.3.3 Self Development
This theme reflects the extent to which the pupils increased, changed and developed on their sense of self. The pupils were found to develop their self-esteem and their self-efficacy.

5.3.3.1 Increased Self-Esteem
Self-esteem has been described as ‘the overall affective evaluation of one’s own worth, value and importance” (Robinson, Shaver, Wrightsman, 1991, p115). The pupils in the study showed a significant increase in their self-understanding and self-esteem. This increase was reported by the pupils themselves in the semi-structured interviews and observed by the researcher and the class teacher. Humphries (2002) argued that self-esteem increases when the self concept matches the ideal self (please see figure 5.1 for an illustration of this). Therefore when an individual develops their self concept and corresponding perception of self, their self-esteem adapts as a result. This theory reflects the results from the current study and is of particular interest to the researcher because she witnessed the extent to which all three pupils enjoyed the self-concept activities in the MI sessions. In case study two, Ben commented that he would like to do more tasks similar to the self-concept activities. The researcher believes that as the pupils developed an increased understanding of their skills and strengths and how these contributed to their
view of ideal self in the self-concept activities, their self-esteem increased as a result. In case studies one and two, the pupils’ teacher had also changed behaviour to ensure there were opportunities for the pupils to be successful and develop their sense of competence. The researcher believes that both these two elements; Adaption of self concept to correspond more with ideal self and adaption of learning environment were the two main contributors to the increase in self-esteem. This argument is given more weight when one looks at case study two. As mentioned earlier, Ben had difficulties deciding on his future self and therefore was not able to develop his self-concept as productively as the other pupils in the study. In addition, Ben’s teacher did not change her behaviour or the learning environment. No development in these two elements resulted in no, noticeable change to self-esteem.

![Figure 5.1 A Model of Self (reproduced from Humphries, 2002)](image)

**5.3.3.2 Increased Self-Efficacy**

Self-efficacy is the psychological believe in one’s own ability to achieve a goal. A high self-efficacy indicates that an individual is confident in his/her ability. Schunk (1991) stated “Much research has clarified and extended the role of self-efficacy as a mechanism underlying behaviour change, maintenance, and generalization” (p207). This statement reflects the current research findings. The pupils in case study one and three were found to significantly increase their self-efficacy. This change was observed by their class teachers in the change in behaviour in the pupils. Some of the behaviour changes were seen as: believing they could answer a question and being confident in their answer, believing in their capacity to contribute to class discussions, and beginning a task independently.

It is essential to investigate the reasons why children with high self-efficacy portray more motivated behaviours in the classroom. Albert Bandura was the founding father of self-efficacy theory and while the Behaviourist paradigm was influential in the 1950’s, Bandura
argued that social constructs had more influence on an individuals’ thoughts, feelings and behaviours. Bandura and Schunk (1981) found that self-motivation relies on cognitive thought processes of self-evaluation. Bandura and Schunk (1981) further explained that these cognitive evaluations of self are learnt through the social environment and social interactions. Bandura (1997) argued that children, who have a high sense of self-efficacy, will start a task confidently and work harder while conducting the task. Schunk (1991) found that pupils with a high sense of self-efficacy are more likely to perform tasks that they perceive as difficult, even if it is too challenging for their ability. These pupils therefore gain some knowledge and understanding for the next time they engage in a similar task, which in turn maintains confidence for future tasks and therefore, self-efficacy continues. For example, if two pupils, pupil A (high self-efficacy) and pupil B (low self-efficacy) are given a challenging maths task, pupil A is more likely to perform better at the task, even if pupil B is more intelligent. Pajares (1996) stated that self-efficacy beliefs are a more powerful predictor of academic achievement than ability. Schunk (1991) emphasised the connection between self-efficacy and motivation and argued that they are intertwined. The pupils in the study increased in both areas and the behaviours appeared to be a combined increase in motivation and self-efficacy. In light of this, it is important to consider how self-efficacy can be increased in UK classrooms.

Bandura (1991, 1993) argued that self-efficacy can be promoted through teachers and other children modelling self-efficacy behaviours and through specific, meaningful verbal feedback from teachers. Bandura (1991, 1993) also found that creating proximal goals that support the long-term goal is more beneficial for children. An example of this in the classroom might be providing the proximal goal ‘I will practise two new spellings this week’ rather than the behavioural outcome ‘I will learn two new spellings this week’. This change in goal structure will ensure that the pupil achieves the goal and will increase their beliefs in their ability.

5.3 Summary of Findings
The current research found that adapted MI techniques elicited noteworthy outcomes for the pupils. After the MI sessions, there was a significant increase in the pupils’ self-esteem, autonomy and self-efficacy in two of the pupils and a development of self-understanding in one of the pupils. This self-development was portrayed through increased motivation behaviours in the classroom. It was perceived as significant that, although the pupils were motivated by external rewards to an extent, when the pupils increased their autonomy, self-esteem and self-efficacy, their behaviours showed a true motivation, an intrinsic motivation. The findings indicate that, although the MI techniques impacted on the pupil, there were other important factors which produced the change in
behaviours, namely; family factors, school factors and life changes or transition. Within both school and family were negative and positive influences interacting and contributing to the pupils’ overall motivation in school. It was found that when one, or more of these influences were adapted, for example, the pupils received emotional support just before transition and teachers and parents changed their behaviours, the pupils’ motivation significantly increased. Pupil two’s motivation was found to increase the least and the researcher purports that this is because only one element of the influential factors changed, for example there was no change in family or school influences.

The researcher felt that the outcomes and processes in the findings formulate a noteworthy contribution to understanding the influence and processes that contributed to the pupils’ overall motivation and behaviour in the classroom. The researcher therefore produced a pictorial representation of the findings in figure 5.2.
Figure 5.2 Pictorial representation of research

Figure 5.2 represents the findings from the study which relate to the barriers and the facilitators to the MI process and outcomes. It portrays the MI techniques barriers and facilitators while also taking into consideration the other influencing factors around the pupils, for example, family and school factors as well as life changes and transitions. The researcher hopes that the picture highlights the fact that the MI sessions were a significant influence but they were also not the only influence.

The current research found that there was sufficient evidence to show that adapted MI techniques could be used with younger children. The facilitators to the MI techniques
were shown to be relationship with the facilitator and visual and practical techniques. The barriers were shown to be the academic ability of the pupils, for example, at times the pupils asked for guidance with spellings, which disrupted the therapeutic relationship. The researcher found that there is a clear need for teachers and parents as collaborators in the process so that they can be supported and be provided with scaffolding techniques so that their new self-understanding can be generalised across settings.

5.4 Researcher Reflections
The following section outlines the researcher’s reflections on the research process and on MI as a therapeutic intervention.

5.4.1 Research Design
The design chosen for this piece of research was an exploratory case study design (Yin, 2009). It was felt that it was useful and appropriate for the area of MI with younger children, because it had not been researched prior to this. This research followed the Hour Glass Model (Salkovskis, 1995) and therefore this detailed exploratory case study has created some in depth knowledge of the relevant questions and aspects for a larger-scale research method. This research provides a small window into the use of MI with younger children and the associated benefits and challenges. The design did not however, provide enough evidence to be certain that the results would be found with different children, schools and practitioners. The most challenging aspect to this research was the researcher/practitioner role and the researcher would not choose a dual role again. The dual role was challenging because it was difficult to ‘step back’ from the research and as a result, the researcher had to take additional steps to ensure objectivity, for example, considering the transcripts as data and the pupils as participants in order to be clear. The researcher diary and transcriptions of the audio recordings was considered to be useful in gaining both verbal and non-verbal cues in unison and the researcher felt it added depth to the research. The researcher felt however, that further detail was required, for example, observations and semi-structured interviews with parents to gain as much information as possible. The researcher felt that the verbal feedback was appropriate in light of the dual role because the teachers and parents trusted the views and explanations of the researcher as an applied psychologist and they wanted to know what strategies would support the pupils rather than about the research. This process worked well for all those involved in the study, however, the researcher would recommend adopting the research role and providing information on the research process only. The researcher would then work with the educational psychologist from the school and arrange for them to provide the more in depth, specific feedback about the pupils.
It is recognised by the researcher that it might be argued that the self-formulated assessment sheet is a subjective method and therefore any results should be viewed with caution. The self-formulated assessment sheet was used by the researcher to consider and reflect on the extent to which the aims and principles of MI were adhered to. The researcher felt that the assessment approach did allow her to reflect upon her MI practice and build upon her skills as a result. The researcher does however accept criticism that the conclusions from the self-formulated assessment sheet would not be easily generalised and levels of caution should be adopted when considering the results. It is argued that although the findings are subjective, the data allows MI practitioners to evaluate the use of MI with younger children. In light of the potential criticism, the researcher would suggest that the self-formulated assessment sheet might be used in alternative ways. One suggestion is that MI sessions are videoed and then the MI facilitator uses the form to consider and reflect on his or her adherence to the aims and principles of MI. To increase objectivity further, the MI sessions might be analysed by an objective MI practitioner using the self-formulated assessment sheet.

