

Exploring Educational Psychologists' views and experiences of the Power Threat Meaning
Framework.

Elaine Milligan

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Tavistock and Portman NHS Foundation Trust

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Abstract

The Power Threat Meaning Framework (PTMF) was developed by Clinical Psychologists Johnstone and Boyle (2018a; 2018b, 2020) as an alternative to the psychiatric diagnostic model. A small, emerging research base suggests that the PTMF has had utility for practitioners in a range of disciplines. However, little is known about the use of the PTMF by Educational Psychologists (EPs). The current research took a critical realist and contextualist ‘big Q’ qualitative approach to explore EPs’ views and experiences of using the PTMF. Semi-structured interviews were conducted with seven EPs and the data was analysed using Reflexive Thematic Analysis (Braun & Clarke, 2021). Seven themes were generated: ‘context as an underacknowledged cause’, ‘need for collaboration’, ‘striving for professional identity’, ‘the power and influence of EPs is constrained’, ‘importance of storytelling’, ‘empowered individuals can be agents of change?’ and ‘it’s easier for individuals to change than systems’. These themes were organised under two overarching themes: ‘it takes a village to raise a child’ and ‘the individual matters’. The PTMF was considered to enhance the empowerment and agency of clients and, for practitioners, to promote reflection about the nature and purpose of the EP role and the dilemmas present within it. While the PTMF facilitated reflection about the systemic causes of clients’ problems, it did not consistently lead to a focus on systemic solutions. Implications for these findings have been discussed.

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Abbreviations

ACE/ACEs	Adverse Childhood Experience(s)
APA	American Psychological Association
ATTOS	Attitudes Towards Treatment Options Scale
BDD	Body Dysmorphic Disorder
BEEP	Black and Ethnic Minority Educational Psychology
BPS	British Psychological Society
CASP	Critical Appraisal Skills Programme
CBT	Cognitive Behavioural Therapy
CGT	Constructivist Grounded Theory
CoP	Code of Practice
CYP	children and young people / child or young person
DA	Discourse Analysis
DfE	Department for Education
DHSC	Department of Health and Social Care
EHC/EHCP	Education, Health and Care Plan(s)
EHCNA	Education, Health and Care Plan Needs Assessment
EP/EPs	Educational Psychologist(s)
EPRCF	Educational Psychology Race and Culture Forum
EPS/EPSs	Educational Psychology Service(s)
HCPC	Health and Care Professions Council
IPA	Interpretative Phenomenological Analysis
JBI	Joanna Briggs Institute
LA	Local Authority

MCN	Multiple Complex Needs
PTMF	Power Threat Meaning Framework
SCT	Social Cognitive Theory
SEMH	Social Emotional and Mental Health difficulties
SEND	Special Educational Needs and Disabilities
SLT	Social Learning Theory
TA	Thematic Analysis
TEP	Trainee Educational Psychologist
TEPICC	Trainee Educational Psychologists' Initiative for Cultural Change
UK	United Kingdom

Chapter One: Introduction

1.1 Chapter Overview

Educational Psychologists (EPs) work with children and young people (CYP) with a range of special educational needs and disabilities (SEND), including those experiencing social, emotional and mental health difficulties (SEMH). This chapter introduces the Power Threat Meaning Framework (PTMF), a recently devised framework which reconceptualises ‘mental health’ (Johnstone & Boyle, 2018a; 2018b; 2020). The potential relevance of the PTMF for EPs is then discussed, and the aims of the current research described.

1.2 The Power Threat Meaning Framework

The Power Threat Meaning Framework (PTMF) was devised by a group of clinical psychologists to provide an alternative to medicalised approaches to ‘mental health’ (Johnstone & Boyle, 2018a; 2018b). The authors of the framework aimed to provide a different perspective on ‘distress and troubled or troubling behaviour’ (shortened within much of their writing and within this thesis to ‘distress’) and their origins, expression and people’s experiences of them (Johnstone & Boyle, 2018b. p8).

To fully describe and explain the PTMF, the authors have produced a range of publications outlining its development, theoretical basis, evidence base and implications, and giving in-depth descriptions of each of the core concepts of the framework (in addition to Johnstone & Boyle, 2018a, 2018b and 2020, see, for example: Cromby, 2020; Harper, 2020; Pilgrim, 2020; Boyle, 2020). This summary gives a brief overview of: the core questions of the framework; how power, threat, meaning and threat responses are defined; the ‘general patterns’ suggested by the authors (Johnstone & Boyle, 2018b, p.10) and the intended purpose of these; and how the PTMF has been received.

The PTMF brings together evidence about the role of power in people's lives, the kinds of threat that the negative operation of power can pose, and the ways that humans respond to threat (these threat responses are sometimes known as 'symptoms' within traditional mental health practice) (Johnstone & Boyle, 2018a). Emphasis is also placed on the meanings that people make of each of these things. The framework replaces the question 'what is wrong with you?' with the following key questions:

- 'What has happened to you? (How has Power operated in your life?)
- 'How did it affect you?' (What kind of Threats does this pose?)
- 'What sense did you make of it?' (What is the Meaning of these situations and experiences to you?)
- 'What did you have to do to survive? (What kinds of Threat Response are you using?)
- 'What are your strengths?' (What access to Power Resources do you have?)
- 'What is your story?' (to integrate all of the above)

(Johnstone & Boyle, 2020, p.47)

A brief explanation of each of the core components of the framework will now follow.

1.2.1 Power

Throughout the PTMF, the link between power and distress is emphasised. In a separate publication further explaining power in the PTMF, Boyle (2020) highlighted that power played a role in all of the adversities considered in research on Adverse Childhood Experiences (ACEs). These were linked to a range of negative outcomes involving distress and/or troubled or troubling behaviour. Boyle (2020) also called attention to a number of post-childhood experiences with reportedly causal links to distress, including poverty, war and domestic violence, again all of which involve some form or forms of power.

Johnston and Boyle (2018b) outlined and integrated complex theory relating to power in an attempt to showcase the omnipresence of power in society, and particularly in adverse experiences linked with distress. Foucault's descriptions and analyses of different aspects of power has heavily influenced the concept of power within the PTMF (Johnstone & Boyle, 2018b). Foucault highlighted the influence of self-surveillance on people's behaviour, as he saw society as a reflection of the 'panopticon' (Foucault, 1977, p200). The panopticon was a surveillance system which worked to enforce certain behaviours by ensuring that prisoners could not be sure when they were being watched, and so would begin to police themselves (Foucault, 1977). Johnstone and Boyle (2018b) argued that people engage in this self-surveillance by comparing themselves to social norms, which are often created and dispersed by powerful groups such as the media and research establishments. Deviating from these social norms can lead people to feel shame, and as though they are deficient or pathological.

Ideological power, the power to create such norms and to shape knowledge itself, can end up masking other forms of power in society (Johnstone and Boyle, 2018b). The operation and impact of certain forms of power is therefore not always immediately obvious. People are also more likely to develop an awareness of power that is operating close to them (such as when they are living with an abusive partner) as compared to power that is operating at a distance (such as the economic power of billionaires) (Smail, 2005). Power may also be more visible to marginalised groups, not only because it does not operate in their favour, but also because they are more likely to have to concern themselves with the lives of privileged people than vice versa (Fiske, 1993).

Johnstone and Boyle (2018b) emphasised that power is not always an intentional act, but explained that it acts to reinforce and perpetuate advantage and disadvantage. They described different 'types' of power including legal power (e.g. rules and sanctions, the power to imprison or hospitalise), interpersonal power (e.g. the power to look after, abandon,

protect or withhold love) and embodied power (e.g. strength, fertility, talents, health). The meanings that people subsequently make of these operations of power is open to individuals to an extent, but meaning-making is also influenced by the power of society to shape private thoughts and feelings through language and discourse (see meaning section below).

1.2.2 Threat

Threats to safety, survival and wellbeing come about as a result of the negative operation of power (Johnstone & Boyle, 2018a). Even in circumstances like unexpected bereavement or accidents, which can randomly pose a threat to anyone, power remains implicated in the subsequent distress experienced, through access to support and resources which would enable someone to cope.

Core threats, as described by Johnstone and Boyle (2018a), include relational threats (such as rejection, entrapment, invalidation and threats to boundaries), material threats (inability to meet basic physical needs or access necessary services), environmental threats (such as a lack of safety or a loss of homeland), and value base threats (such as a loss of community rituals or belief systems).

1.2.3 Meaning (and Narrative)

Johnstone and Boyle (2018a) acknowledge that it is not possible to understand the threats posed by the negative operation of power without considering the meanings made by individuals and/or groups. In this way, meaning could be considered the linchpin of the framework.

To further explain the concept of ‘meaning’ within the PTMF, Cromby (2020) differentiated between capital M ‘Meaning’ and ‘meaning’ as referred to in the framework. Things with exceptional significance or relating to higher value, self-transcendence, existential questions or expressing the core self can be described as having ‘Meaning’. For

the purposes of the framework, ‘meaning’ is the more mundane, everyday experience of drawing links between things and working things out (e.g. “I wonder what it meant when they said that”, “when X happens it means “Y”) (Cromby, 2020).

The PTMF concept of meaning is based on critical realism, process philosophy, phenomenology and social constructionism (Cromby, 2020). Phenomenology is about subjective meaning, while social constructionism is the creation of reality through dialogue which is usually, but not exclusively, mediated by language (Johnstone and Boyle, 2018b). Together, both have influenced narrative approaches. Narratives were considered by the authors of the PTMF to offer an important alternative to systems of categorisation and classification, like the diagnostic approach to distress.

Both critical realism (which posits that there is a world independent of human interpretation, but that it can only be known imperfectly) and process philosophy (that psychological phenomena only emerge once biological processes reach a certain intensity) were drawn on to temper the excesses associated with radical relativism and discourage ‘magical voluntarism’ (Johnstone & Boyle, 2018b, p.83). This is the idea that adverse circumstances can be transformed by telling oneself a different story and thinking differently about adversity. While the PTMF provides a framework for exploring narratives and meanings, the aim is not to encourage people to narrate away their distress, but to validate and normalise threat responses.

1.2.4 Threat Responses

Johnstone and Boyle (2018a) described a range of threat responses that individuals may employ. Many of those outlined within the PTMF document could be considered harmful or maladaptive, although threat responses are not exclusively so. Threat responses include, for example, hypervigilance, flashbacks, perfectionism, rituals and self-starvation.

These are grouped under examples of the type of function that they may serve. For example, aggression may serve to protect someone from physical danger, and compulsive sexuality may serve to meet someone's emotional needs.

1.2.5 General Patterns

Johnstone & Boyle (2018b, pp. 183) stated that one of the main purposes of the PTMF was to 'allow provisional identification of general patterns and regularities in the expression and experience of distress and troubled or troubling behaviour, as opposed to specific biological or psychological causal mechanisms linked to discrete disorder categories'. The authors acknowledged that regularities can and do exist between people experiencing distress, but argued that these regularities are not indicative of distinct biological disorders.

Seven provisional General Patterns were identified by the authors as an attempt to highlight the links between meaning-based threats and meaning-based threat responses (Johnstone & Boyle, 2018b). The patterns emphasise that threat responses are survival strategies rather than symptoms of pathology. The patterns make no differentiation between 'normal' and 'pathological' and were not intended to function as diagnoses.

1.2.6 Service-User Feedback

The authors of the PTMF consulted with eight service-users (people who had been given diagnoses for psychological, emotional and/or behavioural difficulties) for feedback on the framework (Johnstone & Boyle, 2018b). The consultants were provided with a summary of the framework as it had been developed to that point, which included information about each of the core elements of Power, Threat, Meaning and Threat Response. Consultants were then interviewed by three members of the PTMF development project and a clinical psychologist who did not have any other connection to the PTMF project. Afterwards

consultants were provided with a draft of the chapter on service-user feedback for comment, and were also given an opportunity to feedback on the final draft of the PTMF.

Much of the feedback from service-users was positive. They considered the framework relevant to their experiences and valued the focus on power. Some described discrepancies between their own experiences of distress and how those experiences were understood and reflected back to them by professionals within traditional diagnostic approaches. The consultants viewed the PTMF as offering service-users ‘permission to speak’ about things that had happened to them and how it had impacted them, and suggested that it could have bolstered their self-esteem.

A number of limitations were also raised. Some of the language of the framework, such as the term ‘threat’, was considered to have the potential to be alarming, however the service-users did not themselves seem to experience it in this way. Accessibility was raised as an issue, although the authors anticipated this and recognised the need for the PTMF to be adapted for different audiences. Some of the consultants highlighted the risk that the PTMF would simply impose a different professional model, alluding to the power dynamics within the system which may not allow for a more radical change. The consultants made several suggestions for improvement, including highlighting the need to emphasise collaborative use of the PTMF.

On the whole, the service-users appeared to have a positive reaction to the framework and seemed hopeful about the difference that it could make to people’s lives. However, fairly limited information was provided about the recruitment process and it is not clear on what grounds the service-users were selected to be invited to take part. Faced with criticism about the number of service-users consulted with, the authors have since reiterated that the PTMF was not intended to be a formal policy, and clarified that a plan for overhauling services

would require greater service-user involvement to be in keeping with the principles of the framework (Johnstone et al., 2019).

1.2.7 Responses to the PTMF

The PTMF has received a mixed reception, particularly on social media. Criticisms have been directed in particular towards the General Patterns, with some claiming that they are diagnoses by another name (Salkovskis & Edge, 2018) based on cherry-picked research with an emphasis on causality unwarranted by the evidence-base (Salkovskis, 2019), and others suggesting that they read like a ‘horoscope’, where everybody can see some aspect of themselves in all of them (Brown, 2018).

Johnstone et al. (2019) addressed such criticisms by suggesting that some commentators had misunderstood the non-diagnostic paradigm, by critiquing the patterns as though they were intended as diagnostic categories. Diagnoses have set criteria, and a professional must determine whether an individual meets enough of the criteria to warrant a diagnosis. The General Patterns, on the other hand, describe a collection of behaviours, feelings and experiences linked with common contributory factors, from which people can choose whether they identify with some or all of the elements of one or more patterns, either alone or in collaboration with a professional. There is a requirement for diagnostic categories to be sufficiently discrete and for each to have a distinct aetiology so that they can be considered suitably valid and reliable as diagnoses. There need be no such requirement for the patterns where they are being used to develop personalised individual formulations.

However, as the authors noted, problem-descriptions and formulations pre-dated the PTMF as alternatives to diagnosis on an individual level. A key aim of the PTMF, therefore, was to provide a more systemic alternative to diagnosis. The extent to which the patterns can fulfil some of the other functions that diagnostic categories currently serve, without the need

for validity or reliability as mentioned previously, could be reasonably questioned. For example, Johnson and Boyle et al. (2018b) appeared to claim that the General Patterns could replace diagnostic categories for the purposes of planning services and making administrative decisions, guiding decisions about intervention, and for research purposes.

Salkovskis and Edge (2018) also raised the valid argument that some individuals find diagnoses helpful. However, Johnstone and Boyle (2018a; 2018b; Johnstone et al., 2019) have consistently maintained that service-users should be given a choice.

Several reviews of the PTMF were also published in journals relating to professional practice in a variety of different fields. Strong (2019) described the PTMF as a welcome resource for counselling psychologists, which could prompt useful conversations with both clients and colleagues, but does suggest that some work may need to be done to translate the framework into clinical practice. Another reviewer from the counselling psychology discipline cautioned that the PTMF could become another thing that is done to, rather than with or for, patients (Dawson, 2018). At the same time, Dawson also described the PTMF as empathic, well-evidenced and a valuable resource for ‘experienced therapists’ (Dawson, 2018, p.58).

Both Strong (2019) and Dawson (2018) suggested that the nature and role of counselling psychologists could make them particularly well placed to make use of the PTMF. However, mental health nurses (Grant & Gadsby, 2018), a forensic psychologist (Ramsden, 2019) and a third sector organisation with a focus on youth mental health (Aherne et al., 2019) have also shown interest and enthusiasm about the framework and the ways that it could be applied within their work.

For Aherne et al. (2019) and the JIGSAW charity, the PTMF was considered to offer alternative options to therapy for young people. One group of young people that they

suggested might benefit particularly from this alternative approach was those from migrant communities, a group that previously had been less likely to engage with their offer of individual therapy. However, they questioned the ease with which the framework could be translated for CYP and suggested that it may take a few sessions to get to know a young person before it could be introduced. Aherne et al. (2019, p.5) also noted that the PTMF does not offer a 'quick-fix', suggesting that this could impact on its marketability and uptake.

Ramsden (2019) stated that the relevance of the PTMF to forensic psychology was clear. Ramsden claimed that forensic psychologists are aware of and angry about the injustices faced by their service-users. They also stated that much of the framework was not new, but that its emphasis on power could add something valuable to their practice. Conversely, they felt that the framework had the potential to stoke divisions between professionals from different disciplines. Ramsden also suggested that the framework may offer a more compassionate way to work with individuals, but queried whether it could be successful in moving the focus away from individualised to more structural remedies to distress. Even in work with individuals, Ramsden highlighted that not everybody wishes to or is able to talk about their trauma.

Grant and Gadsby (2018) described the PTMF as a framework with the potential to instil hope, and argued that the PTMF seems to align with many rights that individuals should have, including the right to dignity and respect with regards to their own meaning-making. They added that the PTMF could provide nurses with a foundation from which to support patients to challenge epistemic and testimonial injustice, where people are not believed by professionals about their own experiences.

In a blog post on the PTMF, Butler (2018) shared personal experiences of repeatedly facing testimonial injustice. They were not believed about the harm that was inflicted on

them by the state as a looked-after child, and by individuals entrusted with their care. Butler celebrated the emphasis within the framework on helpers being allies to the oppressed and abused, and acknowledged the simple truth that injustice cannot be addressed if nobody reacts to it. From Butler's perspective, a framework which normalises people's reactions to injustice could therefore shift the emphasis away from treating 'unhealthy' reactions, and towards creating a fairer society.

Overall, there has been a great deal of interest in the PTMF, and many service-users and professionals from a range of disciplines appear to agree with its core aims. Many of the reviewers highlighted limitations of the framework which reflect the current systems within which they are operating. While Johnstone and Boyle (2018b) emphasised the public policy implications of the framework, including the need to reduce economic and social inequality, it is unclear whether and how the PTMF has been received by policy-makers.

1.3 Relevance of the PTMF for Educational Psychologists - National Context

1.3.1 Mental Health in CYP

Recent figures suggest that one in six children in England aged 6-16 have a diagnosable mental health disorder (NHS Digital, 2021). This figure is even higher in certain populations, with diagnosable mental health issues affecting nearly half of all looked after children (Department of Health & Department for Education (DfE), 2017) and 70% of autistic children (Department of Health & Social Care (DHSC), 2021).

Research into the effects of COVID-19 and related social distancing measures on the mental health and wellbeing of children and young people (CYP) likewise identified disparities between groups. For example, Newlove-Delgado et al. (2021) highlighted that CYP with probable mental health problems as a result of the pandemic were more than twice as likely to live in families who had begun to struggle to pay bills, rent or mortgage

payments. Additionally, some groups were reported to be experiencing *fewer* emotional difficulties as a result of the pandemic, particularly those with Special Educational Needs and Disabilities (Waite et al., 2020).

The government of the United Kingdom (UK) have recently published a white paper on Reforming the Mental Health Act, which includes plans to improve support for CYP (DHSC, 2021). This paper outlines plans to introduce a 24/7 crisis care service and to increase the number of CYP who are able to access mental health services. Although there is an ostensible focus on early intervention and prevention within the paper, little reference is made to the potential causes of mental health problems or how these might be resolved.

The Special Educational Needs and Disabilities (SEND) Code of Practice (CoP) (DfE, 2015) provides statutory guidance for professionals who work with children and young people (CYP) with SEND, including EPs. Although EPs are not exclusively ‘mental health’ professionals, one of the broad areas of need described in the CoP is ‘social, emotional and mental health difficulties’ (SEMH) (DfE, 2015, p.85). EPs therefore have a statutory duty to provide advice around this area of need.

Researchers have highlighted the preventative benefits of EPs working indirectly to support pupils with mental health needs through consultation and policy development work, for example (e.g. Dunsmuir & Cobbald, 2016; Zafeiriou & Gulliford, 2020). As the PTMF has a specific focus on the social factors which influence the development of symptoms of mental health problems, it could support EPs to carry out this preventative work.

1.3.2 Adversity and Educational Outcomes

Adverse Childhood Experiences (ACEs) is a term used to describe potentially traumatic experiences which occur in childhood and are considered to contribute to long-term effects on health and wellbeing (Felitti et al., 1998). For example, experiencing or witnessing

violence, having a parent in prison or being neglected are all considered to be ACEs. There is considerable overlap between the ACEs and some of the ways that power can operate negatively as described in the PTMF.

Houtepen et al. (2020) sampled nearly ten thousand individuals born in the southwest of England between 1991 and 1992, and found that 85% had experienced at least one ACE and almost a quarter had experienced four or more. A smaller sample (N=3885) but from across England found that almost half of respondents had experienced at least one ACE (Bellis et al., 2014). A strong link between ACEs and socioeconomic disadvantage has been found, although children who live in higher income houses are not completely protected from ACEs (Halfon et al., 2017). Altogether, these studies suggest that ACEs are commonly experienced in England.

Experiencing ACEs in childhood is a risk factor for a range of mental health problems (Sheffler et al., 2020). Experiencing just one ACE is also associated with lower educational attainment compared to those who experience none, with additional ACEs compounding the association. Although the PTMF was developed with mental health in mind, the connection between traumatic experiences and experiencing difficulties in learning also suggests that the PTMF may have relevance for EP work even where SEMH is not considered to be the main area of need.

1.3.3 Diversity and Cultural Competence

EPs are working in increasingly diverse school populations. Around one third of all pupils now come from ethnic minority backgrounds (GOV.UK, 2021). Since 2017, the number of unaccompanied minors seeking asylum in the UK has risen by 20% (Refugee Council, 2019).

Several networks have been created with a view to encourage reflection on cultural diversity in EP practice, including the Black and Ethnic Minority Educational Psychology (BEEP) Network, the Trainee Educational Psychologists' Initiative for Cultural Change (TEPICC) group, and the Educational Psychology Race and Culture Forum (EPRCF). Cultural competence is also emphasised within the British Psychological Society (BPS) Competencies and the Health and Care Professions Council (HCPC) proficiencies and is therefore considered an essential skill for EPs to be considered fit to practice. However, research exploring what it means to be culturally responsive appears to be in its infancy (Sakata, 2021).

The authors of the PTMF hoped that it could support practitioners to take a culturally sensitive approach, as it highlights the role of social adversities such as racism and discrimination. It also encourages a focus on narratives and meanings as they are understood by individuals, and discourages professionals from imposing their own meanings on people. The PTMF could potentially be a useful tool when working with individuals or families who, for cultural or other reasons, do not wish to engage with diagnostic language or traditional mental health (or other professional) support.

1.3.4 EPs and Power

Research is one of the core functions of an EP (Farrell et al., 2006). As previously stated, ideological power is the power to create or influence societal norms, which can happen through research (Johnstone & Boyle, 2018b). EPs are also often consulted by the media as 'experts' on child development. Both of these roles provide EPs with the power to influence the way that society understands CYP and the types of behaviour and learning that are considered 'normal'. EPs also hold the power to produce knowledge about individual people by carrying out assessment work and being able to direct consultation as the person

who asks the questions. As such, the PTMF may support this aspect of the EP role by serving as a reflective tool, as suggested by Aherne et al. (2019).

1.4 Current Research

While the PTMF has been subject to some criticism, there has also been considerable interest in the framework since its publication. Responses to the framework suggest that professionals from a variety of disciplines consider that it may have some utility within their practice (e.g. Strong, 2019; Grant & Gadsby, 2018; Ramsden, 2019). The PTMF also seems to have relevance to many aspects of EP work in the current context, as has been outlined in this chapter. The next chapter outlines a literature review conducted to establish what is already known about how the PTMF has been used by professionals since its publication. This thesis then explores the views and experiences of EPs who have used the PTMF.

Chapter Two: Literature Review

2.1 Chapter Overview

This chapter provides a review of the literature pertaining to the following question: “What is already known about how the PTMF is being used by EPs and other professionals?”. A systematic search was carried out to identify relevant literature. Details of this search are provided herein, followed by an account of the identified literature grouped thematically. The tools used for critical appraisal of the papers are described. Reflections on the implications for EPs are then discussed. From this review it is clear that there is a need for research which further explores how EPs specifically are using the framework.

2.2 Search Strategy

A systematic literature search was conducted on the 20th January 2022 using an EBSCO search of the following databases: PsycInfo, PsycArticles, Psychology and Behavioural Sciences Collection, Education Source, ERIC, the British Library ETHOS, Academic Search Index, CINAHL, MEDLINE and SocINDEX. A range of databases covering various disciplines was used as scoping searches identified that the PTMF was familiar to researchers and practitioners with a variety of professional backgrounds, both within and outside of psychology. A search of titles and abstracts for the term “Power Threat Meaning Framework” yielded 40 papers after the removal of duplicates. All of these papers remained after limiting the search to include only papers published in the English language and since the publication of the framework in 2018. Titles and abstracts of each of the papers were screened against the inclusion and exclusion criteria (see Table 1). The full texts of 14 papers were then reviewed, ten of which met the inclusion criteria.

Key journals in Educational Psychology (Educational Psychology in Practice, British Journal of Educational Psychology and Educational and Child Psychology) were also

searched separately for relevant papers using the term “power threat meaning framework”. No additional papers were identified from these journals. An additional search using Google Scholar was carried out to identify any papers that had not been picked up through the database searches. Nine additional papers were identified by title, although only two met the inclusion criteria after abstract and full-text screening. The Power Threat Meaning Framework section of the British Psychological Society (2022) website was also checked for signposting to any additional papers. Twelve additional papers were screened, three of which met the inclusion criteria. Lastly, a snowballing technique was employed, whereby the reference sections of the identified papers were searched for further relevant articles. No further articles were identified. A total of 15 papers were included for review.

Table 1

Literature Review Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria	Rationale
<p>1. Study Design</p> <p>Research studies with either qualitative or quantitative design were included. ‘Practice literature’ (reflections on practice) were also included.</p>	<p>Initial response papers were excluded. Papers by the authors of the framework which were written to provide additional clarification were excluded.</p>	<p>The aim of the literature review was to find out about how the framework is being used, rather than to gather information about its reception or potential. As a relatively new framework, there is a paucity of research that has been published so far. Practice literature was therefore also included for the</p>

		relevance of this type of literature to the review question.
<p>2. Study focus</p> <p>Studies were included if they focused on current, historical or planned use of the Power Threat Meaning Framework OR if the Power Threat Meaning Framework was applied to the research paper (regardless of the topic of the research paper).</p>	<p>Studies were excluded if they did not involve the use of the PTMF.</p>	<p>The aim of the review is to explore how the framework has been used. Applying the framework to research data or to inform research design is considered by the author to be use of the framework. Papers were considered to be examples of the framework being applied (as opposed to just referenced) if the framework shaped the research approach or interpretation of the findings.</p>
<p>3. Study quality</p> <p>Studies were included if they were published in peer-reviewed journals or if they were unpublished thesis manuscripts (assumed to have</p>	<p>Blog posts and other unpublished materials were excluded. Where appraisal tools highlighted multiple quality issues papers</p>	<p>As the research area is relatively new, a wide range of papers were sought including those which are as yet unpublished. One paper (Barnwell et al., 2020) was excluded on the grounds of quality as it precluded understanding of</p>

<p>undergone a degree of quality assurance during the assessment process). Appraisal checklists were also applied to the papers (Appendix A).</p>	<p>were excluded (see Appendix A for details).</p>	<p>the way that the framework had been used and applicability of any of the reported findings for different contexts. Details can be found in Appendix A.</p>
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One of the papers identified by the search was a thesis manuscript which has since been rewritten for publication (Schnackenberg, 2019; Schnackenberg, 2021). The published article was not included in the literature review as explicit references to the PTMF were removed by the author, although its influence remained.

2.3 Critical Appraisal

Due to the variety of types of paper included in the literature review, several different tools were used for critical appraisal (Appendix A). The Critical Appraisal Skills Programme (CASP) (2018a) Qualitative Checklist was used for the qualitative studies (Barnwell et al., 2020; Brown, 2019; Cogan, 2020; Paradiso & Quinlan, 2021; Schnackenberg, 2019; Siversns; 2019), one of which was excluded on the grounds of quality (Barnwell et al., 2020). The CASP (2018b) Systematic Review Checklist was used for the papers by Enlander et al. (2021) and Cantrell (2021). The ‘practice literature’ (Collins, 2019; Fyson et al., 2019; Griffiths, 2019; Reis et al., 2019) was appraised using the Joanna Briggs Institute (JBI) Checklist for Text and Opinion (JBI, 2017a). The JBI Checklist for Case Reports (JBI, 2017b) was applied to the paper by Sapsford (2021). Lastly, the Long Godfrey Evaluation

Tool for Quantitative Research Studies (Long et al., 2002) was applied to the paper by Seery et al. (2021).

2.4 Review

Papers have been discussed thematically. The themes were identified by closely reading all of the papers to discern commonalities. In doing this, I recognised more than one way that the data could be grouped (such as by profession of those using the PTMF in each case) but ultimately selected themes which reflected the way that the PTMF had been used in each of the papers, as this was the focus of the review. The following themes were identified: intervention, assessment, training, formulation and research.

2.4.1 Intervention

Several papers focused on the use of the PTMF as, or as part of, a therapeutic intervention (Collins, 2019; Griffiths, 2019; Reis et al., 2019; Sapsford, 2021; SHIFT Recovery Community, 2020). Of these, only one used an empirical design to develop, implement and evaluate said intervention (Sapsford, 2019). Collins (2019) reflected on the development of a PTMF informed course to support victims of abuse, although it had not been delivered by the time of publication. Two papers were written by members of separate peer-support groups who decided to include the approach as part of their group discussions (Griffiths, 2019; SHIFT Recovery Community, 2020). Lastly Reis et al. (2019) described the therapeutic use of the framework with prisoners. While no formal evaluations were conducted by Griffiths, SHIFT Recovery Community or Reis et al., all three provided informal reflections on how the process had been and the possible impact of using the framework.

The paper by Collins (2019) was unique in that it was written before the intervention had been put in place, and therefore could not include any evaluations or reflections on the

process or its impact. Collins set out to design an intervention (the ‘Own my Life’ course) to depathologise the distress experienced by victims of abuse and normalise their behaviour choices. Collins provided a clear, logical rationale for development of the course and the gaps that it intended to fill as compared to some of the support already on offer. Collins claimed that some professionals can harmfully categorise potentially adaptive behaviour as abnormal, for example, by questioning “why don’t they just leave?”. Collins argued that this lack of understanding may lead to increased distress for the survivors of abuse.

As such, the PTMF was included as an underlying principle of the course as a whole, although Collins (2019) was also keen to explicitly teach delegates to understand the framework for themselves. The course was due to be piloted in 2019, but no further research has been published since. It is possible that COVID-19 restrictions in 2020 may have delayed plans to roll out and formally evaluate the course, but for now its impact remains to be seen.

Sapsford (2021) attempted to measure the impact of using an intervention based on the PTMF with individuals with Multiple Complex Needs (MCN). Sapsford defined MCN as any two (or more) of the following: substance misuse, offending behaviour, homelessness and/or mental health difficulties. Sapsford intended to recruit multiple participants with whom the PTMF intervention could be trialled, but had to adopt a single participant case-study approach due to complications arising from COVID-19 restrictions, which limited the generalisability of their findings. For a single case report, minimal contextual information was provided about the participant’s demographic characteristics, presentation and history. He was reported to be a 54-year-old man with a history of homelessness, offending behaviour and depression. The participant opted to take part in the intervention after being involved in a service-user feedback group that were consulted about the design of the intervention. This meant that he was better informed about what the intervention would entail than most future service-users would likely be.

A six-session intervention and accompanying workbook was designed by the lead researcher and delivered by a qualified Clinical Psychologist (Sapsford, 2021). The first session introduced concepts from the PTMF then asked the participant to reflect on the ways that power had operated in their life. Subsequent sessions focused on each of the other aspects of the framework in turn, before bringing together the whole narrative in the final session. The workbook was included as an appendix to the research providing a good indication about how the framework had been applied and the exact nature of the intervention being evaluated.

Both qualitative and quantitative data were collected to check the impact of the intervention (Sapsford, 2021). Pre- and post-tests on a variety of quantitative measures showed few significant changes for better or worse. The participant showed small but significant positive changes regarding his sense of agency and feelings of power, optimism and anger, but experienced a reduction in self-esteem as measured by the Empowerment Scale (Rogers et al., 1997). Sapsford suggested that this scale may not have been sufficiently sensitive to change, but also reflected that discussing adverse life events, and in particular the participant's own role within them, may have led to the deterioration.

The qualitative data also presented a mixed picture of the impact of the PTMF-based intervention (Sapsford, 2021). Some quotes from the participant suggested that he had been empowered by the intervention, had developed an enhanced sense of agency, and had experienced helpful changes in how he thought about certain life events. On the other hand, the participant described himself as being "in low spirits" as a result of reflecting on his life, suggesting that telling his story through the use of the PTMF may have had a negative impact on his wellbeing (Sapsford, 2022, p.41). However, this was not reflected in quantitative measures of his wellbeing which showed no change before and after the intervention. An important extraneous variable to note was that the intervention took place during the first

COVID-19 lockdown and the participant reflected many times that he was finding the situation challenging and distressing and had been consuming more alcohol as a coping mechanism. His scores on the wellbeing measures may have been impacted by these other factors.

Sapsford (2021) noted that it was not possible to ascertain whether the reported benefits could be attributed to use of the PTMF specifically, or if they had come about as a result of the supportive therapeutic relationship cultivated by the clinician. The clinician also identified attributes in the participant that may have made him particularly receptive to this way of working, in that he may have been particularly open to considering the operation of power in his life. Interesting to note was that during the service-user feedback phase of the intervention design process, one individual reflected that the title of the framework was extremely off-putting. There may be important individual differences, then, in how accessible people find both the language and the underlying principles of the framework.

This debate about the accessibility of the language of the framework was also present in the reflections from both of the peer-support groups (Griffiths, 2019; SHIFT Recovery Community, 2020). Both groups made use of the Guided Discussion document with its accompanying template, with both groups in agreement that this seemed fairly straightforward for most people to work through. However, the PTMF Overview document was deemed “hard to understand” and aimed at academics (SHIFT Recovery Community, 2020, p.8), and difficult to read and “too clinically orientated” (Griffiths, 2019, p.13). Griffiths’ (2019) concerns seemed to go a step further than those raised by the SHIFT Recovery Group, in that Griffiths also suggested that the PTMF questions could be overwhelming if someone had not previously considered the impact of adverse experiences, and noted the potential for use of the framework to be retraumatising without appropriate support. A potential reason for this additional note of caution may come from Griffiths’ training in trauma-informed peer

support and background in psychology, which the SHIFT Recovery Group did not appear to have. However, neither group reported any negative consequences for any of the group members who applied the framework to their own experiences, with all in agreement that it had helped to normalise their feelings and reactions.

Linked to the reflections of Sapsford's (2021) clinician that the participant may have been particularly open to the approach presented by the PTMF, the group described by Griffiths (2019) had a self-described ethos of offering alternatives to the medical model. Group members reported negative experiences of traditional mental health support, describing professionals as "reluctant to work with them" and discussing experiences of being branded "difficult to engage" (Griffiths, 2019, p.11). Similarly, one member of the SHIFT Recovery Group (2020) shared reflections on her distressing experiences of seeking professional support as a transgender woman. Perhaps for members of these groups, the PTMF fit with beliefs that they already held which may have led to some bias in how they experienced and reported on its impact. However, another interpretation could be that the PTMF may offer a viable alternative approach for those who have not been helped or are put off by mental health support based on current medical and diagnostic frameworks.

The papers by Griffiths (2019) and SHIFT Recovery Group (2020) were both written from the perspective of individuals who were in the self-help groups and had personally experienced the intervention. Both of these groups were entered voluntarily by the members, and members discussed and agreed upon the use of the framework. In contrast, Reis et al. (2019) reported on an intervention carried out by forensic psychologists with prisoners, a group who by definition are being forcibly detained. Although the prisoners participated in the intervention group voluntarily, their motivations for joining were not explored. All of the prisoners were serving indeterminate sentences, meaning that their release was dependent on their behaviour in prison. Some prisoners may therefore have felt that refusing the group

would have reflected badly on them, potentially impacting on future opportunities for parole. This introduced a power dynamic between the participants and facilitators, which was not present in the two groups previously described.

Reis et al. (2019) did not carry out any formal evaluation of the PTMF-based group intervention, which further compounded this power dynamic, as the voice of the prisoner was very minimal in the report. However, they did reflect on the potential impact of power dynamics in future groups run in prisons. Reis et al. noted that participants were able to freely share information about their own behaviour safe in the knowledge that the facilitators would not be writing post-group reports. The authors suggested that reports typically would be produced after prison-based interventions, meaning that future groups may be reluctant to fully engage with the process since information that they revealed could potentially be used as evidence against them for parole purposes.

The framework seemed to allow rich data about the prisoners' experiences to be generated and reframed. The prisoners reflected on a variety of ways that power had negatively impacted on their lives. For example, some had experienced power by force in terms of violence, intimidation and hostility. Others reflected on the negative operation of ideological power through racial or religious attacks and attacks on their sense of right and wrong, or of relational power through experiencing a loss of relationships, isolation and being unable to assert boundaries. They also shared a range of behaviours which they employed in response, such as withdrawing, using humour or becoming a bully to protect themselves from physical danger, or using drugs, over-exercising or breaking things to manage difficult feelings (Reis et al., 2019).

It is not clear how much explanation the prisoners required to be able to reflect on their experiences using the language of the framework, although the authors described the

framework as easy to translate into practice (Reis et al., 2019). They also explained that facilitators mapped out the group's responses as they talked and that group discussion promoted meaning-making. This perhaps indicates that PTMF-based interventions require facilitators to take an active role in translating participants' experiences to fit the language of the framework. As very limited feedback was sought from the prisoners, it is not clear whether this process was meaningful to them or if it changed how they thought or felt about what was being discussed, although one prisoner shared that the group gave him an opportunity to talk about things that he had not previously.

The range of different needs for which the PTMF was used as an intervention in these papers adds a layer of complexity to the task of converging the findings to draw overall conclusions. Moreover, only one study involved a formal evaluation of the intervention (Sapsford, 2019). Nevertheless, all of the papers outlined some positive reflections from either facilitators or those in receipt of the intervention. The papers also provide evidence that there is an interest in and desire for interventions based on the PTMF, both from professionals and from some people who have experienced distress.

2.4.2 Formulation

Using the PTMF as a tool for formulation has also been considered within the literature (Seery et al., 2021). In contrast with the majority of the other papers reviewed herein, Seery et al. employed a "laboratory" method rather than researching or reporting on a real-world phenomenon. This arguably raises questions about the ecological validity of their results.

Seery et al. (2021) aimed to compare the impact of a PTMF-based formulation with a DSM-based diagnostic category on public perceptions of an individual experiencing psychosis. The authors created an ungendered character named "Charlie" and generated two

descriptions that they shared with the public, one in which Charlie was described as schizophrenic, and another involving a narrative formulation based on the PTMF. People who were told that Charlie was schizophrenic showed an increased desire for social distance from Charlie than those who were exposed to the PTMF-based formulation. The authors concluded that using PTMF formulations may help to reduce stigma.

Perhaps less encouraging for proponents of the PTMF was the study's other major conclusion. Seery et al. (2021) also sought to determine the impact of PTMF-based formulations on attitudes towards treatment options. The authors concluded that the PTMF-based formulation diminished the perceived helpfulness of medical treatment based on comparisons of the results of the Attitudes Towards Treatment Options Scale (ATTOS) (Nolan & O'Connor, 2019). From this, Seery et al. suggested that use of a formulation rather than a diagnosis could lead to poor medication adherence. However, the medical component of the ATTOS contained just three questions and reportedly had low internal consistency meaning that the items were not well correlated with one another. No information is given about any question on medication and whether attitudes were specifically poorer in this regard. The evidence to support Seery et al.'s claim therefore seems limited.

Another important consideration regarding the findings of Seery et al.'s (2021) study is that the authors did not compare the PTMF-based formulation with any other kind of formulation. The author responsible for writing the formulation was also not a qualified CP, psychiatrist or other professional who would have received training or be experienced in writing appropriate clinical formulations. Lastly, as the participant population were recruited from around the world, it is difficult to know whether their attitudes reflect cultural attitudes to mental health within the UK, and so the generalisability of the findings to a UK context is not clear.

From this, it seems that generating formulations based on the PTMF may provide a less stigmatising approach to describing the needs of those experiencing distress and distressing behaviour. Additional research could be beneficial to determine whether this applies within a UK context, and to further investigate the relationship between formulations, diagnoses, help-seeking behaviour and treatment adherence.

2.4.3 Assessment

Two studies used the PTMF in a way that they did not explicitly name as formulation, but where the PTMF provided information which allowed predictions to be made about how people might behave (Cogen, 2020) or conclusions to be drawn about the type of support that might best suit them (Paradiso & Quinlan, 2021). Cogen used the PTMF as a theoretical framework to guide their predictions, while Paradiso & Quinlan worked through the core questions of the PTMF to generate ideas of the kind of support that mental health caregivers may require. This could be seen as similar to using the framework to support an assessment of need.

Many of the mental health caregivers interviewed by Paradiso and Quinlan (2021) were experiencing symptoms of mental illnesses themselves. Symptoms of depression and anxiety have even been reported to, at times, be higher in mental health caregivers than in their care receiver (Paradiso and Quinlan, 2021). Compared to an assessment approach with a focus on identifying these symptoms of mental health difficulties, the PTMF provided context to the distress experienced by the participants and highlighted strengths and resources that could be built upon. For example, participants reported experiencing empowerment through advocating for their loved ones. Paradiso and Quinlan (2021) concluded that the mental health caregivers needed improved access to peer support groups where they could use their experiences to support others in similar positions, and increased opportunities for

advocacy. The PTMF-based interviews also drew attention to the need for community education to reduce stigma.

A potential drawback of using the PTMF for assessment purposes showed up when participants were asked “what have you had to do to survive?”. The participants mostly talked about adaptive coping strategies, such as creating boundaries, using assertive communication and finding some control through research and applying knowledge (Paradiso & Quinlan, 2021). It could be considered counterintuitive to answer a question about survival by talking about low mood or suicidality, for example, as it is not immediately clear how these things may have helped someone to survive. As such, some key behaviours or feelings could be left out of the narrative depending on how an individual interpreted these concepts.

Similarly, the question about ‘meaning’ seemed to elicit responses about how the participants found meaning in their lives, rather than the meanings that they attributed to the situations that they found themselves in, the ways that power operated within their lives and the threats that these things posed to them (Paradiso & Quinlan, 2021). Many of the participants reflected that the connection with their care receiver gave their life meaning or that they felt they were giving back to the community. The authors did not discuss whether they gave additional explanation about concepts such as ‘threat responses’ or ‘meaning’.

In practice then, people may require more explanation about the PTMF than was provided in the interview context by Paradiso and Quinlan (2021). However, this may depend on the aim for using the framework. In some of the studies where the framework was used for intervention purposes, the participants spent much longer with the facilitators and/or researchers, meaning that they would have had increased opportunities to explore and understand the different concepts of the PTMF (Reis et al., 2019; Sapsford, 2021). Where the PTMF was used to gather information by Paradiso and Quinlan, this aim could be met

regardless of whether the participants had achieved an in-depth understanding of the framework.

2.4.4 Training

Two papers discussed the use of the PTMF when delivering training (Collins, 2019; Fyson et al.; 2019). Fyson et al. asserted that social work training has always centred social components of distress, but that they have historically drawn on eclectic theoretical bases to justify this approach. They argued that the PTMF provides a unifying framework which fits with the ethos of the social work profession.

Another advantage of the PTMF discussed by Fyson et al. (2019) is the potential for the framework to enable and enhance multi-disciplinary work. The authors reflected on their experiences of psychiatrists contrasting the length of their professional training with that of social workers to justify the privileging of their own decisions. They suggested that having a theory and evidence-based framework to defend the need to take a social perspective on distress may empower non-psychiatrists within multi-disciplinary discussions.

Fyson et al. (2019) described their plan to introduce the PTMF as a theoretical model for trainees, but also to employ the PTMF as a teaching tool by encouraging trainees to reflect on their own personal narratives. The piece was written before the course had been delivered and evaluated by trainees, so the impact of the PTMF as a teaching tool had not been measured. Interestingly, the article discussed a number of social work training providers who had already introduced the PTMF into their programme or were planning to do so, suggesting that uptake of the model as a theoretical framework at least has been high within the social work profession.

Collins (2019) also drew upon the PTMF when developing training materials. They argued that, for many, a label or diagnosis is necessary for their pain to be validated as real,

and for them to be able to access any support. Collins aimed to share the PTMF as widely as possible as an alternative to this way of understanding and responding to distress.

Collins (2019) developed a video comparing the PTMF with medicalised frameworks for understanding distress. The video then explained the PTMF using shame as an example. The video was shown during a course aimed at youth practitioners and others who work with CYP who have experienced domestic abuse or exploitation. Some practitioners described having 'light bulb moments' after watching the video, immediately recognising the relevance of the framework to the people that they work with (Collins, 2019, p.40).

These papers suggest that the PTMF can be used as a theoretical basis to underpin training about mental health where the aim is to highlight the importance of the social components of distress. Additionally, the PTMF could be used within training as a tool to encourage delegates to reflect about their own experiences and positions in relation to distress.

2.4.5 Research

Eight of the papers involved the application of the PTMF for research purposes (Brown, 2019; Cantrell, 2021; Cogen, 2020; Enlander et al., 2021; Paradiso & Quinlan, 2021; Schnackenberg, 2019; Siverns & Morgan, 2020; Smith, 2018). The process used in each of these papers is more relevant to the current literature review question than the findings, and because most of them were focused on unrelated topics the results are largely not comparable. However, the context and findings may have important implications for understanding the use of the framework and, as such, will be reported.

Enlander et al. (2021) and Cantrell (2021) both used the PTMF as a tool to reframe existing research within a literature review. Cantrell (2021, p.14) reviewed literature pertaining to the following question: "what are the psychological experiences and outcomes

of claiming (or attempting to claim) benefits in the UK?”. They summarised all of the findings associated with this question in relation to each of the components of the PTMF. For example, they suggested that some studies highlighted the negative operation of economic power through being denied access to financial resources. This led to material threats including an inability to meet basic needs. As a result, participants began to understand themselves as powerless and unworthy, leading to anger, distrust of others, loss of hope and even suicidality.

Enlander et al. (2021) did not use the framework to bring the findings together like Cantrell (2021), but instead used the framework to explain or reinterpret the findings noted. Enlander et al. were interested in understanding birth parents’ experiences of compulsory child removal. Enlander et al. included far less detail about their search strategy than Cantrell, so it was not clear whether the studies had been especially selected for their relevance to the PTMF and if the views and experiences of some parents may not have been included if they did not fit.

Siverns and Morgan (2020) conducted research with a similar population to that explored in the literature reviewed by Enlander et al. (2021), exploring mothers’ experiences of placing their child into care. Siverns and Morgan used the PTMF to contextualise some of their findings, such as the participants’ sense of being de-valued and diminished as mothers. Viewing this experience as a negative operation of power allowed the author to draw closer comparisons between mothers who chose or agreed to the decision to have their children placed into care, with those whose children were forcibly removed. Siverns and Morgan also reframed some of the professional narratives about these mothers, such as that they were non-cooperative or disengaging, as understandable threat responses. By using the PTMF, increased empathy could potentially be fostered for parents in difficult circumstances, leading to a better understanding of the support that they really need. This links with Enlander et al.’s

conclusion that society needs to rethink the individualistic approach to intervention taken in these cases, in favour of preventative systemic change such as improved access to social housing and benefits.

Like Siverns and Morgan (2020), Smith (2018) also used the PTMF to contextualise their findings. Smith explored the experiences of young Afghan asylum seekers turning 18 whilst subject to UK immigration controls. Smith described a struggle between a desire and pressure to be independent and self-reliant, and systemic factors which shaped the options available to the young people.

Cantrell (2021), Enlander et al. (2021), Siverns and Morgan (2020) and Smith (2018) were all Clinical Psychologists (CPs), with two out of the four papers being unpublished theses produced for the authors' doctorate degrees (Cantrell, 2021; Smith, 2018). A fourth paper was also written from the perspective of a CP, but exploring trainee CPs' experiences of workplace bullying (Brown, 2019). For Brown, the PTMF provided a language to describe the participants' experiences in another way, although few implications of this for practice were clearly delineated.

Brown (2019, p.134) highlighted the potential benefits of 'compassionate mind training' for trainee CPs, a programme based on Gilbert's (2007, p.171) model of self-regulation which supports individuals to develop their self-care skills by activating their 'soothing' systems. Gilbert's model had an influence on the development of the PTMF, but was criticised by Johnstone and Boyle (2018a) for its focus on individual solutions to systemic problems. However, Brown avoids placing responsibility entirely with the potential victims of bullying by recommending training across multiple-levels of the profession to encourage compassionate leadership.

The threat responses exhibited by Brown's (2019) participants included hiding their feelings, becoming more submissive and over-working. Brown provided no comment about the acceptability, or even desirability, of these responses within the workplace, or how these may relate to wider structures and systems.

Power at the political level is notably absent from Brown's (2019) analysis and interpretation of the data. This may reflect the author's understanding of the boundaries of the role of a CP, and perhaps highlights a limitation of practitioner research in that the perceived role boundary may act to constrain the knowledge generated. However, Smith (2018) reflected on the implications of their research at a political level, suggesting that psychologists can seek to effect policy change.

Schnackenberg (2019), also a practitioner researcher but in educational rather than clinical psychology, explored the influence of wider society in some detail within their research. Schnackenberg explored young people's experiences of Body Dysmorphic Disorder (BDD) and used the PTMF to consider how power, threat and meaning came together in the participants to produce the threat responses that were understood as BDD. The author reframed BDD as the lived experience of people who exist in social and political environments, highlighting the importance of societal narratives about beauty, for example, in the development of BDD.

Interestingly though, the implications for professionals noted by Schnackenberg (2019) focused exclusively on supporting individuals already experiencing BDD, and made no mention of how EPs or other professionals could help to create an environment with reduced opportunities for the negative operation of power. Additionally, the suggestion was made that young people and their families may wish to carry an information card to educate professionals about BDD to reduce the likelihood that they may say something that causes the

young person to feel misunderstood. This suggests that education may not always be considered to be the responsibility of the professionals themselves. Additionally, there was no push for closer working relationships between different disciplines, even where their paths do not often cross under the current system (such as EPs and General Practitioners).

Another EP to employ the PTMF as part of their research used it to develop ‘sensitising concepts’ to inform their research design (Cogen, 2020, p.12). With an interest in adolescent development, Cogen essentially considered the PTMF in conjunction with identity development theory to make predictions about how 16-18-year-olds might engage with the world. From this the author developed their research question and interview schedule. Cogen used a Grounded Theory design, with the rest of the research rooted in the data volunteered by the participants. Issues around power were raised by the participants, and so it is not clear why Cogen opted not to revisit the PTMF when drawing together their theory.

Paradiso and Quinlan (2021) also used the PTMF to inform their interview schedule, although in a more direct fashion than Cogen (2020). Paradiso and Quinlan explored the key questions from the framework with the caregivers of individuals with mental health difficulties. The participants drew attention to the negative operation of social power through the stigma that they and their loved ones experienced, as well as the lack of understanding and practical support available within the community. The participants also described institutional barriers such as difficulty accessing services, being unable to act on their rights and poor communication from professionals as examples of the negative operation of power in their lives as caregivers.

Overall, these papers indicate that the PTMF is gaining traction as a model for understanding behaviour and distress. As the majority of these papers were published by

research-practitioners in clinical and educational psychology, it seems likely that the PTMF may also be influencing day-to-day practice in applied psychology.

2.5 Implications for Educational Psychology

Although the papers described herein were written by individuals from a range of disciplines and settings, the ways that the framework had been used largely map on to the core functions of an EP as described by The Currie Report (Scottish Executive, 2002).

Although these functions were first described in Scotland, they have also been embraced by EPs in England and Wales (Farrell et al., 2006). The core functions are: consultation, assessment, intervention, training and research, all but one of which were discussed directly or indirectly within the literature.

Many of the papers were also focused on populations that EPs are likely to come into contact with, such as looked after children (Enlander et al., 2021; Siverns & Morgan, 2020), caregivers (Paradiso & Quinlan, 2021), CYP who have experienced domestic abuse (Collins, 2019) and asylum seekers (Smith, 2018). Additionally, two of the identified papers were written by EPs (Cogen, 2020; Schnackenberg, 2019). Altogether, the research indicates that the PTMF could be a useful tool for EPs, and that there are already some EPs who are aware of and making some use of the framework for research purposes (Cogen, 2020; Schnackenberg, 2019).

Some more specific implications for EP practice can also be taken from the literature. Some of the papers indicated that the PTMF may be a useful approach when working with people who have previously found mental health support unhelpful, or with those who could be put off by the traditional medical approach (Griffiths, 2019; Sapsford, 2021; SHIFT Recovery Group, 2020). This is particularly pertinent in an increasingly diverse population,

where some groups are consistently less likely to access support (Mental Health Foundation, 2022).

On a related note, the papers by SHIFT Recovery Group (2020) and Griffiths (2019) also provided a reminder of the impact of person-centred practice, and the benefits that people can reap when they are empowered to make decisions about their own care. The PTMF may provide an additional approach which could be offered to clients, thereby increasing the choices available to them.

The papers reviewed came from a range of settings including social work, third-sector organisations and different psychology disciplines, suggesting that the PTMF has already had a far-reaching influence. As noted by Fyson et al. (2019), the PTMF may have the potential to enhance multi-disciplinary work, as it could provide a shared focus on social factors associated with distress. The framework could also provide a shared language which could ease communication between different services. EPs are well placed within multi-disciplinary teams to bring awareness to group processes and to suggest ways to develop group functioning, such as by encouraging the use of a framework which is familiar across disciplines.

A potential barrier to the use of the PTMF in EP practice could be the time-scales that it took to explain the model and meaningfully work through it. In one study, the contact time for an intervention based on the PTMF was 12 hours (Reis et al., 2019). Time for explanations could be reduced by employing the PTMF as an assessment tool or for formulation purposes, or by delivering training on the model.

Despite Reis et al. (2010) working with a different population to EPs, their research highlighted a challenge that could also impact EP work. They suggested that writing a report on the prisoners may discourage them from fully committing to the PTMF intervention

process, as they could be concerned about how the information shared may be used. This may also apply in EP practice, where it is often the expectation that EP input will be followed by a report. However, this barrier is not unique to the use of the PTMF, and in fact the PTMF may be experienced as less threatening than some other assessment approaches, for example.

2.6 Summary and Links to Current Study

The PTMF has been used for a range of purposes by different professionals, including in clinical practice for intervention purposes (e.g. Sapsford, 2021), to enhance reflection during mental health training (Fyson et al., 2019) and to gather information to identify need (Paradiso & Quinlan, 2021). The PTMF has also been taken up and applied by self-help groups for individuals who have experienced distress, with a positive reception and impact (Griffiths, 2019; SHIFT Recovery Community, 2020). Although the accessibility of the language of the framework was questioned within the literature, particularly by the self-help groups (Griffiths, 2019; SHIFT Recovery Community, 2020), some practitioners suggested that it was easy to translate into practice (Reis et al., 2019).

Use of the framework has been linked with empowerment and enhanced agency for clients (Sapsford, 2021) and with a reduction in stigma as compared with diagnostic descriptions (Seery et al., 2021). Using the framework may also be associated with increased empathy for individuals who have had to make distressing choices, such as mothers who opt to have their children taken into care, by drawing attention to the systemic factors contributing to those ‘choices’ (Siverns and Morgan, 2020).

It seems from the literature that the PTMF fits with many aspects of the EP role and has been used by professionals who work with similar populations to achieve similar aims with some success (e.g. Collins, 2019; Paradiso & Quinlan, 2019; Sapsford, 2021). However, as a relatively new model, the evidence base for the PTMF is currently limited, with few

research studies exploring its use and effectiveness, and much of the literature reviewed herein taking the form of ‘practice literature’ (written reflections of practitioners about their field (Aveyard, 2014, p.46)). Quality exploratory research would therefore enhance the current understanding of how the PTMF is being used in practice.

There is also evidence that there is an emerging awareness about the PTMF within Educational Psychology specifically, with some EPs drawing upon it within their research (Cogan, 2020; Schnackenberg, 2019). However, whether and how this may have translated into day-to-day EP practice is unclear. This reflects a gap in the literature and supports the need for further exploration of how EPs are using the PTMF. This research therefore aims to explore EPs use of the framework in more depth, by asking: what are EPs views and experiences of using the Power Threat Meaning Framework?

Chapter Three: Methodology

3.1 Chapter Overview

This chapter outlines the philosophical and theoretical positions adopted by the researcher and the aims and purpose of this study. The research design employed, including sampling procedures and methods of data collection and analysis, will be described and justified. Ethical considerations and steps taken to ensure research quality will also be discussed.

3.2 Research Paradigms

Guba and Lincoln (1994) described inquiry paradigms as sets of basic beliefs about ontology (the nature of reality), epistemology (the nature of knowledge) and methodology (the ways that knowledge can be investigated). The paradigm adopted by a particular researcher influences the way that their research is designed and carried out.

Traditionally research has been considered to generate objective knowledge of reality (Bowker & Sankey, 1994). This is based on a paradigm known as positivism. Positivism is based on the belief that there is an independent reality, separate from human consciousness, which can be described as ontological realism. Positivists also believe that reality can be discovered and measured through value-free and objective science (Mertens, 2015). The aim of positivist research is to uncover universal, objective truths.

In developing the PTMF, its authors adopted an anti-positivist stance (Pilgrim, 2020). Instead, they emphasised the importance of people's experiences, which is more aligned with a paradigm known as constructivism. Within this paradigm, knowledge is constructed by people (including researchers) who perceive the world in a certain way based on their position in it and past experiences (Mertens, 2015). Some constructivists are relativists, who reject the notion of absolute truth and instead purport that there are multiple realities. Others

suggest that an objective reality may exist but be imperfectly perceived and impacted upon by language, culture and interpretations. This position can be considered a “weak [...] form of constructivism” and is an iteration of critical realism (Pilgrim, 2020, p. 84).

Contextualism is an epistemological position in which multiple accounts of reality can exist and hold validity simultaneously, because it is acknowledged that all accounts are subjective and contextually-dependent (Madill et al., 2006). Unlike in radical constructivism, within critical realism and contextualism reality places constraints on the interpretations that can be made, meaning that some accounts can be more valuable and compelling than others. However, it is also considered impossible to uncover objective truth. This means that the utility may be more important than the accuracy when evaluating knowledge (Braun & Clarke, 2021a).

A critical realist stance combined with contextualism underpins the current study. This position is aligned with the qualitative paradigm, also known as the “Big Q” approach (Kidder & Fine, 1987). For the current study, qualitative research supports the exploration of EPs views and experiences from their own perspective, and allows for variety with regards to how the framework has been learned about, understood, applied and reflected upon.

As a researcher, I value the individual stories of the participants and consider them to be true and valid accounts of each participant’s experiences and views. By understanding and bringing together different voices through analysis of the patterns and commonalities of participants’ experiences, I aim to create a story which reflects a shared understanding of what it can be like to use the PTMF as an EP. This story will be grounded in the data and shaped by the interpretations and contexts of the participants, but will also inevitably be influenced by my own context and interpretations. Rather than reflecting an objective truth

about EP's use of the framework, the story represents a co-constructed interpretation of reality.

3.3 Purpose and Aims

The aim of this research was to highlight the reflections of EPs who had drawn upon the PTMF in their work as EPs by answering the following research question:

What are EPs views and experiences of using the Power Threat Meaning Framework?

The purpose of the research was exploratory as EPs use of the framework had not previously been researched. It was hoped that the research could build greater understanding of the applicability of the framework to EP practice by considering the views and experiences of EPs who have already used it in some way. Exploratory studies can be used to gather rich, in-depth information about experiences and are aligned with the contextualist, critical realist stance outlined previously.

3.4 Methodology

Due to the exploratory purpose of this research and the ontological and epistemological positions adopted, a 'big Q' qualitative design was used. The terms "Big Q" and "small q" can be used to distinguish qualitative research which is underpinned by qualitative research values and philosophical positions (*Big Q*), from *small q* qualitative research which is conducted, often unknowingly, using values and approaches aligned with the dominant scientific (positivist) framework, such as aiming for objectivity (Braun & Clarke, 2021). Qualitative research can provide access to the thoughts and feelings of participants, allowing a deeper understanding of the meaning that they attach to their experiences (Sutton & Austin, 2015) and invites nuance and complexity (Braun & Clarke, 2021a). This was considered to be an appropriate way to generate data which might provide an answer to the research question.

Braun and Clarke's (2006; 2012; 2019, 2021a) six-stage process of reflexive thematic analysis (TA) was used to analyse the data. In accordance with this approach, the stages were applied in a non-linear fashion, meaning that different stages could be returned to for further checking and comparison, prolonging engagement with the data. The six stages are as follows: familiarisation with the data; coding; generating initial themes; developing and reviewing themes; refining, defining and naming themes; and writing up the analysis.

As there was not pre-existing knowledge about the use of the PTMF in EP practice, an inductive approach to coding was taken. This means that coding was driven by the data, rather than being generated previously from existing theory. Both semantic and latent approaches to coding were used. Semantic codes summarise content which is explicit within the data, while latent codes aim to capture underlying ideas or meaning (Braun & Clarke, 2021a).

3.5 Rationale for Reflexive Thematic Analysis

Reflexive TA was considered the most appropriate method of analysis after the suitability of a variety of other methodologies was explored. Close consideration was given to the use of Interpretative Phenomenological Analysis (IPA) as it is an idiographic approach which means that it focuses on how people make sense of experience (Starks & Trinidad, 2007). However, IPA researchers try to understand personal situations or events to gain an understanding of what it was like for that person to be in that situation or have that event happen to them (Larkin et al., 2006). IPA is therefore better suited to research questions with an interest in individual lived experience, while the current study places greater focus on commonalities and themes based on shared meaning and on being able to draw conclusions about implications for EP practice. These aims are more suited to Reflexive TA (Braun & Clarke, 2020a).

Constructivist Grounded Theory (CGT) was also considered. Unlike other forms of Grounded Theory, CGT acknowledges subjectivity and the active role that the researcher plays in generating knowledge through the process of analysis (Charmaz, 2014). Charmaz (2014, p.14) also rejected ‘radical subjectivism’ (the idea that every truth is equally valid) which aligns with weak constructivism, and is similar to the position that I am taking. However, the research question posed does not require a theory to be built since it is exploratory rather than explanatory in nature. I was also interested in the experiences of one relatively homogenous group rather than in a variety of people involved in a social process. This methodology was therefore rejected in favour of Reflexive TA.

Lastly, discourse analysis (DA) was also not considered to be suitable for the purpose of this research. DA is better suited to the analysis of naturalistic conversations or publications about a phenomena, as it is used to study language and meaning in context (Harper & Thompson, 2011). This approach could have been taken to study online discourse about the PTMF, for example. Although this could highlight the views of EPs about the framework, DA places greater focus on how people use language and what they do with it, which would answer questions about how EPs are talking about the PTMF. This may not, however, provide detailed insight into the views and experiences of EPs who have used the framework in practice, which is the focus of this study.

3.6 Participants

3.6.1 Participant Information

EPs (including Senior, Specialist and Principal EPs) and Trainee EPs (TEPs) with experience of applying the PTMF within their practice were the population of interest.

Purposive sampling was used to select participants based on inclusion and exclusion criteria

with relevance to the research question. The inclusion and exclusion criteria can be found in Table 2.

Table 2

Participant Inclusion and Exclusion Criteria

Inclusion	Exclusion	Justification
<p>Participants must:</p> <p>Be qualified EPs (including main-grade, senior, principle etc.) or TEPs in HCPC and BPS approved and accredited doctorate training.</p> <p>Have been working as an EP or on a training placement as a TEP in the UK</p>	<p>Assistant EPs or other professionals. Assistant EPs are not considered to be carrying out the full range of EP duties with an adequate level of training, experience or autonomy.</p> <p>EPs/TEPs working outside of the UK.</p>	<p>The study aims to explore the framework as applied within EP practice so the perspectives of other professionals are not considered to be relevant to answer the research question.</p> <p>Different contexts may have different</p>

<p>at the time that they made use of the framework.</p>		<p>expectations and understandings of the EP role. The PTMF was also developed within and for the UK context.</p>
<p>Be familiar with the framework either through exposure as part of their EP training, Continued Professional Development or through their own reading/interest. Participants will be trusted to judge for themselves whether they have the relevant knowledge and experience to talk in-depth about the PTMF.</p>	<p>EPs who are not familiar with the PTMF or who have not made use of it within EP practice.</p>	<p>There is no formal training required to use the framework. The researcher adopts a contextualist position which considers that each participant may have a different perception (and indeed different experiences) of how much they needed to know</p>

<p>Have made use of the framework in one (or more) of the following ways at least once:</p> <ul style="list-style-type: none"> ○ Used the framework to guide consultation (either in conjunction with other models of not) ○ Used the framework to assist with their formulation (either in conjunction with other models or not) ○ Used the framework to inform an assessment approach ○ Used the framework when providing supervision, peer-support groups etc. 	<p>Those who have not applied the framework within EP practice.</p>	<p>about the framework before applying it.</p> <p>This is so that participants can speak to their own experiences of using the framework within EP practice.</p>
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<ul style="list-style-type: none"> ○ Used the framework when developing/delivering training ○ Used the framework in another way during and as part of their EP practice 		
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I aimed to recruit between six and ten participants. This range was chosen based on Braun and Clarke's (2021b) guidance to consider the diversity within the population of interest and the diversity required within the sample, the scope of the research question, the methods of data collection and the depth of data likely to be generated from each participant, and the pragmatic constraints of the project. The population of interest was considered to be a relatively homogenous group, and identity-based diversity within the group was not considered to be of particular relevance to the research question. It was considered that carrying out in-depth interviews with each participant would likely provide rich data.

The concept of data saturation is often viewed as the guiding principle on which sample size should be based in qualitative research (Mason, 2010). Data saturation is the point at which collecting new data becomes redundant, because no new information is considered to be coming from any subsequent data. However, Braun and Clarke (2021b) argued that this definition of data saturation implies that the codes and themes reside within and emerge from the data, and that this aligns with a realist ontology which is not compatible with reflexive TA. They suggest that there is no fixed end point of analysis that a researcher

will inevitably reach, but that ‘saturation’ should instead be determined based on the researcher’s judgment based on the aims of the analysis. Data collection was stopped after seven participants because the data collected at this point was considered sufficient to provide a ‘rich, complex and multi-faceted story’ (Braun & Clarke, 2021b, p211) in answer to the research question.

3.6.2 Recruitment

A nationwide recruitment strategy was employed as the PTMF is not currently a ubiquitous approach and so the sample of EPs using it was likely to be fairly limited. I posted an advert on the EPNET EP forum and directly emailed EPs who I knew to be familiar with the framework (Appendix B). EPs who responded to the advert were provided with the participant information sheet (Appendix C) and invited to ask questions about the research before deciding if they wished to take part. When they were satisfied that they had sufficient information to give informed consent, participants completed a consent form (Appendix D).

3.6.3 Sample

Nine EPs responded to the recruitment adverts. One withdrew after they had been provided with the Information Sheet as they felt that they did not meet the inclusion criteria, while another ceased contact after the Information Sheet was shared. Six of the others met the inclusion criteria and took part in the study. Early on in the interview with the seventh participant (“Alex”), I wondered from their initial account of having *observed* the use of the PTMF whether I could consider them to have met the inclusion criteria around using the PTMF. I decided to continue the interview and to reflect on next steps in supervision. However, they later revealed that they had since gone on to use the PTMF in their own formulations and thinking around cases, and so their data was included in the analysis.

Participants were asked to provide some contextual information, including their role, their experience as an EP, their work context and how they learned about the PTMF.

Contextual information can be found in Table 3. The participants are referred to by pseudonym.

Table 3

Contextual Information for Participants

Participant	Role	Experience as an EP	Work Context	Introduction to PTMF
Sam	Maingrade EP with attachment and trauma specialism (LA) / specialist senior EP (independent agencies)	9.5 years post qualification	Local authority (LA) and independent fostering and adoption agencies	Read article about it, personal connections with other professionals.
Jude	Senior EP with lead on autism/social communication	17.5 years post qualification	Local authority	Own reading and training webinar
Pip	Maingrade EP	Recently qualified EP	Local authority	Supervision in previous job as CAMHS

		(first year post qualification)		practitioner and discussion during university lecture on training course
Alex	Trainee EP	Third year of training.	Placement in local authority and previous placement in multi-disciplinary team	Colleague in multi-disciplinary team shared information about it in supervision group, then observed it being used by family therapists.
Sidney	Part-time maingrade EP (LA)/ part-time senior EP (charity)	8.5 years post qualification.	Local authority and third sector (children's mental health charity)	Information from BPS, podcasts and videos from Lucy Johnstone, personal connections with other professionals.
Nat	Maingrade EP	2.5 years post qualification	Local authority	Through a professional network.
Jackie	Maingrade EP	Recently qualified EP (first year post qualification)	Local authority	Through university tutors.

All of the participants worked in England, with some working in the North, Midlands and Southeast of England. One participant mentioned that they had trained to become an EP outside of England. Three of the participants mentioned that they had completed their training at the same institution. Several mentioned their involvement in similar professional networking groups with the purpose of discussing alternatives to traditional mental health approaches.

3.7 Data Collection

3.7.1 Semi-structured Interviews

I conducted semi-structured interviews with the participants. Semi-structured interviews were considered an appropriate method of data collection because they allow the participant to retain some control over the interview discussion, which is in keeping with an exploratory approach (Willig & Rogers, 2017). Compared with questionnaires, interviews provide breadth and depth of information and allow the researcher to observe non-verbal indicators which can provide clues about the interviewees' thoughts and feelings (Blee & Taylor, 2002). Interviews were also considered useful for giving voice to a range of individuals with different experiences and views, whereas in focus groups, some participants may dominate and have more influence over the narrative. Interviews also better allow for anonymity and confidentiality, which may support participants to be more open and honest in their reflections (Longhurst, 2003).

The interviews took between 28 and 53 minutes to complete. I asked the participants about their views and experiences of applying the PTMF in their practice as EPs. I followed a semi-structured interview schedule (Appendix E), which employed Robson's (2002) structure for semi-structured interview schedules, with an initial question to cue participants into the

topic area, questions for more depth in the middle, and a less demanding question to conclude the interview.

3.7.2 Video-conference Interviews

I conducted the interviews via Zoom video conferencing software as recommended by the Tavistock & Portman NHS Trust's video conferencing guidelines. Conducting interviews online was considered to be the safest way to carry out interviews during the COVID-19 pandemic. A number of researchers have compared face-to-face with online video conferencing interviews and have found that the quality of interviews did not differ (Cabaroglu et al., 2010; Deakin & Wakefield, 2014).

Sedgwick and Spiers (2009) explored advantages and disadvantages of using video-conferencing software to conduct qualitative research interviews. They highlighted that video conferencing software can enable participants from a wide geographical area to take part in research, while reducing the cost and environmental impact of travelling to conduct face-to-face interviews. Use of video conferencing technology was also considered to be superior to telephone participation for this purpose, because of the visual cues such as body language which are lost when communicating by telephone.

On the other hand, video conferencing requires an adequate internet connection for both parties to ensure a smooth connection. For the purpose of the current research, it was considered unlikely that this would pose problems. As participants were professionals who were likely to make use of high-speed internet connections for carrying out their day-to-day roles, it was considered that potential participants would have a suitable internet connection available to them. The use of video conferencing technology has also become much more commonplace since the introduction of social distancing measures during the COVID-19

pandemic and so it was considered that potential participants would also likely be familiar and comfortable with using the technology.

However, another disadvantage highlighted by Sedwick and Spiers (2009) related to sharing intimate and sensitive details either in the physical presence of another person or not. They posited that a lack of physical presence may have a negative impact on the degree of sharing. More recent research has suggested that the opposite may be true, due to the feeling of anonymity associated with the interviewer being further away and less likely to see the interviewee coincidentally in the community afterwards (Nehls et al., 2015). Regardless, as the current research question pertains to everyday work experiences rather than highly emotive or personal information, this was not considered to be of significant concern.

To ensure successful use of the video conferencing technology, the following recommendations from Gray et al. (2020) were implemented:

1. I tested the technology ahead of the interviews with a colleague, including the recording features.
2. Participants were offered technical support with setting up the call, should they have required it.
3. A backup plan was arranged with participants in case of technical difficulties by arranging to contact participants by phone in the event of a technology failure.
4. Participants were advised to limit distractions, the type of environment that would be suitable was suggested and participants were requested to silence emails and phones.

The interview process and the responses given by participants did not appear to be impacted by the use of video-conferencing technology.

3.7.3 Interview Procedure

I welcomed the participants to the interview and checked for any accessibility issues such as poor internet connection or low volume, then sought confirmation that participants had seen the information sheet. I then invited the participants to ask further questions about the research, checked that a signed consent form had been received and sought confirmation that they were happy for the interview to take place and for recording to commence.

The interviews were recorded using Zoom recording functionality. The semi-structured interview schedule was applied flexibly, adapting to participants' responses. This meant that the order that questions were asked and the follow-up questions varied based on the answers given by participants, which allowed the conversation to flow with a natural rhythm. At the end, I thanked the participants and offered another opportunity to ask questions. Participants were invited to make further comment or ask questions by email should they feel the need following the interviews.

The recordings were stored on an encrypted laptop. I transcribed and anonymised the interviews. All identifiable information was changed or omitted. I referred to both the audio recordings and the transcripts when carrying out data analysis.

3.8 Data Analysis

As mentioned previously, data analysis was carried out by following the six-stage process of Braun and Clarke's (2021a) reflexive TA. Although this is presented in a linear fashion, the stages were revisited as needed throughout the process.

3.8.1 Stage 1 - Familiarisation with the Data

This stage involves becoming actively immersed in the data and beginning to consider patterns arising. I transcribed each interview following the notation system described by Braun and Clarke (2013) (see Appendix F for transcripts). This provided a consistent approach for capturing the spoken language in a clear written form. I read and reread the

transcripts critically and analytically, and began to record initial thoughts about the data by keeping familiarisation notes (Appendix G). I also referred back to the research question to see what initial links could be made between the data, my notes and the research question. My early thoughts about the data were that many of the participants had discussed multi-disciplinary working, supervision and using the PTMF with cases which involved a lot of complexity in the context around the CYP. I also noticed that there was a lot of reflection about the role of the EP.

3.8.2 Stage 2 - Coding

This stage involves analysing the data systematically to create codes, which identify and label potentially relevant features of the data. I used the computer-based data analysis software MAXQDA to organise the data and to create and keep track of codes using a colour-coding system. I closely processed the whole of the data, making sure that each part of the data was given equal and unbiased attention. I tried to capture the essence and context of each piece of data using short phrases to label the codes. Some of the codes that I generated tried to capture the explicit meaning of the words that participants had said, while others tentatively considered a more implicit or abstract meaning, where I tried to understand the meaning beyond what was stated. An example of a coded transcript is appended (Appendix H).

I began coding the transcripts in the order that I had collected data but began to feel stuck as I was working my way through the fifth transcript. I then worked from the final transcript backwards in the hope that doing this would help me with the coding of the fifth transcript. As I was coding I began to recognise that I was using slightly different words for meanings which were roughly equivalent, so collapsed some of the codes together. I applied

previous codes to each subsequent transcript where relevant, but continued to create new codes as I went to capture detail and nuance in the data.

At the end of my first coding sweep I had generated more than 1100 codes. Worried that my coding may have been too fine-grained to begin to use the codes usefully to develop themes I completed a full second sweep of the data, this time working backwards from the eighth transcript in case the order could influence my thinking. From this process I collapsed more codes together, but ultimately decided that I was happy to try moving to the next phase of analysis with just under 1000 codes still in play.

3.8.3 Stage 3 – Generating Initial Themes

At this stage, codes are sorted into themes by considering patterns across the coded dataset. I began this process of MaxQDA by grouping codes visually where I recognised that they shared similar meanings (Appendix I). I found this awkward to do using the technology and moved to using MaxQDA to read and find the codes and pen and paper to group them. Initially I sorted the codes into coding clusters, examples of which can be found in Appendix J. I realised that some of the coding clusters were beginning to develop into ‘topic summaries’. For example, I had grouped together everything the participants had said about the EP role and everything that they had said about diagnosis. This was a useful step for me as it helped me to picture the topics that were discussed so that I could then look more closely to find any ‘central organising concepts’ about these topics to begin to generate themes.

I began to make a list of potential themes based on the coding clusters (Appendix K). This list was initially very long, with themes lacking refinement. I also noticed that some of the potential ‘themes’ that I generated at this point were based on very few codes, but that were perhaps things that I had found particularly interesting (such as a theme around transactions in the EP role). Keeping in mind that my aim was to eventually bring together a

cohesive and (potentially) useful narrative about the participants views and experiences as a whole, I began to draw visual maps to connect some of the initial themes and consider where some overlapped with others.

3.8.4 Stage 4 – Developing and Reviewing Themes

This stage involves critically reviewing the generated themes, by looking at the data which supports their inclusion in the analysis, and considering whether themes should be combined or further broken down. Once I had created a provisional thematic map that I felt captured many of the codes (Appendix L), I then returned to the transcripts to check whether the themes and the overall story were supported by the data. Doing this led me to revise my thematic map several times. I noticed that some of my themes seemed to work when I looked at the codes and the data, but that the name that I had given them seemed insufficient or did not capture the intended meaning. This led me to move onto Stage 5.

3.8.5 Stage 5 – Refining, Defining and Naming Themes

My next step involved attempting to name the themes and write theme definitions to check that the themes were meaningful and distinct. I considered the unique, specific contribution of each theme to the analysis and checked whether each theme had a singular focus and that themes were related but not repetitive. I also checked the links between the themes and the research question. I selected extracts from the data which exemplified each theme, looking across the dataset for vivid and compelling examples that illustrated the analytic points being made (see Appendix M for a list of quotes by theme). Finally, I considered whether the analysis as a whole told a story of the data which seemed compelling and valuable.

3.8.6 Stage 6 - Writing up the Analysis.

Braun and Clarke (2021a) describe the report as telling the story of the data, illustrating how each theme contributes to the overall narrative. The analysis, including the final visual thematic map, is reported in Chapter 4 of this manuscript. A table showing the final themes and subthemes linked with the codes can be found in Appendix N. Appendix O contains the segmented text linked with each code.

3.8.7 A Contextualised Analysis

As noted previously, both latent and semantic approaches to coding were taken. There are therefore descriptive and interpretive components to the analysis. However, due to the ontological and epistemological positions described previously, all aspects of the data and the analysis undertaken to describe *and* interpret it are considered to exist within a context, and to be contextualised by the researcher. This means that throughout the analysis the information is understood and presented in a particular way and in relation to concepts and worldviews that are known and accessible to the researcher.

The contextualised nature of data analysis can be a largely unconscious process, although I engaged with the *reflexive* aspect of Reflexive TA to become more aware of my impact on the data analysis (Braun & Clarke, 2021). However, due to operating within a “Big Q” qualitative framework, the purpose of this awareness was not to enable me to eliminate, or even minimise, my impact. Instead, I aimed to highlight that the analysis is made by and of me, and to provide sufficient information about me, the data, and the analysis process, such that a reader could understand my positions, context and approach, and make informed judgments about how their own positions and context may relate to the presented analysis.

The research is further contextualised in the Discussion chapter, where the outcomes of the analysis of this study are explored in relation to other research in the field and established theory. Here, placing the analysis in this wider context is a predominantly

conscious and deliberate process. However, the comparisons drawn and the points which appear salient will inevitably be influenced, again, by my own context and worldviews.

3.9 Quality Criteria

The criteria used to evaluate the quality of a piece of research must align with the epistemological position which underpins the research (Yardley, 2016). As such, the quality criteria which has traditionally been applied to quantitative research (validity, reliability and objectivity) are not usually applicable to qualitative research. Several researchers have proposed alternative criteria for qualitative research, including Yardley's (2008; 2017) principles of validity, and Lincoln and Guba's (1985) trustworthiness criteria. Braun and Clarke (2020b) have also published a tool specifically for evaluating thematic analysis. The approaches that I have taken to ensure quality will be discussed under the two key areas from Braun and Clarke's (2020b) evaluation tool, with reference to criteria and recommendations from Lincoln and Guba (1985) and Yardley (2017).

3.9.1 "Adequate choice and explanation of methods and methodology" (Braun & Clarke, 2020b, p.328).

Braun and Clarke (2020b) emphasised that researchers must have a clear and justifiable reason for using the specific form of TA that they have selected, grounded in theory. Before making any decisions about methodology, I first identified the research question that I wanted to answer, and then engaged extensively with literature about a broad range of possible approaches. The ontological and epistemological positions underpinning this research, and the reasoning for selecting reflexive TA have been outlined earlier in this chapter.

Using a carefully considered and established method was considered by Lincoln and Guba (1985, p.219) to increase the 'credibility' of a study, giving more reason to believe in

the ‘truth’ of the findings. However, in taking a critical realist ontology and contextualist epistemology, I acknowledge that it is not possible to uncover objective truth and recognise that multiple interpretations of truth can be equally valid. According to Braun and Clarke (2021a), contextualist research can be evaluated based on whether the knowledge produced is valuable and persuasive, rather than whether the findings are considered likely to be true. As such, I adhered to the principle of ‘commitment and rigour’ as described by Yardley (2017, p.295), through developing an in-depth understanding of reflexive TA and reflecting on what I had learned and each of the decisions I was making in research supervision.

Semi-structured interviews meant that the research question could be addressed, while allowing the participants flexibility to direct the conversation to reflect their own experiences and positions. Interviews were carried out using software that was familiar to all of the participants, and, as the interviews were virtual, participants could choose a location in which they felt at ease. I sought to further ensure the comfort of participants by engaging with them with warmth and compassion, and reminding them that I did not have expectations or hopes about what they might say. This encouraged participants to reflect honestly and openly, generating rich data.

3.9.2 “A well developed and justified analysis” (Braun & Clarke, 2020b, p.328)

In qualitative research and within contextualism, it is acknowledged that research findings could not be replicated exactly by repeating the study. Different participants (and indeed even the same participant at different times and under different conditions) are expected to offer different reflections in relation to the subject matter, and different researchers may interpret the data differently depending on their own background and perspectives. However, to produce a valuable and persuasive account, the analysis must be well developed and justifiable (Braun & Clarke, 2020b).

To be considered dependable, findings should be consistent with the data and conclusions should follow logically (Lincoln & Guba, 1985). Clearly documented processes for data collection and analysis have been used and reported. This also meets Yardley's (2017, p.295) criteria for 'transparency and coherence'. Sufficient detail is considered to have been provided throughout the thesis manuscript so that interpretative and analytical choices can be understood. This should provide support that the analysis is well developed and justifiable.

Confirmability refers to the extent to which the reported findings link to the data (Lincoln & Guba, 1985). Quotations have been given throughout Chapter 4 so that it is clear how the analysis reflects the data. I acknowledge that I have taken an active role in the generation of codes and themes, and that they are therefore necessarily impacted by my experiences, theoretical positions and biases. However, approaching the analysis with commitment and rigour through in-depth engagement with the transcripts before, during and after coding and theme development ensured the analysis was grounded in the data. Additionally, I discussed aspects of my analysis with research peers and my supervisor to seek feedback about how and why they may have approached the data differently to enhance my reflexivity.

Reflexivity is the process of critically evaluating one's own positions and decisions as a researcher (Berger, 2015). In being open about my beliefs, expectations and positions in relation to the research topic, data and findings, I aimed to provide the reader with sufficient contextualising information about me as the researcher (see Chapter 5). I have also provided the national context within which the research was carried out in Chapter 1, as well as contextualising information about the participants earlier in this chapter. Providing contextual information supports with transferability, which is the extent to which findings can be

transferred to different contexts (Lincoln & Guba, 1985). Yardley (2017, p.295) also acknowledges the importance of 'sensitivity to context' for quality in qualitative research.

According to Yardley (2017, p.295), quality analysis will produce qualitative research which has 'impact and importance', which links to Braun and Clarke's (2021b, p.178) criteria that findings should be 'valuable'. One way of judging this in applied research is by considering its utility. I have outlined a number of implications for practice based on the findings on this research in Chapter 5. Completing this research has also raised further questions which could be explored through future research. Suggestions for areas of future inquiry can also be found in Chapter 5.

3.10 Ethical Considerations

3.10.1 Approval

An application for review and approval of the research was submitted to the Tavistock and Portman NHS Foundation Trust Research Ethics Committee (TREC) in November 2021. Approval was granted on the 14th December 2021 (Appendix P). Conducting the research was deemed ethical in accordance with the British Psychological Society (BPS) Code of Ethics and Conduct (BPS, 2009) and the Standards of Conduct, Performance and Ethics for Practitioner Psychologists (Health Care Professions Council (HCPC), 2008).

3.10.2 Informed Consent

All prospective participants were provided with a written information sheet outlining the nature and purpose of the study, the data that would be collected, and how information would be used and stored. As the participant group were trainee or qualified Educational Psychologists, those invited were all educated to post-graduate level and had experience carrying out professional roles in English. Participants confirmed that they had understood the information that had been given to them and were invited to ask questions before the

interview began. Voluntary, informed, written consent was obtained prior to participation. Participants were made aware of the research aims before taking part and as such there were no issues of deception. Participants were thanked and debriefed (including a further opportunity to ask questions) following the interview.

3.10.3 Right to Withdraw

Participants were told of their right to withdraw from the study without giving a reason. Participants were informed that they could break or stop the interview at any point. They were also informed that they could refuse to answer any of the interview questions. Participants were reminded that they would be unable to withdraw after the data had been processed because the data would be anonymous at this point, and were informed that this would happen two weeks after their interview. This was outlined in the information sheet that participants confirmed they had read and understood, but was also reiterated at the beginning of the interviews to enable participants to retain control over their involvement even after the initial consent had been given. None of the participants opted to withdraw.

3.10.4 Confidentiality

All data was collected and stored in accordance with the Tavistock and Portman NHS Foundation Trust's Data Protection and Handling Policies and in accordance with UK data protection law. Data was anonymised by assigning a pseudonym to each participant. Identifiable information, such as names and workplaces, was removed from interview transcripts at the point of transcription. Gender neutral names and pronouns were adopted for all participants. Participant names and contact details were stored securely on a separate Microsoft Excel file. Likewise, consent forms with identifying personal information were stored securely and separately from interview transcripts. All data was stored on an encrypted and password protected laptop.

Participants were made aware of the limits of confidentiality before they gave their consent to take part. For example, they were reminded that disclosures relating to safeguarding would have to be passed on. Participants were also made aware that they may be able to identify themselves in the study, but that all steps would be taken to ensure that they would not be identifiable to others.

3.10.5 Dual Relationships

Due to working in the same profession, it was considered that there may be occasions when participants and the researcher may encounter each other in future professional endeavours. Participants were informed that no reference to their participation or the data given would be made by the interviewer in any future encounters with participants. Participants were also assured that no participant information or data would be shared with mutual colleagues or employers. Two of the participants were already known to me. They were reminded that participation, non-participation or withdrawal from the study would have no effect on professional relationships between the individual and the researcher.

3.10.6 Power Imbalances

Researchers can be considered to have epistemological power due to the opportunity that they have to create and disseminate knowledge (Ennser-Kananen, 2019). This can create a power imbalance between researcher and participant, as the researcher has the power to choose the topic, design the study, analyse the data and present the findings. The power imbalance was somewhat reduced as the researcher is also a member of the population of interest. This meant that as part of their usual roles, the researcher is not in a position of power over the participants since the participants are at the same or higher position than the researcher in hierarchical structures within a shared profession.

3.10.7 Support for Participants

The research was not anticipated to cause discomfort or distress to the participants as they were being asked to discuss everyday work experiences. The topic was considered unlikely to put participants at risk of harm. Participants were informed about the research topic and aims prior to giving consent to participate, and were able to withdraw from the study without giving a reason until the data had been processed (after which it would not have been possible to identify and remove data provided by individual participants). Participants were debriefed following the interviews and no participant displayed emotional distress during or after the interview, or required further support.

3.11 Relevance and Impact

It was hoped that taking part in the interview would provide participants with an opportunity to reflect on their experiences and views of the PTMF, as well as how these may fit with their role as an EP, potentially benefiting their subsequent practice. This research may provide guidance that supports more EPs to begin to use the PTMF or to adapt their current practice. It may also encourage reflexivity about the ways that power operates within EP work and provide EPs with a tool for this reflection by developing their understanding of how other EPs have used and experienced the PTMF.

Chapter Four: Analysis

4.1 Chapter Overview

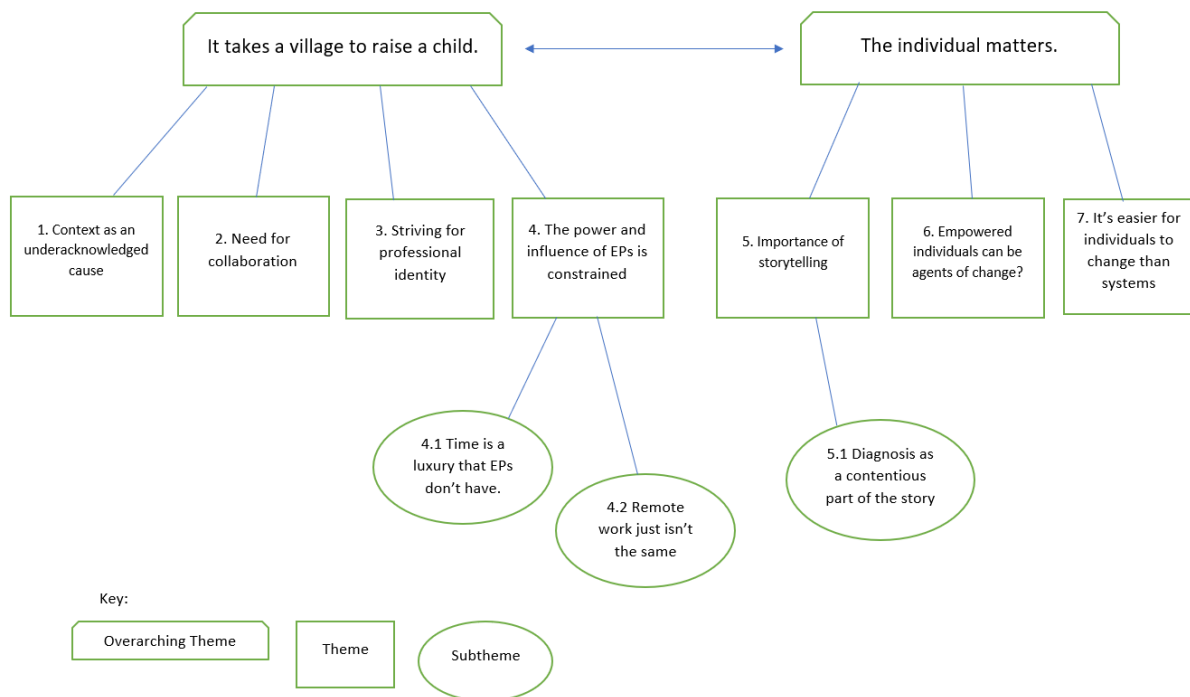
Participant interviews exploring EP's views and experiences of the Power Threat Meaning Framework (PTMF) were analysed using Reflexive Thematic Analysis. The outcomes of this analysis are presented herein. Seven themes were generated, and are explained and discussed with reference to quotations from participants. This chapter is organised by theme and presents an overall story which implicitly answers the research question, as well as explicitly highlighting the links between the themes and the research question by suggesting some key messages encapsulated by each theme

4.2 Thematic Map

The overarching theme 'it takes a village to raise a child' encompasses four themes: 'context as an underacknowledged cause', 'need for collaboration', 'striving for professional identity' and 'the power and influence of EPs is constrained'. The last of these themes incorporates two subthemes: 'remote work just isn't the same' and 'time is a luxury that EPs don't have'. An additional overarching theme – 'the individual matters' – encompasses three final themes: 'empowered individuals can be agents of change?', 'importance of storytelling' (with the subtheme 'diagnosis as a contentious part of the story') and 'it's easier for individuals to change than systems'. The relationships between these are represented in the thematic map in Figure 1.

Figure 1

Thematic Map of the Analysis



4.3 What are EPs views and experiences of using the Power Threat Meaning

Framework?