Another design element used in this research was the researcher diary. The researcher found the diary to be useful because it allowed her to record important observations and reflections in real time. There were, however, some challenges to the diary. One of these challenges was the fact that the researcher was only able to make brief notes and reflections because she was also delivering the MI sessions and the research might have benefited from more robust, in depth analyses whilst the MI sessions were occurring. It might be argued by quantitative researchers that the diary entries were not reliable. For example, observations were recorded according to the moment-to-moment events and therefore all data were different according to the participant and the situation. It might therefore be argued that results are not reliable between participants. The researcher suggests that to ensure reliability of the diary is increased; the researcher might record data in the diary at the same time intervals for each participant. On balance, however, the researcher feels that from a critical realist perspective, the diary method used allowed the observations to record ‘live’ interactions, which reflects situations as they would occur in practice.

5.4.2 MI as a Therapeutic Intervention in School

The researcher felt that the MI input was possible with the younger children and, more importantly, it produced some encouraging outcomes. The researcher noted that pupils in the study notably changed their behaviour and their teachers observed more on-task and positive behaviours in the classroom. It struck the researcher how much the pupils required it and, in all of the case studies, the teachers felt that other children would benefit
from the input. The researcher argues that the children were at an important time in their academic careers and were becoming overwhelmed with social and academic pressures. The MI sessions appeared to be an appropriate intervention for them at their age and stage of development. In addition, the researcher is aware as an educational psychologist of number of pupils who are referred to educational psychology departments in Year Six, Seven and Eight showing challenging behaviours. It is likely that pupils at this age begin to lose their capacity to cope and their behaviours reflect the anxiety and confusion that they are feeling. Therefore the researcher feels that younger pupils who are unmotivated/are at risk of becoming unmotivated can be provided with one-to-one support with their understanding of their thoughts, feelings and behaviours. The current research indicates that MI techniques are appropriate for this type of support for younger pupils. Most importantly it would act as an early intervention initiative, which would increase the pupil’s capacity to cope and reduce the chances that he/she would become overwhelmed.

5.5 Rival Explanations
During the research process, rival explanations were carefully considered. It is understood that critics might attribute the findings to other phenomena.

The researcher adopted a critical researcher stance in this study and considered two of the major rival theories to the current study. Positivists argue that there is only truth in scientific knowledge and tend to adopt structured, clinical research experiments. Positivists would consider the current research as unreliable and invalid because the findings are purely based on social connections, values and opinions. The current research collects data through a researcher diary, which was based on the researcher's subjective observations and views of the therapeutic process, for example, the researcher diary noted non-verbal body language and pupil approach to certain tasks. The findings from the researcher diary contributed to findings regarding the pupils' preferred activities (practical, visual) and their engagement with the researcher. Positivist researchers would argue that the researcher's subjectivity in this data collection technique is not valid because the researcher's own values and judgments prevent 'clear and precise thinking. Positivist researchers would argue that the researcher diary would be steeped in subjective thinking which would be entirely different if another researcher were to have been in the same room with a separate diary. In addition, Positivists would argue that the research is not reliable and therefore data cannot be generalised. The current study used an MI package, which involved a certain level of structure, however, the author of the package emphasised that the facilitator should adopt a level of flexibility when using the activities to ensure that they are appropriate for the pupils. Positivists would delineate that this practice is not reliable because each pupil had different experiences of the MI
techniques and therefore the results are specific to that pupil, in that moment and would not produce the same findings if conducted again.

Another rival explanation is Ethnomethodology, which asserts that research should not include any structures or plans because they mar the ‘true’ picture of the phenomena being studied. The current study chose semi-structured interviews with both the teachers and the pupils. Researchers who use an Ethnomethodological stance would state that the semi-structured interviews demerit the individual’s own meanings and understandings of the situation and restrict them to answer specific, perhaps inappropriate questions. They would further argue that the research findings from the semi-structured interview would be restrictive and unrepresentative of the individuals in the study. In addition, the researcher evaluated the impact of MI on children in primary school and provided findings to suggest facilitators and barriers to the MI process as well as the most significant influences on the children’s outcomes. Ethnomethodological researchers would claim that these findings could not possibly represent the ‘true’ picture because the pupils will always behave differently when the researcher (an adult) is there. In this respect they would suggest that it is impossible for the researcher to gain any useful information of the children because she is not a peer of the pupil and therefore she did not direct experience or observation.

5.6 Research and Practice Implications

5.6.1 Implications for Research
The current research aimed to contribute to the current understanding and knowledge of the use of MI with young people. The researcher found that there had been no published research into the use of MI with young children (aged nine to ten) and although it was argued by MI practitioners that there might be too many barriers (for example, language, emotional intelligence) to conduct MI successfully with pupils, the researcher found enough evidence to suggest younger children might be able to access adapted MI materials (Kittles & Atkinson, 2009). Therefore the researcher aimed to gain understanding of the following questions:

- Can MI be used with younger children?
- What evidence is there to suggest that MI produces positive effects?

It was found that overall, MI can be used with younger children and MI activities increase pupils’ self-esteem, autonomy, self-efficacy and overall motivation. In addition to the research answering the above questions, the following areas were also deemed to be important:
• Further case studies to provide an increased understanding and comparison with, and contrast to the current study.

• Research into the area of the use of MI with younger children and their families.

5.6.1.1 Further Case Studies
This research provides a small ‘snap shot’ of the barriers and facilitators of using MI with younger children. The findings indicate that there are positive outcomes for children who take part in MI sessions. A case study approach was chosen because it was argued that a detailed understanding was required prior to conducting a large scale survey design. According to Salkovskis (1995) research often follows the ‘Hour Glass Model’ and therefore detailed case studies are required to gain an in depth knowledge of the relevant questions and aspects for a larger-scale research method. In light of this, the researcher feels that further case studies in this area are required. The cases in the current research were chosen via opportunity sampling methods and yet the pupils were demographically similar, therefore further case studies might acquire knowledge of children from different ethnicities, backgrounds and cultures. This would provide further information about the children that MI techniques are useful for. The pupils in the current research were assessed for language ability; however, their age and stage of development dictated that they still preferred the practical, visual and kinaesthetic activities to the writing topics. The researcher feels that because there is an emphasis on these types of activities, there is naturally less language demand. Perhaps future case studies might not use the strict criteria of ‘average language ability’ to determine if MI techniques can be used with children of lower language ability.

5.6.1.2 Actively Involving Parents and Teachers
This research has pointed out many facilitating factors which supported the change process and the self-development of the pupils. The researcher was however, particularly drawn to the school and family factors as agents of change. The case studies in which the most significant changes were witnessed were the ones in which there was a change in the behaviour of the teacher and/or parent. This makes sense because the findings suggested that these factors were the most influential in all of the pupils’ lives. The factors contributed to the development of self in each pupil, both negatively and positively, however, during and after the sessions, this balance was tipped in the favour of the positive side. Figure 5.2 represents a clear representation of this. Therefore the researcher wonders whether there would have been more significant changes for all of the pupils if the parents and teachers were actively involved in the MI process as collaborators. Therefore, this is a natural area for research. Perhaps a researcher might conduct one in depth case study investigating the use of MI as a holistic intervention.
during transition because this was found to be a concerning time for the pupils in the current research. In addition, the literature also reflects the notion that transition is a challenging time for pupils (Wigfield et al., 1991; Jinal6Snape & Miller, 2008). This might include collaborative meetings prior and post the MI input so that the teachers and parents have an active role to play in the support of the pupil. If possible, the researcher might also hold MI sessions with the teacher and parent so they have an understanding of the techniques.

5.6.2 Implications for Practice
This research is a small, exploratory case study; however, because it investigates an area that has not been researched before, the findings are important to the well being of younger children. It is argued that the research provides evidence and findings that will impact on the practice of educational psychologists and possibly on local authorities.