In accordance with Braun and Clarke's (2021, p.89) Reflexive TA, the theme names have been created by me in an attempt to label the 'central organising concepts' which were apparent to me in the patterns that I noticed in the data as I engaged with the analysis process. Themes have been metaphorically likened by Braun and Clarke (2021) to the head of a dandelion, with the 'central organising concept' as the *core* which holds together seemingly disparate data.

Table 4 summarises possible 'answers' to the research question (or 'findings') which seemed to be communicated by the participants through each of these themes. Within the 'dandelion' model, these could be likened to brief and succinct descriptions of the 'fruits', the data, codes and coding clusters that made up each theme during the analysis process. The statements in the right-hand column are, therefore, my attempt to summarise my understanding of the participants' views and experiences of the PTMF.

Table 4*'Findings' Grouped by Theme*

Theme	Statements summarising the 'views and experiences' of the participants.
Context as an underacknowledged cause.	<p>The PTMF highlights the multi-factorial causes of distress.</p> <p>The PTMF can be used when the context is complex.</p>
Need for collaboration.	<p>Competence in using the PTMF is developed through collaboration and discussion.</p> <p>The PTMF can support with multi-disciplinary work.</p>
Striving for professional identity.	<p>It is unclear whether the PTMF fits with every possible conception of the EP role.</p> <p>EPs have to compete for custom and so may have to consider whether the PTMF is marketable.</p>
The power and influence of EPs is constrained.	<p>Using (and explaining) the PTMF takes time that EPs do not always have.</p> <p>The PTMF requires connectivity and collaboration which can be impaired by remote working.</p> <p>The context around EPs means that they cannot always effect change in the ways that they might like to.</p>
Importance of storytelling.	<p>Using the PTMF is a rewarding way to develop an in-depth understanding of a situation.</p> <p>The PTMF can help to centre marginalised stories.</p>

	The PTMF can be used alongside diagnoses (even if diagnoses are not considered to be ideal).
Empowered individuals can be agents of change?	The PTMF can empower adults to change their life. The PTMF can change how people think about their life.
It's easier for individuals to change than systems.	Using the PTMF subtly changes EP practice. There is a possibility that the PTMF could encourage or facilitate wider changes within Educational Psychology.

4.4 Overarching Theme 1 - It takes a village to raise a child.

‘It takes a village to raise a child’ is a proverb that comes from the idea that a whole community must work together to provide for and interact positively with a child in order for them to flourish. While this can be taken to mean that it takes lots of people to be able to achieve a goal, it also connotes that the way that an individual develops and functions will depend very much on their surroundings. Taken together, themes one to four seem to encompass this saying. This overarching theme thus comprises the following four themes: ‘context as an underacknowledged cause’, ‘need for collaboration’, ‘striving for professional identity’ and ‘the power and influence of EPs is constrained’.

4.5 Theme 1 - Context as an underacknowledged cause.

This theme captures the apparent emphasis placed on the causal nature of contextual, systemic and environmental factors in contributing to the presentations of the children seen by the EPs interviewed once they had drawn upon the PTMF. While the participants seemed to suggest that this may be known by others in theory, it may not be acknowledged,

understood or truly taken into consideration in practice. Reflections on their use of the PTMF suggested that it can be used to draw attention back to context and away from the biology or behaviour of individuals.

Allusions to context as being an underacknowledged cause of difficulties in CYP's lives were often made when participants were reflecting on their reasons for using the PTMF. For example, Pip described one child as follows:

“his dad had recently gone to prison, their housing situation was really, really difficult and sort of struggling with things like poverty and lots of social issues going on” (Pip, line 43-45 of the interview transcript)

Pip's description starts specific but then becomes more open and ambiguous, giving the impression that the issues were too numerous and complex to list. They then described the school's response:

“it was quite kind of normal, they were almost kind of desensitised to it, but I think maybe that's why they didn't sort of pick up on those things as much [...] I really wanted to explore the child's experiences of what that was like for him, so that's sort of when I drew on the power threat meaning framework” (Pip, 47-50)

This points to the importance of context on two levels. Firstly, Pip seems to believe that the child's home and social circumstances would be likely to play a role in shaping the child's difficulties at school and were thus worth considering. Secondly, Pip seems to suggest that a different school with a different cohort of children may have been more likely to acknowledge the impact of some of these contextual factors, as they highlighted that frequent exposure to similar situations had decreased the school's sensitivity to the child's circumstances.

Some of the participants seemed to suggest that some contextual factors (such as the family circumstances) were more likely to be considered than others, with the PTMF considered a tool for refocusing on the bigger picture. Nat explained this as follows:

“it's very much talking about trans-, the aspects of trans-generationality, if that's even a word, and really looking further up the river in terms of thinking about why things might have transpired in a particular way so how, how to have those conversations without shaming, blaming, ostracising without shutting down something that actually could be nourishing, empowering, compassionate” (Nat, 195-197)

Nat shared a personal goal of seeking to move away from “within-child or within-family even” (line 31) ways of conceptualising children’s problems. Through both of these quotes, Nat seems to be expressing an idea that where context is (rarely) considered, often the focus remains too close to the child, and is used to apportion blame rather than to provide an explanation. Sam similarly alluded to the downplaying of ‘bigger picture’ contextual factors, stating that it is important to use the PTMF because “it will tap into things that sometimes don't get spoken about, like race, about gender” (line 219).

In some instances, focusing on context could be seen to be constructed as a kindness or the morally correct thing to do, with the impact being reduced blame, increased empathy and a championing of social justice. However, participants also offered practical reasons for considering context. For example, Sam used the PTMF when they noticed patterns of behaviour in several children from the same family. Sam described the outcome of this piece of work as follows:

“Do you know there's these benefits you can be claiming for your child?’ She didn't even know any of this. We were like ‘you do not have to just be with a man for finance reasons’, you know, but because she was from a different, she, she migrated

here, she'd come from a different part of the world, she didn't have that knowledge of the kind of support that is available to vulnerable adults like her" (Sam, 431-435).

Sam's goal in using the PTMF was to find ways to "break the cycle" (line 431) that the family had ended up in, where the mother had been welcoming unsuitable partners into her children's lives to try to achieve financial stability, a cycle which Sam believed to be directly related to each of the children in the family experiencing difficulties at school. Through asking one of the core questions from the framework about access to resources, Sam felt that they had successfully established a way to improve the children's circumstances. However, Sam acknowledged that this was unlikely to be a comprehensive solution, and acknowledged the need to consider a range of causal factors and ways to intervene.

As well as emphasising the role of context, participants often questioned the role of biology, suggesting that biological explanations may be over-simplifying things, with Alex stating:

"rather than those very sort of discrete this is biological and this is the executive function [...] I think sometimes we need to be thinking a bit more abstract than that and it can be hard" (Alex, 318-320)

Alex also described the focus on biological explanations as a "get out card" (327), suggesting that it is done because it is easier, rather than because it is right. Nat added to this idea, implying that psychologists may overstate the impact of biology, even where the evidence is scant:

"you cannot open a brain and see a lot of the things that we talk about as though they are concrete in some way and often talk about outside of the systemic context and the cultural context and the familial contexts" (Nat, 57-59).

On this note, Alex commented that the PTMF had reminded them of the need to consider a range of causal factors in their casework, stating:

“I feel like sometimes in cases, people really privilege like, the kind of biological side of things or like they tend to privilege one side of things and it’s made me I think it’s kind of stuck in my thinking like not to privilege one side of it and just look at yeah, okay, well, what, where’s the power here and that, that kind of thing” (Alex, 215-218)

Overall, the participants gave me the impression that they viewed context as key and an oft underacknowledged factor in why children come to be seen by EPs (“because much of the children we see there will have been harder bits of [life], and that’s probably why we’re kind of seeing them” – Sam, 230-231). This view both impacted on their decision to draw upon the PTMF and was reinforced by the PTMF. They seemed to experience the PTMF as a helpful tool for exploring context and, in some cases, for considering a plan of action for making changes to the CYP’s context. This theme therefore tells us that EPs may be encouraged to use the PTMF when they perceive that there needs to be a greater emphasis on the context around CYP (if others are neglecting its impact or if the context is particularly complex), but also that using the PTMF can help to illuminate important factors in the context around a CYP.

4.6 Theme 2 - Need for collaboration.

This theme is about the promotion of collaborative and joined up working by the participants, who viewed the PTMF as a facilitator of this. Captured within this are ideas around improving PTMF-based EP practice through working with others, using the PTMF to guide or inform supervision, and using the PTMF to facilitate joint planning and multiagency support.

The need for collaboration and support between EPs was raised by Jackie who shared:

“I think you do need to have in-person incidental conversations with other EPs, you can't do this kind of work on your own, I feel. I just feel like this is a job where you need to be in touch with your colleagues a lot” (Jackie, 198-200)

Jackie may have felt this particularly strongly as a newly qualified EP and therefore perhaps at a stage where the desire to learn from others is felt more keenly. As Alex put it:

“I think the more you get people to bounce ideas, they realise that they actually are competent and confident and I think yeah, to develop competence, just by talking to each other and bouncing off each other” (Alex, 345-347)

The need for discussion with others to help develop competence in using the PTMF was also expressed by Sam who explained that “you only know what you know, otherwise it kind of Johari's window” (453-454). Here, Sam elicits the idea that individuals can only increase their awareness and understanding about themselves and their practice through open exploration with other people, referencing a psychological model which posits that people have ‘blind spots’, or things that are known to others but not to them. This idea links to the emphasis placed on supervision by some participants as a way to make sense of new ideas (including the PTMF). For example, Alex emphasised the importance of supervision and discussion with peers for putting the PTMF into practice:

“what helped was having like, almost our supervision group to discuss it to decide like, what elements of it we were going to think about and how we were going to apply it and then talk about it after, I think it being a multidisciplinary team was really helpful, having, basically having loads of discussion and supervision like peer supervision around it was really helpful” (Alex, 247-251)

Another participant considered supervision as an important space for anybody who has to make sense of difficult work roles stating:

“we always talk about you know, [headteachers] do such a challenging demanding role, but actually, who gives them kind of supervision?” (Sam, 188-189)

Linked to this, Pip suggested that the PTMF could be used as a model for supervision, stating “I think the framework and the questions you know, could be used to structure you know, supervision and talking about cases” (279-280), although they had not yet put this into practice. Overall, though, there was a sense from participants that supervision was an important way to work with others to support casework, and that this could be enhanced by using or reflecting upon the PTMF

Alex was unique in that her first use of the PTMF was through a piece of work involving a range of practitioners in a multi-disciplinary team. For Alex, this set-up was crucial to her subsequently applying the PTMF.

“I think maybe the multidisciplinary element of it did have an impact, because maybe I wouldn't have heard of it if it weren't for the clinical psychologist, I also wouldn't have put it into practice if it weren't for like the family therapy situation” (Alex, 365-367)

Jackie likewise encountered the PTMF initially through conversations with other people, away from the context of an EPS:

“I'm just thinking like if I hadn't been introduced to this through university tutors, and, and also outside of that, my friend is a forensic psychologist so he knows about it too [...] but I think if I hadn't had those bits of input I wouldn't have heard about it through my service, for example, well not in any substantial way” (Jackie, 282-289)

The idea that EPs are largely unaware of the PTMF and only discover it through people from different disciplines or by chance links to the “Johari's window” quote from

Sam, previously mentioned, and points to the value in linking with and learning from people from different disciplinary backgrounds.

The PTMF was also seen by participants as a way to bring people together across disciplines, with Jude suggesting “I think it helps to, maybe, it also helps to kind of link in my head EPs, clinical psychs, people having shared dialogue” (361-362). Although Pip had not yet used it in this way, they likewise speculated that the PTMF could help to bring different practitioners together through a shared language.

“I think it'd be nice as well to maybe use it to link in more with CAMHS and sort of that multidisciplinary work. I think the service I'm in there's not that much joined up working, I know that varies quite a lot between services, but I think something like this framework could be maybe used to kind of create those links as well [...] I suppose it's quite a universal approach that different types of psychologists but also maybe other practitioners will use within their roles, so I suppose it's the type of thing that you know, we might be using, but other teams might be using, and that could be quite a nice way to sort of link with them” (Pip, 301-312)

This quote from Pip also portrays multi-disciplinary work as something which is variable in terms of how often it is likely to occur, and suggests that there are factors outside of individual EP's control which account for these differences. However, Pip also seems to suggest that the PTMF offers EPs something which may help them to overcome some of these systemic barriers to joined-up working.

The final way in which the EPs discussed a need for collaboration was in planning for intervention. Nat highlighted the need to involve multiple people in attempting to find solutions for CYP by stating that EPs should “think about how we can support all, all

members as far as possible in the system to ignite the change that child or young person wishes for” (91-92).

Many of the EPs interviewed had experienced multi-disciplinary and collaborative work as a necessary introduction to using the PTMF, with most of them hearing about it through multiple channels or even seeing it in action before deciding to include it within aspects of their practice. However, once they had begun to make use of it, they seemed to view it as a helpful tool for bringing people from different professional backgrounds together and as a structure for group discussions around cases. The importance of supervision when making use of the PTMF and the potential for the PTMF to enhance supervision was also emphasised.

4.7 Theme 3 - Striving for professional identity.

Despite the optimism and positivity about multi-disciplinary work captured by the previous theme, it appeared to me that participants seemed to be attempting to carve out a clear professional identity for EPs through their reflections on the PTMF. This theme considers the ways that the participants constructed the boundaries of the EP role, compared EP practice with that of other professionals, and attempted to make sense of where the PTMF fit within the role of the EP. Sidney captured the question of how the PTMF fits in with EP practice by saying:

“I’m still trying to make sense of where [the PTMF] sits with some of the ideas as Educational Psychologists and with the diagnoses that we come across every day and how that kind of fits in with this framework and how we think about things” (Sidney, 116-119)

This quote indicates that EPs have a shared way of thinking about things and that the diagnoses that EPs come across every day are perhaps different to those that the framework’s

authors (Clinical Psychologists) had in mind. Jackie also alluded to this when pondering reasons that the framework may not be widely known or used among EPs, stating “because it’s also clinical, from clinical psychs” (274-275). Sam expanded on this:

“some my best friends are Clin Psychs and they use it a lot in their work, whereas I don't think Ed Psychs kinda use it much, I do feel that there's a more kind of expert kind of model within Ed Psych world in some respects as well, because there's less room for working therapeutically and the traded model in local authority means that it's a kind of do assessment, offer kind of consultation with the adults and then you're off” (Sam, 31-34)

Here, there appears to be some clarity about the role of the EP, although it could be inferred that the role may be disfavoured when compared to the work of Clinical Psychologists (CPs). Jackie wondered whether EPs were perhaps becoming more similar to CPs over time:

“Maybe, you know, as the training became a doctorate rather than a master's, it moved closer to the clinical psychology training, I mean, we moved away from ((.)) have we moved? But we started to move away from just being like assessors and doing WISCs, have we moved away from that? I don't know, maybe we haven't, but we like to think we have” (Jackie, 308-311).

Again, there seems to be a notion that some of the work that EPs do is disesteemed, and that becoming more aligned with CPs may be a sign of progress. Contrastingly, Jude evoked the idea that perhaps the EP role is preferable to that of CPs, who may be more likely to work in clinics:

“what I liked about our role that we are allocated to schools so we build relationships with them, rather than being a referral system, that you, children go to the clinic or go to the wherever we're in all the time” (Jude, 462-464)

Regardless of the stance taken on the kind of work undertaken by EPs as compared to CPs (and indeed forensic psychologists, counsellors, teachers and psychiatrists, which were all also discussed by participants), the participants all seemed to be grappling with questions about what it means to be an EP, and attempting to carve out a clear, unique role for themselves. The idea that different people could have very different conceptualisations of the EP role was pervasive, but captured effectively by Nat:

“what is the EP role again, on paper? What is it on the ground in reality, and then what is it perceived to be? And I think sometimes as soon as we step into something like opening up the power threat meaning framework in terms of just even opening our mouths to share something from it, there can be a sense of that, well, that's not your remit, that's not what you do” (Nat, 200-204)

Nat seems to be suggesting that the work that EPs are able to do can be determined by other people's expectations of the role. Having a clearly defined role, where all key stakeholders are aware of the skills that EPs have, therefore seems considered to be a precursor to introducing different ways of working, such as the PTMF, within EP practice. As for the need to establish a role which is unique, Jackie almost directly addressed the reason that this may be so important:

“there's this kind of tension between us wanting to have that power, that we, for example, we're the only ones that can use cognitive assessments so schools can't do it, whatever, because if we give up our power, then what have we got? You know, and that's the truth, isn't it? Because it's not an easy thing to train in, takes a lot of

experience, it's extremely competitive, et cetera, and there's a tension there, because if you start to break down the sort of diagnoses, then what do you add to the, and how do you show people that you can add something without doing cognitive assessments all the time or diagnosing things, you know?" (Jackie, 383-389)

This implies that it is important for EPs to add value, in part because of an expectation (or even *demand*) from others, but also because EPs perhaps deserve to have something to offer which would give them status, given that they have invested time and energy into pursuing the role. The image that comes to my mind, which I have illustrated here through my references to 'adding value', 'demand' and 'investment', is one of a marketplace, where different professionals are competing for custom. Through this lens, the PTMF could be considered a product which has the potential to be sold at many stalls, with the participants considering whether it fits with the EP 'brand'.

Overall, this theme captures the participants' uncertainty about the fit between the PTMF and the EP role. A fluid and indistinct role, as conceptualised by the participants, seemed to both facilitate and inhibit the use of the PTMF.

4.8 Theme 4 – The power and influence of EPs is constrained.

Using and discussing the PTMF seemed to encourage the participants to reflect upon power within the EP profession. The fourth theme explores the ways that participants suggested that the work of EPs, and the power and influence that EPs therefore have, can be constrained by contextual factors. Across the data, there was a sense of ambivalence about whether EPs have power, control, autonomy and freedom to choose how to practice, or to influence outcomes for CYP. Jude seemed to acknowledge a need to reframe and think differently about their situation when they said "I think I'm quite a positive person but reality is we are extremely constrained by statutory work" (567-568).

Some participants offered suggestions as to why EPs cannot always operate as they might like to, with Sam suggesting “even actually adults donating how we use our time, especially in a traded model” (247). This evokes the sense that those who pay for a service can dictate exactly how that service is carried out, as otherwise they can take their custom elsewhere, and again reminds me of the competitive marketplace mentioned in Theme 3.

Questions around power related not just to whether EPs can choose how to practice, but also considered the impact that it is possible for EPs to have. Jackie wondered:

“and it was like this cycle and so then me intervening really what what can I do as an EP? And how much can I change this situation? We, maybe it's like, you know, just making my expectations quite small. I can't prevent this exclusion” (Jackie, 96-99)

Later Jackie concluded:

“because maybe my words are the most powerful thing I've got in this situation, and this is my legacy here is to write about this young person in a way that is not you know, describing them in, as a defective” (Jackie, 401-403)

Jackie’s reflections on the power of EPs seems to suggest that EPs may have minimal power to do good, but quite a lot of potential to do harm. Sam also shared concerns about the impact that EPs have, questioning:

“actually, are we just a maintenance factor in these same issues being brought up time and time again, just by nature of our kind of bias really in the tools we use?” (Sam, 471-473)

Here Sam suggests that EPs can be constrained by the tools that are available to them. However, Sidney was optimistic about the power that EPs have to potentially effect change at a wider, more systemic level through engaging with politics:

“we’ve gone through quite a heavy training and we’re psychological thinkers so we, we do have an opinion and a voice and we might be able to use some of the theory and the frameworks in a way that’s not just standing on a soap box and shouting. We can use the psychology to make a good argument” (Sidney, 218-221)

This suggests that there could be an interaction between EPs and the context that they work in, with each potentially influencing the other. Nat shared a personal reflection which seemed to suggest that the onus falls on individual EPs as to whether they are able to choose to practice ethically and effectively:

“Something I definitely find really difficult as an EP and then find myself sometimes feeling that I’m not doing a good enough job” (Nat, 161-162)

Overall, the EPs seemed to share a sense of responsibility as EPs and a desire to do good and have a positive impact. The PTMF was seen as a tool for practicing in a way that fit with their values and aims, but there was some doubt as to whether it was possible for the EPs to make choices about how to practice (including to make use of the PTMF) because of contextual constraints. The EPs highlighted some specific aspects of the context around them which particularly seemed to constrain their practice. These form the subthemes ‘remote work just isn’t the same’ and ‘time is a luxury that EPs don’t have’.

4.8.1 Subtheme 4.1 – Time is a luxury that EPs don’t have.

This subtheme is about time pressures, time constraints, and a lack of time described by the participants. The suitability of the PTMF for the EP role was questioned mainly in relation to time and capacity issues. The participants wondered how accessible the PTMF was for busy EPs, for example:

“I’d really like to have a better grasp of it, and, and, yeah, get to know it more, so I could implement it more, yeah, I think I think if almost there were an even more

accessible document about it, like I know like the introductory one is like a hundred pages, I think if there were an even shorter, more simplified version, I think it'd be more accessible for people to go to pick up and go oh, I'm interested in this, let me give it a go and then go more in depth, I think that might be a better way in because yeah, as someone who's really interested in it, even the like hundred and thirty page document was like, wow” (Alex, 408-414)

This suggests that EPs may be more likely to consider new ideas and implement them, if they are succinct and digestible and do not demand too much time to understand. This need for brevity is contextualised by the participants’ beliefs about pace within the EP role. For example, Jackie suggests that situations can change even before EPs have had the chance to complete their work (“even while you're writing the report up, the child's been excluded, very frustrating”, 121-122).

Another aspect of the PTMF which was considered to take time which EPs do not necessarily have, was the need to build relationships. Nat explained as follows:

“how to, to name and talk about that [power, threats etc.] when actually there hasn't been the luxury of building up the trust with that family and sometimes even that school over time to be able to stop and say, um, actually it sounds like that's really a really important aspect. Is that something we can spend a bit a bit of time over?” (Nat, 158-161)

Interestingly, Nat’s final sentence here suggests that time could be available, but that others have more control over how it is used, which links to ideas mentioned previously within theme 4. Sidney also hinted at the need to consider how others wish to use EP time when reflecting on whether it is possible to fully explain the PTMF to clients:

“sometimes it feels like it would take all of the time to explain what the framework was and where it was coming from, and I’m not sure whether some of the people that I work with, as in teachers or parents, would necessarily have the time or the headspace to think about the theoretical approach that I might be taking because they would want to think about [child] in class” (Sidney, 152-156)

The participants appeared to be experiencing a need and a pressure to rush and do things quickly, while having a desire to slow things down. However, the source of the pressure to rush seemed ambiguous. For example, Pip shared:

“we all kind of came together after that I think there were a few scheduling issues and things so it was quite a short ((laughter)) meeting in the end, I would have liked it to have been longer” (Pip, 100-102).

Pip neither takes responsibility for the scheduling issues, nor assigns the responsibility to anybody else, suggesting that contextual factors outside of anybody’s control may have been at play. The laughter may hint that this is a regular occurrence, and just part and parcel of being an EP. Jude offered an alternative explanation:

“I feel like sometimes as EPs you kinda have to go in quickly and you go through all the ac-, you’re really action focused, and I think the you know, the clinicians and the, you know, the mental health, you know, professionals seem to just be more comfortable to sit with that you know what's going on for a bit longer” (Jude, 170-173)

A slight contradiction appears in Jude’s statement, in that Jude feels that EPs “have to” take a quick, action-focused approach, yet also suggests that other professionals take more time because they are more comfortable to stay in the exploratory phase, as though EPs may opt to move on to alleviate discomfort. However, perhaps it is the context around other

professionals and how their roles have been constructed that enables them to feel comfortable even if they do not have solutions ready in an instant.

Using the PTMF was also described as something that takes time:

“you can’t do it in a tokenistic way, you can’t just march in and go right, so we’re gonna do the power threat meaning, let’s fill in the boxes, it’s not, it doesn’t feel ethical to do that, it feels like it’s a journey, let’s use it as a model, it’s not, it’s not something my takeaway message, it’s not something you squeeze into, like, I don’t know, a 45 minute consultation” (Jude, 368-371)

Ideas about ‘tokenistic’ EP involvement were raised a few times, often in relation to the idea that EPs come to be involved in cases too late to make a real difference. For example:

“I think maybe with a lot of risk of exclusion cases that you just feel you’re on the backfoot all the time. Like, if you could have come in two years earlier, maybe you make a difference, but I don’t know. Did I make a difference?” (Jackie, 83-85)

These ‘tokenistic’ pieces of work often involved cases where the EP was asked to give advice for an Education Health and Care Plan Needs Assessment (EHCNA) with very little prior involvement, and alluded to an idea that things may turn out differently for CYP if EPs were able to do their work earlier and ‘properly’.

EHCNAs are of course a statutory requirement within local authorities. Some suggestions that EPs may have more time and capacity to work in different ways outside of local authority (LA) contexts were made. Some of the EPs worked within LA and alternative contexts and had been more readily able to apply the PTMF in their non-LA jobs. Sidney, who had recently moved into a non-LA role, was looking forward to having “some time to

read and think about the framework” (307-308), suggesting that the pace is such in local authorities that opportunities to read and think are scarce.

In summary, this subtheme highlights that understanding, using and explaining the PTMF was considered to be time-consuming, and that the participants did not always feel they had the time within their role to do so.

4.8.2 Subtheme 4.2 – Remote work just isn’t the same.

This subtheme captures the ways that the participants made sense of applying the PTMF during remote working in the face of very current and pervasive systemic factors: COVID19 and associated social distancing measures. Although the participants reflected upon a mixture of opportunities and losses, there seemed to be agreement that remote working is just different from face-to-face work. Remote working caused Jackie to question her impact:

“I just find it very difficult to build those connections through a screen. You know, I try my best, but in reality, like, you know, I’m glad I wasn’t furloughed, but I can just about do my job, but I don’t feel I am having the impact I would be” (Jackie, 421-423)

Here, Jackie attributes feelings of not having an impact to the difficulty they had experienced in making connections virtually. Jude seemed to agree with Jackie that remote work was having an impact on connecting with others, saying “rubbish to COVID, it’s interrupted our, all our communications and things” (389-390), while Sidney felt differently, commenting that “I’ve linked up with, the beauty of COVID and us making these remote connections, I’ve linked up with quite a few other people that are interested in [the PTMF] as well” (293-294).

Within the interviews, COVID and remote working largely had an air of unreality, as though it were a temporary blip in usual proceedings, with only Jude offering any suggestion that it may be worthwhile learning to adapt to remote working:

“maybe it's a learning point for me to try and develop these things a bit more digitally, a bit more remotely, but I quite like it being in person just for this particular, the narrative” (Jude, 428-429).

Still here, the PTMF is considered to be better in person, although at other points Jude and others remarked that the reasons that they had been doing less work involving the PTMF during periods of remote work were related to extraneous factors, such as increases in the demand for other types of work, rather than the unsuitability of the PTMF. As Sam shared:

“I only saw that parent once, you know, virtually, and I was able to use the power threat framework just to kind of get a sense of those different areas and actually, that's changed my formulation” (Sam, 374-376)

To sum participants views and experiences of the PTMF with regards to remote work, most of the participants reported fewer opportunities to put the framework into practice, although there was a sense that it is not impossible to use remotely. The pandemic was discussed as disrupting business-as-usual with the general sense that this was detrimental to EP practice

4.9 Overarching Theme 2 – The individual matters.

‘The individual matters’ can, and should, be understood in two ways. Firstly, this overarching theme captures the matters arising within the data which pertained to individuals, such as the ways that individuals may experience narratives about themselves including diagnoses. Secondly, this overarching theme captures the importance of individuals according to the participants, and the ways that individuals can make changes for themselves and others.

The themes ‘empowered individuals can be agents of change?’, ‘importance of storytelling’ and ‘it’s easier for individuals to change than systems’ all relate to individuals in these ways.

4.10 Theme 5 - Importance of storytelling.

The fifth theme is about the importance of storytelling as understood by the participants, including an emphasis on formulation, which, from the participants’ reflections, is perhaps a specific type of storytelling that only psychologists can do. The participants linked the PTMF with storytelling and the creation of formulations. Storytelling seemed to be considered inevitable, necessary, challenging, impactful, risky and time consuming, but ultimately worth considering and doing as EPs. The PTMF provides a way to structure, explore and elicit stories. ‘Diagnosis as a contentious part of the story’ is a subtheme within this, wherein participants described diagnosis as something that can do good, while ultimately being bad.

Some participants highlighted the usefulness of the PTMF when all else has failed, as a way of moving things on by getting an in-depth understanding of the situation. For example:

“it is about kind of stories and it can they can fit into the narrative element, their like life story, what's happened to you [...] and what, what they brought up, and what that could give to us for this case to help them become unstuck” (Alex, 293-296)

Sidney elaborated on this, adding that the PTMF fits with their values and how they wish to practice as an EP:

“it sort of takes on board those more narrowing labels or ideas and helps us to sort of get down into well, you know, what’s happened to you, what’s made up your identity, what’s created the person that you are, what is your story? And I suppose that’s my belief system, that’s my approach as an EP, what is the story here, what’s going on,

and then what can we do to change, support, shift that type of thing, so um and being able to do that through kind of, again, language, constructs” (Sidney, 188-193)

Stories seem to be important to the participants for two reasons, then. Firstly, telling stories can be a way of gathering a richer picture about who somebody is and what is important to them which can lead to better ideas about what and how to change, as illustrated here:

“we find that the problem solving will happen quicker once we've done this bit [exploring the story through the PTMF], otherwise, we're just doing a sticking plaster approach” (Sam, 322-324)

Secondly, hearing stories and being “on a journey with them” (Jude, 386) is experienced as a fulfilling and rewarding way of working, with Jackie describing their use of the PTMF to explore stories as “very satisfying and I think it's very enriching and I think it makes the work better” (166-167). Some of the EPs also focused on the importance of stories for clients, for example:

“the school, you know, developed a more positive narrative of this child because I think I said before they were just very much focused on these behaviours, and I think there was some kind of labelling of him as being, I guess more as one of kind of the naughty children, whereas actually, I think they developed more, yeah, more of an understanding and more kind of compassion for his situation, erm and actually, they were able to kind of, yeah, see him more as a whole” (Pip, 175-179).

This quote demonstrates an awareness of the power of stories to be potentially harmful. Some of the EPs posited that the PTMF could be used to challenge some of the potentially harmful but generally accepted stories or narratives within society, and to champion alternative voices. For example:

“it allowed us to really explore from the point of view of the children and young people and what they had told us. And the whole bit of work came from the media having very strong narratives, quite dominant narratives about what was happening to the children and young people, the impact that it was gonna have on them and the fact that their voices weren’t being heard at all. So it allowed us to kind of, I suppose again use the framework as a way to em highlight some of that em lack of consideration of what children and young people might think or feel or even have an opinion themselves about what was going on” (Sidney, 65-71)

All of the participants discussed using the PTMF to inform their formulations about clients, with Nat describing formulation as “the story of that person” (60-62) and Jackie providing a more detailed definition as follows:

“drawing together different strands of a situation to make sense but based on ((pause)) I mean, there's theory there, there is theory there, we might not cite it, but based on theories” (Jackie, 316-317)

Although Jackie describes formulation as being grounded in theory, they also acknowledge that this (including the use of the PTMF) is not always shared explicitly. Jackie also stated “something I've learned is you have to pick a narrative to go with because there're obviously always lots of different ways you could present your formulation” (330-332). This suggests an awareness that there are multiple ways that stories can be viewed and told, which links with Sidney’s point about the importance of listening to young people themselves.

Linked with theme 3, some of the EPs saw exploring stories as an essential and integral part of the EP role, such as Pip who said “I see [the EP role] as more working in that more holistic way to think about, you know, someone's experience” (223-224). Alex

suggested that some EPs may not be doing in-depth exploration but suggested that they may be shirking an obligation:

“I have come across EPs that are quite quick to go: well, this child with autism will do X Y and Z, and this child with dyslexia will do X, Y and Z. I think that yeah, sometimes it's a bit more complicated than that and I think that as EPs we have we have the power to be able to do that and we should be doing that” (Alex, 333-336)

In summary, the PTMF was viewed as a tool for eliciting and exploring stories. This was considered to be an impactful and fulfilling way of working, and there was an acknowledgement that stories about the same situation can differ. Because of this, the participants seemed to be suggesting that it is important that individuals can be supported to explore, understand and share their own stories, with this being considered an integral part of the EP role. Using the PTMF in this way was considered to be empowering for individuals (and groups) who otherwise do not always have their stories heard.

4.10.1 Subtheme 5.1 - Diagnosis as a contentious part of the story

This subtheme captures the participants views on whether and how the PTMF can be used alongside diagnoses commonly encountered by EPs, and their views on diagnosis as a model for understanding need. The general sense that I got from the participants was that moving away from diagnosis would be preferable, but that it is ingrained within society (“diagnosis is like your currency”, Jackie, 381) and can come with some positives. For example:

“somebody said to me I was really interested to say that I work with kids, and they have found the diagnosis of autism or whatever that's been PDA or whatever they've gone down the line of, helpful, it's given them an identity and parents an identity to

say they've got that, they know what that means, they can relate to that, yes, that's true, that gives me an answer” (Jude, 480-484)

Although this quote outlines several ways that diagnosis may be helpful (sense of identity, having an explanation, relating to a group), Jude also gives the impression that this may be somewhat illusory, with “they have found [that] helpful” holding a slightly different meaning to “diagnosis can be/is sometimes helpful”. Pip shared another example of diagnosis being helpful, although with a caveat:

“there might be some cases where a diagnosis could be helpful, I’m just thinking within some services for a child to access certain resources or those more practical things, sometimes, they need to have that diagnosis, you know, which I don't necessarily agree with” (Pip, 246-248)

This was initially shared in contrast to the use of the PTMF (as in thinking about when they might want to use one rather than the other), although Pip then clarified that the PTMF could be used alongside diagnoses. Others shared this sentiment, such as Sam who said “I appreciate what you know, diagnosis way of thinking is a part of the jigsaw” (115). However, they also questioned the validity and usefulness of diagnoses, particularly where CYP had more than one:

“previously all his all the formulation about his needs are from a autism perspective, ADHD, sensory processing disorder, dyspraxia, he's got six diagnoses, Oppositional Defiant Disorder, he's even got that one” (Sam, 98-100)

Here Sam seems to be suggesting that despite all of the diagnoses the child had been given, there was still not a clear picture of his needs and how best to support him. The number of diagnoses is shared with incredulity, and “even got that one” suggests a hierarchy of diagnoses, as though some may be more valid or useful than others. Another concern about

diagnoses and some 'labels', in contrast to the PTMF, was that they are pathologising. For example:

“there's a lot of my uncle is psychotic and I have PTSD, and we were trying to sort of depathologise things to try and get to the root of the meaning and stuff behind it”
(Alex, 94-96)

Here, Alex positions depathologising behaviours as something to aim for. However, for me, Alex's case in particular raises some questions about whether it is always possible or desirable to depathologise or normalise deviant behaviours, as in the case of the uncle who had sexually abused a minor, but such nuances were not explored by the participants.

Another downside of diagnosis, as expressed by the participants, was that labels can be limiting. For example:

“[the PTMF] kind of made me think about how, even though it's not a mental health diagnosis but him still having that sort of label or diagnosis of dyslexia, it made me think how actually, that was really limiting in this case, because at the school were just so focused on it, but it really prevented them from thinking actually what else is going on? And they, yeah, they were just very much focused on the dyslexia, I don't think they really saw him as much as an individual” (Pip, 71-76)

Here, Pip points out that although the PTMF was designed with psychiatric diagnoses in mind, it can also be used helpfully in cases where there are no concerns about mental health, but where individuals may be showing other possible signs of distress, even including limited progress at school.

The participants seemed to position both themselves and the creators of the PTMF as not being anti-diagnosis (eg. Sidney: “I think there's been a lot of push-back to suggest they're anti-diagnoses and anti-medication and maybe those types of things, and I don't think

they necessarily are, it's just about maybe having a more holistic viewpoint of diagnoses", 275-278), but also seemed to suggest that there should be a move away from diagnoses and towards approaches based on storytelling (eg. Jude: "let's get away from the erm diagnosis [...] and really get into narrative", 61-62). Perhaps this represents a belief that the change needs to happen, but that society is not ready yet. Sidney speculated about this as follows:

"things are very much tied up with certainly the DSM and all the diagnostic manuals, they're all so, they are tied up with pharmaceutical and those elements and things as well, and that's a really complex web isn't it, of money and power" (Sidney, 279-281)

4.11 Theme 6 - Empowered individuals can be agents of change?

Empowerment and agency were repeatedly referenced together as though intrinsically linked, with both seen as impacts of using the PTMF (eg. Jude, 488: "the empowerment of the person and agency, you know, it's all about that as well"). This theme explores what it takes to be an active agent of change (including understanding oneself through engaging with the PTMF), and whether individuals have the power to change their (and other people's) lives.

My overall impression was that participants seemed to be suggesting that individuals can change their lot in life if only they are empowered to do so. Nat expressed the link between empowerment and agency as follows:

"the words that are coming up for me somehow are empowerment and agency, you know, sort of if we understand our stories, and if we understand some of the reasons why things may have evolved as they have or even some of the reasons why we might be behaving or reacting and some of the ways that we, we have been, suddenly we're empowered to be an agent of change in our lives" (Nat, 83-87)

Sam shared a number of anecdotes where individuals had found ways to “break the cycle” following engagement with the PTMF. Here they describe some senior leaders who were supported using aspects of the PTMF in supervision to consider their own boundaries:

“adults who are really quite intelligent and holding down very successful, kind of big senior management, strategic jobs, but actually at a cost of their own sort of mental health in a way around not putting in boundaries, that kind of you know, workaholism in some respect, and we've kind of been able to shift that because there's been those feelings of agency, feelings of empowerment” (Sam, 259-263)

The implication seems to be that while the senior leaders may seem empowered, influential and commanding because of their jobs, if they truly were, they would not be experiencing stress, overwhelm or other signs that the job is impacting on their wellbeing. Sam, and most of the other participants, whether intentionally or not, seem to link control and mental wellness, suggesting that individuals are free and able to make changes to their lives, and the role of the EP (and the end goal of the PTMF) is to make them aware that this is possible. However, Nat pointed out a distinction between adults and children:

“as an adult, and of course, it can take courage and of course, it's not always felt to be possible, but I could walk out the front door and find a way, another way as difficult as that might be, with children and young people, you know, thinking also of babies [...] they're truly helpless and dependent actually, with very little agency and control” (Nat, 135-139)

Again, there is a suggestion that adults always have options, and that the only help that they may need is in believing that change is possible. In contrast, children were considered dependent; their reliance on others was obvious to the participants.

At times, participants seemed to accept that changing the circumstances may not be possible, but that in these cases people (including children) can at least change their response to it, which may be just as effective. For example, Alex reflected:

“I think she found it really empowering and really useful. And really, yeah, it was almost a way of reframing things for her that made her yeah, look at it in a more useful way” (Alex, 158-160)

Alex was referring to a young person who had been sexually abused, and had been able to see herself not as a damaged, disordered individual but as someone who had experienced something horrible and was having normal reactions to that, as a result of being talked through the PTMF.

Another participant said of COVID:

“what was missing from a lot of the media was some of the more positive sort of experiences, how they were making the most of what they’d got” (Sidney, 79-80)

This suggests that making the most of a bad situation is positive. Whether by taking action to change their situation or through looking at the situation that they are in differently, there was a strong suggestion from the participants that the solution to distress lies within individuals, particularly if the individual happens to be an adult. For children, solutions to their distress were often found to lie within other individuals, such as in the behaviour and approaches of the adults supporting them. For example, Pip’s intervention planning following the use of the PTMF with one case was “thinking about supporting him emotionally around emotion regulation, and sort of taking a more nurturing approach” (Pip, 113-114).

To sum, participants suggested that using the PTMF can empower adults to make changes which will enhance their lives or those of the children in their care. and that the PTMF can encourage people to think differently about their problems, thereby improving

their wellbeing. Empowerment was considered to be a key goal and outcome of the EPs' use of the framework.

4.12 Theme 7 – It's easier for individuals to change than systems.

The final theme explores the idea that the PTMF can be adopted in some capacity by individual EPs fairly easily (despite the lack of time discussed in theme 4). There was a sense that using the PTMF encouraged the EPs to make very small but meaningful changes to the language that they would use in a report, for example. Jackie compared the language of the PTMF with some ideas from trauma-informed approaches:

“I was using the kind of phrasing that I'd picked up from the power threat meaning framework, because I think it's easier to understand, I think it's less alienating than saying trauma informed, you know, fear system of the amygdala or whatever. And that's just another way that power's operating, isn't it? Like us as the professionals bearing down with our language in our reports” (Jackie, 137-141)

This quote also highlights another small change that participants reported, which was that having knowledge and understanding of the framework caused them to reflect and change their thinking. Here, Jackie discusses an increased awareness of the power that EPs can yield in potentially harmful ways (discussed in more detail in theme 4) that they developed through their engagement and use of the PTMF. Alex shared that the PTMF subtly changed how they were thinking about children's behaviour:

“It made me sort of look at different cases and go well obviously that child or young person is just doing this as a coping mechanism and that's, that's okay. Like of course they had to do this, their their their coping to X, Y and Z threat, and that is made me look at quite a few cases like that now” (Alex, 187-190)

There was also a sense from the participants that the PTMF increased their confidence. For example:

“it’s certainly guiding my thinking and my questions around things. And almost how I want to be as an EP as well, the type of questions I want to ask, the direction I want my consultation or discussions to go in. I’ve certainly got, I think, more bold in questioning or challenging people’s search for a label first and understanding afterwards, and I think that does come from having, having this really strong framework that’s been so thought through and evidenced” (Sidney, 140-145)

Sidney does not seem to be suggesting that the PTMF has changed their entire viewpoint, but rather that it has reinforced their beliefs and given them some guidance on enacting those beliefs by drawing together a comprehensive evidence-base. As well as linking the PTMF to personal values, the participants also discussed connections and similarities between the PTMF and many other theoretical models and approaches that they were already using, with Sam stating “I do a lot of this anyway to be honest in a lot of my kind of dyadic developmental psychotherapy” (20-21). The suggestion seems to be that for the participants, applying the PTMF did not involve drastic changes to their worldview or their practice.

A slightly different picture was painted when the EPs reflected on whether and how the EP profession as a whole may begin to embrace the PTMF. Many of the participants were enthused by the idea that the PTMF could become a model for practice, but were uncertain about how this could happen:

“I think this could be quite a nice kind of yeah, overarching model maybe for services to use, whether that's in their consultation approaches, or more widely” (Pip, 300-301)

There was also a sense that the PTMF was being underutilised by EPs, was not known about by many EPs, and that information about it should be shared widely within the profession, with Sam (and others) suggesting “it needs to be very much taught on the [doctoral training] course” (455). Sam continued:

“it does fit in line with a bit like how you know, courses are now nationally trying to think a bit more about their anti-racism work as well, and how that fits in. I think this this framework is a really nice way to do that actually, because those conversations can feel very threatening for many people and I think this framework is actually going to help. Maybe if they had this as a tool it would create a sense of safety, for conversations to happen in services about maybe just practices within their own services, let alone you know, how they practice with families, in schools, things like that” (Sam, 455-461)

While the participants seemed enthusiastic about the idea of the EP profession adapting to make more use of the PTMF, they also portrayed systemic change as being very difficult. Stories were shared of the shock and horror experienced in teams when new things were introduced (eg. “when I introduced the [assessment] to my team of EPs they were like oh my god a [type of assessment] and I was like, okay, let's just calm down about this”, Alex, 343-345), with managers described as “resistant” (Sam, 293).

Nat discussed an idea that the authors of the PTMF may have intended for it to have far-reaching impact:

“I think their desire and the hope for it, and certainly my understanding is that it would be broader, it wouldn't live in the realm of clinical psychology or wouldn't this live in the realm even just of psychiatry [...], how can we bring it into other realms

and education for me, feels to be a really obvious one, but then there's also then the how, the how, how do we do that?" (Nat, 236-240)

Nat seems to be suggesting that the PTMF could, and perhaps should, lead to systemic change across many parts of society, but again wonders about how this could be achieved. Linked with theme 2, many of the participants suggested that real systemic change will take lots of time and discussion, with Sam stating "let's talk about it actually" (470).

Overall, this theme highlights that participants viewed the use of the PTMF as a subtle change to their practice. They also seemed to promote the PTMF as a model for systemic change, but were ambivalent about the likelihood that the EP profession as a whole could change in accordance with the PTMF.

4.13 Summary

The EPs shared a range of views and experiences related to their use of the PTMF. A shared view which may have contributed to their interest in the framework seemed to be that the context around a person is a key factor in terms of how they will develop and behave. However, they also generated an idea that people are able to change their lives if they are empowered to do so. Storytelling and being exposed to new narratives through the use of the PTMF can be one way to empower individuals to be agents of change in this way. Although the EPs considered storytelling a valuable use of EP time, they also experienced time pressures and other constraints making it challenging to fully understand and utilise the PTMF to the best of its potential. The EPs who took part in this study have nonetheless managed to employ the PTMF in various small and big ways, but have doubts about how easily the PTMF could be embraced by the EP profession as a whole, and about how easily EPs can influence systemic change.

Chapter Five: Discussion

5.1 Overview

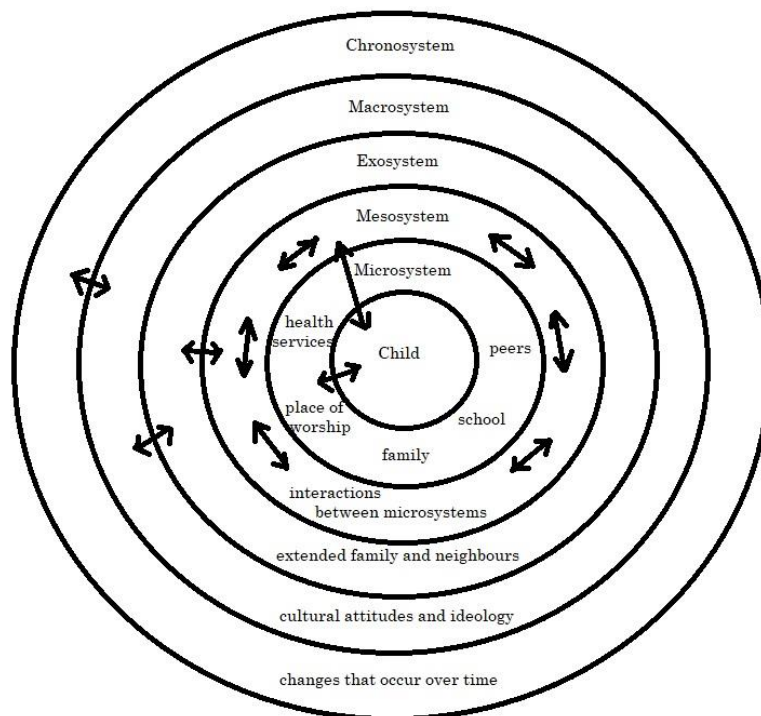
In this chapter, participants' views and experiences of the PTMF are explored further through linking the identified themes to theory and previous literature. An overall story which explains the data as a whole is suggested and linked to theory. My own positions and their potential influence on the analysis are then reflected upon and strengths and limitations of the research are explored so that the presented story is fully contextualised. Implications of the research are discussed with recommendations for practice and further research, and a strategy for dissemination is then outlined.

5.2 Theme 1 – Context as an underacknowledged cause.

5.2.1 The PTMF highlights the multi-factorial causes of distress. Bronfenbrenner's (1977; 2005) eco-systemic model considers the different systems that are present around an individual, how those systems interact, and how those systems and interactions influence a person's experiences, perspective and behaviour. A diagram showing the different systems within the model can be found in Figure 2.

Figure 2

Bronfenbrenner's Eco-Systemic Model.



Bronfenbrenner's model was referenced explicitly by some of the participants, but was also discussed implicitly in many cases, due to the importance placed by all of the participants on the systems around CYP. Using the PTMF seemed to draw participants attention towards the outermost circles of the model (the macrosystem and chronosystem), with many of the participants reflecting on politics and ideology, for example, although the inner circles were also kept in mind.

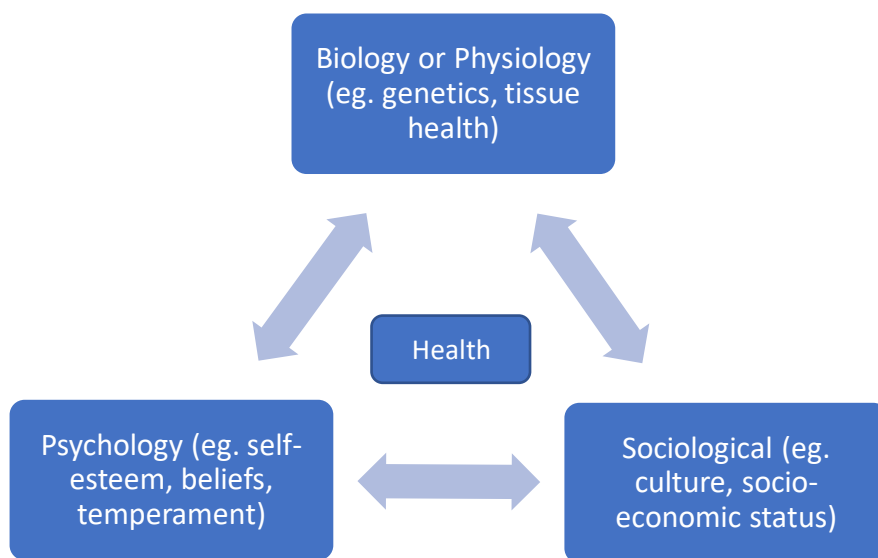
The participants suggested that there may be a more typical tendency (of both EPs and those they work with) to focus on the innermost circles of Bronfenbrenner's model. Previous research has suggested that teachers tended to attribute low achievement to poor motivation and family factors (Georgiou et al., 2002). Parents tended to attribute children's behavioural issues to factors such as peer influences and teacher fairness (Miller et al., 2010). As for EPs, previous research has shown that some EPs have an awareness of the impact of wider systemic issues, such as austerity, but can be uncertain about how to affect change at the macro level (Schulze et al., 2018). The participants views were therefore aligned with

previous research, suggesting that the PTMF may serve as a useful reminder to think about the impact of different levels of influence.

Many of the EPs shared that the causes of CYP's difficulties can be, and often are, oversimplified with a particular focus on biology. The biopsychosocial model was created to enhance the biomedical model of disease, which assumed a biological explanation for all symptoms, by acknowledging psychological and social factors and the interactions between all three (Engel, 1980) as shown in Figure 3.

Figure 3

The Biopsychosocial Model (Engel, 1980)



Despite considerable evidence for the validity of the biopsychosocial model (Wade & Halligan, 2017), its uptake and application across the medical field has been sporadic, with some researchers claiming that there is little awareness of the model at a political or managerial level (Wade & Halligan, 2017), meaning that funding decisions and decisions about structure (i.e., how care is divided up) have continued to be made based on the biomedical model. Proponents of the biopsychosocial model view it as a way to ensure

person-centred and improved care for people with both physical and mental illnesses (Wade & Halligan, 2017).

The biopsychosocial model is not without critics. Ghaemi (2009) argued that the biopsychosocial model gives no guidance about where, when, how or why to emphasise the different elements of the model. While some may view this as an opportunity for eclectic and individualised practice, Ghaemi suggested that it may instead be used to justify practicing in a dogmatic way, emphasising whichever component suits an individual practitioner's beliefs.

In developing the PTMF Johnstone and Boyle (2018) made reference to the biopsychosocial model, acknowledging the importance of each of the three factors in contributing to people's experiences of distress. However, they argued that in practice greater emphasis continued to be placed on the biological components of distress, a view which also seemed to be held by the participants. The PTMF was purportedly developed to redress the balance.

All of the participants seemed to place a high level of importance on the context around CYP (the sociological component) and on the meaning that the CYP made of their situations and diagnoses (the psychological component). Some of the participants contrasted this with practice that they had seen from others or that they had engaged in previously, suggesting that understanding and using the PTMF had encouraged them to reflect on the biopsychosocial model of distress and the differing emphasis placed on each of the components. This links to a concept known as "methodological consciousness". Ghaemi (2009) described this as the need to be aware of the methods one is selecting, the strengths and limitations of it, and why one might use different approaches. As the PTMF encouraged the EPs to become more reflective about their practice, it may serve as a tool which supports individuals to balance the different elements of the biopsychosocial model more consciously.

5.2.2 The PTMF can be used when the context is complex. Many of the participants used the PTMF with cases that they considered to be ‘complex’, where it was clear that there were many difficulties in the lives of the children that they were working with. The PTMF was viewed as a tool which could help to make sense of this complexity by providing a structure and sense of safety to discussions.

On the whole, participants were not explicit about their aims for these discussions, and the distinction between gathering information for assessment purposes and using the PTMF to explore stories as an intervention seemed blurred. This was dissimilar to the literature reviewed in Chapter 2, where the PTMF was *either* used for intervention (Collins, 2019; Griffiths, 2019; Reis et al., 2019; Sapsford, 2021; SHIFT Recovery Community, 2020) *or* to understand people’s circumstances and plan support (Paradiso & Quinlan, 2020).

On this occasion, none of the EPs discussed having specifically planned and delivered a PTMF-based intervention, although the PTMF was indirectly considered to be interventive, through the idea that telling a different story is change in itself (see ‘importance of storytelling’). However, within the PTMF literature, the interventions delivered by a Clinical Psychologist (Sapsford, 2019) and Forensic Psychologists (Reis et al., 2019) took place over a number of sessions. That the EPs in this study did not report to be using the PTMF in this way may be linked to their beliefs around time pressures within the EP role (see ‘the power and influence of EPs is constrained’).

Hammond and Palmer (2021) suggested that ‘therapeutic practice’ is a fundamental part of the EP role. They defined this as drawing on approaches which may be experienced as therapeutic, but where this is not the specific, agreed intention of the work. The participants’ views about the PTMF suggest that it fits well with this aspect of the EP role. However, Hammond and Palmer argued that ambiguity such as that associated with therapeutic practice

can increase ‘ethical blind spots’. They suggest that critical reflection and discussion could help to address these ethical issues. The importance of discussion (‘need for collaboration’) and reflection (‘it’s easier for individuals to change than systems’) were also expressed by the participants, although this was not explicitly linked to ethics.

5.3 Theme 2 – Need for collaboration.

5.3.1 Competence in using the PTMF is developed through collaboration and discussion. The participants promoted collaborative working, recognising the new knowledge that can come of it, particularly where individuals can connect with professionals from different disciplines. Formal processes such as supervision and less formal approaches such as regular incidental contact with peers were both deemed important learning opportunities. These ideas are all connected with a concept known as ‘communities of practice’.

A community of practice is an example of group functioning originally described by Lave and Wenger (1991). A community of practice has three key features: a domain of knowledge, a community of people who care about the domain, and the shared practice developed by the community in relation to the domain (Wenger et al., 2002). The domain is like the set of issues or shared purpose around which a group is organised, and acts as the reason that group members contribute and participate. Community members both develop and distribute their knowledge about the domain through interactions with other group members. These interactions and the knowledge that is created and shared then shapes the actions taken by individuals and the group as a whole (the practice).

Within communities of practice, interaction is considered to be the key way that learning takes place, driving changes in practice and shifts in both explicit (knowing what) and tacit (knowing how) knowledge of the domain (Wenger et al., 2002). This links with

social learning theories such as social constructivism, which frames learning as dependent on interpersonal interaction (Pritchard & Woollard, 2010). Within social constructivism learning happens in the presence of a *more knowledgeable other* (Abtahi et al., 2017). In communities of practice, the learning that takes place is dynamic and non-hierarchical; knowledge is not merely passed from master to apprentice. Instead, members of the group negotiate knowledge and practice by challenging and defending that which is currently accepted by the group, leading to subtle changes over time. Members of the group can come and go, bringing information from outside and enacting knowledge from the community of practice elsewhere, operating as somewhat of an open system. Communities of practice therefore require a balance between commonality (the shared domain) and diversity (to promote interaction and negotiation) to function.

For the EPs, the PTMF represented a piece of knowledge that has not yet been accepted into the domain of the community of practice that is educational psychology. They recognised that interactions with others, often outside of the EP profession or away from LA Educational Psychology Service (EPS) contexts had influenced their knowledge of and decisions to use the PTMF. They also suggested that there is a need for more discussion about the PTMF within the EP profession and linked this with the potential for systemic change within the profession.

Questions about the accessibility of the PTMF were raised within the existing literature (Griffiths, 2019; Sapsford, 2021; SHIFT Recovery Community, 2020) and by the participants themselves. However, a level of understanding had been reached which was sufficient for the PTMF to be used for the intended purposes in each case. In each of these studies, participants took part in in-depth discussions about the PTMF (Griffiths, 2019; Sapsford, 2021; SHIFT Recovery Community, 2020). In one study, facilitators acted as a *more knowledgeable other* by translating experiences into the language of the PTMF (Reis et

al., 2019). This approach was also explicitly reported by Jude in the current study. From previous literature and insights from the participants of the current study, discussion seems to facilitate the use of the PTMF.

5.3.2 The PTMF can support with multi-disciplinary work. Annan et al. (2008) highlighted that EPs often facilitate and work in groups where there is a high level of diversity around how problems experienced by CYP are understood. This diversity can lead to tensions and disagreement over how to progress. However, they also acknowledged that diversity can encourage dialogue and promote subtle changes, as is the case in communities of practice. EPs can therefore support effective collaboration by emphasising the shared goal, acknowledging diverse viewpoints, and encouraging conversation (or, in other words, facilitating a community of practice).

From the participants reflections, the PTMF could be seen as supporting with the facilitation of communities of practice. Participants suggested that the PTMF could provide a shared language in multi-disciplinary contexts, potentially enhancing the commonalities within the group. It was also described by the participants as being a 'safe' way to promote conversations about the diverse reasons that CYP may present the way that they do, enabling the interaction required for learning. This affirms Fyson et al.'s (2019) suggestion that the PTMF may enhance multi-disciplinary practice by providing a defence for the need to consider a range of perspectives on distress.

Additionally, there was a suggestion from participants that opportunities for multi-disciplinary work as EPs may be variable. This could mean that there may be a reduced possibility that ideas from other disciplines will enter into the domain of knowledge for particular EPs. The potential impact of this on practice warrants further exploration around this in future research.

5.4 Theme 3 – Striving for professional identity.

5.4.1 It is unclear whether the PTMF fits with every possible conception of the EP role. The participants suggested that the EP role can be understood and enacted in a variety of ways. Across the interviews, there was a sense that the EPs were trying to position themselves in relation to other EPs and to position EPs in relation to other professionals.

Harré and Langenhove (2010) defined ‘positioning’ as a more dynamic version of the concept of ‘role’. Positions can be given, taken, accepted or denied, and are changeable collections of beliefs about how people should behave, be treated and otherwise interact with the world. These positions have both social and individual components. This means that the positions people can take and, as a result, the actions that they do are limited by the following: each person’s individual capacity to do certain things, each individual’s intentions to do certain things, and the restrictions imposed upon each individual by others.

Some EPs alluded to the restrictions imposed by others on the position that EPs can take by reflecting on the differences between their perceptions of how EPs think of themselves compared with the type of work and approaches that they perceived other people to expect of EPs. According to the participants, the fit between the PTMF and the role of the EP may depend on how the EP role is understood. As such, EPs may need to find ways to balance the tension between the individual and social components of how EPs are positioned, so that EPs can be positioned as professionals who can make use of tools such as the PTMF. However, trading as a model for service delivery was considered by the participants to be a barrier to striking this balance due to the power of the purchaser of a service to take their custom elsewhere should they be dissatisfied with the offer.

5.4.2 EPs have to compete for custom and so may have to consider whether the PTMF is marketable. Present both explicitly and implicitly in the participants’ reflections

about the role of the EP was the idea that professionals should have something unique to offer. Combined with the EPs' reflections on the impact of trading mentioned in the last section, this suggested to me that there was a shared understanding that EPs have to compete with each other and with other professionals.

There is a commonly held belief that competitiveness is human nature, a belief founded in evolutionary theory (Kohn, 1992). Spencer (1864, p264) coined the phrase 'survival of the fittest' to explain why some individuals and groups survived to pass on their genes and others did not, meaning that those that were better able to compete for scarce resources would be the ones to survive. This idea has since been interpreted to suggest that the most self-interested would inevitably outlive others, meaning that humans must be inherently selfish (Dawkins, 1976).

If it is right that humans are naturally competitive and selfish, then it would be neither surprising nor particularly interesting that competitiveness seemed to be present in the working lives of the EPs. However, the application of evolutionary theory to humans is a highly controversial practice as it has been used to justify fiercely competitive economic and social doctrine (Claeys, 2000) and has been linked with eugenics and scientific racism (Dennis, 1995). The notion that humans have survived because we are the 'fittest' has also been contested. Rather than being particularly strong or clever compared to the Neanderthal, for example, evidence suggests that homo sapiens may have outlived other species of human as a result of our ability to co-operate (Bregman, 2020; van Schaik & Burkart, 2010; Tomasello & Moll, 2010).

The idea that competitiveness is simply human nature also fails to explain differences in competitiveness cross-culturally, with those in collectivistic societies reporting less competitiveness than those from individualistic societies (Houston et al., 2005; Leibbrandt et

al., 2013). This suggests that there is a cultural, and perhaps political, component to competitiveness.

The need to compete alluded to by the participants may also be influenced, then, by cultural or political factors. One such factor which seems to be particularly relevant is that EPs are now most commonly operating within a traded system, and have to be able to sell their services (Lyonette et al., 2019). This means that when planning to use the PTMF some EPs may have to consider whether it is attractive and marketable, particularly in comparison to offers that other EPs may make to the same schools.

As highlighted within the literature reviewed in Chapter 2, the PTMF has generated interest in and been used by professionals from a range of disciplinary backgrounds including forensic psychology (Reis et al., 2019), clinical psychology (eg. Brown, 2019; Cantrell, 2021) and social work (Fyson et al., 2019). The literature also highlighted the overlap between the client groups of EPs and some of the other professionals, for example Smith's (2018) research focused on adolescent asylum seekers, while two of the papers centred around the parents of children in care (Enlander et al., 2021; Siverns and Morgan, 2020). The services of, for example, clinical psychologists are not purchased directly by schools in the same way as those offered by EPs, which could exacerbate any pressure felt around the need to market and justify unique EP work. This may explain why comparisons with other professionals featured in the EPs reflections around their use of the PTMF.

One aspect of the EP role which is unique is that EPs are the only named professional with a statutory role in providing advice for all Education, Health and Care Plan (EHC/EHCP) needs assessments (Department for Education, 2015). This aspect of the EP role was considered to inhibit but not prevent the use of the PTMF. Conducting statutory assessments was contrasted with preventative work and considered to be more tokenistic in

nature at times. This suggests to me that the EPs considered themselves to be using the PTMF for purposes other than (or in addition to) assessing need and gathering information, and that the EPs may instead have been engaged in ‘therapeutic practice’ as described previously.

Selling services is sometimes considered to raise standards because those with purchasing power can make choices about what to buy and from where (Davies, 2021). Perhaps linked to this, the EPs commonly reflected upon their impact within the interviews. The participants’ questioning about whether EPs can and do achieve positive outcomes is explored in more detail in Theme 4.

5.5 Theme 4 – The power and influence of EPs is constrained.

5.5.1 Using (and explaining) the PTMF takes time that EPs do not always have.

A dominant pattern across the data was that the participants considered EPs to be under significant time pressures, both because of rapidly changing situations and because they have a high workload. As previously mentioned, this may be linked to the ways in which the participants professed to be using the PTMF.

Another possible impact of the lack of time discussed by the participants was that they did not often explicitly name or explain their use of the PTMF to others. This was a different approach from Collins (2019) who designed the ‘Own My Life’ course with the specific intention of sharing an understanding of the PTMF with as many people as possible. However, I noticed in the literature reviewed in Chapter 2 that greater explanation about the framework was provided when the PTMF was being used for intervention (Collins, 2019; Reis et al., 2019; Sapsford, 2021) as compared to when the PTMF was being used to gather information (Paradiso & Quinlan, 2020), which may have been reflected in the participants’ experiences. This may also link to how the EP role was understood, negotiated and positioned, as explored in Theme 3 (‘striving for professional identity’).

Many of the participants had used the PTMF for their own formulations or to develop their own understanding of a behaviour or situation in isolation from clients. The participants reported that they did not always share information about the psychological theory that they had drawn upon when formulating, whether they had used the PTMF or other psychological theory and concepts. This suggests that the participants may not have been uniquely avoiding explaining the PTMF because of its length or complexity, but rather that it could be common practice not to share or to jointly formulate with clients. This appears to be in contrast to some of the guidance around good practice in formulation (Johnstone & Dallos, 2013). However, the participants understood school staff and parents to have different priorities for using the minimal time available to EPs.

In 1969, the president of the American Psychological Association (APA) at the time gave a speech which urged psychologists to 'give psychology away'. Miller (1969) contrasted this with the idea of developing a professional elite with expert knowledge that they gatekeep from the general public. This was a call for psychologists to make their work more accessible, so that the benefits of it could be reaped by all. More recently, the chief executive of the APA reinforced the call to give psychology away, and suggested a number of ways that this could be done, including increasing psychological literacy and explicitly labelling psychology (Evans, 2020). However, it seemed from the participants' reflections that formulation may commonly be a private activity undertaken by EPs, although future research could explore this further.

Miller's (1969) comments seem to suggest that psychologists can position themselves as experts by withholding knowledge. Paradoxically, I understood from the participants that they withheld psychological information for the sake of brevity and simplicity, as there seemed to be a perception that clients may be more interested in the EP's expert conclusions and recommendations (or in other words, that EPs may withhold psychology when they feel

they are positioned as experts). Previous research has suggested that schools and other commissioners highly value specialist assessments from expert EPs, but also that they find EP input more valuable if they understand the psychology and reasoning behind EP work (Lee & Woods, 2017). For this reason, future research could investigate the ease and brevity with which the PTMF could be explained to clients.

5.5.2 The PTMF requires connectivity and collaboration which can be impaired by remote working. Participants reported increased opportunities to communicate with a wide range of people as a result of the use of internet communication technology during the COVID19 pandemic. However, they also found it difficult to connect with people and seemed to experience a sense of unreality or detachment from many aspects of virtual working. These findings are aligned with the business psychology concept of ‘virtual distance’.

Virtual distance is the emotional and psychological detachment that develops when people rely heavily on electronic modes of communication (Sobel-Lojeski, 2015). It is believed to have an impact on trust, helping behaviours and job satisfaction (Sobel-Lojeski, 2015; Sobel-Lojeski & Herrin, 2015). Sobel-Lojeski (2015) also suggested that virtual distance can lead to a reduction in role clarity. This could suggest that COVID19 restrictions may have encouraged greater reflection about the EP role as outlined in Theme 3 (‘striving for professional identity’). Future research could explore this further.

Sobel-Lojeski and Herrin (2015) described three factors which contribute to virtual distance: physical distance, which relates to where people are situated in relation to each other; operational distance, which results from miscommunication and technology failure; and affinity distance, which is the absence of a social connection. Affinity distance can depend on whether people have known each other and worked together previously, as this

helps to reduce the virtual distance associated with the use of technology. Many of the participants had recently changed jobs or joined their current teams during or just before the pandemic, and so they may have been particularly susceptible to the feelings of disconnect associated with virtual distance. Again, it may be helpful to investigate this further in future research to further contextualise the current findings. Additionally, the EPs reported that they were commonly involved in short-term input and were unable to build relationships over time in many cases. This could further exacerbate affinity distance.

5.5.3 The context around EPs means that they cannot always effect change in the ways that they might like to. Talking about their uses and experiences of the PTMF seemed to prompt the participants to reflect about whether EPs have adequate power to effect positive change. The potential for professionals to both have power and lack power was also reflected in some of the literature reviewed in Chapter 2, which highlighted the potential power dynamics which can exist between professionals and clients (Enlander et al., 2021; Reis et al., 2019; Siverns & Morgan, 2021) and between professionals and those above them in the hierarchy of their workplace (Brown, 2019). The participants of the current study further reflected on the impact of the wider context on their work, although this could be an area for specific exploration in future research.

There was a suggestion that EPs may unwittingly act as a maintenance factor in the systems around CYP, in that EPs can be, for example, “just another [...] force [...] that excludes” (Jackie, 117-118). This is reminiscent of the perceptions of professionals held by some of those involved in the self-help groups who opted to use the PTMF as an alternative to the standard mental health provision that they had found alienating and unhelpful (Griffiths, 2019; SHIFT Recovery Community, 2020). As the current study focused on the perceptions of professionals who had made use of the PTMF, it is not possible to draw conclusions about whether the PTMF may be experienced differently by clients.

5.6 Theme 5 – Importance of storytelling.

5.6.1 Using the PTMF is a rewarding way to develop an in-depth understanding of a situation. Narrative psychology places language, stories and meaning as central to the ways that people understand themselves and others (Crossley, 2002). ‘Thin descriptions’, where conclusions are drawn about the cause or meaning of behaviour based on limited information, are contrasted with ‘thick descriptions’, where a rich picture can be painted of someone’s circumstances, behaviours, and their many possible values and motivations through complex storytelling (Morgan, 2019). Participants views about stories and storytelling seemed to be closely aligned with these ideas.

Some participants seemed to hold a view that exploring clients’ experiences in depth is a key aspect of the EP role. Exploring stories was considered to be useful for helping situations to become ‘unstuck’ and for designing meaningful interventions which are more appropriately targeted. This links with Paradiso and Quinlan’s (2021) use of the PTMF to assess the needs of the caregivers of individuals with mental health needs.

One participant (Jude) provided more detail about the processes involved in using the PTMF to elicit stories. Jude acknowledged their own role in listening closely to the experiences of clients and translating them into the language of the framework. This was similar to the active role taken by the facilitators where the PTMF was used in a prison setting (Reis et al., 2019). Reis et al. (2019) considered the PTMF easy to translate into practice, a sentiment which seemed to be shared by the current participants.

Many of the other participants reported to have talked through the core questions with their clients. Paradiso and Quinlan (2021) had likewise structured their interview around the core questions of the framework. Some of the questions were interpreted differently than may have been expected by Paradiso and Quinlan’s (2021) participants as discussed in Chapter 2.

This was not explored by participants in the current study, suggesting that even if varied interpretations did occur this was not considered significant or relevant. This suggests that the core questions of the PTMF can usefully be used with clients to explore their story, even with limited explanation of the framework as discussed in Theme 4 ('the power and influence of EPs is constrained').

The participants seemed to consider exploring stories through the use of the PTMF an enjoyable and rewarding way of working, with some of the participants linking its use to their values and the ways that they would like to practice as EPs. Similarly, there was a suggestion from the literature reviewed in Chapter 2 that some individuals may be more drawn to the PTMF than others, particularly those who had negative experiences or were marginalised by traditional mental health support (Griffiths, 2019; SHIFT Recovery Community, 2020; Sapsford, 2021). The participants did not share any insight into their own relationships to or experiences with help, although many of them expressed some frustration with or questioning of mainstream EP practice.

5.6.2 The PTMF can help to centre marginalised stories. Participants viewed their storytelling work with the adults around CYP as helping to change dominant and unhelpful discourses, and as an opportunity to advocate for the voice of the CYP and offer more respectful narratives even in the absence of the CYP or where they were unable to share their own stories. There was a sense from the participants that some stories can be harmful and that the PTMF helps people to tell more helpful and hopeful stories about themselves.

Being supported to tell one's own story was considered by the participants to be helpful and empowering. Similar to the report written by Reis et al. (2019), this study focused on the perspective of the professionals, meaning that it is unknown whether this view was shared by clients. While SHIFT Recovery Community (2020) and Griffiths (2019) reported

that telling their stories based on the PTMF was a positive experience, Sapsford's (2021) analysis of their case study presented a more mixed picture, with the client left feeling "low in spirits".

5.6.3 The PTMF can be used alongside diagnoses (even if diagnoses are not considered to be ideal). Some of the participants' reflections about narratives evoked, for me, Lyotard's (1979/1984) ideas about postmodernism and the rejection of 'metanarratives'. A metanarrative is an all-encompassing dominant schema which is considered to order and explain knowledge and experience, and which is commonly considered to reflect universal truth. Lyotard suggested that postmodernism was a move away from grand narratives such as Christianity and Enlightenment and towards localised narratives which draw upon eclectic and varied theoretical underpinnings.

For the participants, there seemed to be an interest in moving away from metanarratives and their relation to, for example, intelligence and intelligence testing, and the categorisation and labelling of CYP. Participants reported being keen to take a person-centred and holistic approach, and considered the PTMF to be facilitative of this. At times the participants contrasted this with other approaches, such as the use of diagnoses, which were described as limiting and pathologising.

The desire to avoid pathologising adaptive behaviour was shared by Collins (2019), who argued that this can exacerbate distress. Something that the participants (and Collins) did not explore, and which could be an area to consider in future research, is whether there are limits to the kinds of behaviour that could or should be depathologised.

Diagnoses such as dyslexia were also considered by some participants to have an impact on attitudes towards the individual with the diagnosis, such as by limiting the kinds of interventions that they might access. There may be a connection between this belief and

Seery's (2021) finding that a schizophrenia diagnosis was associated with greater stigma than a formulation based on the PTMF. Further exploration around attitudes towards and approaches to intervention for CYP with diagnoses and where there has been a PTMF formulation seems warranted.

Despite a seemingly shared view that it may be useful to avoid diagnoses, the participants acknowledged that having a diagnosis can be useful and helpful, particularly within current systems. The participants seemed confident that the PTMF could be used alongside diagnoses, and that one or more diagnoses could be part of a client's story. Many of the participants had found it useful to use the PTMF in cases where CYP already had a diagnosis to create a 'thick' description of their needs, as described previously.

5.7 Theme 6 – Empowered individuals can be agents of change?

5.7.1 The PTMF can empower adults to change their life. Bandura (1986) developed Social Cognitive Theory (SCT) from Social Learning Theory (SLT) to include the concept of self-efficacy. SLT is the understanding that there is a dynamic, reciprocal interaction between a person, their environment and their behaviour, and that people can learn from observing others. SCT added that whether a person performs a behaviour or not will depend on whether they believe that they can successfully complete the behaviour (their self-efficacy). Bandura (2001, pp.10) described efficacy beliefs as the “foundation of human agency”, with agency being the ability to make things happen intentionally through one's actions.

The participants focused on personal agency as an aim and a positive outcome of using the PTMF. This linked with Sapsford's (2019) findings that their participant had benefited from the PTMF intervention by experiencing increased personal agency and empowerment. Regardless, the focus on developing personal agency was somewhat

surprising for me; given the PTMF centres environment and context I had expected the participants to place more emphasis on the need to make changes to these to improve outcomes.

However, SCT specifically denotes the *reciprocal* interaction between person, behaviour and environment, meaning that a change in any of the three will impact on the others. One participant (Sam) gave a specific example where they anticipated that a change in the adult's knowledge about the UK benefits system would lead to changes to the environment around their child. From this, it could be inferred that the only barrier to the family having access to financial support was the parent's lack of awareness about what they may be entitled to. However, as reported by Cantrell (2021), navigating the benefits system can be complicated, disempowering and lead to distress. Sam did not report the outcome of the case leaving some ambiguity about the effectiveness of this intervention.

5.7.2 The PTMF can change how people think about their life. Where it was considered impossible or unlikely that clients could act as agents to make positive changes to their circumstances, participants seemed to suggest that they would benefit instead from changing their feelings and reactions towards their circumstances. In these cases, the PTMF could be used as a tool for reframing experiences.

Within cognitive behavioural approaches there is a focus on an individual's thoughts, feelings and behaviours, as distress is considered to be the result of faulty cognitions (Teater, 2013). At times there were suggestions from the participants that individuals could be supported to think in more helpful ways and that this would reduce their distress, which links to cognitive behavioural theory. The PTMF was considered to be a tool which could facilitate these changes in perception.

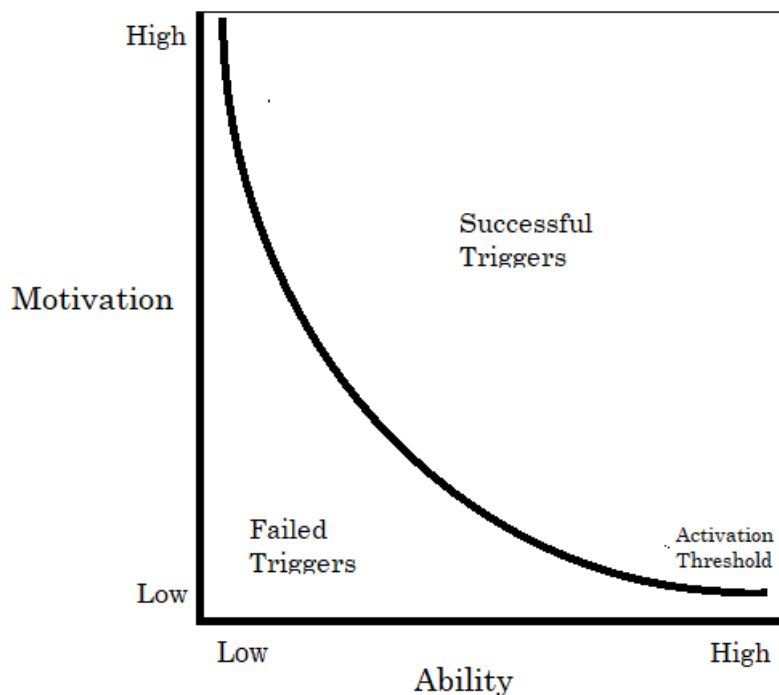
However, a key difference between Cognitive Behavioural Therapy (CBT) and using the PTMF in this way, is that in CBT the aim is to encourage the clients to develop more rational thinking, or to bring their thoughts more in line with reality (Longmore & Worrell, 2006). The participants did not purport to be encouraging their clients to see and understand the reality of their experiences, but rather to explore and consider different ways that they could make meaning. This is more aligned with constructivist therapies, where the client is seen as creating reality through their meaning-making (Neimeyer, 1993).

5.8 Theme 7 – It's easier for individuals to change than systems.

5.8.1 Using the PTMF subtly changes EP practice. The Fogg Behavior Model (FBM) was developed by a computer scientist with a background in designing persuasive technology, or computers which can change people's attitudes and behaviours. Fogg's (2009) model posits that a behaviour will occur when a prompt occurs at the same time as someone has sufficient motivation and sufficient ability to perform the behaviour, and has been influenced by Social Cognitive Theory, described above. Pictorial representation of the model can be found in Figure 4.

Figure 4

Fogg Behavior Model.



In essence, the model suggests that even where somebody is motivated to make a change, the change has to be (and feel) sufficiently easy. Easier behaviours are often those which are very similar to whatever the person is already doing, and so Fogg advocates for a ‘baby steps’ approach to behaviour change.

This model may explain why the participants were able to make use of the PTMF. The trigger for using the PTMF was usually hearing about it or seeing it in work with others. The participants were motivated to use it because it seemed to fit with their values and beliefs around context as a cause of difficulties and the importance of storytelling. The PTMF also felt sufficiently easy to implement because it required only small changes from current practice, such as asking the core questions in consultation, or reading through sections of the PTMF while formulating.

Many of the participants either reported, or seemed to demonstrate through their insights, that using the PTMF had encouraged them to reflect on their practice. Similar experiences of the PTMF as prompting reflection had previously been reported by Collins

(2019), Griffiths (2019) and SHIFT Recovery Community (2020). Most of the interviews seemed to prompt the participants to reflect about the philosophical and political positions taken by themselves and the profession as a whole. It is not clear from this research alone whether the PTMF is attractive to EPs with an awareness of and interest in philosophical and political dilemmas within the profession, or whether using and discussing the PTMF encouraged the participants to reflect on these issues in particular.

5.8.2 There is a possibility that the PTMF could encourage or facilitate wider changes within Educational Psychology. Many of the participants seemed enthusiastic about wider adoption of the PTMF within Educational Psychology practice. The participants offered some ‘baby steps’ towards this change, including starting conversations with colleagues about the PTMF, inclusion of the PTMF as a talking point in EP training courses, and the dissemination of the findings of this research. A strategy for this will be discussed later in this chapter.

It was also thought that greater awareness of and use of the PTMF may facilitate systemic change within the profession in other ways. For example, some of the participants believed that discussing the PTMF with colleagues could promote discussion about, for example, race and racism within the profession. However, it was felt that the PTMF was not commonly known about by EPs. This seems to be in contrast to some other professions. For example, Fyson et al. (2019) seemed to suggest that many courses for training social workers were already including the PTMF within their teaching.

5.9 An Overall Story of the Data

As a contextualist piece of “big Q” (Kidder & Fine, 1987) qualitative research, the aim of this study was to explore the views and experiences that EPs shared with me and to

present a story of this data. For me, the overall story of the data can be summed up as follows:

In using the PTMF (and reflecting on it through the interview process), the participants found themselves managing a series of tensions between apparently conflicting ideas: EPs as powerful and powerless; sharing psychology and saving time; a desire for EPs to work more closely with other professionals but also to be distinct and unique; virtual work being undesirable and virtual work being the only option; diagnoses and the ‘thick description’ of narratives; and clients as free, active agents of change and constrained, passive products of their environment. Rather than alleviating these tensions, the PTMF seemed to bring them to the forefront, perhaps drawing EPs away from the ‘either/or’ position and towards the complexity of ‘both/and’. However, the greatest tension within the data (and one which seems to me unresolved), as captured by the two overarching themes, seemed to be between the focus on systemic issues when considering the cause of problems, but on change at an individual (or small group of individuals) level when considering solutions.

5.9.1 Possible Theoretical Explanations for this Story

5.9.1.1 Dichotomies are just how we think, but the PTMF takes a ‘both/and’ position on power which may have nudged the participants towards the same. There are a number of theories in psychology and other disciplines which suggest that it is natural for humans to organise the world in terms of dichotomies. Within the psychoanalytic tradition, binary thinking characterises the earliest stages of human development, with ‘splitting’ considered a defence mechanism against the uncomfortable feelings that can come with an understanding that things can be both good and bad (Spillius et al., 2011). Tolerating

ambivalence is therefore considered to be a more challenging position to hold, although this theory asserts that it is possible to reconcile binaries into a unified whole.

The theory of cognitive dissonance, as described by Festinger (1957), also links to the idea of managing oppositions. Festinger proposed that pairs of cognitions can either be in harmony or opposition with each other. For example, an individual may enjoy keeping up with the latest clothing trends, and then learn about problems inherent within the fast-fashion industry. These cognitions are incongruous, or 'dissonant'. According to the theory, this causes discomfort which can be alleviated by bringing the cognitions back in line with one another. The fashion-follower could do this by beginning to shop more ethically, or they could find ways to justify the maintenance of their preferred shopping habits, such as by identifying (or even imagining) flaws in the new information that they received.

Structuralism is a theory which posits that components of human life (such as language and culture) can only be understood through comparisons, by considering one thing in relation to its opposite (Blackburn, 2008). For example, structuralism encompasses the idea that it is possible to understand 'light' only when compared with 'dark'.

To the structuralist, the concepts of the PTMF would also be understood in this dualistic way. For example, power would be meaningless without impotence. This could lead to black and white conceptualisations around who has power and who does not, dividing people into the advantaged and disadvantaged, oppressors and oppressed, victims and perpetrators and so on. With these categorisations in mind, the PTMF would legitimise the distress of certain individuals or groups, but could also be used to invalidate others (those considered to hold power) and to stoke inter-group competitive victimhood (CV). CV occurs when there is conflict between groups about which has suffered more and can be increased when one group is blamed for harming the other (e.g., current discourse between some trans

rights activists and radical feminists). CV is considered to be a significant barrier to reconciliation and collaboration between groups (Young & Sullivan, 2016).

However, the Foucauldian view of power, which influenced the development of the PTMF, is that power always exists beyond the influence of individual people or groups, and that the source of power is complicated, dynamic and multifaceted (Lynch, 2011). Rather than focusing on the possible hierarchies of power, the PTMF highlights that power can operate negatively in any life. This avoids the aforementioned complications of attempting to categorise individuals or groups as the winners or losers of power dynamics. The participants commonly used the PTMF in situations where it was clear that the clients were experiencing hardship, but some also made use of it with individuals who could be considered to be in positions of power, such as headteachers. Using the PTMF also encouraged the participants to reflect on the power resources available to EPs, as well as the areas where EPs have less power.

Both cognitive dissonance theory and psychoanalytic theory suggest that holding seemingly opposing ideas in mind simultaneously can be difficult and uncomfortable. Elbow (1993, p.24) described binary thinking as the 'path of least resistance' for the human mind, a position which seems to be supported by the theory relating to dichotomies as outlined above, and by the dominance of binary thinking across time and culture (Barker & Iantaffi, 2019; Germond-Duret, 2016). However, binary oppositions have also been argued to bring about dominance and hierarchy, with one pole inevitably privileged over the other (Germond-Duret, 2016; Robbins, 2015). When applied to groups of people, this can lead to discrimination, oppression and prejudice or, to use the language of the framework, to *power* and *threat*. This suggests that it is important to find non-harmful ways to manage binary thinking.

Elbow (1993) suggested five possible ways to deal with dichotomies: choosing a side as the correct or better side ('either/or' thinking), compromising, denying the conflict, reframing the conflict so that there are more than two sides, and affirming the truth, importance, correctness and necessity of both sides ('both/and' thinking). He argued that this final approach offers an opportunity for balance and for outcomes without winners and losers, but reiterated that it is not an easy position to hold. The participants may have used a combination of these approaches to manage the conflicts which were brought to mind by their use of and reflection on the PTMF.

5.9.1.2 The 'ontological framework' adopted by the profession may prioritise individual approaches and/or there is an individual approach to adopting 'ontological frameworks'. Participants in the study suggested that the PTMF is not yet widely known, discussed or utilised within Educational Psychology. In contrast, Fyson et al. (2019) reported that the PTMF was being taught on many social work training courses, suggesting that the social work profession may have more widespread awareness of the model. This difference may be explained by the (spoken or unspoken) 'ontological frameworks' which underpin each of these professions.

Ornellas et al. (2016, p.222) outlined four 'ontological frameworks' which have been identified in social work: interpretivist-therapeutic, individual-reformist, neoliberal-managerialist and socialist-collectivist. These are frameworks which structure the nature and purpose of social work, underpinned by an understanding of how problems occur and how best to achieve aims such as wellbeing. Definitions for each can be found in Table 5. Ornellas et al. (2016) argued that the most recent global definition of social work as published by the International Federation of Social Workers (2014) marked a shift from individual to collective approaches, reflecting a profession-wide commitment to the socialist-collectivist framework.

Table 5

Key Features of Ornellas et al.'s (2016) Ontological Frameworks for Social Work

Ontological Framework	Key Features
Interpretivist-therapeutic	<ul style="list-style-type: none"> • Focus on relationships and meaning made by individuals • Client centred • Aims = fulfilment, growth, wellbeing, individual changes in capacity to cope, empowering people to rise above their situation
Individual-reformist	<ul style="list-style-type: none"> • Acknowledgement of individual and social components to problems • Maintenance of social order – gradual, small steps of change preferred • Profession accepts limits to role and function • Aims = maintaining good fit between individual and environment
Neoliberal-managerialist	<ul style="list-style-type: none"> • The profession is a business, services are sold within a competitive market system • Focus on measuring performance, accountability and ensuring excellence • Aims = encouraging individuals to be responsible for their own wellbeing
Socialist-collectivist	<ul style="list-style-type: none"> • Social transformation considered only way for disadvantaged to gain empowerment

	<ul style="list-style-type: none"> • Aims = challenge current structures and status quo, mobilise collective action, redistribute wealth and power, developing critical consciousness
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Each of the ontological frameworks described above seemed to be reflected in aspects of the data and analysis of the current study. For example, the participants spoke of enhancing clients' capacity to cope with their circumstances by using the PTMF to change their perspective, which aligns with the interpretivist-therapeutic framework. Participants reflections on trading and the comparisons with other professionals are reminiscent of the neoliberal-managerialist framework. The acknowledgement of individual and social components to issues, as well as the reflections that EPs may serve to maintain systems as they are and that systemic change is very difficult reflect the individual-reformist framework. The desire for systemic change and suggestion from one participant that EPs might effectively engage with politics links with the socialist-collectivist framework, although there seemed to be less evidence for the influence of this framework than the others.

Unlike in social work, there does not appear to be an agreed definition of Educational Psychology or shared mission statement from a national or international professional body. However, the Health and Care Professions Council (HCPC) publish standards of proficiency for practitioner psychologists (HCPC, 2015), and the British Psychology Society (BPS) produce a list of competencies which must be met by trainees to qualify as EPs (BPS, 2019). Together these give a good indication of expected practice in Educational Psychology in the UK.

From the competencies and proficiencies, it is clear that EPs must understand the *impact* of a range of systemic factors such as socioeconomic inequality, but there does not

seem to be the requirement for EPs to *act to change* these things (BPS, 2019; HCPC, 2015). However, EPs are directed to participate in policy and systems development, particularly as informed by research, although this may refer to individual practitioners contributing to local policy within organisations, rather than a collective effort to influence at a political level (see Appendix Q for a breakdown of related competencies and proficiencies). The competencies and proficiencies therefore seem to suggest that Educational Psychology aligns more so with the interpretivist-therapeutic or individual-reformist frameworks as they are understood in social work.

However, separately many EPSs and training courses emphasise social justice and community psychology as core aspects of the role (e.g., Rochdale Education & Child Psychology Service, n.d.; University of East London, 2021; University of Exeter, 2021; The University of Sheffield, 2019; Worcestershire Children First, n.d.). This could suggest that at least some EPs are practicing or aim to practice in a way which would be aligned with the socialist-collectivist framework, although it has been argued that a lack of a clear definition of social justice has meant that even social justice may be understood in an individualistic way, as moral behaviour chosen by individuals acting charitably to those less fortunate (Thrift & Sugarman, 2018).

Arguably, each of these frameworks carries potential advantages and disadvantages, with none being inherently good or bad. However, I am reminded once more of Ghaemi's (2009) warnings about eclecticism and 'methodological consciousness'. This is the idea that without careful interrogation of decisions and approaches, individuals may practice in a dogmatic way based on their own agenda. Argyris and Schön (1992) also argued that professional effectiveness would be more readily achieved where espoused theory (the worldview and values that one believes guides their behaviour) and theory-in-use (the decisions and actions that one actually takes) were brought into line with each other. For EPs,

this may mean developing an awareness and understanding of the ontological frameworks adopted by individuals and the profession as a whole, even if a consensus cannot be reached about which model might be preferred.

5.9.1.3 EPs may have a limited sense of collective agency. Within SCT (described previously), Bandura (2001) identified three forms of agency: personal agency, proxy agency and collective agency. By supporting clients to make changes in their lives, EPs could be considered to be exerting proxy agency. Bandura (2001) defined proxy agency as encouraging others to act to secure a desired outcome, and explained that this can happen where individuals have influence but not the means to make changes, where they feel that others can do things better than them, or where they do not wish to take on the burden of being in direct control. The participants reported that they felt unable to directly control outcomes for CYP, but were also conscious of the power of influence that they held, which is aligned with the concept of proxy agency.

Collective agency is a shared belief in the collective power to make things happen (Bandura, 2001). One EP reflected explicitly about the power of EPs to create systemic change through engaging in politics. Otherwise, there was very little reflection about how EPs could make changes to the contextual factors that the EPs highlighted as important contributors to distress. A possible explanation for this could be that EPs may have a limited sense of collective agency, which could perhaps be linked to the lack of shared definition, mission statement, and clear ontological framework for EP practice described previously. This could be an area for exploration in future research.

5.10 Reflexivity

This section is written to provide context to the reader about the potential impact that I had as the researcher on this study, and in particular the analysis and conclusions. As a contextualist, I acknowledge that the ‘findings’ of this study derive from my own interactions with and beliefs about reality, and do not reflect an objective external reality that was awaiting my discovery within the data. However, it remained important for me to practice as a reflexive researcher so that my interpretations stayed close to the data and reality as described by the participants, rather than exclusively reflecting my own positions and interests.

Looking back on my familiarisation notes, before I had conducted the interviews I clearly anticipated that the conversations would have more of a focus on diagnosis and labelling. Although diagnoses were discussed and there were suggestions that it would be helpful to move away from them, this topic was less prominent than I expected. The participants also seemed to have largely ignored the ‘General Patterns’ section of the PTMF. This is the part of the PTMF which seems to attempt to move the PTMF beyond being a model that can be applied in practice with individuals, and towards being a model for a whole new way of approaching mental health and diagnoses. This could be considered the ‘USP’ (unique selling point) of the PTMF as compared to other storytelling approaches or approaches which emphasise the causal impact of contextual factors. However, it is possible that this section seemed less relevant to educational psychology for the participants, due to their understanding of the differences between the diagnoses that EPs commonly deal with in comparison to CPs and of their differing roles in diagnosis, but this was not explored by participants.