5.6.2.1 Local Authority Implications
MI has been found to support self-efficacy, self-esteem and autonomy and therefore the implications for children in the UK are most likely to be in terms of supporting their social and emotional development. In light of this, it is important to address the current political climate before one can address the implications for the local authority. Towards the end of 2013, the way in which children’s needs are met by the local authority will change. The Government has set out the Children and Families Bill (2013), which puts an emphasis on education and health practitioners collaborating to ensure children are able to succeed. At this early stage of the reform, it is difficult to determine what, if any policies will be put into place to support children’s social and emotional learning and development. However, as an educational psychologist in training, the researcher is aware that this area is one of the most important factors to academic and social achievement. For example, if a child is feeling emotionally overwhelmed because a loved one is seriously ill or socially isolated because he or she is being bullied, he or she will not be able to access learning. This idea is not new, Maslow (1954) showed in his hierarchy of needs illustration that children require certain, basic needs to be met before they are able to meet self-actualisation. In addition, Ahmed, Bookheimer, and Mazziotta (2000) inform that when individuals are in a state of emotional uncertainty, the prefrontal cortex (the ‘thinking’ part of the brain) is prevented from working by the hypothalamus and the limbic system (the ‘fight or flight’ part of the brain) are in control.

It is therefore suggested by the researcher that whether or not the Coalition Government outlines policies for the social and emotional learning of children, local authorities should ensure there are structures in place to meet these specific needs. It is appreciated that
this might be challenging in the economic climate, however, it is an early intervention initiative, which is likely to prevent challenges in the future. For example, if a pupil is provided with emotional support in Year Six of primary school and is provided with the techniques and skills to deal with the present and future difficulties which arise, he or she is less likely to struggle further in the curriculum. Subsequently, it might be possible to reduce the chances that he or she becomes unmotivated from school and presents with challenging behaviour in the future. Munro (2011) states that local authorities should take responsibility for meeting the needs of their children by ensuring they provide the correct and sufficient services. It is argued that these services should include practitioners skilled in therapeutic techniques such as MI and can use them regularly in educational settings. This research indicates that if all children were offered a limited number of MI sessions in Year Six, Seven or Eight, it would allow them to develop their sense of self, which is important in increasing self-esteem, self-efficacy, resiliency and motivation (Dweck, 2002). This view is supported by a wealth of research (House & Martin, 1998; Gysbers & Henderson, 2000; McGannon & Dimmit, 2005).

5.6.2.2 Educational Psychology Implications

The role of educational psychology is dynamic and diverse and has often been evaluated and analysed (Farrell et al., 2006), however, the ever changing political context, diverse settings and interests, deems the profession difficult to define simply. What is clearer is that EPs use therapeutic techniques regularly. For example, Atkinson et al. (2011) conducted a survey of EPs in four hundred and fifty five EP services and found that 92% of EPs use therapeutic interventions in their practice with children and young people. Furthermore, respondents indicated that MI was the third most used therapeutic intervention (Atkinson et al., 2011). The evidence suggests therefore that the current research will be useful and significant to EPs utilising MI in their practice. Findings suggest that using MI with younger children does produce worthy outcomes for younger pupils. Further the researcher notes that if children in Year five and six of primary school (those approaching a pivotal transition) were able to access MI techniques then an impact would be observed in behaviours, social and emotional wellbeing and possibly, academic achievement.

The researcher feels that EPs might use MI as a therapeutic programme of ongoing support when working with children and young people. MI might be used with children and young people who have become unmotivated in school or who do not perceive the benefits of school. EPs have the skills and knowledge to work closely with children and young people and support them in a therapeutic manner. It should be noted that EPs
would require access to supervision because of the sensitive and emotional nature of conducting any counselling technique.

It is argued that EPs are well placed to deliver training to key members of staff in schools who would then be able to implement the programme. Careful consideration should be made regarding the skills of the key members of staff and the extent to which they would be able to implement the activities and remain true to the aims and principles. EPs might consider teaching school staff the theoretical underpinnings of MI and the skills and techniques required. It is important that school staff have a prior knowledge of counselling and/or working with children and young people with social, emotional and behavioural difficulties. It is also important that any school staff using the MI techniques have access to appropriate supervision.

MI is a flexible approach and although the aims and principles remain the same, there are different ways of implementing sessions. In the current research a specific programme based on the menu of strategies. The researcher feels that use of a specifically developed and interactive programme is beneficial for EPs because activities can be worked through. It also provides structure which is useful when time restrictions are an issue. In addition to using a specific programme, EPs who have a reasonable knowledge of MI might prefer to use the self-formulating assessment sheet and follow MI as a client-centred therapeutic approach. Either way, the stages of change model can be used to consider and evaluate the change process by both EPs and the children and young people.

It is accepted that the above suggestions might be time-consuming and out of reach for some EP services and EPs. The current research also has implications for smaller, individual practice possibilities. The researcher feels that the self-concept and developing discrepancy activities were enjoyed by all of the pupils in the study. In addition these activities also allowed the pupils to develop a deeper understanding of their self-concept and future goals, which in turn, will allow any child or young person to develop a sense of self, which the research suggests will impact on self-esteem (Humphries, 2002) and self-efficacy (Bandura, 1993; Bandura, 1997). If the implications from this research are correct, then implementing these activities will provide important support to children and young people. Although Miller and Rollnick (2002) argue that MI sessions should be provided over a more than one session, they did formulate the ‘Drinkers’ Checklist’, which was designed for clinicians to use under time constraints. Therefore, given the time constraints and professional knowledge and skills of EPs there is no reason why EPs should not use MI as a short, sharp intervention. In addition, children and young people
with mental health difficulties are left without seeing any professional. The researcher feels that a short intervention delivered by an EP might be the only therapeutic opportunity some children receive. Furthermore, EPs work with children, young people and their families regularly and are therefore well placed to provide this support and/or training for other practitioners. The researcher feels this might be achieved by:

- Use of a short activity, for example a self-concept activity, during an information-gathering session with a pupil to gain their views while also allowing the pupil to gain an insight into their strengths and skills.
- Use of MI as an assessment technique (Kittles & Atkinson, 2009) used during dynamic, interpersonal assessment sessions.
- Combining MI input with other visits in the school, for example, if working under the consultation model, spending an hour with the child after a group consultation meeting with the adults around the child.

In conclusion, the researcher hopes that EPs will find the current research inspiring and relevant to their work, or at the very least interesting. Those who have never used MI with younger children might choose to use some practical activities with the Year five and six children whom they deem it would be useful.
References


APPENDIX A

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A1. Parent/ Carer information sheet

Invitation

Your child has been identified as potentially benefiting from some Motivational Interviewing (MI). I would like to take this opportunity to invite your child to work with me in about 3 to 4 (1 hour) sessions in school. This information sheet will outline the techniques that will be used and why the research is being carried out. Please read the information carefully before deciding whether you would like your child to take part in the programme.

Why is the research being carried out?

I am an Educational Psychologist in Doctoral training. As part of my training I am required to carry out a substantial piece of research. After observing the merit of using MI techniques with young people I have chosen to investigate its use with children in Key Stage 2. MI is designed to improve outcomes for those who take part in it. The research project will hopefully provide evidence that MI can be used successfully with Key Stage 2 children.

What is MI?

MI is a therapeutic technique that has developed over the last 25 years. MI techniques are currently being used with young people all over the world in areas such as health, medicine and education. MI is often used by Educational Psychologists as part of their practice.

Which MI programme will be used?

The programme to be used is one created by an Educational Psychologist with many years using MI with children and young people. It is called Facilitating Change 2. The programme has been adapted and re-designed to ensure that the materials will be accessible and useful for children and young people. Its aim is to help children and young people explore and challenge their behaviour.

Why has your child been chosen to take part?

Your child has been chosen to take part as it is believed that they will benefit from the programme. Other children will also be invited to take part.

What happens if my child takes part?

I will meet your child and explain the programme and the research project to him/her very carefully, answering any questions he/she has. I will then ask for his/her permission to include him/her in the programme. If he/she is happy to continue I will gather data using an audio recorder. All identifying features such as the school name and your child’s name will be kept anonymous and codes will be used when evaluating the data.
I will also ask your child and their teachers some questions after the programme has finished in order to investigate the outcomes of the sessions and if it has been useful. During the sessions I may also take notes about the process to evaluate whether it was useful to your child. For all the data I will use codes rather than your child’s name or the name of their school.

Your child will attend one session per week over approximately 3-4 weeks. The session will be run during school time and, therefore, your child will miss some lessons, but staff will support your child in catching up with his/her work.

I would also like to gain your child’s views on what they thought was useful in the sessions and how they feel it has help them.