Prior to undertaking this research, I had no experience in using the PTMF. However, there had been times when I felt that the approach that I was taking was inadequate, and where the PTMF may have provided a useful alternative had I known about it. For example, I

was asked to deliver a group with young people who had experienced multiple internal and external exclusions from school. The aim was to teach them to better regulate their emotions. I planned a series of sessions based on CBT, with activities to help them to recognise their feelings and ‘faulty’ thinking patterns. However, the young people seemed to have bigger issues on their mind, bringing every conversation back to racism or being hated and misunderstood by teachers. After carrying out my literature search, I thought it could be interesting to replicate Reis et al’s (2019) PTMF-based intervention with a group of young people like this, as I felt that helping them to make sense of their experiences may have been more impactful. These feelings may have made me particularly hopeful that the PTMF could achieve the things that I felt some other models and approaches lacked. This could have oriented me to lend more weight to the positives reported by participants.

I also held (and still loosely hold) a view that the EP profession demands a superficial engagement with issues of power, social justice and politics, that virtue signalling and appearing to be on the ‘right’ side of certain issues are expected, but that ‘rocking the boat’ and the genuine questioning of authority are considered to be at odds with the picture of reflective, considered, quiet rationalism that EPs seem to present. This may have made the political and philosophical reflections shared by the participants seem particularly salient to me. I noticed that there were times in the interviews where I strongly identified with what the participants were saying and had to resist the urge to join in and share my opinions. I managed this by writing in my research journal (see Appendix R for excerpts) and by having regular conversations with my supervisors about my own perspectives on the politics and philosophy of the job.

Throughout the analysis process, I was drawn to the conflict between systemic causes and individual solutions. This is something that I believe that I am particularly sensitive to because of my beliefs and experiences. As a TEP I find myself making small-scale

recommendations for individual children which feel wholly inadequate when I allow myself to consider the radical societal overhaul that I actually consider to be necessary. Additionally, my left-wing political beliefs mean that I view current society as placing too much emphasis on individualism, competitiveness and productivity, and not enough on compassion, connecting and collective good. Because of this, I considered ignoring this aspect and concluding that the PTMF had supported the EPs to manage tensions between conflicting ideas.

However, on returning to the data, revisiting my codes and tweaking and re-tweaking my developing themes to check that my analysis was grounded in the data, I decided that I could not ignore something which seemed so prominent to me. I made changes to the themes and how they were organised in relation to each other, but no matter how I looked at it, there did seem to be quite a lot of evidence that the participants were attributing systemic issues as the cause of their client's problems, but frequently making recommendations at an individual level and providing few insights into ways that EPs may make changes at a wider systemic level.

5.11 Strengths and Limitations

A critical realist, contextualist position has been maintained throughout this research, which includes an understanding that individuals interpret and, to an extent, construct their own realities, including through dialogue with others. This research therefore represents my interpretation of the data that I collected from a particular group of individuals at a particular time. When describing Reflexive TA, Braun and Clarke (2021a, pp. 270) warned against 'positivism creep'. This is where values from quantitative positivist-empiricist research, such as striving for objectivity, are incorporated into qualitative research. As such, limitations around sample size and generalisability are not considered relevant for this research.

Although objectivity was not the aim, the researcher was keen to ensure that the processes undertaken at each stage of the research were transparent to ensure trustworthiness and rigour. This has been offered by maintaining an audit trail of the analysis process and including a reflexive account of the researcher's own experiences and positions in relation to the research topic and findings. Due to the contextualist epistemology, it was not considered possible for the researcher to have no impact on the research process or analysis. Rather, it is acknowledged that the findings presented will inevitably be influenced by my positions as a researcher.

Although the aim of this research was to produce one interpretation of the views and experiences of the participants, it is hoped that this may have utility to other practitioners. To support with this, I have linked the themes that I have generated with research and theory to provide a possible explanation as to why these findings may have occurred.

I have also provided information about the context within which the data was collected to allow the reader to draw conclusions about whether the data and interpretations may be transferable to their own context. However, a limitation of this research exists in the amount and type of data collected to contextualise the findings. Given the nature of the PTMF and some of the reflections that the discussion prompted, it may have been helpful to ask the participants about a range of characteristics such as gender, race and (dis)ability. As the PTMF may be particularly suitable for or attractive to individuals for whom mainstream supportive services have been unhelpful, it could also have been useful to know about the participants own experiences of and relationships to help. However, this was considered sensitive information which may have made participants feel uncomfortable.

A self-selecting strategy for recruitment was employed, meaning that participants volunteered to participate if they felt that they met the inclusion criteria. This approach could

lead to the recruitment of individuals with particularly strong views, or with personality traits, opinions and values that mean that they are particularly open to and interested in taking part in research of this kind. However, this was considered a necessary approach as the PTMF is a relatively new framework and does not yet seem to be widely known by EPs.

The research also focused on individuals who had already made use of the PTMF, with a particular call for participants who had used the PTMF extensively or who had incorporated it into many aspects of their practice. This was done in the hopes that the participants recruited would have a range and depth of experience to speak to. However, this may have created a bias towards individuals with positive experiences of the PTMF. Despite this, the participants were able to reflect on some barriers to using the PTMF and challenges associated with it.

5.12 Conclusions

The PTMF seems to have utility for direct work with clients, where it can help to empower people, encourage them to tell and hear new and helpful stories about themselves, and promote personal agency. For EPs, the PTMF can also usefully promote reflection about the nature about purpose of the EP role, the dilemmas present within it, and how to develop a sense of balance between opposing ideas. The PTMF may be particularly suited to EPs who have an interest in the systemic causes of their clients' problems and can facilitate the exploration of systemic problems beyond the school and family context. However, using the PTMF does not necessarily lead to the promotion or implementation of systemic solutions to these systemic problems.

5.13 Implications

5.13.1 Recommendations for Future Research

The current research focused on EPs' views and experiences of the PTMF. The following could be suggestions for future research based on the findings:

- As the PTMF was deemed to have utility by the EPs in a range of situations, it would be worth considering how the PTMF is experienced by children, parents and school staff.
- Once the PTMF is more widely known and used, carrying out similar research with EPs who have used the PTMF directly with children.
- Exploring EPs sense of collective agency and how this could be promoted.
- Exploring how EPs have worked at the 'macro' level of Bronfenbrenner's model.
- Implementing and evaluating a therapeutic intervention for CYP based on the PTMF.
- Exploring how variations in multi-disciplinary practice impact on EP practice in different contexts.
- Considering ways that EPs understand and carry out formulation.
- Exploring the ease and brevity with which the PTMF could be explained to lay people.
- Exploring the impact of COVID-19 on EPs' perceptions of their role.
- Considering the impact of virtual distance on collaboration in EPs.
- Exploring EPs' perceptions of how the political landscape impacts on their role.
- Exploring EPs' views on depathologising behaviours and feelings.
- Considering attitudes towards and approaches to intervention for CYP with diagnoses and where there has been a PTMF-based formulation.

5.13.2 Recommendations for Practice

This research highlighted potential uses for the PTMF in Educational Psychology practice, and in particular outlined the value that participants had experienced in using the

PTMF to discover and tell stories about their clients. EPs who wish to make use of the PTMF may find the following suggestions to be a helpful starting point:

- Ask the key questions from the PTMF in consultation or supervision to develop narratives with clients, or refer to the key questions when developing formulations.
- Mention the PTMF in multi-disciplinary meetings to promote the role of context in situations where the ‘bio’ aspect of the biopsychosocial model seems to be dominating.
- Make use of supervision, group supervision and other discussion spaces to develop understanding of the PTMF.

The analysis also highlighted a tension between the focus on systemic issues when the EPs were considering the cause of problems, but on change primarily at an individual level when considering solutions. As such, I would like to suggest that EPs also consider the following:

- Reflect on the outer circles from Bronfenbrenner’s model and how EP practice can or should support at the macro level. Carrying out and disseminating research beyond the EP profession (e.g., approaching policy-makers, sharing findings with the general public, being explicit about research and theory in consultation, reports etc.) are all ways that this could be achieved. Some EPs may be also interested in using psychological knowledge to engage in activism. (Psychologists for Social Change is a network with an interest in exactly this.)
- Additionally, it may be necessary to reflect on the ‘ontological frameworks’ underpinning EP practice, both individually and collectively. EPs could promote discussion and reflection about the frameworks which are most and least attractive as

individuals and within groups of EPs and share ideas about how to bring ‘espoused theory’ in line with ‘theory-in-use’.

5.14 Dissemination Strategy

Due to the participants’ reflections about the need for increased awareness of the PTMF within Educational Psychology, it is hoped that it will be possible for this research to be widely shared. A short report will be produced and distributed to the participants. I will also produce and share a presentation about this research with colleagues on my training course and in my EPS in the first instance. It is also hoped that I will also be able to present the findings at webinars and conferences relevant to EP practice. The researcher’s ultimate aim is to publish the research in a peer-review journal which is widely read by EPs.

This research also served as a reminder to me of the need to ‘give psychology away’. As such, I intend to link up with the PTMF interest groups to discuss and support with the creation of PTMF resources for children, parents and school staff.

Word count: 37698

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Appendices

Appendix A: Critical Appraisal of Literature Review Papers

CASP Qualitative Checklist

Study	Type	1. Was there a clear statement of the aims of the research?	2. Is a qualitative methodology appropriate?	3. Was the research design appropriate to address the aims of the research?	4. Was the recruitment strategy appropriate?	5. Was the data collected in a way that addressed the research issue?
Barnwell et al. (2020).	Qualitative case study.	No – provides an aim for presenting the data but unclear whether the data was collected with this purpose in mind (highlighting need for framework that acknowledges power in relation to climate distress).	Yes – highlights the needs of the people in the area where the case study was conducted from their perspective.	Can't tell – no discussion as to how/why particular method was chosen.	Can't tell – no explanation as to how the 10 people were selected.	Can't tell – perspective of the people was key so interviews and focus groups relevant. However, processes unclear including language the interviews/focus group were conducted in.
Brown (2019)	Thesis, thematic analysis.	Yes – explore trainee clinical psychologists' experiences of	Yes – allows for exploration of experiences.	Yes – clearly justified.	Yes – clearly explained and justified.	Yes – interview process clearly explained.

		workplace bullying during training.				
Cogan (2020)	Thesis, grounded theory.	Yes – explore social processes in 16-18 year olds.	Yes – allows for exploration of experiences.	Yes – justification provided.	Partly – strategy at odds with Grounded Theory methodology.	Yes – interview process explained.
Paradiso & Quinlan (2021)	Thematic analysis.	Yes – explore caregiver’s experiences of power, threat, meaning and threat response.	Yes – allows for exploration of experiences.	Yes – qualitative approach, interviews for individual experiences.	Yes – criteria appropriate for research questions, recruited through support service which may have impacted on representativeness of sample.	Yes – interview process explained and transcripts member checked.
Schnackenburg (2019)	Thesis, grounded theory.	Yes – explore and explain experiences of young people with Body Dysmorphic Disorder.	Yes – allows for exploration of experiences and explanations from perspective of experts by lived experience.	Yes – clearly justified.	Yes – inclusion criteria justified, process suitable for grounded theory methodology.	Yes – processes explained in depth.
Siverns (2019)	Thesis, Interpretative Phenomenological Analysis.	Yes – explore experiences of mothers with trauma histories who decided (or agreed with the decision) to place	Yes – allows for in-depth exploration of experiences.	Yes – clearly justified.	Yes – explanation of process given, criteria appropriate for study aims.	Yes – interview process explained.

		their child into care.				
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Study	6. Has the relationship between researcher and participants been adequately considered?	7. Have ethical issues been taken into consideration?	8. Was the data analysis sufficiently rigorous?	9. Is there a clear statement of findings?	10. How valuable is the research?
Barnwell et al. (2020)	Can't tell – researcher's relationship with community is not discussed.	Can't tell – no approval bodies mentioned, no descriptions of how participants were kept from harm.	Can't tell – not always clear what has come from participants. Unclear whether data came from interviews or focus group.	No – not always clear what the evidence was for findings presented.	Limited – authors have suggested implications, including the need to consider operation of power in climate distress. EXCLUDE from review.
Brown (2020)	Yes – one interviewee known to the researcher, researcher reflects on impact of own experiences as member of the trainee population.	Yes – approval sought, ethics explored in some detail.	Yes – process described in detail.	Yes – themes described in depth and examples from data given.	Acceptable – findings discussed in relation to previous literature, some implications highlighted, suggestions for further research given and appropriate.
Cogan (2020)	No – research from social constructionist perspective but little exploration of author's influence on data and findings.	Yes – approval sought, ethics explored in detail.	Yes – process described in detail, negative case analysis presented.	Yes – emergent theory presented graphically.	Acceptable – some implications suggested although with a lack of clarity.
Paradiso & Quinlan (2021)	Yes – no prior relationships, researcher not part of	Yes – approval sought.	Yes – process described, two authors	Yes – themes explored in depth and	Acceptable – suggestions given for practice and

	population of interest.		coded separately and compared.	examples from data given.	research and limitations acknowledged.
Schnackenburg (2020)	Yes – researcher identifies relationship to population and reflects on potential impact.	Yes – approval sought, ethics explored in detail.	Yes – process described in detail, negative case analysis presented.	Yes – findings presented as model, examples from data given.	Acceptable – many implications for practice highlighted.
Siverns (2019)	Can't tell – researcher's position in relation to topic/population unclear. No prior relationships with participants.	Yes – approval sought.	Yes – process described in detail.	Yes – in-depth exploration of themes and examples from data given.	Acceptable – implications for practice clearly stated.

JBI Checklist for Text and Opinion

Study	1. Is the source of the opinion clearly identified?	2. Does the source of the opinion have standing in the field of expertise?	3. Are the interests of the relevant population the central focus of the opinion?	4. Is the stated position the result of an analytical process and is there logic in the opinion expressed?	5. Is there reference to the extant literature?	6. Is any incongruence with the literature/sources logically defended?
Collins (2019)	Yes – creator of the course.	Unclear – Author is “gender justice specialist”.	Yes – although the author is describing a course of her own creation.	Yes – some informal feedback has been sought.	Limited – some contextualising statistics etc. provided as rationale for development of course.	Yes – logically defends position taken against pathologising women in abusive situations.

Fyson et al. (2019)	Yes – university professors.	Yes – professors of social work and teachers of the course being described.	Yes – interests of trainee social workers and future service-users considered.	Yes – reasons for the development of the course have been explained.	Yes – several papers referenced.	Yes – explains position in relation to psychiatrists.
Griffiths (2019)	Yes – member of the group being discussed.	Yes – expert by lived experience, member of the group upon which reflections are shared.	Yes – reflects on own experiences and those with different needs.	Yes – author participated in the group and used the PTMF to reflect on own life.	Limited – references one or two papers relevant to peer support, trauma and the PTMF.	N/A
Reis et al. (2019)	Yes – forensic psychologists, facilitator of group being discussed.	Yes – forensic psychologist, not previously published.	Yes – uses data from the group to reflect their experiences.	Yes – informal feedback sought.	Limited – references to narrative practice and research on long-term imprisonment.	N/A
SHIFT Recovery Community (2020)	Yes – although the authors are unnamed, they are members of the group being described.	Yes – experts by lived experience.	Yes – includes range of reflections from group.	Yes – authors used PTMF for own reflections and participated in group.	No - only the PTMF is referenced.	N/A

CASP Systematic Review Checklist

Paper	Type	1. Did the review address a clearly focused question?	2. Did the authors look for the right type of papers?	3. Were all appropriate, relevant studies included?	4. Did the authors do enough to assess quality of the included studies?	5. If the results of the review have been combined, was it reasonable to do so?
Elander et al. (2021)	Literature Review	Yes - what are birth parents' experiences of compulsory child removal (from perspective of PTMF)?	Can't tell – inclusion and exclusion criteria not apparent. However the papers reviewed are suitable for a qualitative review.	Can't tell – search strategy not outlined.	Can't tell – no information given about whether appraisal tools were used/studies had to be of a certain standard to be included.	Yes – patterns within findings have been identified with examples from each of the relevant studies.
Cantrell (2021)	Systematic literature review as part of thesis.	Yes – what are the psychological experiences and outcomes of claiming (or attempting to claim) benefits in the UK?	Yes – inclusion and exclusion criteria justified.	Yes – search method clearly outlined.	Yes – CASP used to appraise rigour which informed interpretation of studies.	Yes – thematic synthesis approach taken.

Paper	6. What are the overall results of the review?	7. How precise are the results?	8. Can the results be applied to the local population?	9. Were all important outcomes considered?	10. Are the benefits worth the harm/costs?
Elander et al. (2021)	Birth parents have often used threat responses to survive history of trauma and adversity compounded by systemic disadvantage. Those responses impact their parenting skills	N/A	Yes – based on UK studies.	Yes – outcomes fit with stated aims.	N/A

	and the ways that they engage with court proceedings and cope with child removal.				
Cantrell (2021)	Claiming benefits is associated with adverse psychological effects.	N/A – although clear and thorough process used for analysis and integration.	Yes – based on UK studies.	Yes – outcomes fit with stated aims.	N/A

JBI Checklist for Case Reports

1. Were the patient's demographic characteristics clearly described?	Partly – information is fairly minimal given the single case study design.
2. Was the patient's history clearly described and presented as a timeline?	No – some key details about the patient's history were provided.
3. Was the current clinical condition of the patient on presentation clearly described?	Partly – data from pre-measures given plus some description of his current situation.
4. Were diagnostic tests or assessment methods and the results clearly described?	Diagnostic methods – N/A Assessment methods – yes, all described with information re. validity etc.
5. Was the intervention clearly described?	Yes – detailed account given.
6. Was the post-intervention clinical condition clearly described?	Yes – quantitative and qualitative data given.
7. Were adverse events or unanticipated events identified and described?	Yes – discrepancies between qual and quant data discussed in detail. Potential explanations provided for decrease in self-esteem measure.
8. Does the case report provide takeaway lessons?	Yes – provides intervention outline based on feedback and implications for practice.

Long Godfrey Evaluation Tool for Quantitative Research Studies

(1) STUDY OVERVIEW

Purpose

1. What are the aims of the study? Investigate the hypotheses: 1. Describing a case of psychosis using a PTM narrative reduces stigmatising attitudes relative to using a DSM-5 diagnosis of schizophrenia; 2. Describing a case of psychosis using a PTM narrative is associated with less positive attitudes to help-seeking relative to using a DSM-5 diagnosis of schizophrenia; 3. Describing a case of psychosis using a PTM narrative diminishes the perceived helpfulness of treatment options relative to using a DSM-5 diagnosis of schizophrenia.

2. If the paper is part of a wider study, what are its aims? N/A

Key Findings

3. What are the key findings of the study? Hyp 1 and 3 supported by data.

Evaluative Summary

4. What are the strengths and weaknesses of the study and theory, policy and practice implications?

Strengths – large sample size, attempt to constrain extraneous variables like gender, appearance

Weakness – conclusion not fully supported by the data (PTM formulation may undermine confidence in medicalised care and not taking medication), ecological validity, formulations/diagnostic statement not written by qualified CP or psychiatrist, participants potentially from very different cultural contexts (no breakdown by specific country of residence).

(2) STUDY, SETTING, SAMPLE AND ETHICS

The Study

5. What type of study is this? Between-groups experimental vignette
6. What was the intervention? PTM formulation
7. What was the comparison intervention? DSM5 diagnosis of schizophrenia
8. Is there sufficient detail given of the nature of the intervention and the comparison intervention? Limited (examples would have been useful)
9. What is the relationship of the study to the area of the topic review? Relevant

Setting

10. Within what geographical and care setting was the study carried out? Ireland although advertised on international social media sites and wide range of respondents.

Sample

11. What was the source population? General public on internet.
12. What were the inclusion criteria? Unclear
13. What were the exclusion criteria? Unclear
14. How was the sample selected? Self-selected.
15. If more than one group of subjects, how many groups were there, and how many people were in each group? 351 participants
16. How were subjects allocated to the groups? Randomly.
17. What was the size of the study sample, and of any separate groups? Not clear how many in each group or if the groups differed from each other in any way (but important variables were controlled for in analysis).
18. Is the achieved sample size sufficient for the study aims and to warrant the conclusions drawn? Yes.
19. Is information provided on loss to follow up? N/A
20. Is the sample appropriate to the aims of the study? Possibly – perhaps could have chosen single population (eg. exclude non-Irish participants).
21. What are the key sample characteristics, in relation to the topic area being reviewed? Over 1/3 had studied some psychology, not clear how many had lived experience of mental health difficulties.

(3) ETHICS

22. Was Ethical Committee approval obtained? Yes
23. Was informed consent obtained from participants of the study? Yes
24. Have ethical issues been adequately addressed? Yes

(4) GROUP COMPARABILITY AND OUTCOME MEASUREMENT

Comparable Groups

25. If there was more than one group was analysed, were the groups comparable before the intervention? In what respects were they comparable and in what were they not? Not clear, controls used.

26. How were important confounding variables controlled (e.g. matching, randomisation, in the analysis stage)? At analysis.

27. Was this control adequate to justify the author's conclusions? Yes.

28. Were there other important confounding variables controlled for in the study design or analyses and what were they? Any that were found to have an impact on first analysis.

29. Did the authors take these into account in their interpretation of the findings? Yes.

Outcome Measurement

30. What were the outcome criteria? Stigma, attitudes towards seeking help and attitudes towards treatment options.

31. What outcome measures were used? Social Distance Scale, Attribution Questionnaire, Mental Help Seeking Attitudes Scale, Attitudes Towards Treatment Options Scale

32. Are the measures appropriate, given the outcome criteria? Yes

33. What other (e.g. process, cost) measures are used? None

34. Are the measures well validated? SDS = high internal consistency, AQ-9 = low internal consistency (considered acceptable with one item removed), MHSAS = high internal consistency, ATTOS = high for specialist and community, low for medical.

35. Are the measures of known responsive to change? No

36. Whose perspective do the outcome measures address (professional, service, user, carer)? General public attitudes.

37. Is there a sufficient breadth of perspective? Yes

38. Are the outcome criteria useful/appropriate within routine practice? N/A

39. Are the outcome measures useful/appropriate within routine practice? N/A

Time Scale of Measurement

40. What was the length of follow-up, and at what time points was outcome measurement made? Immediately

41. Is this period of follow-up sufficient to see the desired effects? Yes, but doesn't allow for cumulative effects.

(5) POLICY AND PRACTICE IMPLICATIONS

42. To what setting are the study findings generalisable? (For example, is the setting typical or representative of care settings and in what respects?) Hard to tell as population not clear and unnatural conditions.

43. To what population are the study's findings generalisable? Unclear.

44. Is the conclusion justified given the conduct of the study (For example, sampling procedure; measures of outcome used and results achieved?) Yes, largely.

45. What are the implications for policy? N/A

46. What are the implications for service practice? Considering clinical formulations (unclear whether PTM is important part of it).

(6) OTHER COMMENTS

47. What were the total number of references used in the study? 69

48. Are there any other noteworthy features of the study? No

Appendix B: Recruitment Adverts

Email to Forum

Dear all,

My name is Elaine and I am a Year 3 Trainee EP at the Tavistock and Portman NHS Foundation Trust. I am currently looking to recruit participants to interview for my thesis research on Educational Psychologists' views and experiences of the Power Threat Meaning Framework.

Who can take part?

You can take part if you:

- Are a qualified EP (at either masters or doctoral level) or TEP on a HCPC and BPS approved and accredited EP doctorate training course.
- Were working as an EP or on a training placement as a TEP in the UK at the time that you made use of the framework.
- Are familiar with the Power Threat Meaning Framework either through exposure as part of your EP training, CPD or through your own reading/interest.
- Have made use of the framework in one (or more) of the following ways at least once:
 - Used the framework to guide consultation (either in conjunction with other models or not)
 - Used the framework to assist with formulation (either in conjunction with other models or not)
 - Used the framework to inform an assessment approach
 - Used the framework when providing supervision, peer-support groups etc.
 - Used the framework when developing/delivering training
 - Used the framework in another way during and as part of your EP practice

Interviews are expected to last for around 45 minutes and will require participants to talk in depth about their experience of applying the framework within their EP practice. I am particularly keen to hear from EPs who have used the framework more than once or who have embedded the framework within some aspect or aspects of their practice. However, those who have used the framework once but feel sufficiently familiar with the PTMF to speak in-depth about their experience are also warmly welcomed to participate.

What would participation involve?

Participants will be asked to take part in a virtual interview using secure video conferencing software. The interviews are expected to last for around 45 minutes and, if you do choose to take part, will be scheduled at a time which is convenient for you. The interview would involve answering questions about your views and experiences of using the Power Threat Meaning Framework in your practice as an EP.

The research is being supervised by Dr Dale Bartle, an Educational Psychologist and Research Supervisor at the Tavistock and Portman NHS Foundation Trust. The project has been given ethical approval by the Tavistock Research Ethics Committee.

How can I find out more?

Please contact me on the email address below if you would be willing to take part or would like further information.

Thank you for your time.

Best wishes,
Elaine Milligan

emilligan@tavi-port.nhs.uk

Email to "best practice" EPS

Dear [name],

My name is Elaine and I am a Year 3 Trainee EP at the Tavistock and Portman NHS Foundation Trust. I am currently looking to recruit participants to interview for my thesis research on Educational Psychologists' views and experiences of the Power Threat Meaning Framework. I noticed on the BPS website that you have previously been involved in some work around the use of the framework in EP practice, and so I wanted to offer you (and colleagues) the opportunity to participate in my study.

Participation would involve a virtual interview via secure video conferencing software. The interview would involve answering questions about your experiences of making use of the framework and your views on it. I have attached the Information Sheet with more details.

Please email me if you would like to take part and we can arrange a mutually convenient date and time for the interview. I would also appreciate if you could share the Information Sheet with any colleagues who may be interested.

Let me know if you have any questions. I will look forward to hearing from you and/or any interested colleagues. Thank you for your time.

Best wishes,
Elaine Milligan.

emilligan@tavi-port.nhs.uk

Email to known EPs

Dear [name],

I am currently conducting my thesis research on EPs' views and experiences of the Power Threat Meaning Framework. I am looking for participants to interview who have made use of the framework in some way within their practice (see attached Information Sheet for more details). Participation would involve a virtual interview via secure video conferencing software. The interview would involve answering questions about your experiences of making use of the framework and your views on it.

Please email me if you would like to take part and we can arrange a mutually convenient date and time for the interview. If you know of colleagues who have made use of the framework and may be interested in participating I would appreciate if you could share the invitation with them.

Let me know if you have any questions. I will look forward to hearing from you and/or any interested colleagues. Thank you for your time.

Best wishes,
Elaine Milligan.

emilligan@tavi-port.nhs.uk

Appendix C: Information Sheet

Research Information Sheet

Exploring Educational Psychologists' views and experiences of the Power Threat Meaning Framework.

You are invited to take part in an interview for a research study. The purpose of this Information Sheet is to provide you with the information that you need to consider in deciding whether to participate.

Who is doing the research?

The research is being carried out by Elaine Milligan, a Trainee Educational Psychologist at the Tavistock and Portman NHS Foundation Trust (emilligan@tavi-port.nhs.uk). The research is sponsored by the Tavistock and Portman NHS Foundation Trust and ethical approval has been received from Tavistock and Portman Trust Research Ethics Committee on [date]. This means that the research is safe to take part in and should cause you no harm.

The Principal Investigator is Dr Dale Bartle, Academic Tutor and Research Supervisor at the Tavistock and Portman NHS Foundation Trust (dbartle@tavi-port.nhs.uk).

Why is the research being done?

The researcher would like to find out the views and experiences of EPs who have made use of the Power Threat Meaning Framework. It is hoped that the research can build greater understanding of the applicability of the framework to EP practice by considering the views and experiences of those who have already used it.

Who can take part?

You can take part if you:

- Are a qualified EP (at either masters or doctoral level) or TEP on a HCPC and BPS approved and accredited EP doctorate training course.
- Were working as an EP or on a training placement as a TEP in the UK at the time that you made use of the framework.
- Are familiar with the Power Threat Meaning Framework either through exposure as part of your EP training, CPD or through your own reading/interest.
- Have made use of the framework in one (or more) of the following ways at least once:
 - Used the framework to guide consultation (either in conjunction with other models of not)
 - Used the framework to assist with their formulation (either in conjunction with other models or not)
 - Used the framework to inform an assessment approach
 - Used the framework when providing supervision, peer-support groups etc.
 - Used the framework when developing/delivering training
 - Used the framework in another way during and as part of your EP practice

Interviews are expected to last for around 45 minutes and will require participants to talk in depth about their experience of applying the framework within their EP practice. The researcher is particularly keen to hear from EPs who have used the framework more than once or who have embedded the framework within some aspect or aspects of their practice. However, those who have used the framework once but feel sufficiently familiar with the PTMF to speak in-depth about their experience are also warmly welcomed to participate.

What would taking part involve?

Taking part involves an interview which would be recorded for transcription. The interview would be with the researcher. The questions would be about your views and experiences of using the Power Threat Meaning Framework. There are no right or wrong answers to the questions, and the researcher is interested in what you think is important and your own experiences. The researcher does not have expectations or hopes about what you might say, and is interested in your perspective. The interview is expected to last around 45 minutes.

What will happen to the information I give?

The interviews will be recorded and then transcribed. As the recording facility in Zoom will be used, the interview will be video as well as audio recorded. You can choose to keep the video switched off if you prefer. The video footage will be deleted as soon as the recordings are transcribed. In the transcript a pseudonym will be used and other details which might help someone to identify you will be removed to ensure that your data remains confidential.

Please note, confidentiality is subject to legal limitations. This includes necessary information sharing for safeguarding purposes where a disclosure is made of imminent harm to self and/or others.

The researcher will look at the information that you give to see if there are any themes or patterns in what you and others say. The researcher will write about these themes in a description of the study which is submitted as part of the Educational Psychology training course. The researcher will also share the information with the EPs who have taken part. This information will be presented anonymously (under pseudonyms) so that other people cannot tell who said what, but you may be able to identify yourself as you might recognise your own words. The researcher may also submit the findings to academic journals or present the findings at research conferences related to Educational Psychology.

All data will be retained in accordance with the Trust's Data Protection and Handling Policies: <https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/> and in accordance with UK data protection law.

What can I do if I have any concerns about the research or following my participation?

Participating in the research is voluntary and you can withdraw at any point until the data has been processed (two weeks after the interview). This means that you could finish the interview but then decide later that you don't want the researcher to use the information you have given, or you could stop the interview if you no longer felt comfortable. If you want or need to take a break during the interview you can. The content of the interview is not expected to cause discomfort or distress. However, the researcher will debrief with you and check how you are feeling after the interview has taken place and signpost you to further support if necessary.

If you have any questions at any point please feel free to ask the researcher. If you have any concerns about the conduct of the researcher, investigator or any other aspect of this research project, please contact Beverly Roberts, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk).

Please note:

Recruitment for this study is taking place on a “first come first serve” basis and it may not be possible to contact everybody where there are more interested parties than can participate. No references to the interviews, data or any individual’s participation (or non-participation) in the research will be made in future personal or professional encounters.

Appendix D: Consent Form

The Tavistock and Portman 
NHS Foundation Trust

Research Participant Consent Form

Exploring Educational Psychologists' views and experiences of the Power Threat Meaning Framework.

Name of Researcher: Elaine Milligan (Trainee Educational Psychologist)
Principal Investigator: Dr Dale Bartle (Academic Tutor and Research Supervisor)

This research is being undertaken as part of the requirements for the degree of Doctorate in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust.

Please read the attached information sheet before signing this consent form. The researcher will be happy to answer any questions you have.

- (circle as appropriate)*
- **I have read and understood the information sheet for the above study.** **Yes / No**
 - **I have been given the opportunity to ask questions** **Yes / No**
 - **I understand that my participation is voluntary and I am free to withdraw from the study at any point until the data has been processed under a pseudonym (two weeks after my interview)** **Yes / No**
 - **I agree to take part in an interview and to the interview being audio and video recorded** **Yes / No**
 - **I agree to being anonymously quoted in the research** **Yes / No**
 - **I understand that due to the small number of participants I may recognise my own comments in the research, but that the researcher will remove or change details about me that would allow other people to identify me** **Yes / No**
 - **I understand that there are limits to my confidentiality for legal and/or safeguarding reasons** **Yes / No**
 - **I understand that the results of this study will be submitted as part of a doctoral thesis and may be published in academic journals relevant to Educational Psychology** **Yes / No**
 - **I agree to take part in the above study** **Yes/No**

Name of participant

Signature

Date

Appendix E: Interview Schedule

Interview Schedule

Check audio and visual quality, introduce self, thank participant for time, confirm seen Information Sheet and signed consent form, remind re. no hopes/expectations of what they might say, check for questions (and remind that there will be another opportunity at the end), check happy to begin recording.

Contextual questions:

What is your role?: EP, senior, TEP etc.

What is your work context? ie. LA, private, NHS etc.

How many years have you been an EP/What year of your training course are you in?

Have you had any specific training on PTMF? What/who delivered?

Semi-structured interview questions (these questions are intended as an outline and will be flexibly applied):

1. Can you tell me about the time or times that you have used or drawn upon the Power Threat Meaning Framework in your work as an EP?

Who was that with? What were their needs?

What was the context?

What did you do with it? How did you use it?

What led to that? How did that come about?

What happened before X? What happened after Y?

You mentioned Z – can you say a bit more about that?

What does W mean to you?

What was that like for you/them?

What helped you to do that?

2. In your view, what would you say was the impact of using the framework?

What happened next? What was that like for you/them?

How do you think X came about?

Was there anything that you/they particularly liked/disliked about it?

If you were doing that again, what would you change and/or keep the same?

What difference (if any) did it make to use/do/draw on that?

How else have you managed X? What (if anything) was different/similar about using the PTMF?

3. Having used the PTMF, what are your thoughts about it now?

In what ways/under what circumstances do you think it could be useful/not useful?

How easy was it to use in that way? What helped you to use it? What barriers were there?

How could those be overcome?

Are there other ways that you think it could be used?

In what ways does it fit or not fit with your views of the EP role?

4. Is there anything else you would like to tell me about the PTMF?

Check again re. questions, remind re. confidentiality, anonymity etc.

Appendix F: Interview Transcripts

Sam

Interviewer: So, before we sort of launch into the interview bit about the framework, it's just good to get some sort of contextual information to kind of put people together and figure out what people have in common and things like that. So what is your role at the moment? Are you a maingrade, senior, TEP?

Sam: Yes, I am a maingrade psychology in a local authority with a specialism in attachment and trauma. So I lead on a kind of the boroughs, city wide kind of initiative on being trauma-informed/attachment aware so I do that sort of part time, but I also work as a specialist senior psychologist for kind of more independently for fostering and adoption agencies sort of nationally, because my specialism is attachment and trauma. So yeah, that's kind of a split roll I do so I work three days in the local authority and the other two, independently in private practice with families mainly. I kinda specialise in dyadic developmental psychotherapy. So I use that a lot with adoptive families or foster carers.

Interviewer: Cool, that sounds really interesting. And, and you answered my next question already about local authority and so on. So how many years have you been an EP?

Sam: How many years? I qualified in 2012, so nearly 10 years. Yeah.

Interviewer: And for the power threat meaning framework then, have you had any specific training on that, or how did you sort of come to hear about it, know about it?

Sam: I read an article about it a couple of years ago, I think it was a Lucy Johnstone one and I was like, I do a lot of this anyway to be honest in a lot of my kind of dyadic developmental psychotherapy. I do a lot of kind of following around Dr. Bruce Perry's work, and you know, that kind of within the trauma context, I feel like a lot of the principles we're connecting with that kind of shift in narrative from, you know, what's wrong with you to kind of what happened to you. So when I read that article, I think that was the sort of catalyst for me kind of more explicitly naming it also to my team as well, saying do you guys use this, I've come across it. We might be sort of using it but you know, just kind of us having a framework to hook on to is useful, and actually, then I've been supervising for about seven years and you, with a lot of trainees. So from that experience, I think it was helpful because I love doing that because actually I learn loads as well. So it's really nice to be able to get in a space where you know, I was like oh show me some articles that you're reading, do you feel like you're using that and they will ask you oh we always see you using this approach and they kind of put a hook on to it. So that got me kind of more intrigued by it. And then I also some my best friends are Clin Psychs and they use it a lot in their work. Whereas I don't think Ed Psychs kinda use it much I do feel that there's a more kind of expert kind of model within Ed Psych world in some respects as well, because there's less room for working therapeutically and the traded model in local authority means that it's a kind of do assessment, offer kind of consultation with the adults and then you're off. So that kind of ability to apply these kind of frameworks are not kind of they're not given any kind of explicit teaching in doctoral programmes. So it was only that I mentioned it that the trainees were saying oh yeah, I'm curious about it. And then they went back in their own learning. It wasn't something that was on their courses, but then it's important for me to highlight the super, the trainees that I supervise are from [place] University and [place] University. [Okay.] I'm from the [place], so, you know, they will be variation you know I appreciate from your perspective, Tavi is far

more kinda, you know, psychodynamic and how it might be kind of rooted in how the programme is kind of you know, taught so yeah, from that perspective, that's how I kind of initially came across it. So, I mean, I would say I'm in fairly that kind of early stages, and I've seen some of the critiques of the model in the recent articles as well. So yeah, that's probably where I'm at, I would say having been introduced to it.

Interviewer: Cool, em, so can you tell me a little bit about the time or times and the way, and the ways that you have used or drawn upon the framework in your work as an EP?

Sam: Yeah, absolutely. I think first of all, I found it very helpful even in statutory assessment. So where, for example, the kind of access to parent views would be focused on you know, what are your aspirations for your child? What are your, what is your understanding of needs? I found where there's a lot of diagnosis world where children have a number of diagnosis, you know, they've got ADHD diagnosis, autism, sensory processing needs, dyspraxia where, you know, they've got a whole reem of diagnoses. And I've used it in the sense that I kind of encouraging a kind of narrative and dialogue with the parents around you know, and I've got these diagnoses but I'm really curious about the kind of story if you like to take away you know, the diagnosis will be in my report but in order to help my formulation I'm really curious around the kind of early life history but also the story of, of, from your perspective. And, you know, what kind of has been your journey navigating all these different diagnoses for your child in terms of, you know, you think you understand your child and then there's another layer and you know, often with diagnosis comes a sort of grief, but often, if you like, that, you know, the child I thought I had is not the one I've got in front of me. And it's been really powerful in that it's enabled by just kind of creating that kind of, from the outset, has supported parents to feel I suppose *sorry, that's, sorry, I've stopped it. But you see, my iPad is now I can't stop the noise. We just have to let him ride out. Apologies.* (Interviewer: *That's okay. No worries.*) Yeah, so, from that perspective, I feel like it's allowed the parent feel like you know, kind of very safe and be open and engaged. So and it's been really powerful because it's enable them to share vulnerability in the respect that I was just thinking of a recent case and probably that was on the single day when I was submitting the advice when I saw your email because I thought to myself, this parent has essentially shared what the three first three years of that child's life were, that they've never done before. This is a 10 year old child now, and no one's maybe and she's actually said no-one's actually asked me that what, no one no one has. People have taken the diagnosis world as a kind of ((phone ringing)) *so sorry about this. I might need to answer this only because it might be my child's school because they should we should we pause for a second.* ((Interviewer paused)) (Interviewer: *Okay, good to go.*) So, yeah, the parent then shared that actually, the child's early life history was very unstable. She'd experienced an abusive partner where she shared that she was, had limited emotional availability in parenting. She essentially said, I did the bare minimum, and just so courageous to share all this. I was like, wow, this is significant, because, you know, how do you understand that to fit with his kind of needs and stuff? She was, she was like, I think that's why I struggle with putting in boundaries because I feel guilty. And I was like, wow, this is, you know, a big shift in you know, she has gone down finding diagnosis for him, she consciously became aware of that I didn't have to do anything. It's just the fact that I gave her the platform, to ask the right questions for her to feel safe enough to start to develop I suppose her thinking around his needs. And to kind of think about actually, you know, at school he's doing fine, the school don't have a problem. The issues are really all at home and maybe I need to work on myself. You know, so she was kind of breaking the cycle here and thinking hang on a minute I'm consciously becoming aware now around I need to do something you know, the diagnoses are kind of not not important here about how his needs are going to develop and what's you know, there's no magic bullet for autism.

And I refuse to get my child medicated, she made that really clear. So then it kind of empowered her. Empowered her in the sense that she was asking me then how do I sort of put in boundaries better, how do I, I said, you know, so there's something here about your self-care, how you're, you, you've kind of consciously become aware around that you're actually getting your emotional needs met. In terms of, I was kind of processing it with her but she was very much in that safe space to kind of reflect on what had happened to her and how that's impacted, which it led to a formulation around the attachment lens, which had never been looked at. And this was a 10 year old child. And ultimately, you know, he's had adverse childhood experiences for the first few years of his life. So I, you know, checked out with her permission that I could also put that in the advice, in the formulation because I said you know, previously all his all the formulation about his needs are from a autism perspective, ADHD, sensory processing disorder, dyspraxia, he's got six diagnoses, Oppositional Defiant Disorder, he's even got that one, you know, and I said, well, actually, you know, this is about where now we need to consider the attachment lens. And then we want to maybe think about developing some support for yourself. Is that something you're interested in, so kind of invited her really, and they kind of checked in and that was just for a statutory assessment. But what enabled was I think, by using the kind of principles of the framework, it enabled, it wasn't threatening anymore. It wasn't a case of this any expert is coming to tell me what's wrong with my child actually. They're more curious around how things have been for me in that I am his lifelong attachment figure, you know, those early years, it was just him and me. So she was like, no one's ever really asked me about that. They just knew that I moved from the city but they know they didn't really, they weren't ever curious about that. And there's never been a mention of that. And it did make me think about how often we talk about the kind of trauma or adverse childhood experiences for children who are clearly identified as LAC or adopted. But what about those who are still with the parents and there's clear kind of emotional needs there from an attachment lens. How do we make sense of that with parents so that they're able to then break cycles? So I use it a lot with families, I would say, because, with families, you are empowering them to move away from the diagnosis model. Yes, I appreciate what you know, diagnosis way of thinking is a part of the jigsaw is the way I understand it. That paediatrician may have given that diagnosis, um or a medical professional. And I'm also curious about the other aspects of their kind of story if you like. I think then it accounts for inequalities, you know, in terms of what conditions they're living in, whether there's been other factors that they might have or barriers they're faced, that have kind of meant the profile of what the self-report is might be really kind of limited into kind of what a medical professional hears. I know that's definitely been the case where you know a parent's limited understanding of conditions as met children have been diagnosed and they won't even later come back to me and said, do you know, what, it's only through our conversations I'm actually thinking and I didn't say half the things about their kind of early life history and things like that. So it did make me think a lot about how medical professionals may ask questions in ways that only get a skewed kind of response from their, from like a biased kind of response, a bit of like a confirmation bias. You know you only ask questions that seek out what you want in a way they're kind of loaded. I feel like this framework enables a very kind of non-threatening, obviously very kind of cu-, professionally curious narrative approach, which is part of the understanding and I think families need that. Equally I do appreciate, I always make it clear that some families might have repeated their story of the what's gone on to a lot of professionals. So I think you know where that's really clear, I would I would get a sense that you know, from reading this that I would make that really clear from what I share explicitly, my understanding and say, you know, tell me a little bit about, do you feel like that's that that kind of summary I have about the story today is accurate, or do you feel there's key aspects that are missing, um and that's been really helpful actually, because then they've kind of shared you know, the other things that have happened, which, again, have felt really safe for them to do

because I've kind of acknowledged aspects of the story that don't need repeating again, because, you know, that's a bit like assessment paralysis, otherwise, for them and again, but actually, there's no intervention or there's no moving forward for my child. From that perspective. So yeah, I think it enables them to be more reflective as well. I think these kinds of frameworks very much, enable adults to become more reflective, so I've equally used it in consultation a lot. Sometimes SENCOs are very, in a coaching, I use it a lot in coaching, supervision and consultation. The reason being where SENCOs are very stressed or used, for example, during the pandemic about where they had to shift, you know, and kind of and adapt, like, all of us, but I think a lot of the heads were, you know, under a lot of kind of stress. So what we were offering was that kind of just getting them feeling really safe and open. And I think this kind of framework enables that. It moves away from trying to problem solve straightway, just kind of going to a place of offering them more kind of acceptance and comfort. You're offering them acceptance and comfort that enables them to kind of shift their thinking themselves in a way.

Interviewer: Yeah, and is it that acceptance and comfort then that that allows that safety that you were talking about or is there something else?

Sam: Yeah absolutely. Exactly. And sometimes, you know, I think, I think it's consciously naming that, that you know, these are really difficult conversations that are happening and you know, maybe we need to think about this is not the time for it, you know, I can invite you to talk about it but, you know, it's about, so I think I really kind of name that. Or you know, I kind of name also what's going on for me, and I think sometimes the expert model doesn't allow for that. You know, it goes into this kind of, you're a professional and you must but actually if I'm really shocked by something they've said, I will name that. I'm like, that's really shocked me and I'm just wondering for you how that must feel because you know, when I hear that, these are the things that come up for me in terms of what I think you might be feeling, but tell us a little bit more what it was like for you and then obviously that enables them to feel really safe, that I'm naming kind of authentically. I think it creates that authenticity, ultimately, you know, that I'm not just there to kind of do a process. I make it clear, you know, around if there's, you know, not I'm not I'm not dumping any of my stuff on them, but it's more about making sense of in that very moment, if there's any tricky things and what that might mean for me in terms of what I'm hearing, kind of sounding that out with them.

Interviewer: Yeah, so you're tapping into the sort of meaning-making bit by exploring the feelings that are coming up for people? And is that in supervision and consultation that you're doing that?

Sam: That's it, because I think that's what develops them, you know, in that you're moving away from the expert model in that they'll come back and they'll be like oh, you know, I've been thinking about that. They've come back and said, you know, in between a supervision session or a coaching session I've had heads come back and say, you know, that's really kind of um shifted my thinking ((inaudible)) quite powerful and, you know, come back and some of the work I've been doing and writing down things and sort of my really made me think around, move, shifting from this kind of why is this happening to me kind of narrative to what is this teaching me? And I was like that's amazing. I was like, you know, that's like proper empowerment there. You know, you're using that, you're using that kind of as an opportunity to learn and to feel empowered, even in difficult situations, you know, whereas before, it was, like, kind of the, you know, the head was like I was really kind of going, going, going but actually I was avoiding the discomfort. I was avoiding those kind of challenging conversations with myself. You know, and yeah, I was really like yeah, this, that's, that's kind of testament to the kind of atmosphere in a way and I think the values around that this framework very much, I think upholds so yeah, from that's where I suppose I feel like a lot of the

principles are used are in line.