**Does your child have to take part?**

Your child does not have to take part if you are not happy for him/her to do so. If you do want your child to take part, please provide your signature on the enclosed consent letter. This gives your permission for him/her to be included in the programme as well as for me to gather data and to include this data in the research. All information gathered will be kept anonymous and confidential. If at any point in during the research you decide you would like your child to withdraw from the programme, or she/he no longer wants to take part, your child can do so without giving a reason and all data will be destroyed. Please note that this is an additional form of support for your child. If your child decides to withdraw from the programme, this will not affect the care he/she would otherwise receive.

**What are the possible benefits of taking part?**

It is hoped that the MI techniques will support your child to develop and build skills that will have a positive impact on his/her self-efficacy, self-esteem and behaviour in school.

The programme is designed to help children and young people but benefits will depend on a number of factors including attendance and engagement in the sessions. The research project may help to show how MI techniques could be used to help other Key Stage 2 children.

**What will happen after the research project?**

When we have finished the MI programme I will write to you and your child to tell you how it has gone. I will also be available to meet with you to discuss this further if you wish.

**Contact details**

NAME

NUMBER

EMAIL
A2. Parent/ Carer consent sheet

Dear Parent/ carer

As you know, I have been working with NAME OF CHILD recently and have identified that HE/SHE may benefit from some intervention work involving some Motivational Interviewing techniques.

Motivational Interviewing aims to help children explore and challenge their own patterns of behaviour. There is evidence to suggest that may improve self-esteem and self-efficacy too.

I am an educational psychologist in doctoral training. I am planning to complete my doctoral research looking at the usefulness of Motivational Interviewing techniques with Key Stage 2 children.

I am writing to request your consent to work with your child using some Motivational Interviewing techniques. I have enclosed an information sheet providing further details Motivational Interviewing and the techniques I propose to use.

If you agree for your child to take part in the programme, please sign the consent slip below and return it to school. I also require your consent to include your child’s data in the research project. All data will be kept anonymous.

If you have any questions or would like to discuss the programme further, please contact me on NUMBER or send me an email at EMAIL ADDRESS.

Yours sincerely,

Sarah Cryer

Trainee Educational Psychologist

Please return to.

Parental consent

Name of child: .................................................        Date of birth..............................................

Contact telephone number.............................................................

I agree that my child may work with the trainee educational psychologist using some Motivational Interviewing techniques and that my child’s data may be included in the research project.

Signature of parent /carer...............................................              Date.............................................

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A3. Teacher information sheet

Dear STAFF MEMBER,

I am an educational psychologist in training currently working in your school. As part of my training, I am required to conduct a substantial piece of research and after seeing the merit in the use of Motivational Interviewing (MI) with young people I have chosen to investigate its use with children in Key Stage 2. MI is designed to improve outcomes for those who take part in it. The research project will hopefully provide evidence that MI can be used successfully with Key Stage children.

MI is a therapeutic technique that has developed over the last 25 years. The research base for MI is quite considerable and results are mainly very positive. MI techniques are currently being used with children and young people all over the world in areas such as health, medicine and education. It has been shown that MI is used frequently by Educational Psychologists as part of their practice.

The programme to be used is one created by an Educational Psychologist with many years using MI with children and young people. It is called Facilitating Change 2. The programme has been adapted and re-designed to ensure that the materials will be accessible and useful for children and young people. Its aim is to help children and young people explore and challenge their behaviour.

The children I have decided to take part in my research project are those who are identified by school and the Trainee Educational Psychologist as requiring support with their behaviour and therefore benefiting from MI. The children must also be in Key Stage 2.

As part of the evaluation of the outcomes of the use of MI with the children, I would like to ask you to take part in a 10 minute (approximately) interview about the impact it has had.

All identifying features such as the school name, the child’s name and your name will be kept anonymous and codes will be used when evaluating the data.

If you consent to participating in the interview, please complete the consent slip attached and return it to X.

If you have any questions about the research or the semi-structured interview specifically, please do not hesitate to contact me on NUMBER or at EMAIL ADDRESS.

Yours sincerely,

Sarah Cryer

Trainee Educational Psychologist
A4. Teacher consent form

Name: ..............................................................................................................

Contact telephone number: .....................................................................................

Email address: ...........................................................................................................

I consent to participate in the post programme unstructured interview. I consent to my data being included in the research and understand that I have the right to withdraw from the research at any time.

Signature: .......................................... Date: ..........................................................
Motivational Interviewing

Motivational Interviewing is a way of talking to somebody that helps them to understand themselves better.

There are stages that you can look at and decide where you are.

There are activities and pictures to help you understand yourself even more. We look at what is happening now and what you might want to happen in the future.

We can work together to see if we can get you to the where you want to be...
We will work together for about an hour for 3-4 weeks (one session each week). We will work together in school.

After working together, I will ask you how you found the sessions. This is called an interview. I will use all the information in a research project that I am doing. The information will not use your name or your school so nobody will know it is you. This information may help other children just like you!

THE IMPORTANT PART

You DO NOT have to take part in the research project and even if you sign that you do want to take part, you can change your mind at any time (even if it is near the end).

Let’s take a few minutes to think of any questions you have about what we will be doing.......  

If you would like to take part, please sign the sheet attached.
A6. Pupil consent sheet

Motivational Interviewing

CONSENT FORM

If you are happy to come out of class and do some work with me please tick the boxes if you agree with them and then sign on the line below.

1. I have read the information sheet about the study and have had the chance to think about the information.
2. I have had chance to ask questions and had these answered so I understand fully.
3. I understand that I am taking part in the study because I want to. I know that I can decide I don’t want to take part anymore at any time and that I don’t have to give any reasons when I do.
4. I agree that what I say can be audio recorded and used when the study is written up, as long as my name is not used.
5. I agree to information from the interview being written up as part of the researcher’s university studies.

I agree to take part in the above project

Please Initial Box

Name of participant  Date  Signature

Name of person taking consent  Date  Signature
APPENDIX B

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## B1. Researcher Diary

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B2. Rationale for self-formulated assessment

The spirit of Motivational Interviewing (MI)- rationale underlying the self-assessment

Miller and Rollnick (2009) argue that since developing their therapeutic technique MI, it has been developed and changed to suit many different clients and environment. Although they believe that this is a hugely positive occurrence, they also emphasise the importance of remaining true to the spirit of MI stating that “...the practice of MI without understanding and manifesting the spirit is like the words without the music of a song” (Miller and Rollnick, 2009, page 131).

It is proposed that this understanding of MI (proposed by its creators) will be used to create an assessment form that the researcher will fill out after each session with each child. This will ensure that these key themes can be used with the adapted techniques that are proposed to be used. It will also allow the researcher to evaluate whether it is able to adhere to the spirit of MI with the adapted techniques. The themes will be taken from Barr-King & Suarez (2011) depiction and explanation of the spirit of MI and themes within them.

The spirit contains the themes:

- Autonomy
- Collaboration
- Evocation

The spirit principles are:

- Express empathy
- Develop discrepancy
- Roll with resistance
- Support self-efficacy
B3. Self-formulated assessment Form

Session assessment of adherence to the spirit of MI: to be filled in by the researcher

Spirit of MI- the themes

1. **Autonomy** - Did you allow the young person to remain autonomous at ALL times?
   - □ YES
   - □ No (please go to 1a)

   1a. On a scale of 1-10 (10 being autonomous at all times and 1 not being autonomous) where do you think the young person was? Please mark your number on the line below.
   
   1--------------------------------------------------------------------------------------------------------------10

   Please provide a brief sentence on how this might be improved next time.

   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   -----------

2. **Collaboration** - Did you feel as though you and the child were in collaboration at ALL times?
   - □ YES
   - □ No (please go to 2a)

   On a scale of 1-10 (10 being collaborative at all times and 1 not being collaborative) where do you think the young person was? Please mark your number on the line below.

   1--------------------------------------------------------------------------------------------------------------10

   Please provide a brief sentence on how this might be improved next time.

   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
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3. **Evocation** - Did you ensure you evoked the concerns about change without attempting to advise at ALL times when appropriate?
   - □ YES
   - □ No (please go to 3a)

   On a scale of 1-10 (10 evoking change without attempting to advise at all times and 1 advising at all times) where do you think the young person was? Please mark your number on the line below.