Interviewer: So that example there with the head teacher, was that some consultation work that you were doing with a head teacher?

Sam: So we called it more supervision actually, but [right] yeah, that head has supervision like once a month. And it's because we always talk about you know, they do such a challenging demanding role, but actually, who gives them kind of supervision, if you like, and they really wanted to invest in that process, that kind of cluster of schools. So their heads were able to kind of acknowledge it, that you know, we well even the use of you know, supervision we even explored that, you know, what does that mean? You know, that, you know, sometimes there can be a kinda resistance around help seeking behaviours, you know, from their perspective, but we kind of made sense of what it would look like what it wouldn't, so we were really clear on the parameters. And I think by doing that, explicitly, is really important. Because then you're kind of removing barriers, you're kind of the unspoken stuff, and it enables the atmosphere to be, you know, as authentic as you'd like, really for them to feel like they can make best use of it.

Interviewer: You've said a little bit about using it with parents and families for like, sort of getting the story and finding out the sort of what has happened to you bit, and you've also mentioned supervision and consultation. Are there any other ways that you, that you haven't mentioned, or that you haven't spoken about yet?

Sam: Yeah, with children and young people. I think, especially where, you know, the children and people we see are, you know, vulnerable, in that they might, often will have additional needs. And I think often we use approaches that can be, come from a place of kind of authority, bias or power. So I think, I use it in the sense that it's about creating, again, the same conditions of safety. So to create conditions of safety is, you know, doing roadmaps, so I'd say, gosh, you're you're here now you're like eight years old, but I'm really curious, what are the big things, any big things or really exciting things that happened to you, when you think about your journey, and make sense of that. And I think sort of that's been a catalyst that you know, by using it in those kinds of ways it's non-threatening rather than come in and say, you know, I've seen Ed Psychs use a very sort of, you know, I'm here for an assessment just need to know, what do you, what do you think you have difficulties with? You know, that already sets up a resistance or a defensiveness. So I think it's about using such a framework to create conditions of safety for the child, where possibly they've either had adults that are either too kind of, especially where there's situations where they've either had adults in their life that are too controlling or too passive. So to have an adult then in their life, where they're actually kind of giving them the appropriate empowerment and agency to share things is really important. You know, so yeah, I think it's important to use it from that perspective, because also it will tap into things that sometimes don't get spoken about, like race, about gender, things like that, you know, where children by using such framework, children and young people in particular, are able to make sense of their identity and times where maybe they wish they challenged an adult and they didn't, you know, they're making sense of maybe they might not see it necessarily as you know, trauma, but actually, it's just something that has happened to them that maybe I didn't challenge that adult, and it does play on my mind that you know what, I wish I did, you know, I was like that, what would you say to you, you know, what would you say to your younger self, kind of thing and that's again, that enables them to kind of make sense of how they, how they have shifted their thinking, which is all part of that kind of, you know, conscious awareness around I'm developing, I'm learning. And I think that's important, especially for young people, as they're trying to navigate their kind of identity and appreciate their kind of lived experience and acknowledge the harder bits of it.

Because much of the children we see there will have been harder bits of it, and that's probably why we're kind of seeing them. [Yeah.] So I think it's about making that space, you know, any sort of assessment, I use it a lot in assessment with children and young people too, I would say.

Interviewer: And what sort of age ranges have you kind of used it with?

Sam: I'd say more with older children, like young people, really from that kind of more, I'd say eight, nine onwards really, definitely that kind of Key Stage Two upwards. Kind of, you know, with the younger ones equally, you know, developmentally they might be younger, and that's where you would use more visuals and stuff. You know, from that perspective, whereas with the older ones, it might just be using like, stones, you know, a bit like in narrative therapy you might use buttons, I've used buttons before, I've used stones, I've used shells, or whatever, you know, to kind of get them to feel safe enough to kind of use that as the facilitator if you like, for the dialogue, to create that kind of safe space.

Interviewer: That sounds really interesting. So in your view, then, what would you say is the impact of using the framework?

Sam: I think for me, the first impact I'm noticing is that we're moving away from, like I said, there's a shift because with a lot of the assessment, and consultation, often the expert model comes into play, or even actually, adults donating how we use our time, especially in a traded model. And it's like, oh, could you see this child and we need to put in an EHC application, I'm thinking okay, that might be an end goal, but actually the process rather than the outcome, I want to focus on the process being more appropriate. And through that process there has to be a, the values around empowering whoever we're kind of, you know, encourage encouraging to change or develop in terms of outcomes which is often you know, children. So in that, in the best interest of the, the impact is about you trying to encourage empowerment, whether that's for a parent who perhaps hasn't had their voice heard or felt like their story heard, whether that's a child who hasn't really shared the inner feelings or about what's going on for them. Or equally you know, like a kind of member of senior management, who probably feels like they're kind of being overloaded with other people's stuff and having to deal with other but actually, they haven't kind of put in any boundaries for themselves. So I feel this framework has really helped in a lot of the coaching and supervision I do, in that it's enabled the impact has been it's enabled, um, you know, adults who are really quite intelligent and holding down very successful, kind of big senior management, strategic jobs, but actually at a cost of their own sort of mental health in a way around not putting in boundaries, that kind of you know, workaholic in some respect, and we've kind of been able to shift that because there's been those feelings of agency, feelings of empowerment, feelings of reclaiming themselves and navigating ultimately, you know, their their kind of multiple identities. So I've had in coaching and supervision, lots of senior management kind of make sense of, actually, we've we've probably talked less, we'll probably talk less about our sort of professional identity, but more about personal identity. And I was like, well, they can co-, they do coexist. You know, I was like, I'm a psychologist, but I'm also a mother, I'm also wife, I'm also a sister, you know, we have all these various roles and we're navigating all of them. So it's, it's okay to make sense of them equally, you know, because the space we're using is safe enough to be able to then tap into that, that feeling really safe, you know, for them to do and that can shift to then their professional identity and that's what's happened really in a lot of these cases where they're able to hold better boundaries, better accountability. You know, there's been some really uncomfortable, I've used it a lot, for example, when in the pandemic, and also with the tragic murder of George Floyd where you know, I was encouraging staff to really think about how they might make sense of the discomfort that some of their staff are feeling right

now or anger about maybe you haven't even talked about this, or, you know, or they've shared you know, I'm actually really scared. I don't want to open a can of worms and then we really didn't, because that's a safe space has been that kind of, oh, well actually, it's alright to sit with the discomfort, that's that's part of it, you know. And with that, you can you can do both together. You can be you know, you can you can be doing the kind of activism and you'll be doing the healing in a way because you're healing yourself from stuff you've probably pushed down because you don't you you know, you don't want to kind of tackle it in a way yourself because it's easy, isn't it, not to think about it, and it's safer for you. So they've kind of it's enabled them to, I think, the fact is, we tackle quite a lot of difficult things that possibly professionals don't always do and I think as psychologists, we are in a privileged position to kind of explore using key techniques, and I think the framework is a really important one. You know, I do think it's really valuable because when we, we by nature of the profession hold privilege, and I think it's important to use such frameworks to make sense as well of our own kind of identity, and whether that's with a child, a family member, a parent, school staff member, you know, or even in the service where we have to challenge. I've done a lot of that in our service that I worked in nearly just over, last year until last year was nine years in [place] local authority. A really large local authority, but actually really, quite stifled in the kind of frameworks it uses for consultation and, um, you know, we worked quite hard, but actually a lot of the senior management were quite resistant to that and naming some of that was, was very difficult. And I think unless you kind of, services need to be openly talking about these kind of frameworks, so that you're kind of able to have more courageous conversations ultimately, in the local authorities you exist within and I'm not saying, I definitely think it has its value, but it's not the only one, you know, I don't profess to only use this kind of framework to make meaning of people's experiences and situations and then write whether it's a consultation record or, you know, an assessment, whatever it is, it's about, it's a piece, a sep-, a piece of the formulation really. And really a process, I see it very much as a process and kind of a way of being. So because I've seen psychologists who are really good at it. And some psychologists who are just not willing to use it because they're quite fixed in their kind of secure toolkit, if you like, of things. And I think their, you know, reflective supervision needs to make sense of that really, I think that's what I found, you know, I've been curious in peer supervision, with others ((inaudible)), and it's helped you know some of the ones where they really want to do their own learning, they will do it, you know, but it might just take time and everyone's got their own, you know, kind of points and I think it's about respecting that and this framework does, does that as well. It's not kind of, you know, ram it down, expecting everyone to do do this approach. No, it doesn't work like that. You know, it's about creating a really safe and non-threatening environment for people to learn in. So, yeah, I think that's been a key factor around that kind of sense of agency and empowerment, and shifting people's thinking consciously about things that often, about how they set boundaries for themselves. That's how I find it really helpful in where they feel more empowered to do rather than fixating a focus in potentially often quite a medical model, it moves away into that into a more kind of narrative space.

Interviewer: Yeah. You mentioned that the managers in your old place seemed quite resistant to it. And I was just wondering if you could clarify what you meant by it. Did you mean the framework itself as in the power threat meaning framework, or just change in general, or new things in general?

Sam: I think change in general actually, when you talk about you know, the power threat framework it was a case of oh, this will take too much time. You know, your your your, you're encouraging this kind of focus on what happened to you, how did you survive it? Oh well, actually, they haven't got time, you know, we need to go into problem solving. I was like, well, actually, you know, we find that the problem solving will happen quicker once we've done this bit, otherwise, we're just doing a

sticking plaster approach often and actually that's what happens in the traded schools, you keep seeing the same children, you keep seeing the same issues. And I'm not, I'm not here for that, you know, I don't want, if I'm noticing, gosh, you know, I'll make sense of that with the senior management that, you know, you've got an 18 hour package and I'm noticing this last two terms, I've seen three children with all quite similar needs. And my guess is that we really need to think about this or that. And I think sometimes they're like, well, actually, you know if there's an adult who is responding the same way to children and it's not working just write down a few things in a consultation record about what they do and I'm like, well, actually no. Using this framework means that we can actually really shift behaviour as well, because you'll shift thinking and consciousness so awareness about things that they maybe haven't given kind of enough kind of awareness to, or acknowledgment to. So yeah, I think the resistance well around within the traded model of the main consultation framework is used as like the Monsen et al. problem-solving framework and stuff and just focusing on solution focused stuff. You know, like that has a place but also, you know, this more kind of narrative approach is also really beneficial, especially where we have those same cases coming up with time and time again, really.

Interviewer: And you mentioned that you use the power threat meaning framework along with some other sort of ways of working and frameworks and things like that. Can you say a little bit more about how it fits in with them, how it's similar, how it's different, how they sort of work together if that makes sense or how you bring them together?

Sam: Yeah I think it fits in really nicely with dyadic developmental psychotherapy, because and sort of the ((pause)) that is a sort of umbrella term, but within that is the PACE model, Dan Hughes' PACE model, and it does fit in really nicely with that, because there's the acceptance is a saying in that model, there's a curiosity, you know, in that model, clearly the empathy because, you know, you've got to be prepared for being able to be empathic and really ensure that the person talking to you is understood, is feeling understood. Otherwise, you could leave them feeling very vulnerable, you know, so it does fit in really nicely, I feel with dyadic and I did, I started all that kind of dyadic developmental psychotherapy about seven years ago now, and I remember, it shifted my thinking in a way because it was quite different to how Ed Psychs work. And I think that was partly because we don't really work with families mainly, you know, if we see them we see them sort of one off. We don't really see families in the way Clin Psychs do on a regular basis just because of the traded model and this is I suppose more relevant to trade, you know, local authority, kind of so where there's often a traded model of service delivery. So from that perspective, I kind of feel like it fits in really nicely with DDP and also obviously got the kind of same principles around narrative therapy as well in that you're kind of more exploring the story. And you, you know, going into that kind of trauma informed models as well and attachment lens. So I do feel it's quite trauma-informed. And I think sometimes the word trauma I feel like everyone you've got to have, it's got to only be relevant to like, that, you, word gets used a lot, but actually, it's more about you know, everyone's had experiences where there might be, that, that, some level of threat, what that threat look like and how they survived it or adapted, that's part and parcel of life. You know, just take the pandemic, for example, you know, that was a very, you know, significant threat for everyone. But it's like okay, how do you make sense of that? How did you adapt, how did you survive you know, what was your go to kind of stress regulation, how did your stress regulation system, I think it really fits in with Dr. Bruce Perry's work as well about the kind of neurosequential model of how we make sense of trauma and stress. So I do really find that it's really fitting with a lot of the work I do because I often work within teams, of a lot of loss and trauma for the families that I work with, so that the framework does very much align itself with that kind of way of working. And you do need time for

that. I do appreciate that, you know, because that's about building obviously the relationship, the rapport, but equally, you know, as long as it's kind of explicitly clear, I you can use it. I've used it like I say in that statutory assessment. I only saw that parent once, you know, virtually, and I was able to use the power threat framework just to kind of get a sense of those different areas and actually, that's changed my formulation, that'll go in my advice, and also more importantly, there's a piece of work that is going to happen with the parents, you know, via early help and the school now becoming aware. You know, I've invited her to share, I said are you happy for me to put it in the advice, the school will see this, it's going to then develop a conversation around really developing your relationship with the school further, about what support they can offer you, you know. It might be even that, you know, they can support you in the wider context around kind of your skills and things because, you know, a lot of is around her kind of self-care and identity. So, yeah, you can use it I think as a one off as well. But yeah, from perspective, from types of models or frameworks, I would say it does very much align with DDP, which is the main kind of framework that I often use with the work I do with families and in coaching and supervision.

Interviewer Yeah. Do you think that the power threat meaning framework offers anything sort of extra or different to EPs compared with some of those maybe?

Sam: I think DDP is relatively new, to be honest in the EP world, I'm like, or I have a lot of peer supervision and I don't have it with like, literally any EPs, it's all Clin Psychs, it's very much their kind of remit. Like literally finding a consultant supervisor who's an Ed Psych for that work was really difficult. And I've got it now, but it's like it took a long time so I do feel that that model is in a same sort of situation, to be fair, because it's quite different to the tradition to traditional sort of frameworks that are used. So I think the, what it offers, I think, is a looking at things through a trauma-informed lens. And that's about any sort of threats really, or any kind of ruptures, any kind of experiences that have been difficult. So yeah, I do feel that that very much is what it offers and more trauma informed.

Interviewer: When you when you say what it offers, were you still talking about DDP there, or are you talking about the power threat meaning framework or both maybe?

Sam: I'd say both, yeah.

Interviewer: Yeah. And is there anything that the power threat meaning framework offers that DDP doesn't or that some of the other frameworks that maybe are more commonly used by EPs like narrative? Is there anything extra or?

Sam: Yeah I think the one thing the power threat framework explicitly kind of talks about that you would verbalise which not necessarily DDP says, DDP doesn't really say to do that, but is like you know what access to power do you have? What resources? I like that question. I think that's really important. Because when I'm asking that, they're like oh, actually, I'm thinking now, now you got me thinking. And, you know, I think it starts getting them really reflecting. Whereas in DDP you don't really necessarily, that that question maybe I wasn't really explicitly aware of, whereas I think in the power threat framework, you you know, you kind of can say that with a view to openly thinking about where people exist within what's happened to them, why, why that's gone on, why maybe they're still in the same situation or the same thing keeps happening and they're not able to break that cycle. We're like, oh, well actually hang on. Maybe we're trying to firefight something constantly but we're not actually getting to the root of it. I think that's the helpful bit, isn't it? Where, you

know, it's like I remember working with a parent where it's like, oh, someone made a comment, and especially in those situations where I think there's, you know, real inequalities where there was a parent who happened to have children from, five children from all different fathers and there was a case where school staff or professionals very much had a narrative around, oh yeah, she is, it's just all her kids are crazy. They're all like that. They're all from different dads. And I was like, actually, well has anyone thought about breaking the cy-, about giving her help? You're always talking about giving the children help, who's helping her? Who's helping her to break maybe a cycle here, you're telling me you're noticing a pattern here, in that the relationships that are happening, something's happening for her, that perhaps she's going for a similar type of man, and actually that led to them that kind of question to her, what access to power and resources do you have? And that was like, actually, you know, I just go for anyone who could provide me with some, some level of financial security, and then I don't look for anything else. And then it was like, wow, you know, we're actually talking about something to break the cycle. Hang on a minute. Do you know there's these benefits you can be claiming for your child? She didn't even know any of this. We were like you do not have to just be with a man for finance reasons, you know, but because she was from a different, she, she migrated here, she'd come from a different part of the world, she didn't have that knowledge of the kind of support that is available to vulnerable adults like her, and it was only really that question that was like an eye opener for the school to really think about, hang on, we need to give her more support rather than just be saying oh, you know, put it in another plan for the child. Yes, we can do that and we can do the bit that is really going to break this cycle that is happening for this parent. So yeah, I like the framework in terms of those kind of questions because I think it enables those courageous conversations to happen.

Interviewer: So having used the power threat meeting framework, what are your sort of overall thoughts about it now?

Sam: I like it. I think like I said, it enables kind of uncomfortable conversations to happen, but often those, em, when we are in situations of feeling discomfort, that's when real learning can happen, or awareness can happen. And, you know, I think that's when things, behaviour can often shift where it's quite entrenched or really difficult situations just making meaning around that, for for whoever you're kind of supporting. So I do feel it needs to be more explicitly taught in doctoral programmes because like I'm supervising a year two and a year three jointly at the moment and they've never heard of it until I was kind of curious with them about it and stuff. And I was like, you might wanna look into that, just talk about it. And you know, I'll mention this like in the sense that I'll say I know, I saw this and just check it out and stuff because it'd be, it's important that we, you know, you only know what you know, otherwise it kind of Johari's window, and it's important that you have an awareness of it so I do think that you know, it needs to be very much taught on the course and it does fit in line with a bit like how you know, courses are now nationally trying to think a bit more about their anti-racism work as well, and how that fits in. I think this this framework is a really nice way to do that actually, because those conversations can feel very threatening for many people and I think this framework is actually going to help. Maybe if they had this as a tool it would create a sense of safety, for conversations to happen in services about maybe just practices within their own services, let alone you know, how they practice with families, in schools, things like that.

Interviewer: Really interesting points. Em, is there anything else you'd like to tell me about the power threat meaning framework then?

Sam: No like I said, I use it quite loosely. So I don't know if this has been helpful, but I do. I am more curious about it. I will be going back and using it a lot more in my service that I'm in, in terms of kind of having again, those conversations within the service something just with the team members around how often do we use it? Do you actually ask questions like this? What are you scared of when you don't? Let's talk about it actually. What questions do we end up asking instead, that is maybe feels quite safer when uh, from a place of comfort for us, but actually, are we just a maintenance factor in these same issues being brought up time and time again, just by nature of our kind of bias really in the tools we use? So yeah, that's how I, I'm actually, that's why I think it's a really important and valuable piece of research. Because I've noticed Clin Psychs use it a lot more just from my kind of informal catch ups and stuff with my friends and I feel like the EPs don't as much. That may well be just my kind of skewed experience from the [place], local authorities, um, in that, you know that that is where ((inaudible)) local authority no-one had heard of it, that's quite sad really when you think about it, and the kind of demographic they cover, yeah, I just think wow. So yeah I think it does need more sharing and awareness so thank you for, you know, picking this as a sort of topic really, and I think it'll be really worthwhile piece of research.

Interviewer: Aw thank you for that, that's really kind of you. So if there's nothing else then I'll, I'll stop the recording there because I think that's us come to the end of the sort of interview, portion, unless there's anything else you'd like to say?

Sam: No, no.

Interviewer: Ok thank you so much.

Jude

Interviewer: Okay, have you got a little pop up to say that it's recording?

Jude: Yeah.

Interviewer: So before we sort of launch into all the stuff about the framework and things then, it would be good to just get some sort of contextual information about you so that I can kind of group things and see what connections that are between people and things like that. So, what is your role at the moment? Are you a maingrade EP, senior? Where are you in your sort of?

Jude: Yeah, I've just gotten a new post actually, I'm a senior practitioner educational psychologist with a lead on autism, social communication role, and got quite a long history of specialism around autism and work em, my last job was working for the National Autistic Society, working in one provision for about eight or nine years, and before that I was in the [city] as an EP. And then I am up in [area] now as well..

Interviewer: Cool, cool. So just to check what is your work context is that local authority or something else?

Jude: Yeah, yeah. Local authority yup.

Interviewer: And how many years have you been an EP?

Jude: Since 2004.

Interviewer: 2004, so quite a while then.

Jude: I know. Yeah, I know the wrinkles are.

Interviewer: And with the power threat meaning framework then, have you had any specific training on that or how did you sort of come to learn about it, know about it?

Jude: So my my real strong interest, erm my training, because I've trained so long ago, my undergrad for example, years ago was a bit of a mixture of clinical psychology and educational psychology. I trained [abroad]. So I took a years placement and I worked with, em in the clinical psychology sort of [inaudible] format the that was the way the services run there. So I've always sort of through [inaudible] and worked in psychiatric provisions and things like that. So always through time I have been really interested in what our clinical knowledge tells us about cases and casework and how we do formulations and what that looks like. And then when I especially when I worked in the residential school cases were so complex, that I had to think about how to reframe everything that we were looking at and I had to bring staff together and I tried to, to develop a version of a formulation approach to that, because I just needed something to kind of work with because it was getting so complex, and then we would get consultant, clinical psychs coming in and you would have that shared language. So I'm definitely still on my journey with formulation all throughout my time. So I always keep coming back to it and the Lucy Johnstone stuff's really useful, isn't it and it gives you real shared understanding of that. And so yeah, I'm, I'm developing my knowledge of like developmental trauma and things like that as well and again that formulation really helps. So when I came into I moved into the local authority in 2019, and when I came into the local authority, the principal knew me from before and he asked me to, the first case basically he asked me to get involved in it was a case that had been hanging around for a while he sort of said to people I'll wait until you know, I can I come in and we have a good talk about it together because he thought maybe from my experience of autism and more complex case work perhaps that I might have something to add, possibly. So the first thing I said to him was, what's your formulation around this case? And he said, oh, this is what I'm really trying to develop and I said, fantastic, well, I'm on the learning journey with formulation. Shall we do, you know, focus on this case? So he, absolutely, so we picked up so I picked up this case, and the young man had an autism diagnosis, but there was also a lot of conversation around PDA and what was going on and the school were really kind of thinking it couldn't meet his needs and what I wanted to do was come up-, come about this from a traditional 5 Ps kind of formulation sort of model, cause I was more familiar with that model in most sort of in day to day work and so we did, we did started to do that bit of case work and then I started to, kind of starting to read and come upon, this was in 2019, more stuff around the power threat meaning frame-, and I really liked that and it really resonated with me around let's get away from the erm diagnosis at the [inaudible] (hard and fast) and really get into narrative because when I came out of the specialist application, I was saying to my boss sounds like I really want to learn more about narrative, learn more about stories, learn about journeys, what's happened to you, and the idea of threat and stress always linked in my head. So what I did with the case myself and an assistant EP, we worked on this case for quite a while, maybe six months, and we looked we wrote everything up in terms of a standard sort of formulis-, formuli-, formulation together, but then we re-approached the case from a power threat meaning framework, just as a trial really to see what we could make of it and just at that time as well, so there was myself and another colleague who's left [place] now and erm the principal and the assistant and we, we looked we developed this along with one of the lecturers in [place] un that we have a look at this erm because the need in the service the principal, wanted to do some training on formulation with the service. So what we ended up doing was there was a bit of a break away where the one of the EPs and the lecturer they focused more on the power threat meaning and I sort of presented it with the assistant and the principal from a case perspective. So we sort of talked about theory and then we talked about practice. So this was sort of

Aug-. sort of autumn time 2019, so that was a bit of like, practice around it but I think that will be something we'd go back and revisit as a service and [name] and I talked about very much. So there was a case and application around a case so we wrote that all up and then there was some train, half day training to the service. So we did that as well and I was part of that sort of reflection team. So we did that and then and then, erm, then I at that time, I eh, do you know the erm you know the boxes with the you know the kind of the main framework, but the key box- at that time, I was trying to get my head around what the framework looked like and what that looked like in terms of EP practice etc. So I sort of went through lots of different things and through discussions that we had with colleagues at that time and the training, and I just sort of made a bit of an [inaudible] sheet so that I can kind of em guide me in terms of what I was doing. And I presented that to the group, and I think one of those is on the BPS website potentially because I got involved in a bit of a working sort of not working party, just a you know, group, an informal group with [name] and a few other people, [name] and things, and there was the jigsaw service from Ireland and they've got a lovely training on their webs-, just informal sort of conversations around things on their website as well. So that was around a similar time. So those resources that I used I tried them out with my group of SENCOS in [place] and we tried it around casework because I was trying to talk to them a little bit more about what my understanding around formulation was rather than you're the EP, what's the problem, what are we gonna do about it, obviously, and it was a bit more like let's explore this journey and what might be contributing here etc. And then [inaudible] (I was trying to) sort of do that, again, learning about the power threat meaning and thinking about formulation. So it's very much trying it out and sort of reflecting on it, but so then we did that. And then I did a little kind of evaluation with my SENCOS, and they were super positive. And I think this is the kind of thing that we'd maybe do when we have more complex case work, do you know, is that something that you could try again? So obviously there's visuals to go with that isn't there, I print them out so my kind of links with that, would have been more informal probably after that for a while. I did some training I think it's psychology associates. I just did a one day, maybe even half day training with the psychology associates in May 2021 I think it was and I think before that I did I dropped into some informal erm drop the disorder, you know, conversations and things like that, they'd had free seminars. So I was listening to the kind of I don't know national conversation or international or national conversations around you know, around diagnosis and about people's lived experience etc. So that would have been probably, yeah 2020 around that [inaudible] (days?) but I get those emails coming through et cetera and decided that I half day training in 2021 which is kind of a bit of a nod to yep this is what we know so far. Basically people give it a go and see how it goes. So there wasn't really a

Interviewer: you were delivering that training?

Jude: No I joined it.

Interviewer: Oh you joined the training as a delegate?

Jude: Yeah, I think their called psychology associates.

Interviewer: Right.

Jude: So I think this is a bit of a break away sort of group. They do a lot of different training. I think they're EPs maybe but yeah, it was low key, it wasn't very, you know, heavy on the clinical, it was very sort of more sort of discussion and practice, etc. So that was just a half. I think it was just a half day erm element of that. And then so yeah, I used some of the initial formulation work around some of the case work. And I've used that in statutory reports to kind of do the summary and the formulation. And that was good because I had already had a good, a good heavy conversation about the the particular child, there was lots of care issues, query social communication issues, with the

theme that run through it was around identity and around journeys and around families. So that really helped me when I wrote my statutory advice because I could really sort of try because she was a very young child that one in particular so there's been a few case works and then recently, just this month, actually, December January, December 21 and January 2022 one of, some of my, one of my SENCOs, he's very, very experienced has got he's made a kind of a, a provision really in his provision and it's really targeted at young children was more kind of complex profiles, who're not fitting in just as well and he's just he's so experienced that he's, he's quite stressed by the, the journey that he's worried that the child might go on to the extent where, so when, when it got to that more heavy sort of work I talked to him and then I said I think what we might do is if you're alright with it, I think we might just sort of explore this a little bit from a formulation, a power threat meaning framework I'm developing this, I'm learning about this so I just erm what I just literally did was, I took in the frameworks erm from this child already had Boxall, [inaudible] everything, SCERTS and everything, loads and loads of SCERTS actually. So I literally just took in the frame, I'll show you because it might be helpful because this is the thing that it needs to improve as well. So I was jumping around a little bit from two different formulation sheets, so big massive one, and just kind of my notes and I knew where I was kind of going from the different headings because I had you know been teaching myself where they are.

Interviewer: Is that one of the sheets from the erm what do you call it, what do they call it now, is it the Overview?

Jude: Yes, it's a version of because I just printed out I guess what it was one I had used before but what I think I would do now is print it out again, this, it's a very minor point but we're remote working at the minute so having access to fill A3 sheet, you know having access to your normal stuff is a bit trickier or having, I'd like to make some prompt cards, that's my next thing I think that I wanna just cause I've got them. I've made little, I've made little prompt cards, I've made, it's like, you know, guidance so what I would like to do is do it in a more visual way with people so they've got ownership like the takeaway message is I think if you're doing this, I think it's better done on paper in formulae rather than sitting with a laptop. I think that puts a barrier, but that's my opinion. I spoke to staff about this, when I was there. And he said, yeah, yeah, I totally agree, I dropped it in at the end, so I think what I would like my power threat meaning sheet to be is a large, large A3 sheet at the minimum, and then I have my little prompts ready to go. And I think practice would be really good. Just lots of practice with it so I'm more I'm quick at going through it and then making sure I get that feeling that I'm more comfortable with of the solution focused stuff so I know what I'm asking, you know my own models so I can kind of interpret it well. And then definitely something I'm learning about formulation is not to jump to the not to jump to the intervention, to the actions, to the so what I try and do on my sheets erm I don't write I try not to write that on the same sheet, I know that sounds a bit trivial but I try and keep the formulation separate. Like as if it's a journey so that's there, and then try and not let people jump to the end where we're going, to try and keep coming back just sitting with that journey like, like reminding them it's like it's dynamic, it's changing and then maybe sort of taking a bit of a step or a break or physical break and then going, okay, you know, do you want to talk about maybe next steps today or should we come back and revisit that, or should we just say, is there something we need to explore a wee bit more so, I think, I don't know if that is, from my experience, I don't know. If, I feel like sometimes as EPs you kinda have to go in quickly and you go through all the ac-, you're really action focused, and I think the you know, the clinicians and the, you know, the mental health, you know, professionals seem to just be more comfortable to sit with that you know what's going on for a bit longer and I think that'll be something to really sort of erm develop a bit more but erm so yeah, so I think some practical issues around having the resources there, having the little prompts there, that's something that I would like to develop to make, make it better for me and then how I wrote that up, this time, it felt like the right thing to do, I don't know if it is or not, I just wrote the SENCO a letter and I just used a lot of

reflection in that letter around you know, you know what the journey of how he'd worked with them. I can hear your concerns, you know, reflecting all that sort of formulation sort of model. I used that language as like reassuring them why I'm saying things the way I was, erm you feel you know, you've got concerns around this and there's impact and and then I I drew in a little bit around approaches I knew that he was using like PACE, you know, the Dan Hughes stuff, you know the kind of trauma informed work and I'd said, oh you talked about this and I know that we talked about this approach because of this and I was a bit sort of like leaving them in to say, I hear what your saying, and it's understandable and this is this is the child's journey and I know that you're worried about this, but then I did write some links in with suggestions on that letter and then at the end I just did a formulation summary, but what I did ask him for, which he didn't get to me yet was a bit more about the developmental history cause I would have liked that a little bit more and you can't see this cause it's very, very faint, but I made this, I think I put one of them on the on the BPS website, I don't know if you can see, can you see the way there's lots of writing on that? So those are my little [inaudible]. So I made one for the network, so the people if you were doing it in a group one, I did one for is there any ideas that maybe you would draw upon for a child's views? So like talking mats or something like that, so I put that into the same format, and then I did one for assessment measures I think, it was a bit like, what questions might you ask the child and then the next one what tools to use, and then this one was, if you were talking in a group what might you use, and that's where I kind of got to in my understanding of the model. I think I need to improve my erm my tools and my practice about using it possibly and then you know, being a wee bit more isolated from day to day practice with colleagues, not being able to kind of say oh I was thinking about this does that sound alright. I wrote a pupil letter, I wrote, you know, a staff letter, does that feel right, you know, this is what I was feeling and wondered because you're on a bit of a journey with them as well, aren't you, you're doing this so erm yeah, so that would be I mean, you can see that the dates the gap with COVID in the middle where I've just been doing statutory reports, it's all been extremely directed since COVID. Just beginning, reacting and firefighting and as that's the case, and we're still prioritising statutory work so to sit with case work is more of a luxury and I did that with the case I just wrote up with the letter because I'd worked with a school so much and I didn't want to keep that, not keep that agreement, because I knew I wouldn't get those appointments so our opportunities through where we are at the minute [inaudible] (to kind of apply ourselves) are limited.

Researcher: So I think you men-, did you mention that there was one EHC case where you had used the framework?

Jude: Yep, so I had, I had used it erm with the, that initial, it happened to be the same. So the SENCO brought, so there's a group of SENCOs that I would have been part of my schools and I said would anybody like to bring a case and just one SENCO said yes, let's bring this girl and I'll call her [name], erm let's bring [name] and I oh great, because I knew as well that I was going to be following up with this girl because she was really quite complex. So we happened as a group to use this to discuss things and then when we did that I was able to revisit that later with the school, and then I could revisit that later with different bits of input from linked in with CAMHS and formulate and then I used that to inform my my ehcp report, but it was it was kind of part of the consultation in the and the support really.

Researcher: Yeah, cuz because it sounded like some, maybe I've got this wrong from what you were saying but it sounded like you were saying that when you're using the power threat meaning framework, that's that tends to be in cases where you have a little bit more contact with the person or with the people that you're using it with rather than sort of ehc cases that are maybe sort of one off, or you don't see them. Is that? Is that sort of right or have I not got that?

Jude: Yeah, I think you're right. And I think that's good point, actually, I think it is, I think that case that I just spoke of, I had seen that young boy in that provision, easy, you know, five, six times, I helped set, I helped set that kind of those conversations about the group of kids together. And this young man stood out to me, um, because I felt like maybe I was on a bit of a journey with the staff and him and they were really struggling and we've tried this and this and this and I was like, I can totally see how, I can see your frustrated. Let's have a fresh, let's have a look at it from this perspective. Like, again, that sharing narrative, that shared journey. That's when I did that and it felt sort of safe. I felt like there was erm that containment there. But, erm yeah.

Researcher: Because it sounded like you were saying that erm you've used it for your sort of your own formulation, maybe in in your own thinking. I don't know if that's quite right. And then in other times you've used it directly with people. Am I right?

Jude: Yeah.

Researcher: Yeah. So there's, yeah, there's been some times where it has informed your thinking and other times where you've used it and you showed some sheets and those had, did, what those have on them those sheets that you were showing, what sort of headings and things?

Jude: They have the key sort of headings of you know, the impact of power, the threats, meaning discourse, what made things better or worse, bodily reactions to threat, erm strengths, and I split strengths into resources as well. And then my story, the narrative sort of at the bottom, the kind of core, what the framework looks like, but then I've added bits into that as well.

Interviewer: Really cool. And with those sheets then and those things, were you talking through those with the adults rather than the children, or have you done a bit of both or?

Jude: Yeah, well, so the adult sheet that's the one I've used with the group of SENCOs and then also more recently with my, it was actually, two current SENCOs, the individual level one of the other, a different sheet but similar, I talked through that one with, on the case work that we did a long time ago with the assistant so we used that stuff together, me and the assistant, so I said to the assistant, "right, what would it, what do you think would threat look like for him? What would that look like?" and she interpreted that when she talked to him about that and he ended up telling us that you know high threat what what feelings of sort of perceived threat were him like it felt fuzzy in his body, you know he felt overwhelmed and so then what we did was, this was quite powerful actually, we took this his his viewpoints through the power threat meaning to and then obviously the whole bit about meaning isn't there, we took that to the SENCO and the teacher and it was really powerful because we were we had a block but the SENCO really quite negative, probably don't say that anywhere, and it unblocked, because she could see what was how he interpreted his words, and we just we made a big sheet with sticky notes of each section and I said, because the assistant and I were learning about what this looked like, and then you know what made things better, what made things worse. You know, what happened in your body when you felt like stress? You know, what are your strengths, and we interpreted that in that way, and I made some very sort of basic sheets to kind of do that. That assistant she moved on to the doctoral course or else I probably would have did more work with her while she was really into it. And she did a cracking job of getting us around that cause she was really intuitive and she did a cracking job of getting his views around but we were really kind of trying to understand how we, to pull this out from especially around the meaning of what was experienced and him feeling overwhelmed from an autism point of view.

Interviewer: And how old was that child?

Jude: How old was that child, that child was, I haven't got the file, but he was probably probably about eight.

Interviewer: Okay, yeah.

Jude: And then we took those to do a home visit as well, and so we explored that a little bit with the parent, with the parent and the auntie, no parent and the granny. And that was nice and we had a nice chat with them, and again, it was talking about, you know, his experiences of feeling, you know, under pressure, and feeling the threat, what might happen, and things like that, but try not to lead it but just try and explore, so, and again, that was really positive actually. Rather than, I don't know, we just came in, listened and explored and maybe it gave us opportunity to feel like we were exploring rather than coming in, this is what we're going to do, and this is the intervention and what the EP is doing, but so that was good, and then also giving those perspectives back to the sort of school in a positive, so the positive was he did stay in his placement and it was quite positive actually, turned in quite well. And then yeah, good, you know, then obviously back down practical roads and things like you know, practical things to give messages about, you know, about how he can communicate better or zones of regulation or wherever that might be at the time, can't remember now back, but it turned out quite positive I think for him.

Interviewer: Yeah, good. ((in overlap)) and with the

Jude: And we got approached by that school to do more casework because of that casework so, cause they asked us to do one thing, basically get this kid into specialist provision, but we didn't, we went back and we explored this and we did this work and managed to keep him there so.

Interviewer: Really positive then, yeah? Okay. And the group of SENCOs you were also talking about some work that you had done with that group. It sounded like that was sort of case discussion type, was that was it a group supervision type setting or what was the setup? How did that come to be?

Jude: So what we, one of the models that we have is that you uh, you have a group of schools, and there's different versions of how to do this, what would have been called like (compass?) meeting, where you bring case work and you talk about lots of kids and everything, and I sort of I thought it would be nice to instead of just talking about loads and loads of cases, seeing how we could explore maybe one case in depth and you know, get other people to help each other really think about this, I did also talk to them about supervision and things like that, a different way, but it was more, it wasn't official supervision cause you know it wasn't a specific erm like reflecting team or whatever or solution circle or anything like that, it was really using this kind of model to listen to what people's perspectives were and then try and get them into the model and then to write it all up. I probably would have anonymized it and sent it out to them for their information but I give them a little, a little mini handout about what general formulation looked like and then maybe what this, how this might format really and, yeah so it's been a wee bit more of a training, bit more of a let's explore it through casework.

Interviewer: Cool. How did you sort of introduce the power threat meaning framework to that group?

Jude: So what I did, well I explained, I did a little mini handout about just standard formulation and what that looks like, I just literally I followed like Lucy Johnstone guidelines about you know, like collaborative sense-making and that kind of thing, again, being, bearing in mind I'm on a journey with all of this, I'm not like you know, so I'm gonna say that particularly there's another kind of sort of complementary framework in my mind that really explores this and I said, I just explained about,

you know, it's new, it's about narrative and about journeys and looks at threats and it looks at, and I sort of explained a little bit at the time to them and then I sort of showed them the sheets that I'd made, and I just wanted to see if we can try it together and see what they thought and then when they, they told me something, I did my best to say oh, that sounds a bit like like, you know, a threat response or that sounds a bit like this, so it was a bit dynamic and it wasn't, you know, a finished article but when I wrote it up, I kind of tried to put it in the right sort of areas as best I could, so sort of leading them but no directing them too much as an as a trial, you know, so.

Interviewer: Yeah, cool. So in your view, then what would you say is the impact of using the framework?

Jude: I think about slow like, I think erm slowing it down. I think just that culture shift of let's slow things down, and also, you know, from more standard formulations, bit like, I would've been more previously into saying, oh, they've got autism, they've got ADHD they've got this and you sort of put that in one little box and then this is you know what I used to do a bit more, you know you put that in one box and then you move on to the next thing rather than saying what's that, what does autism look like for that person? What does ADHD look like for that person? You know, on my report sheet, you pull it out a little bit, but I think erm, just, not not not just categorising the diagnosis and moving on, you know making that part of reframing the journey and what you're trying to do and then the erm yeah, that narrative, I like that narrative, and I like, feeling that he might have something sort of, you know, comment around it rather than just put it into cat-, do you know what I mean, this is a journey, this is maybe what's happened, and reflection. I think that's certainly a, from a professional development point of view, always developing that, we QA each other's reports, so formulation's on our QA sheet now, forgot to tell you that, so we try and get better at that as we go along with the very sort of tight restrictions around what we're, you know, quickly writing, not quickly writing on our reports but erm, yeah so. Sorry, do you want to ask me that question just again, in case I've missed a bit, I've went on a tangent.

Interviewer: Yeah, I was just asking what your sort of views of the impact of the framework were.

Jude: Yeah, I think ((pause)) I think it helped me, just a lot. I think it helps to, maybe it also helps to kind of link in my head EPs, clinical psychs, people having shared dialogue. I would like to, I'd like to do this a wee bit more with the service erm but the past year or two, it's just been mind boggling, not easy to develop, and when we did a small piece of work with the team, like myself and the principal, we were like, we really want to see if we can revisit this, but I did try a few times to get, to pick that up. I quite like ((inaudible)) things and keep moving on things, but erm so I'd like to do that again. And I just spoke to the new, one of the new principals about exploring that as well so we might, we might be able to do that but you can't do it in a tokenistic way, you can't just march in and go right, so we're gonna do the power threat meaning, let's fill in the boxes, it's not, it doesn't feel ethical to do that, it feels like it's a journey, let's use it as a model, it's not, it's not something my takeaway message, it's not something you squeeze into, like, I don't know, a 45 minute consultation. I think it's a bit like, oh we've talked about this for a while, I wonder if we could do it in a different perspective. And I wonder, and I really think, again, that simple collaborative sense-making does sort of fall into this category and I think erm, yeah, and then really a part of this should be how to get pupil views as well, you know, kind of feedback on we did this, this is what happened erm, you know our pupil letters, we try and do more pupil letters, some some of the erm the team I've worked with, especially there's one new trainee, she writes pupil letters for everything which is brilliant, so that's really aspirational and again that narrative, so I think you know, kind of this is this was your involvement, we talked about, we did this and I'm wondering about this with the child but it's hard for us to feel like we're doing, we can connect to any sort of, a lot of dialogue, a lot of nearly therapy type work with kids, you know, that are ((inaudible)) orientated work because we are spread

quite thin, so you have to get to get the balance of it as well, but, you know, we do talk to parents all the time and staff and everything, so I think I think yeah, I think there's something in it and I think our understanding of the impact of trauma on children, and developmental trauma and complex profiles, school avoidance and everything, it's really relevant for that. I think, I just think it's important not to rush it because you're on a journey with them, you're on a journey of trying to make sense of what it looks like and it is change and a process so you need time, and I have, more, I'd be more than happy to do some more concrete sort of training around it as well, I'm happy to be involved in that. So yeah, it's rubbish to COVID, it's interrupted our, all our communications and things.

Interviewer: What's been the impact of COVID on sort of your power threat meaning framework work?

Jude: Just the erm dialogue with people, the journeys with people, no, I think one of the key bits me about this job is I go in to see staff, I really enjoy working with kids, you're on the journey, you know, you've got respect for them, erm, and you know, you like, being able to do, I know you probably could be able to do this virtually as well, maybe that's something to develop, but I just I don't know. It just feels more respectful to go in and see people and be with them and I didn't know, that feels better to me, that's why I used it before, that's why I used it just recently because I have a good relationship with those staff, and it feels, it feels personal, basically. And it feels like, erm, yeah, whereas previous quick solution-focused thing you're really doing for the purposes of a report, this feels a bit more involved to me, but I've been, it'll be good to hear what other people are saying as well.

Interviewer: Yeah. With the sort of SENCO the SENCO group that you used it with what sort of happened next with that, how did they sort of take up that that piece of work with the framework and did they keep using it in some way or was there anything that they particularly liked or didn't like about it, or?

Jude: What we ended up doing informally again, was a bit more of you know like so you'd have a planning meeting, talk about loads of kids and then occasionally, there might be a child who would be a bit more complex in a certain school so I said do you think we should maybe do to sort of a more joint formulation around this child and draw upon it, but not in a systematic way I didn't go into like that, my hope was, my hope at the time was that I was going to go in to every school and do it with each of my schools, and then ((inaudible)) and it's just not something that I managed to be able to do systematically, I'm learning about it, but that one I did with them, that particular school, and I followed that up with them. But I said, I just wanted to do I wanted to try it a bit more systematically and develop it more but I didn't for different reasons, pressure on different type of case work possibly, get that done, you know the pressure to get to the end of a, towards the statutory process rather than a journey, that pressure and now that pressure's really quite intense. We're kind of at the end, people are like, I don't want to explore, don't wanna go down that, I just wanna know can they stay here, do they need more help or do they need to go to a special school, that ethos is really. I don't know if you know about the process, the statutory process of people putting in parental requests. That's really ramped up again around COVID, so we're not getting in to see the children early, so we're not getting to explore as much as we would have done before, erm so I'm hopeful that we'll might be able to do that but we need to be there and be with them, and maybe it's a learning point for me to try and develop these things a bit more digitally, a bit more remotely, but I quite like it being in person just for this particular, the narrative, but I don't know if other people have a different opinion on that.

Interviewer: And what do you think's caused that change in the parental requests?

Jude: Staff being not, just not being able to put the interventions in that they would have done before, so if you can imagine a whole school, so you have a whole school and they'd all like, they'd split off and kids go for a bit of intervention and then come back in class and then they go, so the bubbles, they couldn't do any of that for ages for about, I don't know, about a year and a half, so now what loads of my schools seem to be doing is they've got like completely separate classes in the morning and that they go to the, like intervention groups. So, you know, that's, that's, that's stopped, you know, kind of being able to kind of do you day-to-day interventions and speech therapy. I don't think they've been going in, I'm not too sure, so day-to-day running of schools and then you know, kind of getting involved in more on an intervention base, that whole that whole undercurrents gone at the minute and I used to do a lot of early years work as well and trying to get in proactively, but again I'm not, just at the minute I'm not being able to kind of do that erm and sort of my colleagues are the same, and they they the parental requests have just been, they leapfrog things you see, and then we have to go and see the kids because that's part of the statutory process, and that's a bit depressing. But and then some parents will say but at least we got the EP involved, at least we've got a good assessment and you're like, okay, I want to be in seeing you know, so we're trying to say we'll do the parental consultations, we'll see the chil-, you know, we'll do that early but they'll they're jumping past that and they're going straight into the, they're using the code of practice to jump past that but but then we see the kids but it's very tokenistic, it's you know, a phone call or whatever. *(Erm Elaine, I've put the key in the door. I need to just let him have it and give me one second.*

Interviewer: Okay, sure. I'll just pause the recording. Okay.)