   1--------------------------------------------------------------------------------------------------------------10

   Please provide a brief sentence on how this might be improved next time.
4. Express empathy- Did you feel as though you remained empathic at ALL times?
   ☐ YES
   ☐ No        (please go to 4a)

   On a scale of 1-10 (10 expressing empathy at all times and 1 not being expressing empathy) where do you think the young person was? Please mark your number on the line below.
   1--------------------------------------------------------------------------------------------------------------10

   Please provide a brief sentence on how this might be improved next time.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Develop discrepancy- Did you have a chance to focus on the discrepancies between current behaviour and future goals?
   ☐ YES
   ☐ No        (please go to 5a)

   On a scale of 1-10 (10 developing discrepancy at all times and 1 not being developing any discrepancy) where do you think the young person was? Please mark your number on the line below.
   1--------------------------------------------------------------------------------------------------------------10

   Please provide a brief sentence on how this might be improved next time.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Roll with resistance- Do you feel that it was possible to roll with the client’s resistance to change?
   ☐ YES
   ☐ No        (please go to 2a)

   On a scale of 1-10 (10 rolling with resistance at all times and 1 not rolling with resistance) where do you think the young person was? Please mark your number on the line below.
7. Support self-efficacy: Do you feel you were able to support self-efficacy successfully?

☐ Yes
☐ No (please go to 2a)

On a scale of 1-10 (10 supporting self-efficacy at all times and 1 not being supporting self-efficacy) where do you think the young person was? Please mark your number on the line below.

1---------------------------------------------------------------10

Please provide a brief sentence on how this might be improved next time.

----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------------------
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--------
B4. Teacher semi-structured interview

- How has PUPIL NAME been doing over the last 3/4 weeks?
- Have you noticed any changes in PUPIL NAME since the MI since taking part in the motivational interviewing sessions?
- Can you provide any specific examples?
- Did you notice any changes in PUPIL NAME immediately after the MI sessions?
- Have you noticed any changes in PUPIL NAME’S self-efficacy?
- Have you noticed any changes in PUPIL NAME’S self-esteem?
- Have you noticed any changes in the way in which PUPIL NAME responds to other pupils?
- Is there anything that you know of that may also have influenced PUPIL NAME’S behaviour?
B5. Child semi-structured interview

Note: remind child that they must be as honest as possible and that they will not get into trouble if they say they did not enjoy the sessions etc

Q1. How useful did you find the sessions of MI?
   a. Using the line provided please put the number that you think.
   b. What kinds of things would make it a X (slightly higher number) and not a Y (number chosen)

Q2. Do you feel like you understand your thoughts, feelings and actions better?
   a. Using the line provided please put the number that you think.
   b. What kinds of things would make it a X (slightly higher number) and not a Y (number chosen)

Q3. Do you feel like you were working together with me rather than me telling you things?
   a. Using the line provided please put the number that you think.
   b. What kinds of things would make it a X (slightly higher number) and not a Y (number chosen)

Q4. Imagine yourself in class- how might your teacher know that you have had these sessions? What things would she notice? Remember there might be nothing to notice- you can say that too.
   a. Put your thoughts in the bubble on the left

Q5. Imagine yourself in class- how might your class mates know that you have these sessions? What things would they notice? Remember there might be nothing to notice- you can say that too.
   a. Put your thoughts in the bubble on the right

Q6. How useful do you think these sessions might be for other children?
   a. Using the line provided please put the number that you think.
b. What kinds of things would make it a $X$ (slightly higher number) and not a $Y$ (number chosen)?
Q1

Reasons

--------------------------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------------------------

--------------------------------------------------------------------------------------------------------------------

Really useful

all

Not very useful at
Q2.

Reasons

Understand them lots more than I did before

Don’t understand them any more than I did before
Q3.

Reasons

..............................................................
..............................................................
..............................................................
Really working together all

Not working together at all
Q6.

Reasons

-------------------------------------------------------------------

-------------------------------------------------------------------

-------------------------------------------------------------------

Really useful all 

Not very useful at
APPENDIX C: Outline of the Development of the Codes and Themes (Braun & Clarke, 2006)

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C2 Initial grouping of the transcript extracts.............................................................214
C3 Table to reflect thematic analysis process for ‘teacher awareness’..............215
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C1. Initial coding of data

The diagram below depicts the initial coding of the data. For reference, one specific group of ‘codings’ will be focused on and followed through into the themes. The green highlighted sections represent the data extracts that were eventually grouped into the basic theme ‘teacher awareness’. The data extracts were written onto post-it notes and grouped with other extracts with similar meanings. The researcher chose to use data extracts (codings) to ensure that the raw data was reflected throughout the thematic process.
C2. Basic Themes

The diagram below represents some of the basic themes that were formulated from the final, chosen data extracts. The ‘teacher awareness’ theme was formulated from some of the data extracts above. The transcript extracts highlighted in green above are shown here below the basic theme. These basic themes were combined to create the organising theme ‘Behaviour Change’.
C3. Table to reflect thematic analysis process for ‘teacher awareness’.

The table below depicts the transcript extracts, basic themes and organising themes, to portray the process clearly for the reader.

<table>
<thead>
<tr>
<th>Transcript extract</th>
<th>Basic Theme</th>
<th>Organising Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I’m aware of it as well, and with us having a discussion between ourselves...</td>
<td>Teacher Awareness</td>
<td>Behaviour Change</td>
</tr>
<tr>
<td>We kind of... It makes you more aware of it so I think ‘P1 needs encouraging to be motivated’</td>
<td>Teacher Awareness</td>
<td>Behaviour Change</td>
</tr>
<tr>
<td>But I think because you’ve been in, it’s made me aware of his confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like the other day I wrote a story.. I put him in my story and he’s been really proud...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## C4. Inter-rater reliability

Table to represent the coding from both researchers.

<table>
<thead>
<tr>
<th>Inter-rater codes</th>
<th>Researcher codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawn and found it difficult to communicate</td>
<td>Withdrawn and shy</td>
</tr>
<tr>
<td>No friends</td>
<td>Was socially isolated</td>
</tr>
<tr>
<td>Self-harming behaviour</td>
<td>Self-harming behaviour</td>
</tr>
<tr>
<td>Withdrawn and unhappy</td>
<td>Was unhappy</td>
</tr>
<tr>
<td>Now volunteers information in class</td>
<td>increased volunteering/ confidence</td>
</tr>
<tr>
<td>Happier</td>
<td>Happier now</td>
</tr>
<tr>
<td>Engaged in class discussions</td>
<td>Increased autonomy</td>
</tr>
<tr>
<td></td>
<td>Happier now</td>
</tr>
<tr>
<td>Better self-efficacy</td>
<td>Increased self-efficacy</td>
</tr>
<tr>
<td>A bit on the edge after 4 day absence</td>
<td>Had a blip after time off</td>
</tr>
<tr>
<td>Teacher reminded him of progress made</td>
<td>Teacher awareness and support</td>
</tr>
<tr>
<td>A helpful approach for child</td>
<td>Increased cooperation with teacher</td>
</tr>
<tr>
<td>Teacher spoke to mum about self-harming behaviour</td>
<td>Communication between mum and teacher</td>
</tr>
<tr>
<td>Mum thinks self-harming might relate to need for greater attention from her at home</td>
<td>Increased parental involvement anticipated</td>
</tr>
<tr>
<td>Attention divided between other sibling</td>
<td>Other siblings take up a lot of mum’s time</td>
</tr>
<tr>
<td>Mum trying to give greater attention</td>
<td>Increased attention from mum anticipated</td>
</tr>
<tr>
<td>Good relationship with nurture teacher</td>
<td>Positive relationship with teacher</td>
</tr>
<tr>
<td>Sees MI as appropriate for this age group</td>
<td>MI appropriate for Year 5/6</td>
</tr>
<tr>
<td>MI could be used with 2 pupils who have unmotivated with work and their peers</td>
<td>MI useful for children who disengage socially and academically</td>
</tr>
<tr>
<td>teacher thinks there is a general low level of self-esteem in class</td>
<td></td>
</tr>
<tr>
<td>MI could help those with low Self-esteem</td>
<td>MI useful for children with low self-esteem</td>
</tr>
</tbody>
</table>
APPENDIX D

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D1. Email stating ethical approval

From: **Ethics Education** (ethics.education@manchester.ac.uk)
Sent: 05 October 2012 13:53:06
To: Sarahcryer
Cc: Sarahcryer33@hotmail.com

Dear Sarah

Ref: PGR-7383610-A1

Apologies for the delay in getting this confirmation sent out to you

I am pleased to confirm that your ethics application has now been approved by the School Research Integrity Committee (RIC) against a pre-approved UREC template.

If anything untoward happens during your research then please ensure you make your supervisor aware who can then raise it with the RIC on your behalf.

Regards
D2. Pupil feedback letter

Dear P1,

Thank you very much for working with me over the last 4 weeks. This letter is to summarise what we did.