Interviewer: So yeah, so we were just talking about sort of parental requests and the fact that that's kind of changed the order slightly on how things are being done and having to sort of come in and see people really quickly and, and move on again. Is that what you were saying?

Jude: Yeah, absolutely, so it's more reactive rather than early intervention, you know, and journeys with staff and that's what that's what I liked about our role that we are allocated to schools so we build relationships with them, rather than being a referral system, that you, children go to the clinic or go to the wherever we're in all the time. So yeah, I think that's there's a lot of strength in in having that and I think I've been able to do the these kind of joint narrative options are better when you build relationships with people over over time, you know, like in schools, oh you know, Jude's coming in, or indeed, you know, rather than you drive into the hospital, you sit in ((laughter)) some sort of clinic, but I think that might be why, you know, one of the reasons they're like kind of, kind of morals. Yeah, yeah. So on that journey, hopefully.

Interviewer: So having used the PMTF, erm, the power threat meaning framework, what are your thoughts about it now?

Jude: Oh erm ((pause)), I just I think it's really great. I think. I think the whole movement that it links with, like the documents that they've written, I'm reading the book, I'm reading the book, I haven't finished the book but the big massive documents on the internet you know, they're they're epic, but, you know, it's like, but you know they've spent a lot of time contextualising it and there's been a lot of thought about how it fits together, it's over a long time, you know, um, it's quite erm, it's a shift, isn't it? It's a shift of focus, it's a shift of medicalization, a shift of diagnosis, a shift of, I work with children diagnosed with autism, and I think that somebody said to me I was really interested to say that I work with kids, and they have found the diagnosis of autism or whatever that's been PDA or whatever they've gone down the line of, helpful, it's given them an identity and parents an identity to say they've got that, they know what that means, they can relate to that, yes, that's true,

that gives me an answer, etc, etc. But what my colleague said to me which I found really helpful, perhaps, that that terminology that diagnosis at this time was part of their narrative, part of their journey, I said "oh that makes sense to me", that you can still have a diagnosis, but it's part of the journey of that person or if they don't relate to that, then you know, looking at that, but yeah, and that sort of, yeah, the empowerment of the person and agency, you know, it's all about that as well, isn't it? And I'm really interested in the, you know, the care treatment review work, and all the inpatient sort of work I did a little bit of training and stuff around that, I had some kids have had to go through the care treatment review process with and he'd been sectioned and things in the last job, very young kids, well quite young, but so what I was worried about that and one of my other real worries really strongly is around the use of overuse of medication as, you know, chemical restraint, so, really worried about that. And then catatonia stuff really, you know, I've done a little bit of a talk about that with some other professionals. So really worried about the use of the anti-psychotic medications or movement disorders permanent, you know, and I see, I've worked with kids, you know, erm in quite close contact to try and alleviate the use of, of medications where I could or let's consider them because they're really debilitating etc. So I'm worried, I'm just worried about people doing, you know, doing to rather than kind of being on the journey cause, and the other thing I'm really, really sort of worried and concerned about is another piece of work I'd like to develop more is our children are, especially our young girls, who are non-verbal, even if they don't have the words, the dialogue to tell you about what's happening, so I would like to explore the power threat meaning framework probably in that way to see how we could advocate for young people who can't actually physically, maybe communicate verbally, are pre-verbal or whatever. So at that was what I was hoping to do with the top up doctorate to see if I could use that but that might not happen now so I just need to do case work, but so I'd like to explore this a little bit more. I've got a consultation on Friday with some staff, and I was going to do some functional assessment, but perhaps now, I'll just refresh that and draw out some more sort of aspects of this because it would work really nicely with her possibly so but that might be a bit of learning for me to think about that as well. But yeah, especially our advocate for our girls, or erm, then obviously there's gender differences and identities are really important, but some of the girls we work with seem to be particularly affected by hormones and movement difficulties and diagnosis of really severe mental health problems. etc, and your personality disorders, etc. But, yeah, so I probably always have my foot a little bit into the clinical mindset of casework coming from doing that work for quite a long time, but yeah, so I'll probably see if I can introduce this a little bit more with my specialist schools, I've got two autism specialist schools so I'd like to do that and there might be something that you've helped me think about a little bit more today that I'd like to do a bit more with them, you know, around that bit, got a lot of kind of pressures in case work at the minute, and so that will be good maybe to do some, to do that. I did erm some mental health training with one of our specialist provisions and we did we drew out formulation with them, general formulation, not so much on the power threat meaning when I was because I hadn't been doing it as much, but if I did do it I would probably try to introduce it a little bit more but yeah, I mean, get any more training or, you know, get my skills up, make sure my skills are on the right track. We're always learning so erm yeah.

Interviewer: How have schools and things like that responded to the language of the framework and things like that, when you're talking about power and threat and things like that, how have they sort of responded to that?

Jude: Yeah. Probably a little bit variable in terms of, you know, I'll probably drop the words in in the context of a sentence that made sense, you know, so, does that feel like stress response, a bit like a threat, how's your body feeling that one and probably elaborated using the same sort of ways I think that they would probably understand as well, you know what, what do you think they understood by that, you know with the meaning you know, understanding the journey the pow- like yeah, maybe explaining power a little bit more. I think that's what when I did the little boxes, I was trying to have

language in there that when I needed to do it quite quickly, I was sort of au fait with what I was gonna ask them. Yeah, and then yeah, so just depends on on what that looks like, just, yeah, what's what's giving them a sense of, you know, containment, control and etc. So but just probably giving them examples of what I thought it meant, but that's a sort of interpretation, I hope I've got it right with saying it, but erm again that's that learning process.

Interviewer: And you mentioned a little bit when you were talking about sort of your hopes for using it in the future, I heard you mention sort of girls quite a bit and gender quite a bit. And I wondered, does that link to the framework or your understanding of the framework or is that just your own sort of personal interest or?

Jude: No, I think it's probably just my own sort of, I think it's probably coming from my work before and casework before and thinking about just, you know, the presentation of the young people and it seemed to, you know, the kind of complex autism profile and then sort of you know, muddled lines of sort of mental health and wellbeing seem to kind of you know the girls like menstrual cycle you know and the kind of up and down in mood and well there's a long history isn't there how people view women presenting in terms of mental health and how men presenting are internalising, externalising things. So I was I was just sort of interested in that just generally and probably erm yeah, just some of the kids at work were making an impact on me and staying with me and you know, you kind of think oh, how can we can we work with this a wee bit more, you know, is there any just sort of, yeah, ((inaudible)) (feelings of safety you want) to include but yeah.

Interviewer: Is there anything else that you would like to tell me about the power threat meaning framework?

Jude: I erm I don't think so. It's nice to remind myself that I'm still like, you know, kind of learning about it and I still, it's a co-, it's a core, so kind of it's kind of like, it sort of like a core value or something ((laughter)) isn't it, that you're trying to kinda work towards. But also maybe some of the limitations and why I haven't managed to keep on the track on track with what I was hoping to do, erm, you know, I was looking at the dates in some of my folders and I was like ((sighs)), yeah, I didn't, you know, that's been a bit sad, saddening, erm, I haven't managed to be able to kind of do that in the past year or so with COVID and it's shocking that we've had to shelve loads of stuff. But, yeah, I think you need to make time for this development. We are constrained at the minute, I'm, I think I'm quite a positive person but reality is we're extremely constrained by statutory work. But yeah, it's all there, we just need to get back and champion it, and maybe just keep making small opportunities where we can and you know build applied skills really possibly and that so yeah, that's what I'm thinking. So I hope that made sense what I was saying so.

Interviewer: Yeah, absolutely. Thank you so much. It was very really, really interesting. So if we're erm, if you've not got anything else that you want to say then I'll I can stop the recording there?

Jude: Yup, thank you.

Pip

Interviewer: Great. Good to go then. So if I could get some sort of contextual information before we start, then that's just helped to sort of figure out what people have in common and things when I'm doing the analysis. So what is your role at the moment? Are you a maingrade EP, senior, so on? Where are you with that?

Pip: Yeah a main grade EP, so newly qualified. I started my role in September last year.

Interviewer: Yeah. And your work context? Is it local authority, private and so on?

Pip: Yeah it's a local authority.

Interviewer: Cool, and you've just mentioned that one already that you've new qualified and with the power threat meaning framework then have you had any specific training on it, or how did you sort of come to know about it and hear about it?

Pip: Erm in terms of training so I think it's, we didn't have a specific session on it, but it came up in erm so whilst I was training on the doctorate, we had sessions all about consultation and I think, I think that is where it came up, and I think it was just during one of the sessions erm the lecturer spoke about it and we sort of had a discussion about it as a group. And before that, I think it was when so I was working in CAMHS before I started my training and I didn't have specific training on it there, but I remember I think it was during the supervision, sort of having a conversation about it with my supervisor, and sort of thinking about it a little bit in that role. So that's sort of how I first found out about it. Yeah, more recently finding more out about it.

Interviewer: Cool, so can you tell me then about the time or times that you have used or drawn upon the power threat meaning framework in your work as an EP?

Pip: Yeah, sure. So, I have used it so I've used it once, I would say, a little while ago erm but since hearing about your research it's made me it's been a helpful reminder and made me think oh well I'd like to use it more erm, but yeah, so the case I'm thinking of it was a child, I think he was in year two or year three, erm and it was sort of a piece of casework that was referred to me and I was using erm it was sort of a consultation-based approach, so it was a child who was referred who, so he had a diagnosis of dyslexia and was just really struggling in school with everything, so he was just really struggling to engage with learning, to engage with any of the adults at school, they were sort of describing what they called a lot of challenging behaviour so just becoming very upset kind of shouting, throwing things erm and this was sort of happening more and more and it was, I think, across the curriculum with yeah, learning in all different lessons and the school were very much focused on the dyslexia erm and they had sort of put in lots of literacy interventions and really, I think they had quite a, it was a quite a thorough but quite rigid, sort of pathway they followed for dyslexia, so they sort of tried quite a few things and nothing was really working erm so I saw my role as to sort of try to unpick what was going on, and, you know, find support moving forwards erm, and I think I sort of saw my role as looking at it in a more holistic way, rather than I guess, just focusing on that dyslexia diagnosis, which I guess is more of a sort of within-child approach. So as I said, I I it was a consultation based approach so I started with consultation with his mum. And quite quickly I learned that there was just so much going on at home, and his dad had recently gone to prison, their housing situation was really, really difficult and sort of struggling with things like poverty and lots of social issues going on and I think within this particular school, you know, a lot of the families were struggling with similar difficulties which the school was supportive of, but I think for them, it was just it was quite kind of normal, they were almost kind of desensitised to it, but I think maybe that's why they didn't sort of pick up on those things as much and I think in, so in that consultation with the parent, I really wanted to explore the child's experiences of what that was like for him, so that's sort of when I drew on the power threat meaning framework to really try and think about his experiences, so I suppose I didn't use the questions with mum in terms of her experience, but it was

more to like elicit his views with her, if that makes sense. So I guess firstly, the general kind of experience of what was going on, and I guess a lot of these things were ways that sort of power was operating in his life that was completely out of his control so like all of these environmental factors and social factors erm he, you know, didn't have any control over and then thinking about sort of how that was affecting him erm so that was sort of an opportunity to think about how he was feeling and sort of what, what sense he might be making of everything going on and sort of what was his understanding of it. And then sort of the bit of the framework around you know, how, how did he survive or kind of get through things, a lot, that sort of explained a lot of the behaviours that they were seeing at school and also similar things at home. So it was, I guess, a way to really understand well actually, you know, he's had all of these things going on so of course you know, it's, that's understandable that he's going to be responding in that kind of way and I think the model kind of draws on strengths as well, I know it's not one of the main kind of sections, but I think with this particular case, that it was really important to think about those strengths and because I think this the school had built quite a negative narrative of him and it was quite kind of problem focused on these behaviours. So actually, kind of having the opportunity to think about all the things that he's good at and all of his kind of values and beliefs was a really lovely opportunity, I think, to have that conversation with his mom and with the school to sort of remind them of all of those brilliant things about him. So, I guess I know the framework was created, maybe more for an alternative to mental health difficulties and you know he wasn't experiencing mental health difficulties, but I think I think it was helpful to use it in that way and I suppose it kind of made me think about how, even though it's not a mental health diagnosis but him still having that sort of label or diagnosis of dyslexia, it made me think how actually, that was really limiting in this case, because at the school were just so focused on it, but it really prevented them from thinking actually what else is going on? And they, yeah, they were just very much focused on the dyslexia. I don't think they really saw him as much as an individual. And I don't think you know, they were meaning to do that up, I think there was a lot of kind of stress within the school system, that it was sort of easier to kind of go down this route and follow their pathway that they probably felt quite safe and comfortable following, but yeah, so I think the model was really helpful for kind of understanding from more of his perspective and what might be going on. And, yeah, kind of why he was responding in this way, why he didn't feel safe to to learn and I guess, I know I didn't use those kind of questions directly with him but that's definitely something I think maybe I could have done or would do in the future. I use a lot of sort of pers-, person centred psychology approaches and I think a lot of them would fit quite nicely in with this framework. So I think that would be maybe a way to kind of, yeah, gather his views more directly as well. But yeah, so I think the framework was was really useful in terms of guiding those questions but also in my formulation, as well, so kind of when I went away, when I spoke to the school as well, and I kind of tried to pull everything together, it was helpful for me to really kind of make sure I was keeping his kind of him at the centre, if that makes sense. And yeah, it was just really helpful for I think all of the adults to for them to kind of develop more of an understanding of him. I think it that had a had a real positive impact.

Interviewer: Because I was gonna ask sort of what happened next, like after you'd met with the mum and things but I think you mentioned a little bit about about that, that you sort of fed that back to the school, is that right?

Pip: Yeah, so I also had so I guess, sometimes with consultations, I'll kind of do it with everyone together, sometimes I'll kind of do separate parent and school erm, just depending on lots of different things and for this one, I did have separate ones. But I think, in that sense, it was quite helpful because the I think the parent felt a bit more open maybe to talk about quite some quite

difficult experiences and then actually, I kind of met with school, and then we all kind of came together after that I think there were a few scheduling issues and things so it was quite a short ((laughter)) meeting in the end, I would have liked it to have been longer but actually having that was really useful for then everyone to sort of be on the same page and the same understanding and I think I'm not sure I kind of in terms of kind of how I fed back to them it was more sort of what I had formulated was going on and kind of, yeah, helping them to understand, I guess from his experiences from what we had discussed, but I guess it's made me think, oh, it might be interesting to present it more as, you know, tell them a bit about the framework. Maybe that's something I didn't do. But yeah, that that could have been something I could have done. But yeah, I think just having that meeting and getting everyone together using I guess what I had formulated based on the framework was really helpful and then we decided collaboratively on the next steps, so I had a few ideas for different things to put it in place but actually I think it was more helpful that that was more of a collaborative discussion between everyone on how to support him and sort of thinking about supporting him emotionally around emotion regulation, and sort of taking a more nurturing approach kind of all of those things, but, but kind of letting the school kind of come up with that and his mum as well, I think then they took a bit more kind of ownership of those next steps.

Interviewer: What do you think it was like for them to hear that formulation that had kind of been based on the power threat meaning framework and your thinking around that?

Pip: Yeah, I think I guess I wonder from the parent's perspective whether she would have been kind of nervous at all having that kind of shared with everyone but I think because I was able to meet her individually and the school were very supportive as well, I think maybe it was more of a sort of sense of relief for her. I think she did feel really listened to and really understood because I guess a lot of the things that came up affected her as well as the child. So I guess, yeah, more of that sort of systemic approach and kind of yeah, working with her, I think, yeah, she felt quite heard and quite listened to and quite supported. And I think the school were also seemed very receptive to it. I think, maybe kind of through taking that collaborative approach, erm it was, I guess, a way that they erm because I didn't want them to feel threatened by it because I guess it was quite different to anything that they had sort of explored before. But I do think they found it helpful and they hadn't really had those conversations with the parent before, but were very kind of understanding and very thoughtful so I think it was helpful for them to sort of build that link, maybe between parent and school a little bit more. So I think for them it was made maybe some things that they already knew but just hadn't really been acknowledged. So yeah, they were very supportive and very kind of open to working in different ways.

Interviewer: And you mentioned that they might have felt a bit, I think it was a parent you were talking about, might have felt a bit threatened by sort of working in this way or some of the questions or some of the discussion around the framework and I suppose I was wondering, was there anything in particular that you think helped in that case that it ended up not feeling that like that and it ended up feeling sort of like she was listened to and heard and secure, was there anything in particular that?

Pip: Yeah, I think with the framework, maybe the way that the questions are phrased, they're very, they do kind of really take that quite a kind of caring and thoughtful in the way that they're phrased, I think, they're not, you know, threatening at all, they're very understanding of what someone might have been experiencing, erm so I think that was, you know, quite a nice, that was really nice for me

to see and have that experience as well and kind of ((beeping)) *sorry, let me just turn that off* of yeah, it made me think how powerful kind of words and and certain questions and kind of the way things are phrased can be and the really huge impact that they can have on the person that you're asking them, so I think that was down to a lot of it. I think maybe meeting with her individually as well and made her feel a bit more comfortable, and sort of explaining my role and that it was you know there to to help so I think, yeah, the framework is quite nice that it's not, you know, it's not blaming someone or saying, you know, there's something wrong with them, it's more about, yeah, taking a more positive approach, I guess to understand them more and I think I was able to communicate that to her at the start of the meeting, which I think helped her feel more relaxed.

Interviewer: And I can't remember if you said this or not when you were talking about the sort of feeding back and getting people together, was the was the child involved in that at all or?

Pip: So the child wasn't directly involved and I think yeah, looking back on it, this is definitely something I probably would have done slightly differently. I think I would have liked to have sort of met with the child as well and as I said, used, maybe some more person-centred approaches to gather his views. But I suppose in the way that I used it I tried to really make the child sort of the centre of that meeting so even though kind of he wasn't there I you know, I think there was, you know, we started off by talking about all of his strengths and kind of drawing on that so I think again, maybe, with how the meeting was structured, and the kind of things we were talking about, I really tried to bring him into it and kind of put him at the centre of those discussions. But yeah, that's something I probably would do a little bit differently if I was to use it again in the future.

Interviewer: That's interesting. So in your view, what would you say is the impact of using the framework if there is any?

Pip: Yeah, I think yeah, it was just, it was positive that I think, yeah it had a positive impact in that the school, you know, developed a more positive narrative of this child because I think I said before they were just very much focused on these behaviours, and I think there was some kind of labelling of him as being, I guess more as one of kind of the naughty children, whereas actually, I think they developed more, yeah, more of an understanding and more kind of compassion for his situation, erm and actually, they were able to kind of, yeah, see him more as a whole. And I think yeah, that was really helpful in terms of then their next steps that they took to supporting him and working with him. So I think that was kind of, yeah, had maybe the most positive impact. I think, yeah, it was quite empowering for the parent and kind of feeling listened to, I think, I guess she was kind of put within the expert position, whereas usually, you know, it might be the professionals so, yeah, I mean I don't know but I think maybe that helped her with sort of building relationship with the school and kind of her perceptions of different professionals and, and services. Erm so I think yeah, they were the kind of main ways that I think it had a positive impact. Yeah, I think it kind of took any kind of blame away from the child in terms of those behaviours they were seeing because there was a kind of reason for it and sort of, you know it was understandable why he was responding in that way. So I think that's the kind of main things, I mean, I would hope that it had a sort of wider impact in terms of how the school maybe were thinking about children with similar needs that they were working with, and I guess in terms of their pathways for support, just you know, acknowledging that, you know, sometimes it can be helpful to take more of a flexible approach and person-centred approach rather than just sort of rigidly following ways of working. So I guess I would hope that maybe it had that wider impact on the school with sort of future work and similar work with, with other children. And I guess, yeah, for me, it was just really helpful to use a different model and yeah, I guess

thinking about future work, it's, yeah, it's been helpful to think through it and maybe think, oh, actually, like this could have a positive impact for some cases I'm kind of working with at the moment and future work. So yeah, that was kind of helpful, maybe more for me rather than impacts within the case.

Interviewer: So yeah so you mentioned that, it was sort of helpful for yourself to use a different kind of model, can you say a little bit more about that?

Pip: Yeah, I think, I guess with consultation, I've kind of tried out a few different ways of working and I think it's the type of thing you know, depending on the situation, different things work better, but I think it fits quite well with the kind of collaborative models of consultation and quite relational models of consultation that I've drawn on before. And I guess it's, it's just made me think, oh, that's something else kind of to add to my toolkit and to draw on in similar situations. So yeah, I've probably drawn on it without kind of realising or actively using those specific questions, I think yeah, it has sort of impacted on my my practice in that way, but also yeah, just just thinking about actually how powerful some of those questions are, and how just adding them to sort of my prompt sheets and things could be really useful in the future, sorry I'm not sure if I answered that question.

Interviewer: Yeah I think you did. So having used the power threat meaning framework, then, what are your thoughts about it now?

Pip: Yeah, so I, I really like it, hopefully, that's coming across. I think it's a really positive approach. As I said, I'd like to use it more and maybe explore how I could use it in different ways, as well as consultation and formulation. So yeah, but I really like how it's a quite a flexible approach. I mean, that's the way I've used it, so I hope it's okay to use it in that way, but yeah, I think in that way, it fits quite well with the EP role that I do see as quite flexible and quite adaptive to you know, depending on the type of work that we're doing. I think yeah, from from the piece of casework, it helped me to see how actually, you know, it does provide that alternative to kind of that label and not that you know, we're as EPs the ones kind of giving the diagnosis but I think, you know, that does fit quite well with the EP role actually that you know, I guess it depends on what service you work in, but for me, and kind of where I work, I don't see the EP role as diagnostic, I see it as more working in that more holistic way to think about, you know, someone's experience, and how we can support them so I think, for me, you know, fits in the framework fits in really well with my role. Yeah, I like that it's very kind of person-centred because, again, that's the type of approach that I like to take, sort of really putting the child's experiences at the centre. You know, I think that's helpful for leading to more effective outcomes. Yeah, I think I like that it's a very empowering approach in that way, I think, yeah, I guess like I was saying, with the case, it does take any blame away from the individual which is, yeah, sometimes a theme that has come up within my work with schools and so I think it's, it's just quite a nice way to provide that alternative viewpoint. And I think, yeah, it's just a much more sort of human and real approach in comparison to the diagnostic approach. I think yeah, generally, it does seem much more helpful. All very positive.

Interviewer: Are there certain circumstances where you think it could be sort of more or less useful?

Pip: Erm I think in terms of more useful, I think, yeah, it worked really well in consultation, and it really supported my formulation. I think maybe in something like supervision, it could be really helpful as well. So yeah, in in my role, I run an ELSA supervision group and quite often, the supervisees will bring different cases that they're finding very challenging, and you know, maybe feeling a little bit threatened and don't really know what to do next and I think using kind of this

framework will maybe help them to keep the child's experience in mind when that can feel quite difficult to, so I think yeah, definitely in supervision, it could be really helpful. So yeah, I think kind of in all the different ways that EPs work, it could be used and and helpful in some way. And was the other bit sort of ways that it would be less helpful? Erm ((pause)) I'm trying to think erm ((pause)) I suppose, I suppose there might be some cases where a diagnosis could be helpful, I'm just thinking within some services for a child to access certain resources or those more practical things, sometimes, they need to have that diagnosis, you know, which I don't necessarily agree with, but then I suppose that's not to say that you you couldn't use the framework as well, I think, you know, especially within the EP role. I think it could definitely be used, and again, yeah, I suppose sometimes, the child or young person might find that label or diagnosis helpful. I guess maybe it would it could offer you know, a sense of relief, oh that's why this is happening, so I think maybe then it's just about taking that individual approach, what works for them? But yeah, I think you could definitely use the framework alongside it, I don't think it would have to be one or the other. Yeah, so those are, but yeah, I can't I can't really think of many situations where it wouldn't be helpful. I think it's yeah, flexible enough that it could be used to help in lots of different situations.

Interviewer: And with the, with the supervision groups that you mentioned, you, I think you were talking about using it in a sort of similar way to the case work that you did, and that kind of having them kind of empathise with the child that they're working with and try and sort of see it from that perspective, did I pick up on that right?

Pip: Yeah, I think what kind of sprung to mind during the last group was one of the supervisees kind of brought a case but maybe I'm thinking of it because it's kind of similar to the case I was talking about but what really struck me was that one of the things she asked me she said, you know, I really want to, she almost felt like she, I think she felt quite threatened by his behaviour, that she just sort of wanted to retreat and kind of say, oh, well actually maybe ELSA is not right for him, maybe something else. So she said, you know, how can I like, what can I do to really, I'm trying to think kind of exactly what she said, but it's something about kind of like, how can I be reminded to kind of keep him as a whole in mind rather than you know, it's like, it can feel quite scary I think when she felt quite threatened so she was kind of saying she really wants to be there to support him but she's finding it really hard. And we did talk about how part of that is, you know, the importance of her kind of, you know, focusing on her own wellbeing and making sure she's got the support strategies in place for herself so that she's able, you know, to provide a containing space because also, understandably, it's really difficult for her. But it did make me think, oh, actually, something like this framework and bringing in some of the questions will be helpful, you know, for her to think about the child's experiences a little bit more and maybe why he's behaving in that way. I think that could help her then, yeah, maybe take that kind of more compassionate approach, so yeah, I suppose in a in a similar way. But yeah, I guess it could be maybe embedded into a model of supervision so we kind of tried out like solution circles and things, but actually, I think the framework and the questions you know, could be used to structure you know, supervision and talking about cases, so, yeah, I've not really thought about it, but yeah, that's, I guess could be a way of using it.

Interviewer: Yeah, that's really interesting. is there anything else you'd like to tell me about the power threat meaning framework then?

Pip: Erm I don't think so, I think yeah, I've kind of covered most things just that yeah, I I think it's a really empowering and positive approach. And that, yeah, I think, for me, it's fits in really well with the EP role, and sort of the way that I work. I think it it fits in like I briefly said earlier with quite a few of the frameworks that I use, so kind of thinking about systemic models of working and, and

working, you know, with the adults around the child but also thinking about on on the different levels, the impact of, you know, the systems and and how that can sort of bring threats from kind of levels of power and how that can impact on a person, and I think yeah, kind of narrative therapy approaches that I sometimes draw on in terms of what kind of narrative is someone telling, and or is being told about someone, but then I think this is quite nice and kind of empowering the person to be able to tell their own narrative in their own words. And yeah, kind of positive psychology approaches as well, like with that case, taking that more strengths-based approach. I think this is a very positive model. So yeah, I think it kind of, yeah, fits in really nicely with with the EP role and the kind of psychological theories and models that we might draw on. Yeah, I think it it's made me think as well, that it would be nice. you know, it could be maybe something to use more as like an overall model of service delivery. I know there are quite a few teams that use narrative therapy approaches in that way, but I think this could be quite a nice kind of yeah, overarching model maybe for services to use, whether that's in their consultation approaches, or more widely. Erm and, yeah, I think it'd be nice as well to maybe use it to link in more with CAMHS and sort of that multidisciplinary work. I think the service I'm in there's not that much joined up working, I know that varies quite a lot between services, but I think something like this framework could be maybe used to kind of create those links as well. So yeah, I think that's kind of everything, it's yeah.

Interviewer: What is it about the framework that you think could help to promote links between different teams?

Pip: Yeah, I think, I suppose it's quite a universal approach that different types of psychologists but also maybe other practitioners will use within their roles, so I suppose it's the type of thing that you know, we might be using, but other teams might be using, and that could be quite a nice way to sort of link with them. And yeah, maybe build more of a sort of shared understanding cause I think, sometimes with different teams, there might be that perspective of oh EPs work very differently to CAMHS, whereas yeah, I think there are more ways that we work in quite a similar way. So in that sense, it could be quite a nice link and it can, yeah I don't know if it is the type of thing that different CAMHS teams or services do draw on quite a lot, but yeah, maybe in that way, it could be quite a nice way to kind of do a bit more of that multidisciplinary working.

Interviewer: I also wanted to ask about because you mentioned about it could be a kind of overarching model for for a service, and I wondered if you had ideas about what that would sort of look like or be like or how that could happen, or if you had sort of ideas around that?

Pip: Not really, I just kind of thought of it cause of the narrative therapy one that another service is using just made me think, oh, actually, this is quite a nice framework that could be yeah, bigger than individual work. I think I guess it's the type of thing that our service, we have a model of consultation and there are different sort of prompts within that and different areas that that we usually cover and that kind of draws on different psychological theories and models. And I think this is something that could be embedded into that for maybe particular types of consultations in terms of what we are exploring, but I think yeah, maybe more overall ((.)), yeah, I haven't really thought it through but maybe something around actually the approach we take to working with children and young people, and actually, how we as a service you know, understand their experiences and what's going on. I think those are sort of ways of working that although EPs work in different ways. I think something like that is quite important for you know, teams to be working in quite cohesive way, so I think, if it was, yeah, somehow embedded into sort of the approach we take I know different services will say, oh, we're very collaborative service or a very, like nurturing service or something like that, and I

think, yeah, I can kind of see this as being as embedded to maybe those overall ways of working but I haven't quite thought it through.

Interviewer: Yeah, I think that's really interesting idea. Is there any, any sort of final thoughts about it?

Pip: I don't think so. I think yeah, I've kind of covered everything.

Interviewer: Cool. Thank you so much again, and I'll stop the recording there then, since we've sort of finished that, thank you so much.

Alex

Interviewer: Have you got a message to tell you that it's recording?

Alex: Yes. And I had to press got it.

Interviewer: So we're officially going then. So to start us off then just some sort of contextual questions about who you are and stuff.

Alex: Yeah go for it.

Interviewer: So what is your role at the moment? Are you an EP, senior, TEP?

Alex: I'm a trainee EP, third year.

Interviewer: Cool. and what is your work context? So as in like, are you in a local authority? Are you in a private practice?

Alex: Yeah I'm in a local authority.

Interviewer: Cool. And you already mentioned how years how many years you've been doing it, you're in your third year and regarding the power threat meaning framework then so have you have you had any specific training on that or how did you sort of come to, to know about it?

Alex: So in my first year of training, when I was on [a multi-disciplinary] placement, we had supervision groups and someone brought it to the supervision group. So we had quite an in depth discussion about how we could integrate it into our practice so that's how I came across it. And that's sort of I'm sure, you'll hear when you ask me more questions, but that's kind of where my main use of it was, was in like sort of [type of] placement in my first year.

Interviewer: Okay, so, so that would have been with the [organisation] when you were there. Cool. Okay, that's good to know as well. So can you tell me a little bit more than about the time or times that you have used or drawn upon the power threat meaning framework in your work as an EP?

Alex: So as I said, we discussed it in the supervision group. And so this was like a multidisciplinary team. There were clinical psychologists, educational psychologist, trainee educational psychologists, counselling psychologists, ummm, and family therapists in this group, I think, umm, were the main practitioners and we discussed about how we could sort of use it in our practice. And the main way I

saw it being used was actually in family therapy. So I was lucky enough to be able to observe behind a double sided mirror, some family therapy, sort of systemic family therapy kind of model and it was sort of just after we discussed this, and we talked about how we could integrate it with this particular case. There was sort of a lot of trauma, there was a history of domestic abuse in this case, and we thought that it would be a really appropriate way of framing and looking at this case. And yeah, I found it really interesting to see. I kind of personally was more of an observer, but I found it really interesting to see how the family therapists almost used it as a way of reframing the narratives of this family and, umm, I liked the way it sort of de-pathologised sort of things, like they talked a lot about their sorts of responses to the things they've been through. And I could tell that they were drawing upon the framework for that, that kind of coping to threat that kind of thing. And that's where I saw it and then we sort of debriefed after. We always sort of talked about it, and they had a reflecting team in these things. And yeah, that's kind of where I saw the main use of it.

Interviewer: And were you part of the reflecting team then.?

Alex: So I didn't go in as part of the reflecting team but I talked to the reflecting team before they went in.

Interviewer: Right.

Alex: But yeah, yeah, I was sort of semi-part of the reflecting team. I was part of the reflections but not part of the reflecting team.

Interviewer: Right. I see what you mean, yeah, so it sounds like, I mean, maybe I'm summarising this wrong or getting it wrong so correct me if I've misunderstood, but it sounds like you are sort of part of the ((.)) part of a group of practitioners who were working on a case and sort of involved in maybe the formulation side of things?

Alex: Yeah, yeah. Yeah, that was kind of it. Yeah, that was that was mostly it. That was it, it was quite ((.)) yeah, I think it just was kind of it felt like it was a very stuck case. And I think that's why this ((.)) they want this, this group of family therapists wanted more input and it involved a school child who was struggling at school, which is why they brought in sort of EPs and TEPs and stuff. But yeah, it was very sort of multisystemic. And yeah, that's when they brought in the framework.

Interviewer: Okay, so can you tell me a little bit more about sort of the case and how the power threat meaning framework applied in that case or sort of how it happened?

Alex: Yeah. So I think the main focus was on, so what happened was, it was a 13 year old the main focus was around this 13 year old student who had actually been abused sexually by her uncle umm a few years prior, was really struggling in school was really, and had sort of come out with this that she had been abused, but it really broken up the family. This sort of news of this abuse because it's actually quite a tight knit family. Sort of Bangladeshi background, really all living together. And yeah, the uncle had sexually abused her and she had been sort of sitting on this because she knew it would sort of break up the family if she sort of said it. The police were involved but the uncle was denying it, there was a whole load of things and unfortunately, so it was the, it was the father's brother. I think, unfortunately, the father had taken the his brother's side and was like, no, this can't possibly be happening, there was a lot of denial, but the child was very distressed, but also very empowered after coming out with it.

Interviewer: Okay.

Alex: So we kind of employed the power threat meaning framework because we wanted to think about well, how has this umm teenager, how has this, her experiences, so for example, the abuse that she's been through, sort of how has this affected her, what sort of now coping mechanisms does she have? What survival responses is she having, how is this impacting the whole family? Like how is this now almost bouncing off wider responses? I think how is the whole family making meaning of this? Yeah, and sort of what has happened to this whole family in the dynamic here? I think there was a lot of mention of the child, sort of the teenager saying oh, you know, there's a lot of my uncle is psychotic and I have PTSD, and we were trying to sort of de-pathologise things to try and get to the root of the meaning and stuff behind it, and I think that was, that was where the framework felt quite important. To try and really work out what was actually going on for this family and how we could really be helpful in progressing this child on and helping her get through it without sort of just, yeah, dismissing everything that was going on for the rest of the family as well. And, yeah, it felt like quite complex. But yeah, it felt it felt like an interesting one to use the framework to start with because it was it was, you know, we'd only just sort of looked at it. It's obviously a massive framework. We'd only sort of gone through their introductory document, which is well, like, 130 pages in itself. But we thought, yeah, how can we sort of apply this to a case in a way, yeah, in a way that sort of would make sense for people that are just coming to getting to grips with this framework. So yeah, that's how we kind of chose to look at it.

Interviewer: Yeah, and it sounded like you were sort of talking about, so there's a child who was at the centre of it, but there was quite a few other people that you were also thinking about?

Alex: Yeah.

Interviewer: By using the framework, so it's, you're sort of using the framework to apply it to multiple people in that one case?

Alex: Yeah. Yeah.

Interviewer: How did that help, do you think or not help? What, what impact did that have?

Alex: Yeah, I think I think it was helpful for us in the we could quite, sort of, sort of applying it to the different people. We could really sort of disentangle um ((.)) what had like sort of ((.)) what, what was happening for each person, and what the narrative was around each person, and what was you know, what was the mechanism of, you know, coping for each person, like what was, you know, but also try and fit that in together. And also, I think, for the young person herself, almost give her a way of looking at it. I think it was, that was where it was most helpful was giving her a way sort of looking at things that because we kind of, I think the family therapist, she was mainly involved sort of briefly explained, not the whole sort of framework to her, but sort of the premise of it and sort of some of the language around it. And I think it's quite helpful for her to think about things in that way.

Interviewer: What do you think it was like for that young person to think about that language and to use the framework and be introduced to some of those concepts like power?

Alex: Yeah, I think it was really helpful for her. I think it was actually empowering, actually, because I think she felt like something had really happened to her. And I think that acknowledged that and to think, yeah, you know, I was not the one in power here something happened to me, and now it like, yeah, it was a threat, and I now have, I made this meaning of it, and now I now have these responses to it. It was actually quite helpful for her. And as I said, it kind of de-pathologised it to her she was kind of less going, oh, yeah, oh yeah. I have all this PTSD, I have all this PTSD. And, you know, whilst

she probably did have some kind of post-traumatic stress, rather than referring to it as a disorder, I think it was really helpful for her to look at well actually why was it so traumatic for you? And yeah who was holding the power in these situations and why and how did that happen? And now and I think actually gave her back the power almost so actually I think really useful for her to be introduced to those languages. I think that's where it had the most utility, rather than us using it to almost ((.)) Yeah, we as you said, we did look at it for different people. It was almost more useful for for her I think.

Interviewer: Right, and what sort of stage in the involvement, like in the sort of team's involvement and your involvement was was it kind of introduced to the family, was it straight away at the beginning or was it after some time or?

Alex: I have a feeling it was quite after some time. I think I came into it in the quite the middle of things, I think that they had already had a few sessions uhh and they were quite stuck, I think that was the feel of it and that's when, that's when I sort of was introduced to this family, I believe. Yeah.

Interviewer: Okay, so it wasn't the sort of first thing that they spoke about in their sessions of anything, it was kind of introduced after and it seems like she took on some of that language and she started using some of that language? Or is, have I misunderstood what you were saying?

Alex: Yeah, no, I think I think she did take it on, I think she did. And I think she found it really empowering and really useful. And really, yeah, it was almost a way of reframing things for her that made her yeah, look at it in a more useful way, I think for her personally.

Interviewer: Okay, so what sort of happened next for them then, for that child and that family?

Alex: So in the end, the uncle was convicted and removed from the situation. But I think then the focus was obviously on helping the young person in school and helping her to sort of move forward and helping, almost helping the family separately. So what they did was they sort of took two separate lines off, so they did sort of I think they carried on with sort of the family therapy, but I think they also commenced sort of individual therapy with the young person and separate sessions with the family to try and sort of work almost separately on sort of rebuilding the family, rebuilding that but also moving the young person forward and empowering her and sort of helping her forward. As far as the time I had in [team], from what I understand, she was sort of able to, like attend school again, partially. Well, we went into lockdown, so she was able to engage with school a bit. I think, but that was virtual anyway. But then yeah, then I'm not so sure. Obviously our time ended in [team]. But I do believe it, it was sort of starting to look a little bit better for her.

Interviewer: So when you were using the framework, or when you're involved in that casework, was there anything that you particularly liked or didn't like about it?

Alex: Yeah, there was one thing I really liked and I think I printed it out. I don't know where it's gone now, but there was like um, almost like a box of like, like survival responses and stuff like that. I really liked that, I really liked like, yeah, this is how we respond to situations and it was almost like, it's almost like here's the human behaviour that's happening, and this is, this is why it might be happening. It's okay that it's happening, it's just a natural response. And some people respond like this and that's, that's okay, and some people respond like this, and that's also okay and it's just about understanding why some people are responding in certain ways. I really liked that, that it had like almost like a list of like loads of different sorts of risk, coping, survival sort of responses so I really found that quite useful. It made me sort of look at different cases and go well obviously that

child or young person is just doing this as a coping mechanism and that's, that's okay. Like of course they had to do this, their their their coping to X, Y and Z threat, and that is made me look at quite a few cases like that now.

Interviewer: So it sounds like you've kind of applied some of that thinking to some other cases then?

Alex: Yeah, definitely. It's made me it's definitely made me think about like, I definitely haven't applied the framework fully extensively to any other cases other than that one with the family therapy, but it's definitely remained in my thinking.

Interviewer: So with, with that one with the family therapy case, emm, they were sort of using the language of the framework and were they kind of going through some of the kind of questions of the framework and things is that what you mean by using it kind of directly?

Alex: Yeah

Interviewer: But then with some of your own cases, you have been guided by some of that language in maybe your own head but not explicitly.

Alex: Yeah.

Interviewer: Can you say a little bit more about how that has made your thinking like sort of impacted on your thinking or what that's done for your thinking in some of those other cases then?

Alex: Yeah, I think. Yeah, other than just sort of making me think a bit differently about sort of different behaviours, as I said, definitely made me think about yeah, the impact of different influences, the sort of um ((pause)) the real ((pause)) I like in the framework, how there's no sort of ((pause)) I feel like sometimes in cases, people really privilege like, the kind of biological side of things or like they tend to privilege one side of things and it's made me I think it's kind of stuck in my thinking like not to privilege one side of it and just look at yeah, okay, well, what, where's the power here and that, that kind of thing rather than just like okay, yeah, we'll obviously it's like a biological thing or this, I think, I think the framework makes it quite explicit that it doesn't privilege any sort of, yeah, causal thing there because basically, everything causes everything and yeah. So yeah, I think I think it's kind of remained in my thinking a bit like that. But yeah, I think the main way its sort of remained in my thinking is those sorts of yeah, coping and survival responses

Interviewer: And how they're sort of interpreting behaviour and things like that?

Alex: Yeah, definitely.

Interviewer: So having used the power threatening framework, then what are your sort of thoughts about it now?

Alex: My thoughts are that I would like to almost study it further. I think there's so much there. That it would need me to almost study it more, to be able to integrate it even further. That was, that family therapy case was almost all of our first go at like using the language, like integrating it, and I feel like that there's so much more to it. I'd have to almost sit and study it more. I kind of want to I want to like look at the... I haven't even read the full full full resources, anything like that. I've read the introductory stuff and like, understood the framework and understood like the main headline stuff, but I'd want to read deeper into it, and really get my head around everything so that I could properly integrate it further and really have it in the back of my head sort of the whole time. I think

it's really, yeah, it is a really sort of good way of thinking and working. So yeah, definitely. I'd want to sort of sit and study it more, I think.

Interviewer: Yeah, that makes sense. And you you mentioned that that was sort of everyone's kind of first time I guess of having a go of (yeah) putting it into practice and things, so how sort of easy was it to use it in that in that way? And what sort of helped and what didn't help?

Alex: I think, what, I think it was sort of the way we used it, we decided to use it almost in its most basic form that was what sort of made it easier. What helped was having like, almost our supervision group to discuss it to decide like, what elements of it we were going to think about and how we were going to apply it and then talk about it after, I think it being a multidisciplinary team was really helpful. Having, basically having loads of discussion and supervision like peer supervision around it was really helpful. So I can almost imagine like, I know some, some services or some people have like CBT supervision groups and stuff, I can almost imagine it would be useful to have like a power threat meeting framework supervision group to apply it as a framework, it would need to be one of those things that you discuss regularly, had in the forefront of your mind regularly. I think you'd want to, the more you discuss it, I think the more you can integrate it because even just that initial sort of one hour we had really bouncing it back and forth, I think was really helpful. So yeah, I think that's what would, that's how I could see it working, definitely.

Interviewer: And you mentioned about integrating it, what sort of, what what do you mean by that? Can you say a little bit more about what that might look like or...

Alex: Yeah, I can almost imagine like, so some services or some, I don't know, schools or whatever will say oh, we're a trauma informed or we're an attachment informed this, I can almost imagine it being integrated like that, like it being a basis for practice in a particular setting or um ((.)) because it's really, yeah, it's just a really kind of holistic and very wide way of seeing, especially for us as we work with children and young people, it's very, it's quite, you can definitely apply it to behaviour essentially. And I think it really could help us in that way. So yeah, I think to integrate it in that way is what I kind of mean by that.

Interviewer: Yeah. You said something that I was gonna come back to and now it's gone out of my mind. So I suppose one of the things I was wondering about, no actually scrap that. So are there any other ways that you think that it could be used?

Alex: Um, yeah. I think, Well, I think this kind of links to it, but very much in like a formulation-y kind of way. I think it's a nice way of formulating and looking at cases and formulations. So I think, again, that that links to kind of integrating it into your general thinking about cases and general practice, but I think that's the way I would, I would personally want to use it.

Interviewer: Yeah. Sorry. I've just remembered what I was going to ask about. You mentioned that when you were working in that team, you sort of tried to use it in its most basic form or it's most basic way, can you say a bit more about what you meant by that?

Alex: Yeah, so we sort of almost looked at the sort of elements of it, the power, the threat, the meaning, the mai- the most basic questions that come with that, and the most sort of umm ((.)) Yeah, essentially breaking it down. You know, where, you know where, where is the power, what has happened to you? What, what are the threats, what is meaning and really sort of just instead of, sort of, you know, looking at okay, this is, this is what you are, this is what you have diagnosis, really looking at it like that, you know, those those key questions that come with the framework, right, I

think we really focused in on those and really, that that was our aim was to use it almost as a reframing tool. Because the main the main way that the family therapists were training was in a sort of narrative, systemic way. They were used to all those kind of circular questioning and I think it fits in really nicely with that. The systemic and the narrative elements of it fit in really nicely there. And I think yeah, it is about kind of stories and it can they can fit into the narrative element, their like life story, what's happened to you, I think that could intertwine quite nicely. So yeah, I think we, we really focused on those sort of three elements of it. And what, what they brought up, and what that could give to us for this case to help them become unstuck.

Interviewer: Right, that makes sense. Yeah. I think I think you've covered this but well, I'll ask anyway so in what ways does the framework fit or not fit with your views of the EP role?

Alex: Yeah, okay. So well, I think that, as practitioners that work with really vulnerable children and young people that we see, we see, and families, we see things that we see things that people go through and we see you know, all sorts of things that happen to people. I think that this framework is a really good tool for looking at traumatic events and traumatic, almost life stories and really difficult things that have happened to people and difficult life events and finding for that person, that children, that young person, that family, finding ways of making sense of them, and moving forward and helping them and I think that as, yeah, as EPs we come across that quite a lot. I think, you know, as much as you know, people think ah the EP is, we look at children's learning, I think obviously, we know this, but people always underestimate the role of, you know, what's going on at home in learning and what's just what, you know, if a child has got all this stuff going on for them and all this stuff that's happened to them. I mean, if you think about, for example, say refugee children or yeah, children that are survivors of abuse, things like that would be really useful in talking to children like that. As I said, that's why we picked it for this particular abuse case. Yeah, I think I think the it could be really useful for those cases where there was a real emotional impact on learning. So yeah, I do think it fits in with the EP role. I do think it fits in with the way that we think about things as EPs. We fit we, we, or at least the way I think we should be thinking about things as EPs, you know, the power, the threat, the meaning those those that language of things, I think is really useful ways of thinking about things rather than those very sort of discrete this is biological and this is the executive function this is this and this is that this is this is the child's autism doing this. I think sometimes we need to be thinking a bit more abstract than that and it can be hard, but I think it's things that we as psychologists can explore with children, young people and families and I think that we should.