You told me lots of skills and strengths that you have. These were: caring, outdoors person, artistic, friendly, adventurous, mathematical, team player, sporty, thoughtful, like to be part of a group and good with animals. You also told me that you like running challenges AND that you enjoy playing the guitar!

We talked about how you would like to be in 10 years time. You said that you would like to be a stunt man, that you would be like to be eat healthily and that you would still like to play and watch football in your spare time. You also said that if you had lots of money, you would like to buy the fastest car in the world, which is the Bugatti Veyron!

You felt that the best chance to have a lifestyle like that would be if you did well at school. You said that meant trying your best, EVEN when lessons got a little bit boring.

We talked about your favourite and your least favourite lessons. You said that ICT and sports are your favourite lessons and music is your least favourite, because you have to sing. You really don’t like singing!

Thank you once again for working with me, P1. I hope that you achieve everything that you would like to. Good luck!
Best wishes, Researcher

APPENDIX E

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E1. Case study one: completed activities by participant one

Activities relating to ‘Enjoys Lessons’
Activities relating to ‘Praise and Rewards’
Activities related to ‘Boredom’

Least favourite lesson......music............because..............we

have to sing

bored

Activity Sheet 2b(ii) © Atkinson 2012
Activity sheet 2b(iii)

What would someone see?

Imagine someone was secretly videoing you in your favourite lesson and then in your least favourite lesson. When the DVD was played back, what would you see?

Good lesson

enjoying myself.
slide show.

Not so good lesson

I would be bored.

Activity Sheet 2b(iii) © Atkinson 2012
Activity related to ‘Enjoys Self-Concept Activities’

<table>
<thead>
<tr>
<th>Did you tick mostly</th>
<th>Then you are</th>
<th>Which means you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic</td>
<td>Picture Smart</td>
<td>See things clearly in your mind. Use pictures to get ideas across. Can imagine what something would look like.</td>
</tr>
<tr>
<td>Creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good sense of direction</td>
<td>Logic Smart</td>
<td>Like to put things in order. Have a logical mind. Plan things carefully. Need things to make sense.</td>
</tr>
<tr>
<td>Remembers things in pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like things in order</td>
<td>Sound Smart</td>
<td>Work out patterns in sounds. Play with sounds, composes songs, sing or play instruments. Listen to music when working and to feel good.</td>
</tr>
<tr>
<td>Mathematical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td>Nature Smart</td>
<td>Enjoy being outdoors and feel comfortable there. Interested in animals, plants and trees. Think about issues that affect the planet, such as pollution.</td>
</tr>
<tr>
<td>Notice sounds around me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of rhythm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventurous</td>
<td>People Smart</td>
<td>Enjoy contact with people. Good with others. Understand and notice other peoples’ feelings. Good communicator and team member.</td>
</tr>
<tr>
<td>Environmentally friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good with animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoors Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>Self Smart</td>
<td>Enjoy quiet thinking time alone. Understand your own reasons for doing things. Like to daydream about new ideas. Think about your own feelings and thoughts.</td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like to be part of a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of my feelings</td>
<td>Body Smart</td>
<td>Learn best by doing. Like to use your hands. Good balance while running, walking and doing sport. Hobbies involve being active</td>
</tr>
<tr>
<td>Enjoy being by myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good with my hands</td>
<td>Word Smart</td>
<td>Good at explaining things. Like writing and reading. Like word games and new words. Speak or write well.</td>
</tr>
<tr>
<td>Learn by trying things out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sporty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good at explaining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good with words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity sheet 1a(ii) ©Atkinson 2012

The Council (2002) Reducing the Barriers to Learning: Raising Achievement and Achievement

E2. Case study two: Activities completed by participant two

Activity related to 'sanctions and discipline'

[Image of activity sheet]

Key:
- X: Get blamed
- ✓: I get mad

Comments:
- 'Go mad' if you get blamed
- 'In trouble' if you get mad

"Because the teacher gets mad you if you get 15 or 25"
Activities related to ‘Enjoys Practical/ Visual/ Games’

Imagine someone was secretly videoing you in your favourite lesson and then in your least favourite lesson. When the DVD was played back, what would you see?

**Good lesson**

Are

**Not so good lesson**

English

Based

Teacher feels mad.
Getting into trouble feeling mad.

Not so good things

Teacher gets mad

Get mad

I'm used to it

Other people don't get blamed.

25

gets mad

5

10

I get blamed, but I didn't do it.

15
Activity relating to ‘Friends are Positive/ Friends are Negative’

The future and the present

Activity sheet 5a

Behaviour stays the same

1. Flip
2. Stay calm
3. They might try to make you upset
4. Walk away if they carry on
5. Kick the wall

Behaviour changes

Someone says something to little
If they are MAD
Pick up
R gone to get

Sharpen

Say no

Then people push and shout
They’re not

I say ‘watch out do you really press with me?’

Moud

Stay away for 10 minutes

Activity Sheet 5a © Atkinson 2012
Activity related to ‘anger management’

How I cope with the MAD

1. Take lots of deep breaths
2. I count to ten...
3. I count to ten again... Just in case!
4. I walk away
Activity related to Self-assessment sheet discussion

- **Job:**
  - Armme weird

- **Health:**
  - Fit
  - Strong

- **Relationships:**
  - One boy
  - Single & married

- **Lifestyle:**
  - Mansion
  - Spots car

- **Hobbies:**
  - Teach my own kickboxing lessons to other adults & kids.

- **Other:**
  - On hold & when it's my day's birthday
E3. Case study three: Activities completed by participant three

Activities related to ‘rewards’
Activity related to ‘boredom’
Activity related to ‘punishments’
Activity related to ‘isolation from peers’
APPENDIX F: WISC IV RESULTS

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F2 WISC IV results for participant two............................................................... 234
F3 WISC IV results for participant three............................................................ 235
### F1. WISC IV UK Results for Participant One

<table>
<thead>
<tr>
<th>Scale</th>
<th>Sum of scaled scores</th>
<th>Composite score</th>
<th>Percentile Rank</th>
<th>95% confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>26</td>
<td>93</td>
<td>32</td>
<td>87-100</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>28</td>
<td>96</td>
<td>39</td>
<td>89-104</td>
</tr>
<tr>
<td>Working Memory</td>
<td>24</td>
<td>110</td>
<td>75</td>
<td>102-117</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>20</td>
<td>100</td>
<td>50</td>
<td>91-109</td>
</tr>
<tr>
<td>Full Scale</td>
<td>98</td>
<td>99</td>
<td>47</td>
<td>94-104</td>
</tr>
</tbody>
</table>
APPENDIX G: CODED STATEMENTS RELATING TO SYNTHESISED, ORGANISING THEMES

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# F2. WISC IV Results for Participant Two

<table>
<thead>
<tr>
<th>Scale</th>
<th>Sum of scaled scores</th>
<th>Composite score</th>
<th>Percentile Rank</th>
<th>95% confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>21</td>
<td>83</td>
<td>13</td>
<td>77-91</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>30</td>
<td>100</td>
<td>50</td>
<td>92-108</td>
</tr>
<tr>
<td>Working Memory</td>
<td>18</td>
<td>94</td>
<td>34</td>
<td>87-102</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>18</td>
<td>94</td>
<td>34</td>
<td>86-104</td>
</tr>
<tr>
<td>Full Scale</td>
<td>87</td>
<td>89</td>
<td>23</td>
<td>84-94</td>
</tr>
</tbody>
</table>
### F3. WISC IV Results for Participant Three

<table>
<thead>
<tr>
<th>Scale</th>
<th>Sum of scaled scores</th>
<th>Composite score</th>
<th>Percentile Rank</th>
<th>95% confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>28</td>
<td>96</td>
<td>39</td>
<td>89-103</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>27</td>
<td>94</td>
<td>34</td>
<td>87-102</td>
</tr>
<tr>
<td>Working Memory</td>
<td>21</td>
<td>102</td>
<td>55</td>
<td>94-109</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>18</td>
<td>94</td>
<td>34</td>
<td>86-104</td>
</tr>
<tr>
<td>Full Scale</td>
<td>94</td>
<td>95</td>
<td>37</td>
<td>90-100</td>
</tr>
</tbody>
</table>
G1 Table representing synthesised organising themes RQ one

<table>
<thead>
<tr>
<th>Synthesised Theme (Research Question One)</th>
<th>Corresponding Coded Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Influence</td>
<td></td>
</tr>
<tr>
<td>My family are really kind... to me, to me and my brother; they’re kind to us both.</td>
<td></td>
</tr>
<tr>
<td>My Dad! He makes me laugh my head off... He’s really funny!</td>
<td></td>
</tr>
<tr>
<td>Mmmm...My parents, they’re, mmm...It’s like, well they’ve decided not to be together now...</td>
<td></td>
</tr>
<tr>
<td>his mum and dad I think split and they have just got back together now, I think that could have had an impact on his behaviour...</td>
<td></td>
</tr>
<tr>
<td>and I’m happy because my mum gets to see me in the play... she’d be proud of me I reckon</td>
<td></td>
</tr>
<tr>
<td>Proud of me yeah... For getting a good part....Even though I come on once...</td>
<td></td>
</tr>
<tr>
<td>Yeah, I’d talk to my sister...No one else...Just my sister... she always listens and she gets me so it doesn’t matter what I say, she just gets me</td>
<td></td>
</tr>
<tr>
<td>No, I don’t think she (mum) could think of anything I’m good at...um... she might say I was good at drawing tigers.</td>
<td></td>
</tr>
<tr>
<td>I like playing on my bike at home...I like riding really far...</td>
<td></td>
</tr>
<tr>
<td>It was my Nana’s birthday and my sister helped me bake a chocolate cake...</td>
<td></td>
</tr>
<tr>
<td>My dad? Half the time he doesn’t even know what my name is...He barely even knows my favourite colour</td>
<td></td>
</tr>
<tr>
<td>Yeah, I have a really annoying brother</td>
<td></td>
</tr>
<tr>
<td>I just always like playing on that in my room on my own</td>
<td></td>
</tr>
<tr>
<td>My family don’t even care... they just care about themselves and arguing and stuff</td>
<td></td>
</tr>
<tr>
<td>I look after my little brother... check he’s ok and all that</td>
<td></td>
</tr>
<tr>
<td>I look after my mum and my brother...</td>
<td></td>
</tr>
<tr>
<td>My mum likes it when I’m good</td>
<td></td>
</tr>
<tr>
<td>My brother is always mean to me</td>
<td></td>
</tr>
<tr>
<td>I love going to my grandma’s house ‘cos she is the best cook in the world</td>
<td></td>
</tr>
<tr>
<td>I’m so happy because yesterday I got to help my mum cook the tea and we did it together</td>
<td></td>
</tr>
<tr>
<td>My brother likes Lego too, he’s... I get him to make it for me because I don’t really, I’m not as good at making the Lego.. And my brother got a police station... That was really good that, like playing with it and stuff.</td>
<td></td>
</tr>
<tr>
<td>When I’m around my little brother...I make sure he’s ok...</td>
<td></td>
</tr>
<tr>
<td>‘cos he didn’t want a boy... But, tough luck, because I’m his...</td>
<td></td>
</tr>
<tr>
<td>basically, they didn’t want boys, they got boys so...</td>
<td></td>
</tr>
<tr>
<td>Erm, yeah and I liked going to my dad’s house and playing</td>
<td></td>
</tr>
<tr>
<td>My mum said I’ve got bad anger problems ‘cos I get mad,</td>
<td></td>
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</tbody>
</table>
Basically my mum’s been growing me up as a good boy but I’ve been bringing myself up as a bad boy.

So every time I go there... to my dad’s house, I always stare at my sister for a few minutes in the picture...

So now I don’t see her but they didn’t ask me what I want...

My brother, he’s, he annoys me, he always says ‘you’re a stupid one’ or go get my socks because I’m older you have to do what I say’... I wish I was bigger ‘cos he’s always tellin’ me what to do...

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**Synthesised Theme (Research Question One)**

<table>
<thead>
<tr>
<th>School Influence</th>
<th>well I don’t really do science anymore... I used to enjoy it cos we always went outside on the big field</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In spellings we’d move up a group... If we did really well</td>
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<tr>
<td></td>
<td>There’s the prize box and it’s given to one person each week...</td>
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<tr>
<td></td>
<td>So I’m... the... second fastest kid in school...</td>
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<tr>
<td></td>
<td>... cos after dinner we get PE which I really love, we get athletics now in PE</td>
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<tr>
<td></td>
<td>said you wouldn’t because you’d get picked on in school and I said I’d just thump ‘em (acts out thumping)</td>
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<td></td>
<td>They are the top people in the class and they are the best at most things</td>
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<td></td>
<td>For this- my friends... they’re silly.</td>
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<tr>
<td></td>
<td>Cos normally if you get it wrong and she’s told you what you need to do and you get it wrong (raises voice) argh... I’m having you...</td>
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<tr>
<td></td>
<td>Erm, the last one here is ‘teacher will be proud’... Yeah that’s like... 100 grams too</td>
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<tr>
<td></td>
<td>I really like P.E. cos it’s...We get to do fun things... Well, I’m a sporty person,</td>
</tr>
<tr>
<td></td>
<td>You’re not even allowed to just go to the toilet... get a drink... have a minute... You’re not allowed...</td>
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<tr>
<td></td>
<td>if you’re gonna go mad at me for one thing, why don’t you get mad at the other, if you’re not gonna go mad at one thing, don’t go mad at the other... Simple</td>
</tr>
<tr>
<td></td>
<td>R.E is my least favourite lesson....That’s so boring</td>
</tr>
<tr>
<td></td>
<td>Every day we do... because in the hall, the head...</td>
</tr>
</tbody>
</table>
teacher... We have to sing with him... It’s just boring

Sometimes it’s like other people finish quicker and I’m still working...

I can’t write as fast as (name of pupil) or (name of pupil)...

Yeah, really I do... cos the only break you get is ‘what else can I write, what else can I write?’ so you’re still thinking about that...

We’re learning it for our SATS... I think it is, I don’t know... It’s like... erm... well hard!

Oh yeah... Art... Well that might be me hobby... cos I like drawing and I like colouring and stuff...

I think it were yesterday...erm... one of my friends... somebody were picking on somebody else... and they told over (names child) but it were me...

I wanted to punch him so hard... I were like this (acts out punching)... Luckily one of my friends were there so he tried to hold me back...

(whisper) He kept saying I’m gonna kill you, I’m gonna kill you... You’re a fat... well, something... I was so mad

My friends...’ Well my friends are great but sometimes they can wind me up...

Me and my friend had a bag fight... with our PE kits...

The teacher came in and (claps hands) I got shouted at...

We got kind of took to the head teacher... Erm... we got banned for a week... Off the school grounds

But, my friends don’t really help it though... Do you know why? Because they just wind me up more because they know...

Well, the reason why it was good was I got star for the day for the first time

Well, when I got the, the... star of the day, I felt like...like this... (draws happy face)

She is my best teacher and Miss [names teacher] is my number a millionth teacher... My favourite teacher... My class teacher definitely... She’s just better...

Miss would say... She’d say I was good at Listening, writing and... reading

French, it’s really boring... Music is boring too- we’re just doing bongo drums like that (taps on table) It’s ruuuuubish...

Well you’d see Miss telling me off and you’d see me asleep...

Well, you have to be really good and miss
doesn’t tell you off anymore... But she gave me one at the end of the day

Well I was doing my work and someone talked and I talked back and then I got done for it... Miss gave me a red card...

Um... Friends, erm... Well, I don’t really ‘av any friends, I don’t play with anyone in the yard. I don’t think they want to play with me.

Well, I don’t have a best friend... And how I feel is that one there (points at the unhappy face).

Looks ‘upset’ when I asked about friends... Won’t give me very much info... Seems to open up more when drawing... I think he feels ‘confronted’

<table>
<thead>
<tr>
<th>Synthesised Theme (Research Question One)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Changes</strong></td>
</tr>
<tr>
<td>When I was at school I’d play out and when I was home I’d play out</td>
</tr>
<tr>
<td>Because when you’re younger you mainly got away with stuff, like if you were naughty, say if I...</td>
</tr>
<tr>
<td>I really don’t know which school I’m going to... My mum says Grammar school but my brother says a different one...</td>
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<tr>
<td>Well I don’t know really, you just got away with stuff more easier...</td>
</tr>
<tr>
<td>Well, you don’t really like to play with toys as much... Well I don’t like to play toys anymore...</td>
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<tr>
<td>You’d get a good job</td>
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<tr>
<td>hmmm... Get a good job.... That would be 90 grams</td>
</tr>
<tr>
<td>I’d like to be a stuntman ‘cos you get to still do fun things even though you’d be old...</td>
</tr>
<tr>
<td>You have to do exams when you’re older... I hate exams</td>
</tr>
<tr>
<td>My brother, he’s, he annoys me, he always says ‘you’re a stupid one’ or go get my socks because I’m older you have to do what I say’... I wish I was bigger ‘cos he’s always tellin’ me what to do...</td>
</tr>
<tr>
<td>Now I have to look after the younger ones at dinner time...</td>
</tr>
<tr>
<td>What’s it like in high school?</td>
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<tr>
<td>I’m a bit worried about when you go to (names school) because you have to get up well early to get there</td>
</tr>
<tr>
<td>When I was at school I’d play out and when I was home I’d play out... I liked it better when I...</td>
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</tbody>
</table>
Because when you’re younger you mainly got away with stuff, like if you were naughty, say if I... Well I don’t know really, you just got away with stuff more easier...

Well, I can’t blame it on him anymore because it would just be easier to figure out I was lying or joking...

When I was younger I used to go on loads of holidays..... To the lake, Spain, France, Italy...I don’t go on as many now

If I was in like younger classes, like Year two, you’d be OK... But if I wasn’t like now, it’s more hard

Can I do the not so good day... Can I do it before I do it... Can I do it for the future? When I start high school

I have an older brother who went to Grammar and then an older kid who was bigger than him was picking on him

<table>
<thead>
<tr>
<th>Synthesised Theme (Research Question One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement with Sessions</td>
</tr>
</tbody>
</table>

**Drawing it...**

I’m gonna draw, it’s easier...Can you guess what this is gonna be?

Some people don’t like maths so I’m going to out a sad face

Well, there is less actual writing anyway and all that...

Can you guess what this is gonna be?

I’ve forgotten how to spell guitar... Is it A-R at the end

Oh I need to cross that out, I’ve put it a bit too close....

writes) Some that look the same, some that sound the same and there’s silent letters... writing is confusing!

Loves drawing his answers again...chooses option over writing and talking...

Really enjoys role play aspects... Responds well to this

Responds positively to playing the game... third time to bring a game aspect into activity.

yeah, will you remember where they go? I think we’ll have to... we’ll have to stick them on there and stuff cos they won’t all fit on the weight...

Think this question too difficult? Answers ‘don’t know’ again and looks confused- need to use simpler questions. Could use role play...
**I like your pictures...I like that better than the writing bits**

what’s the question again?  
Can I draw this a picture instead?  
So that one is the one I do the most... That one can have a star  
You because you’re wasting your most time to come with me...  
How do you spell that?  
Can I ask you something? Are you like a therapist or something?  
Oh no... Not more writing... Could you write it instead  
Hmm... I’ll put a line there so you know  
Can you help me with the spellings? I’m not good at spelling  
I liked that one with the things about me... I had to work out who I was...  
What should I put there then?  
shall I write it on here?  
I know I’ve asked before but... Why are you working with me again?  
I like science... How do you spell science?  
Really responding well to searching for words to describe himself... Takes a while and considers himself as a person... Clearly enjoying task (careful reading, thinking)  
Yeah, using scissors and stuff is like when we...It’s like being in lower school...(  
Oh that’s a D cos I always get them two (points at D and B) mixed up....  
Do I have to write it? I’ve been writing all day and my hand hurts...  
Really concentrating while doing role play.  
Really thinks about the question, real self-reflection.  
I don’t know what... That’s a hard question...  
I think it helps to have someone who doesn’t know him, I think that boosts his confidence you know.  
Yeah, I think just having that 1:1 attention with you and him...  
I think there’s definitely something about you being separate from the school,  
I think he must feel maybe embarrassed talking to them...It’s giving him that different relationship that he wouldn’t get any other time isn’t it?  
Can feel increased relationship, this session
(session 3)... He’s more talkative and happy, smiled when he came in, seems happy to be here. Important.
### G2 Table representing synthesised organising themes RQ two

<table>
<thead>
<tr>
<th>Synthesised Theme (Research Question Two)</th>
<th>Corresponding Coded Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Change</td>
<td>We’re doing ‘big writing’ and I’ve wrote a whole sheet of writing and I’m on my second page.</td>
</tr>
<tr>
<td></td>
<td>I think will be silly or he’ll say the wrong thing... And he surprises me because he doesn’t...</td>
</tr>
<tr>
<td></td>
<td>There are times when I think he’s going to do something or he’s going to say something and he doesn’t...</td>
</tr>
<tr>
<td></td>
<td>Cos on this maths thing as well, you have to do 40 questions in... a minute... and I got them all right... (very proud)</td>
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<tr>
<td></td>
<td>I think it’s changed my behaviour a bit...</td>
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<tr>
<td></td>
<td>I’ve seen a massive difference in his behaviour... massive difference...</td>
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<td></td>
<td>I mean if you want to have a look through his books, you’ll see the difference, especially with his big writing... It’s just a phenomenal difference...</td>
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<td></td>
<td>We kind of... It makes you more aware of it so I think ‘P1 needs encouraging to be motivated’</td>
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<tr>
<td></td>
<td>I’ve seen a big difference in... But his overall motivation to be honest...</td>
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<tr>
<td></td>
<td>He seems so much happier, sometimes he even shouts out in class now!</td>
</tr>
<tr>
<td></td>
<td>he’s been more precise...</td>
</tr>
<tr>
<td></td>
<td>It’s quantity that’s got better because it’s very much speed I think...</td>
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<td></td>
<td>He puts his hand up to answer questions more...</td>
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<td></td>
<td>Like the other day he actually got up and wrote something on the board... He has never done that before</td>
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<tr>
<td></td>
<td>really eager and well motivated, I don’t know why he just seemed to lose it... And now he’s got it back in a big way, it’s just fabulous for him...</td>
</tr>
<tr>
<td></td>
<td>He’s answering questions all the time....</td>
</tr>
<tr>
<td></td>
<td>the other day I wrote a story... I put him in my story and he’s been really proud...</td>
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<tr>
<td></td>
<td>I think the next thing to do for him is give him a main part in the play</td>
</tr>
<tr>
<td></td>
<td>Since we’ve been doing this I think I get why it happens now... It’s just so hard to stop it, like</td>
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</tbody>
</table>
the mad feelings, they come like that (snaps fingers)

he seems happier when you ask him to do things, he doesn’t grumble about it, or say that he can’t do it,

When I expect him to put his hand up and say an inappropriate thing, he doesn’t...he hasn’t done as much...

He must have stopped himself rather than me doing the prompting and saying ‘not appropriate P2, put your hand down’ and things like that...

When I think I’m gonna get told off, she just tells me that I haven’t been messing around and I don’t get told off...

He is very, very different; he’s volunteering information in class, putting his hand up which is really unusual because as I said, he wouldn’t answer a question before

but then I turned around and I breathed but he kept on doing it so...I hit him...by an accident

Yeah, he does still like an adult to be near him in class, I think that’s just building up the confidence that he can do it...

I’ve not seen him banging his head or his fingers for weeks now.

But now he’s pushing himself, so he does need a little bit of support but he is pushing himself without being specifically asked to.

So she’s been making more time to be with him at home, which may have had an impact on the change in his behaviour, just having more positive attention at home.

And he’s also asked me as well, if he can take his own letters and things home,

now he’s taking his own things home and he’s really pleased when he remembers them.

We had a bit of a blip, he was off for about 4 days and when he came back he was a little bit on the edge and erm...

I had a word with him about it and said look how much progress we’ve made, look how much you’ve got done and how good your work is and how you got golden book and everything...And that just seemed to bring him round, I’m so pleased

| Synthesised Theme (Research Question) |
| One) Self-development | because... Ever since you’ve been seeing me, I’ve finally figured out why I’m always getting mad.  
I counted to 10 and my breaths...  
Because there were some things I didn’t really know about myself and now I do...  
I understand more things now...  
And he was.... Oh he was so different! He was just very inward and very unhappy I thought.  
It might be like they couldn’t understand things very easily but these would help to them to understand things better...  
Again, I think it’s got to be down to confidence... He just has this belief in himself  
He’s more confident in putting his hand up and actually sharing his ideas...  
He’s starting to think quicker and think ‘actually no, I can do this...’  
It must be that he believes in himself more...  
We’re doing ‘big writing’ and I’ve wrote a whole sheet of writing and I’m on my second page. I’m fast when I put my mind to it!  
Cos on this maths thing as well, you have to do 40 questions in... a minute... and I got them all right... (very proud)  
now he’s taking his own things home and he’s really pleased when he remembers them.  
He seems so much happier, sometimes he even shouts out in class now!  
he seems happier when you ask him to sdo things, he doesn’t grumble about it, or say that he can’t do it, |