Interviewer: What, what do you think makes that hard?

Alex: I think it can be more abstract. I think it can be really difficult. I think you could, eh, I think it's almost like a get out card for you to say "okay, well, we know that autism makes children and young people behave in repetitive ways, and we know, we know that you know this", and I think it's almost like a get out card but to sit, to sit down with a child or young person or family and go, okay, you know what, what happened to you, where, you know, what, what was actually a threat in this you know, what is, what is it that you're doing to cope, and to really sit and delve really deep into that, it's almost, it can be I think, something that maybe not I think, as [training course] EPs maybe we're almost quite willing to do, but I have come across EPs that are quite quick to go: well, this child with autism will do X Y and Z, and this child with dyslexia will do X, Y and Z. I think that yeah, sometimes it's a bit more complicated than that and I think that as EPs we have we have the power to be able to do that and we should be doing that.

Interviewer: So it sounds like some of those conversations you think can be quite difficult for even EPs to be having some of those conversations I guess, and what do you think can help to make that easier for EPs?

Alex: Again, I think probably supervision like regular discussions, like regular sort of well how are you using this framework, I mean, I know when I introduced the [assessment] to my team of EPs they were like oh my god a projective! and I was like, okay, let's just calm down about this! You know, let's just talk about it. I think the more you get people to bounce ideas, they realise that they actually are competent and confident and I think yeah, to develop competence, just by talking to each other and bouncing off each other, I think would, would probably make it um a lot more doable. I mean, at least it definitely did for me, as I said when we discussed it in this little supervision group um that was kind of multi-disciplinary, and that wasn't just psychologists you know, it was it was just a group of sort of multidisciplinary professionals. I think that was that was really useful. We all came out feeling more confident about it and a bit more competent and like kind of like, like quite empowered and like oh, wow, full of ideas about it. And so yeah.

Interviewer: You mentioned a few times and I haven't sort of picked it up, sorry, that it was a sort of multidisciplinary team that you were working in then. Do you think that that had an impact on the choice to use the power threat meaning framework or do you think the power threat meaning framework had an impact on how the multidisciplinary team worked together? Or was there anything sort of, was there anything important about the fact that it was multidisciplinary and the fact that was the power threat meaning framework, if that makes sense?

Alex: Mmm, interesting, so I'm trying to remember who brought it and I believe it was a clinical psychologist who brought it to the supervision group. It was either the clinical psychologist or the EP, I'm pretty sure it was as the clinical psychologist though brought it to the group. Because if I remember rightly, it's a sort of BPS published thing. I think she had seen it and was like, yeah, this is this is something I'd like to do. So I think, yeah, I think maybe the multidisciplinary element of it did have an impact, because maybe I wouldn't have heard of it if it weren't for the clinical psychologist. I also wouldn't have put it into practice if it weren't for like the family therapy situation. I would have heard of it. I would've read it, I guess, but I wouldn't have put it into practice, but I did see it, funnily enough I think I did see it and then they brought into supervision, I was like oh, I saw that. So I would have seen it but I wouldn't have put it into practice I think if it wasn't the whole multi-disciplinary team situations, so I think yeah, that did that did have an impact, I think. I don't think I've heard it mentioned at all in my local authority situation. I think I've heard it mentioned once on the [training] course, I think when it just was published or when it was sort of just been some kind of revision or new thing to it or something like that. I just remember that. Yeah. But yeah, I don't. Other than that, yeah. So I think maybe the multidisciplinary element is quite important, because otherwise we wouldn't have put it into practice.

Interviewer: Yeah, so so when you're in a multi-disciplinary team you can sort of get ideas from others and (yeah) change your practice in that way. Did the power threat meaning framework have an impact on the multidisciplinary team?

Alex: It is interesting, because so the way it worked in my [team] we had two peer supervision groups and that was just within one particular group (mmhmm) we chose to look at that. So I'd sort of be interested to know whether it changed the practice compared to people in the other group but I don't really know. Like, because I don't know I was only part of this one group, but I think that it did

((.)) It did, it was nice because as I said it's a BPS document so it's sort of a psychological document but it was still, it was the family therapists were benefiting from it. I think everyone was benefiting from the discussion that came out of it. So I think that yeah, it was useful and I can sort of imagine that being the same, if say as an EP I talked to teachers about it or I talked to SENCOS, that kind of thing. I can imagine it being useful in the same kind of way, like I don't think it's like exclusive to psychologists. I think that's something that was quite nice about it. But I think although it's very in-depth document, I think if you had a really good grasp of it, which I think I would like to have a better grasp of it, but I think if you had a really good grasp of it you could really sort of pass on that psychology. I think it's not an exclusive to psychology, I don't think you have to be a psychologist to apply it, which I think is quite nice about it.

Interviewer: So it's something that can be sort of shared with different disciplines, it kind of crosses over some of those borders.

Alex: Yeah, I like that. As I said, yeah, it worked really well for the family therapists because it has like those sort of narrativity elements and those systemic elements. So actually it worked really well for them, they kind of got it quite quickly, even though it was a psychological document and framework. They really kind of got it. Yeah, it does kind of cross over quite a lot.

Interviewer: That's interesting. Is there anything else that you'd like to tell me about the power threat meaning framework?

Alex: No, other than the fact that I'd yeah, I'd really like to have a better grasp of it. And, and, yeah, get to know it more, so I could implement it more. Yeah, I think I think if almost there were an even more accessible document about it, like I know like the introductory one is like a hundred pages. I think if there were an even shorter, more simplified version, I think it'd be more accessible for people to go to pick up and go oh, I'm interested in this, let me give it a go and then go more in depth. I think that might be a better way in because yeah, as someone who's really interested in it, even the like 130 page document was like, wow (yeah), so yeah, I think it might be more accessible to people, if it was at first, even more simple, I guess.

Interviewer: Yeah. So like a kind of simple, like easy to dip into kind of document would be helpful. Is there anything else that would be helpful to sort of overcome that barrier of not feeling like you know it in depth enough?

Alex: No I think that's the only thing I can think of. That's the only thing I would like, um, yeah, I think like that's sort of the only accessibility sort of problem and I think, yeah, I can imagine that definitely putting people off which is a shame because it's really useful, but yeah, if I was I can imagine a lot of people seeing massive like even introductory document and being like wow.

Interviewer: Yeah, yeah. Well thank you so much.

Sidney

Interviewer: So before we sort of launch into the power threat meaning framework and things, it would just be good to get some sort of contextual information. So em, what is your role at the moment, are you an EP, senior, TEP?

Sidney: Well I have two roles actually. I am a maingrade EP in a local authority, and then I have a kind of senior role within a charity organisation which supports mental health and emotional wellbeing in children.

Interviewer: You've answered my next question as well about work context, so you've said you're in the local authority and a bit of third sector work as well. How many years have you been an EP for?

Sidney: I've been an EP for 8 years now, qualified.

Interviewer: And have you been in both of those positions for that time or...

Sidney: My new role in the charity sector is.... 8 weeks now. Started in half term, previously all local authority.

Interviewer: Regarding the ptmf then, have you had any specific training on that or how did you come to find out about that?

Sidney: Found out about it through just information from the British Psychological Society, just being interested in things like that so when it came up on interest. I haven't had any formal training but I've listened to a lot of kind of Lucy Johnstone has done a lot of podcasts and videos and stuff, and I've linked in with kind of other people that she has worked with as well so nothing formal but lots of informal stuff.

Interviewer: So can you tell me then a little bit about the time or times that you have used or drawn upon the power threat meaning framework in your work as an EP?

Sidney: Yeah, so I suppose as I say, when it first came up I was just kind of really interested in it as a concept, and how it did sort of map onto being an EP and those whole ideas around moving away from the diagnostic really kind of medical model labels so I kind of used it to um, yeah just think about being an EP really, and I suppose we explored it a little bit with colleagues with similar viewpoints so we did a couple of sort of CPD things within the local authority and then I've just kind of just had it there in the back of my head to use as formulation and just thinking about how I am as an EP. And then when we hit COVID I did some work around gaining pupil views and then thinking about what the whole COVID situation meant. So the power threat meaning framework was just a really good way to make sense and get meaning of the views that pupils were sharing with us, and then to understand it through that psychological lens as well.

Interviewer: So how did that piece of work go, the em pupil views project? What was that and how did that kind of happen and what were you doing with the framework and things?

Sidney: Yeah so we, we did a questionnaire. Well, so we did a couple of questionnaires actually. We, we mapped views over time. So this was something that I did part of the local authority that I work with but we joined with other local authorities as well so that it was a wider bit of work. Emm and, the actual mapping of it onto the framework came as part of, not the actual analysis because we did the analysis sort of using thematic analysis, but then just kind of looking at ways to encourage policy change and thinking about how to make sense of the young people's experiences around this kind of unique framework, I suppose. And was sort of done through bouncing ideas around and just thinking about those questions and those sort of statements almost that are in the framework to then kind of think well, yeah, how is power impacting on education during this time of COVID and then mapping things across like that so.

Interviewer: So were you looking at the information that the young people had told you and sort of thinking how that mapped onto the framework, or how it sort of related to those concepts, is that what you mean?

Sidney: Yeah, yeah, so we had the themes. So we took all of the things that the young people had shared, so we had key questions. So we tried to keep them quite open, so “what’s COVID been like for you?”, “what’s it been like being at school or being at home?” because the first lot of data we got was where it was very much a lot of young people still at home. And then just, yeah, using those, those statements to kind of say well we’ve got these themes and key quotes and things like that so how does it really thread through and link through, what are the discourses that we’re kind of getting a lot of, um you know, how are we making sense of it.

Interviewer: And what age group was that with sorry?

Sidney: It was from, I think the youngest age range we had really was Year 1, Year 2 that was kind of tangible data and then we went up to college age.

Interviewer: Oh ok, so quite a broad range of pupils then.

Sidney: Yeah, I mean obviously a lot of the younger ones, we’d put it out there but it was more the parents, you could tell it was the parents responding but asking the children the questions, whereas the older ones it was very much them typing because it was an online questionnaire, very much them typing and their thoughts so there was that subtle difference with the ages but the majority of them you could sense that it was still the child’s experiences if that makes sense.

Interviewer: And what sort of things did the power threat meaning framework tell you or, or contribute to that piece of work?

Sidney: I suppose it allowed us to really explore from the point of view of the children and young people and what they had told us. And the whole bit of work came from the media having very strong narratives, quite dominant narratives about what was happening to the children and young people, the impact that it was gonna have on them and the fact that their voices weren’t being heard at all. So it allowed us to kind of, I suppose again use the framework as a way to em highlight some of that em lack of consideration of what children and young people might think or feel or even have an opinion themselves about what was going on. And the framework kind of opens that up a little bit, doesn’t it?

Interviewer: In what way?

Sidney: To challenge some of the ideologies that are out there already and to be able to kind of say umm. Ok well, what’s happening at the moment, you know what’s happened to you, we know COVIDs happened to you, but what’s actually happened in your area, or to you in your family. And then sort of look at, well what were the threats, what was happening, so obviously we’ve got a lot of kids that had to need foodbanks, might have felt quite isolated, might have had impacts on their mental health, but on the same side of that what was missing from a lot of the media was some of the more positive sort of experiences, how they were making the most of what they’d got. There were kids there that were actually thriving not being at school and enjoying the different pace of life, um a different approach to learning, um so it kind of gave us some of those, don’t know, threat responses I think that can come out from the framework. And gave us an idea of um what could be different, what could be a different view of what children and young people value from education, so sort of drilling down into some of those values. And, and while we were doing this as well, and it’s another area that I really, I think it maps on really well to Bronfenbrenner’s ecosystemic model so,

we were using that a lot but I can see how it sort of parallels with all of those kind of things, it kind of dovetails quite nicely really.

Interviewer: Yeah and emm, so once you'd got the sort of data and looked at it through that sort of lens, the power threat meaning framework lens, what happened next or what was the sort of next steps then?

Sidney: Um what we did was we sort of put together a report, so we wrote it up um with a bit of an explanation about what the power threat meaning framework was, as like this alternative view of looking at experience really. And um, yeah, just kind of did, did a bit of an overview of it. I mean we didn't focus on it a lot because we wanted to get some of the more practical policy change ideas out there but um, there was a bit of a paragraph on it. [redacted] Um so it was one of three psychological frameworks that we used to kind of really highlight what was happening. But there are, I do have plans, which is why your call for participants jumped out at me, because our next phase is to maybe write something a bit more robust round the power threat meaning framework and our data, so drill into it in more detail.

Interviewer: And the report that you have written already, who was the audience for that?

Sidney: Um our audience was obviously Educational Psychologists, um, but also policy makers so local authority representatives even going up to local government. We tried to get it out to, you know, our MPs and things like that. So AEP picked it up for us and did some work with us so we've done some, what are they called, we did something at the conference and another webinar as well just to share it.

Interviewer: Yeah, so shared quite widely really.

Sidney: Yeah, it has and it says, I mean, I think there's been more thinking that's been used with the power threat meaning framework and then we've referred to it as one of our, you know idea, grounding our ideas in it. And as I say we haven't written anything substantial to really lift it up if that makes sense.

Interviewer: So in your view then, what would you say is the impact of using the power threat meaning framework?

Sidney: I think for me it's helped me to embed the thinking a bit more. Given me something a bit more tangible as an Educational Psychologist to think about the concepts in it. And I'm still doing a lot of work on that as well, as I say, reading about it, and, and there's some things there I think I'm still trying to make sense of where it sits with some of the ideas as Educational Psychologists and with the diagnoses that we come across every day and how that kind of fits in with this framework and how we think about things. But I think with the report and the actual pupil views work it's created a bit of an interest in it. There's quite a few colleagues that haven't necessarily heard about it much, or hadn't had a lot of experience with it, so it sent them off thinking about it and reading more about it so even if it just has that ripple effect of even more people in the EP profession finding it a useful thing to read, I think that was beneficial.

Interviewer: And you've obviously had that project where it's featured quite strongly in your mind and in your thinking in your work around that but em in your sort of day-to-day EP role has the PTMF come up in other aspects of your role or is it something that you think about in other things that you do in your work?

Sidney: Yeah, I mean, I'm thinking about it in my new role as well of just trying to make sense of moving over into a new role and yeah thinking more because I have stepped over into an organisation that offers counselling and there's a lot more talk around the maybe more medical model, elements of thinking about mental health and again sort of thinking where that sits with me. I've always come from quite a social model of ability and um so again just going back to those ideas of discourse, the consultations that I have with the counsellors, trying to bring it back to those key questions about what's happening, what's the meaning, what's going on for this young person rather than kind of um looking at what's wrong with them.

Interviewer: So it sounded like, maybe I'd picked this up wrong, but it sounded like you were, or you have been encouraging other people to have those questions in mind in their work? Did I hear that sort of right?

Sidney: Yeah I think so, but not explicitly saying this is the power threat meaning framework and using it in that open explicit way, but it's certainly guiding my thinking and my questions around things. And almost how I want to be as an EP as well, the type of questions I want to ask, the direction I want my consultation or discussions to go in. I've certainly got, I think, more bold in questioning or challenging people's search for a label first and understanding afterwards, and I think that does come from having, having this really strong framework that's been so thought through and evidenced to kind of, myself to go back and use to guide my thinking. I'm not sure if I'm making any sense with this at all.

Interviewer: Yeah, yeah, no it is. It sounds like it's a framework that's guiding your thinking but you mentioned that you're not necessarily sort of explicitly referencing that when you're working with other people sometimes. I was wondering a little bit about, is there a reason that it's not explicitly coming up or is that a conscious choice or is that just the way it's been or, yeah I'm just wondering a little bit about that I guess?

Sidney: Yeah I think, um, it's probably a conscious choice in as much as sometimes it feels like it would take all of the time to explain what the framework was and where it was coming from, and I'm not sure whether some of the people that I work with, as in teachers or parents, would necessarily have the time or the headspace to think about the theoretical approach that I might be taking because they would want to think about [child] in class ((laughter)), you know, and what's going on there. So, I think, it's often one of those ((pause)), to come across, come up against I think as EPs where how explicit we are about the research, the theoretical frameworks and how much of it we share that's like the practical end of it, so we might talk about growth mindset but we might not go into the real details of Carol Dweck's work when we mention it in a report.

Interviewer: So with the power threat meaning framework then how do you think that sort of, em, impacts or changes the, that, that emm sort of direct work or the things without sort of, if we're not explicitly mentioning it, if you see what I'm trying to ask, do you think it changes anything about the way that you are working or the conversations that you're having or the things that you are writing or whatever it may be – does it have an impact on that even if it's not being explicitly mentioned?

Sidney: I think it, it does, but it's more of a personal approach, and it's layered on ((pause)) I suppose in some ways, how to put this? Power threat meaning kind of matches how I think, so I'm not having to change my real belief system to use it. It's almost kind of like it's there and every time I go back to it it's like oh yeah, I know, I can see where I'm using it, like I haven't really looked at the real documents and the book and the information for some time, but then when I went back to it a

couple of weeks ago it was like “oh yeah! Yeah yeah yeah”, this all still makes sense. It’s almost given me something to pin my ideas to.

Interviewer: And it sounds like it sort of fits with your values? Is that right?

Sidney: Yeah, values and belief system of like, ok this is almost like what I was looking for. I was trying to sit, I mentioned earlier, sitting with one foot in a profession where there is a lot of medical model, diagnoses, really strong sort of black and white thinking around autism, dyslexia, and even some of the you know therapeutic ideas around general anxiety and all of that side of things, to then looking back at that idea of well what’s going on environmentally, what’s going on, what’s happened to this child, what are the layers that are there? I’ve lost my track of thought now.

Interviewer: That’s ok. You mentioned about your belief system and it sort of fits with that. I wondered if you could say a bit more about what that is or what that means, like what is that belief system that you feel like it works well with?

Sidney: Yeah, I mean I think I mentioned before about the kind of social model of ability, disability, so you know the, the environment creating lots of barriers rather than it being the disability itself. And I suppose the idea of you know social constructs and how we speak about disorders and even down to being neurotypical or neurodiverse and there always having to be that one or the other. And I suppose my belief system is trying to make sense of each individual and again that’s what the power threat meaning framework kind of gives us. It sort of takes on board those more narrowing labels or ideas and helps us to sort of get down into well, you know, what’s happened to you, what’s made up your identity, what’s created the person that you are, what is your story? And I suppose that’s my belief system, that’s my approach as an EP, what is the story here, what’s going on, and then what can we do to change, support, shift that type of thing, so um and being able to do that through kind of, again, language. Constructs. And thinking about it rather than being a final diagnosis, or a final explanation for something, that it’s always gonna be shifting and then we create that shift through thinking about it differently or looking through a different lens, and there not necessarily being one final answer or rubber stamped: you’re sorted now.

Interviewer: So having used the power threat meaning framework then, what are your sort of thoughts about it now?

Sidney: Wow I need lots more time to keep using it. No I think I’ve alluded to, I think it’s creeping in to lots of different ways that I’m thinking. Or I go back to different bits of it and pull things out, as I say recently with different things that are going on and with doing more work on pupil views things, and thinking about ideologies and just politics and how um the thinking around the language we use certainly around COVID and the impact that it’s had. So I think that that’s a big thing. I think I’m going off on a tangent again, I’ve lost my thread.

Interviewer: No it’s definitely interesting, and it’s interesting those words em the words, some of the words that are coming up like em ideology and politics and things, so it’s making me think about em sort of the EP role and how those things in your view kind of fit within the EP role or whether they do or what your sort of thoughts are on that?

Sidney: Yeah I think it fits more than we might even believe it could. I think there’s more scope for EPs to be political and have political ideas. I think we’ve sort of been stuck under a local authority, local government space that that that might have felt a bit constraining in the past. And I think there are more people, I don’t know whether it’s a different generation of EPs, I don’t know if it’s because of various changes in life that there’s been over certainly the past decade that shifted the profession

to think more politically. But yeah I think, I think it's an interesting profession isn't it, being an EP. I mean you can either sort of go in there, work in schools which, you know, I've done and I do, and then I think something comes along as it's done for me with sort of COVID and various quite huge events. We've got refugees, we've got the black lives matter, we've just got the whole thing around the education system anyway, and you start to think well we've gone through quite a heavy training and we're psychological thinkers so we, we do have an opinion and a voice and we might be able to use some of the theory and the frameworks in a way that's not just standing on a soap box and shouting. We can use the psychology to make a good argument.

Interviewer: You mentioned, sort of, changes over the last ten years that have impacted on the profession. What sort of things were you referencing?

Sidney: I think kind of the the change in, well we have the change in the SEN code of practice. The Education, Health Care Plans come in, but I think now we're ((laughter)) not so different to how we were with just the old fashioned statements. I think there was a big shift around that time of a lot of EPs going into a traded model. And I think that that whole, I mean we could probably look back at the whole sort of history of the last ten years of the EPs and where we are now using the power threat meaning framework. You know, what is happening to us and what's going to happen to EPs as well, so um. There you go, that's another, for us to do another day. Yeah I think there's been, there's been changes in the education system, some subtle and some big. But I think there's, there's, there's been a core change to how EP services are run and I think that's having quite a massive impact at the moment. And I think there's still quite a bit of uncertainty because there's the SEN review, isn't there, and ideas around what that might bring up again so. Strange times.

Interviewer: Yeah, particularly with COVID and everything. Is there anything else that you'd like to tell me about the power threat meaning framework or anything we haven't sort of spoken about that you wanted to think about or speak about?

Sidney: I think it's such a big and complex model isn't it but I'm still getting my head around it and the ways to use it and and to really use it in a positive way. But I would like to see the educational psychology profession embrace it more. You know, we use Bronfenbrenner, we use kind of various frameworks don't we, as a way to make sense of development and education and I think there's a space where we can take this and make it a education framework for us. Cause it's still like I say I'm still sometimes really trying to make sense of this is for clinical psychology using the DSM or ICD, you know, it's an alternative to that which we don't necessarily have so much so I think that there's some work where, and that's what Lucy Johnstone wants people to do isn't it. There's work to do to tweak it to fit a slightly different discipline that we are in educational psychology. And then that might be something to pull some of the the slightly different approaches together a little bit.

Interviewer: And what do you think would have to happen for the framework to be more embraced in educational psychology or what changes do you think would need to happen to the framework for it to fit more closely with the EP role and things then?

Sidney: I mean maybe something like what you're doing now, just finding out what EPs already think of it and how they're using it. And encouraging people that do use it to write about it more and maybe be more explicit. You know, you've made me reflect and think OK I'm using these ideas but I'm not always being explicit with others or myself necessarily about, you know, it's all getting sort of squished up in lots of ideas that I use. So yeah, using it more explicitly, and I suppose the various unis having it there on the syllabus as a part of their thinking about being an EP, not saying that this is the way to do it but how would we use it and then joining that together to maybe thread it through.

Interviewer: Are there ways that you have considered or might consider using it that you haven't sort of done yet or things that have crossed your mind and then you've kind of thought oh maybe not or?

Sidney: Yeah, no, definitely. Yeah, yeah I do want to think about it more with the specific research that I've done and you know education as a whole. Just making sense of it, maybe on a kind of going back, doing a bit of a historical look and then how things are changing and then how that might inform how we go forward. Because we're not, we're never talking about, there will be things that worked and things we want to keep so, you know, looking at what the survival threat responses have been in the past that have been useful. So yeah, I've been playing with using it, you know, touching on it lightly. I think I really wanna do a big deep dive into it. And then I was actually reading something the other day where I think quite a lot of people are looking at it in relation to autism and that autism diagnoses and what that looks like through the power threat meaning framework. And I think that's quite ambitious and exciting and it's gonna be controversial, just as the power threat meaning framework has been anyway but I wonder if that does speak to some of the discomfort that I feel sometimes about those type of diagnoses. So maybe getting involved in some of that.

Interviewer: And what do you think has led to some of those controversies?

Sidney: Now I know the original framework people don't like it because it's seen to go against the medical model and I think the more tried and tested old fashioned viewpoints, and I think there's been a lot of pushback to suggest they're anti-diagnoses and anti-medication and maybe those types of things, and I don't think they necessarily are. It's just about maybe having a more holistic viewpoint of diagnoses. But I think, it's hard isn't it, there are a lot of powerful people who don't like their viewpoints to be changed and things are very much tied up with certainly the DSM and all the diagnostic manuals, they're all so, they are tied up with pharmaceutical and those elements and things as well, and that's a really complex web isn't it, of money and power. Like keep to the theme! It is and some people just don't like different ideas that challenge the dominant thinking. It's certainly been a dominant way of thinking for such a long time, hasn't it? And you know I might be bold enough to say that the main authors are both female, aren't they? You always have to kind of question whether there is some, you know, misogyny going on there as well as all of the other power dynamics that go on in any profession really. Lot's of things to be controversial!

Interviewer: Sorry, before we got onto the controversies as well you were talking about how you would maybe like to apply it to, I think what you said was you'd like to think about how it applies to education and I was wondering if you meant em sort of that's something that EPs should be thinking about more broadly as a profession or if that's something that you personally want to pursue or yeah, I was just sort of wondering if you could explain a little bit more about what you meant there.

Sidney: Yeah it's certainly something that I want to pursue, it's an interest of mine. But then you know I've linked up with, the beauty of COVID and us making these remote connections, I've linked up with quite a few other people that are interested in it as well. And I suppose it goes back to this idea of using it more explicitly, you know, we want to do more groups with children and young people for um to get their ideas, and maybe use it a bit more explicitly then to kind of map on back to that idea of what do you want as children and young people, what matters to you about education, and do it through that power threat meaning, because I think some people have tried to make some of the questions and the approaches a bit more child friendly. This sort of email forum group that I am part of, there's certainly been some moves towards making as I say some resources that you can think with children about, and again then you could think about with education health care plans, all of those type of things seen through this lens. So lots of potential.

Interviewer: Absolutely. Is there anything else you'd like to say about the framework or add to what you've said already?

Sidney: Um (pause). I don't think so. I just find that it's ((pause)) I'm hopeful because, as I say I've changed roles slightly so I've got a different role and the idea is to potentially hopefully have a bit less of a full on time as I did as a full time local authority EP and have some time to read and think about the framework and some ideas around education a little bit with more time and thought. I'm just quite excited about what the framework could create for EPs I suppose so ((pause)) Going back to that idea, I think it's got so much potential and I haven't really dived into it properly, fully yet, not in a longterm way. I've gone in and come out again for like you know specific bits of work. And even talking to you now it's just like I've got so much more to learn about it.

Interviewer: Yeah it's a big piece of work that they've put together, isn't it, and there's lots to it, lots to learn.

Sidney: Yeah definitely, but it's definitely something that I'm quite, yeah, quite excited to keep going with and keep using and keep making sense of.

Interviewer: Great, well thank you so much.

Nat

Interviewer: Have you got a little pop up to say it's ((in overlap)) ((inaudible))?

Nat: ((inaudible)) Thank you.

Interviewer: Cool, perfect, thank you so much. So before we sort of launch into the main questions and things then it'd be good to just get some sort of contextual information just so that I can look at patterns in the data and things like that. So what is your role at the moment? Are you a main grade EP, senior? Where are you on your?

Nat: Yeah, so, I'm a main grade Educational Psychologist and but currently on maternity leave, due to go back to work in April.

Interviewer: And what is your usual work context? Is it local authority, private...?

Nat: It is, it's local authority work.

Interviewer: Local authority, cool. And how many years have you been an EP for?

Nat: Uh so I, that's a good question. I qualified in 2019. So this will be my third, third year.

Interviewer: And regarding the power threat, meaning framework, then have you had any specific training on that or how did you sort of come to find out about it and hear about it?

Nat: Yeah, no. specific training. I came to hear about it through another network. So I'm connected also with the [name] network. And I've got an interest in working with young people who hear voices and actually the [name] network therefore heard about the power threat meaning framework, read it, was enthralled by it and then very quickly recognised its relevance for EP work but also wider work in schools and educational contexts.

Interviewer: Oh cool, that sounds like really interesting work as well. Okay. Okay, so can you tell me a little bit then about the time or times that you've used or drawn upon the power threat meaning framework in your work as an EP?

Nat: I think, for me Elaine, it's more that it's always in the background, a core principle of a formulation as opposed to perceiving anything this way within child or within family even. But particularly that very key aspect from which the title is drawn, thinking always about with every young person and every family, how power may have operated in their life, what threat that may have posed and the meaning that they've made from that so going back to this idea of what's the story of that young person and that family, what's the journey been, what where have the power differentials impacted and thinking about that in all layers of the system, whether it be with the family or school, but also within the wider societal and cultural context is of course a PTFM speaks about a lot.

Interviewer: So how does that sort of impact your, the work that you do? If it does, maybe it doesn't.

Nat: Yeah, it really does. And I guess it's finding, isn't it Elaine, most sensitive ways to ask what can be difficult questions, but what also can be perceived as potentially threatening questions and as soon as we're thinking about power differentials, there's somebody either present or erm within that network who has held, potentially wielded power in a particular way that's impacted on that person's life journey and experience. So finding ways to ((pause)) to be curious about that, including in the school system, you know, of course, there's an instant power differential there, isn't there, with the children and the young people and then their teachers and the senior management, also one of my teachers in consultation thinking about their place in the school system and how power is impacting on them and the perceived threat and the meaning that they're making from that. So holding it in mind and then finding sensitive ways to find out a little bit more about um ((pause)) how, how any experienced or felt power differential has impacted on that person's experience and therefore also one of the reasons as to why we might be having that consultation or that one-to-one in that particular moment in time.

Interviewer: And you mentioned formulation as well, I think what what what, what does that mean to you, formulation?

Nat: Yeah, I think it's really appreciating that you cannot open a brain and see a lot of the things that we talk about as though they are concrete in some way and often talk about outside of the systemic context and the cultural context and the familial contexts. Erm, so, for me formulation is about the story of that person, including those aspects that we've just spoken about and thinking about how therefore, whichever way they're presenting is, has a function, has a meaning and it has a function for that person and is serving a purpose for that person. And what may be therefore seen as a self-destructive act or as a kind of an acting out act is often actually just an act of um, a sense making act or even one could say an act of hope in some way, an act of willfully wishing to change something, or to make, make life or the experience of school, or experience of family different to how it's been at that point experienced for that child or young person.

Interviewer: Are you thinking about sort of particular cases when you're, when you're reflecting on some of those things or just more broadly?

Nat: I think, I think I'm thinking quite broadly, Elaine, even in most cases where you think, you know, the seemingly straightforward cases where it seems to be a literacy difficulty, or it seems to be, you know, it seems to be that's what's presented and that's, and then of course, this, there's always a context around that person and there's always more to it with all of us. We're complex human beings. Um, and of course, there's always the issue of time isn't there and capacity. But in an ideal world, considering all of these aspects and thinking more broadly about each child, young person and family would be very beneficial, I think.

Interviewer: So in your view, then what would you say is the impact of using the framework?

Nat: I think the impact is a move away from that within child view, that within person view, even that within family view because of course the PTFM does talk very much doesn't it about really wider systems and wider context as well. I think the impact is to, there's something with the words that are coming up for me Elaine somehow are empowerment and agency, you know, sort of if we understand our stories, and if we understand some of the reasons why things may have evolved as they have or even some of the reasons why we might be behaving or reacting and some of the ways that we, we have been, suddenly we're empowered to be an agent of change in our lives, as opposed to it being there's something wrong with you and even the narrative sometimes that, you know, this is something you're going to have to learn to live within the context of kind of psychiatric diagnosis or ((pause)) this is something that we need to fix within you rather than it being empowering sense of let's support you within context and think about how we can support all, all members as far as possible in the system to ignite the change that child or young person wishes for.

Interviewer: Yeah, that makes sense. Erm, so having used the power threat meaning framework, then what are your thoughts about it now?

Nat: I'm still a fan ((laughter)). I think I often go back to the truncated version. I find the long version a lot to wade through, I can understand why so much context leads into it and I think it's all very helpful. I'm beginning to come across some critical voices and I think it's always good to hear the other side recently. So ((name)) was someone in the ((name of group)) movement who speaks quite openly about a more critical perspective on the power threat meaning or where perhaps there may be gaps and things that haven't been thought about or that may not always be the most helpfully put for every person. So that's, that's helpful too. And I'm very young in my thinking about it from a critical point of view, because I guess I came to it and was very much delighted it's actually being written and is out there.

Interviewer: And what sort of things have you come across in terms of criticisms?

Nat: Just, as I say very young in it and wouldn't want to speak for anyone else's perspective. But I suppose ideas that ((pause)), yeah, it's some ideas that it's perhaps not even wide enough um, in terms of its, its reach when thinking about the, the context or you know, even in some places potentially sounding a little bit within person, even though it's proposing not to be.

Interviewer: So it's sounding maybe like it's not as different from some of the alternatives, even though it's sort of claiming to be is that, is that right?

Nat: Exactly. Yeah. That's my understanding, anyway, my limited understanding.

Interviewer: Yeah. And in terms of erm other sort of approaches or things within educational psychology, do you think, or, do you think it's different from those or do you think it offers something different or, or how does it differ?

Nat: Erm ((pause)) I suppose it does differ, in putting that, I mean power is the first word, isn't it? And for me, it differs in terms of putting that very centrally. I can't, I'm just thinking, I can't think of anything else that puts that as such a central component. It may come into a particular way of thinking about things and it just strikes me as being so, so central. Especially when we're working with children and young people who by their very nature, have reduced agency and reduced power and control over so a great many things, particularly although not only those children or young people where, um, you know, they may have experienced developmental trauma or they may, um, really, truly not have had a voice or choice in so very many things in their lives. I'm thinking also of course, you know, looked after children, care experienced children.

Interviewer: So when you say that, em, young people, young people by their nature who don't have so much agency and things do you mean, by their nature as young people and being young, or as in because of their sort of other needs and things that they have in their lives, what were you sort of ((in overlap)) meaning?

Nat: Well just by the nature of them being young, you know, as an adult, and of course, it can take courage and of course, it's not always felt to be possible, but I could walk out the front door and find a way, another way as difficult as that might be, with children and young people, you know, thinking also of babies Elaine, as someone who's recently had a baby, they're truly helpless and dependent, actually with very little agency and control in that way. And how do you know you've got agency and control if you if you haven't been ((pause)) told or treated as though you have, you know, it's as much about what didn't happen, isn't it in a child, a young person's 'trajectory as what did happen. And if you haven't had that, attuned, nurturing, secure attachment, how would you even know it's possible that there's, there's goodness out there to be sought, or that even there's something to escape from or to escape to? And I think that does put a child and a young person who are having those experiences in a, in a place of very reduced power. And therefore in terms of the PTFM a very increased threat as well.

Interviewer: Erm, in what ways do you think it fits or doesn't fit with the, with your views of the EP role?

Nat: Erm, that's a really good question, Elaine. ((pause)) It's, it's a difficult road to tread and again suddenly, I am thinking again, about time, I'm thinking about consultations, where something seems to be coming up, but I'd love the possibility to unpack more, and I'm talking more linked to that kind of formulation, more of that story, you know, perhaps a parent will drop something in and then you think, oh, there's, there's more to this or there's a little hint of a power differential a little he- hint of a threat ((pause)) or the meaning made of an experience within a family system. And yet there's 45 minutes of that consultation or whatever it is, and the main question isn't around that. And then also how to, to name and talk about that when actually there hasn't been the luxury of building up the trust with that family and sometimes even that school over time to be able to stop and say, um, actually it sounds like that's really a really important aspect. Is that something we can spend a bit a bit of time over? Something I definitely find really difficult as an EP and then find myself sometimes feeling that I'm not doing a good enough job. Because I feel like often I'm skirting over the surface of something that really, really aches for more time, more unpacking, more exploration, and I'd love

that to be part of the role. And in an ideal world it would be, and on paper, one could say it even is, and yet in reality certainly in my personal experience, I find that difficult.

Interviewer: What do you think leads to the difference between that sort of on paper versus in reality difference that you sort of alluded to there?

Nat: What's, sorry Elaine, I'm not sure I understand.

Interviewer: So you mentioned that there seems to be a bit of a difference like maybe on paper what, what EPs can do in relation to the power threat meaning framework and other things, I guess, versus the reality on the ground. And I wondered if you had any thoughts about what creates that difference, or how what why that is?

Nat: Yeah I think there's so many things. I think there's, you know, this idea that when resources are limited then things like early intervention and prevention necessarily are the first to get dropped off, um, and therefore that kind of longer term view and that longer term work, doesn't happen in the same way and then often it does come to be that we come to a family, child or young person or educational context quite late in the day it often feels. (interviewer: mm) and, and therefore things feel quite squashed and quite immediate, rather than feeling a sense of being time. capacity and even a possibility to just slow down and explore from all angles than are sometimes available to explore from it, it feels.

Interviewer: Mmhmm, yeah, interesting point. Is there anything else that you'd like to tell me about the power threat meaning framework then?

Nat: Thank you. That's a lovely question. Only, I suppose something that I grapple with is how to keep it alive in my mind, in my heart, because there's so many things to keep alive. As I, as I said, at the beginning, it's something that's always in the background, but I sometimes wonder, is it okay to remain there particularly in some situations, it feels like it wants to come to the foreground more and yet again, there's so many things to think about. I often wish there was a way to, as I mentioned, also, to to open the conversation up sensitively that feels safe and contained to explore some of these aspects, and then also to find a way to report back on them whether that be verbally or in a written form that doesn't feel attacking in any way or blaming. But of course, that isn't, the idea is that it's very much talking about trans-, the aspects of trans-generationality, if that's even a word, and really looking further up the river in terms of thinking about why things might have transpired in a particular way so how how to have those conversations without shaming, blaming, ostracising without shutting down something that actually could be nourishing, empowering, compassionate, within a uh, within a limited timeframe and also a limited perceived role. And I think that's the other aspect too, Elaine, that, it's it's what is the EP role again, on paper? What is it on the ground in reality, and then what is it perceived to be? And I think sometimes as soon as we step into something like opening up the power threat meaning framework in terms of just even opening our mouths to share something from it, there can be a sense of that, well, that's not your remit. That's not what you do. And that's also something that again, maybe closed, closes down certain conversations in certain contexts. I think.

Interviewer: You mentioned there that sometimes it feels like it stays in the background and wants to come to the foreground, sort of thing, or there's a there's a desire for it to be more in the foreground, I think was the way that you put it. What would that look like if it was more in the foreground, then?

Nat: Um, I think it would be naming things in a bit more of a, how to say, straightforward way, I can't quite think of the right um word for it. So an example of that would be, and I suppose quite a straightforward example in terms of psychiatric diagnosis, in terms of when a young person may have been given numerous psychiatric diagnosis and there is a multidisciplinary meeting, um, for me, that would be the perfect place just to bring in another aspect particularly if there seems to be part of the stop the story for that child or young person where some of those those diagnoses may may speak to something else. You know, that's that's a very simple example of where it would feel to ache to come into the foreground a bit more where there's been really obvious erm developmental trauma erm, again erm a really obvious place to think about the power and the threat and particularly importantly, the meaning that that young, and that's the important thing, isn't it, Elaine? It is of course it's important what happens, but even more so is what, what has that young person, that child, that family taken from that experience and how has that impacted then on their perception of self and their experience of life, of school, of everything, really?

Interviewer: Yeah, great. I don't know if there's anything else that you wanted to say about the framework or that you thought I might ask about that you want to sort of explore now or anything?

Nat: I don't think so. I think just to mention, again, the ((name of group)) network, because I know, Lucy Johnstone has been very involved in that. And of course, she's the key author, isn't she, of the Power Threat Meaning Framework, so I do think yeah, that's something in terms of thinking of the lineage of where it's come from when I know, Lucy Johnstone, has done a lot of, you know, lots of critical psychiatry, I think uses and abuses of psychiatry is, is a brilliant book. So there's also that sense of, it's kind of come through that lineage if you like or one could even say, you know even just to think of Lucy Johnstone's role as a clinical psychologist, and then to think of, how can we, because I think their desire and the hope for it, and certainly my understanding is that it would be broader, it wouldn't live in the realm of clinical psychology or wouldn't this live in the realm even just of psychiatry, which is why I'm so grateful to you for doing this research. How can we bring it into other realms and education for me, feels to be a really obvious one. But then there's also then the how, the how, how do we do that and how do we work together as professionals as well? So it's not again, things in boxes, the clinical psychologist doing a thing over here and the educational psychologist doing their thing over here, but actually, we're working with people, with experiences, with emotions, with perceptions and therefore there are more more similarities than there are differences between.

Interviewer: And do you have any ideas about sort of broadening it out and and I don't know spreading the word or getting it into education, as you said or other places?

Nat: Yeah, I think there's something about like even saying to people about the truncated version, and it being over a hundred pages and just how overwhelmed schools are with material and things to think about. I think that just feels like too much. So not to water it down because I think it's really important not to but are there ways of putting it into a, not even a simplified framework, but perhaps a more digestible framework? So that it can just it can be thought about at a deep enough level to be really understood, but then at the same time, practical applications that can be used without having to trawl through hundreds and hundreds of pages. You know, and something that feels truly accessible as well. So it doesn't, it can be picked up therefore by somebody that hasn't necessarily done a lot of thinking or training in things like developmental trauma, but but rather appreciates its impact and wants, wants concrete things, ((inaudible)) use from that and ways of thinking as well.

Interviewer: So it sounded like you were saying that it'd be helpful if it was accessible to like teachers and things like that as well, that they could just pick up and do something with it themselves, even?

Nat: Yeah I think so. And even a way to frame it for children and young people and a way to frame it for families that feels digestible and accessible, I mean that would be, would be truly wonderful, I think.

Interviewer: Okay, well, thank you so much. It's been really interesting to hear, hear your thoughts. Again, I don't want to sort of cut you off if you've not finished sort of speaking or anything so there's something else then feel free to pitch in if there's something else on your mind about it?

Nat: No, I don't think so. Only the last thing that is on my mind is that wouldn't it be interesting to reach out to Lucy Johnstone and to the other authors and to think about what they might be thinking about how it could be adapted or thought about within educational contexts. Yeah and I'm even thinking of sort of roundtable discussions with people that were involved but also people that haven't been involved, you know people that are coming to it fresh, and therefore thinking about ways of increasing accessibility or a link, linking it, as you said, with other stuff out there that's perhaps similar but slightly different, so that people again aren't having to feel like they're picking and choosing but the essence of it that perhaps is the essence of a lot of things that we do is the same if that makes any sense.

Interviewer: Yeah, absolutely. Okay. Well, thank you so much. It's been really interesting to hear your thoughts, like I say, I think it's, it sounds like we're coming to a sort of natural close there, are you, are you happy with that?

Nat: Yeah very happy, so long as you have everything asked that you wished, yeah, yeah.

Interviewer: Yeah. Thank you very much. So I'll stop the recording there then since we've come to an end. Thank you again.

Jackie

Interviewer: Okay, have you got a little message to say that its recording? So that's cool. Perfect. So hopefully, hopefully we're good to go then. So just to kind of start off when with then it'd be good to get some just kind of like contextual information just, just so that I can kind of figure out who people are and what people have in common and things like that when I'm doing the analysis and things. So what is your role at the moment, are you maingrade, senior, trainee?

Jackie: I'm a main grade, recently qualified EP.

Interviewer: Ok, and what's your work context? Is it local authority, private?

Jackie: Local authority.

Interviewer: Local authority. And how many years have you been an EP?

Jackie: Just one term, so I qualified in 2021.

Interviewer: And with the power threat meaning framework, have you had any specific training on it or how did you sort of come to find out about it, what's your background there?

Jackie: I'm just, I'm not sure whether we had like a university session on it. I think we did but it was just known that it was an interest of a couple of the university tutors. (Right.) So yeah, it was from that really.

Interviewer: Yeah, so you kind of heard about it through them, but then maybe you did some more of your own interest kind of thing. Okay. Well, can you tell me a little bit then about the time or times that you have used or drawn upon the power threat meaning framework in your work as an EP?

Jackie: Yes, so I suppose you know, being very brand new qualified. I can't say I've like directly in the last few months ((.)) I have taken the, because I've got it printed out, you know like not the book but like the actual papers, like it's 1000 pages, but I do I flick through it in a kind of reminding myself with some of the phrasing of it and just to kind of get my head back into it again. But when I was a trainee, I kind of explicitly used on one case. So I know that in your information sheet, you're kind of looking for quite an in depth engagement with it on one case, so that it was in year two when I was a trainee, and I've just I've looked back at my, 'cause I had to write it up, I wrote it up for my placement file. So that was a reminder.

Interviewer: So can you tell me a bit about that case and what happened and how it came to be that you used the framework and things like that?

Jackie: Yeah, so it was a it was a case that I suppose kind of lasted the whole of my Year 2 placement, which was in one authority that I changed after that. So I was in there for one year. Umm and it was a child that didn't have any diagnoses. Because when I was reading it now I was thinking like, if this was the authority I'm working at now this child would like be carrying loads of diagnoses by now because I think, but he wasn't, he was at a secondary school, he was in Year 8. It was a very complicated case, like very, very complex on lots of levels, the child's life but also the organisational stuff was complex. So the school was like inadequate, loads of stress, excluding a lot of pupils, new SENCO, people leaving all the time, like just about every sort of, you know, negative factor for this child in terms of continuity. Umm and he was at risk of exclusion. And why did I come to use the power threat meaning framework probably because ((.)) it's a good question, I guess, because I'm just trying to think when I would have ((.)) I think I came to it after trying other things and thinking they weren't adequate. You know? (Okay) Like, like, because I look back at this and I thought, at that time, we'd had some input on erm I don't know if you know, the multi element planning stuff? It may be more kind of like, in the area that I work like, regional kind of interest, but it's, it's like quite a structured process you go through for children at risk of exclusion, and it's got like resources that you work through with the children to kind of seek their views and then but it's based on sort of functional analysis of behaviour. So it's like a behaviourist approach. (Interviewer: Right.) It wasn't adequate, like, I knew that a lot of EPs in the service that I was at quite liked that approach. And my supervisor at the time quite liked that approach. But it just didn't seem to go, there were kind of deeper, deeper things going on and this boy was from an Asian background, had two siblings in prison, he was experiencing domestic violence, he was on a child protection plan but d'you know, it was just every ((.)) and I just thought to come on in and say, you know, oh he's seeking adults, it was just, that was what, it was too surface level. Yeah, it was a sort of depth of the power threat meaning framework in terms of and I suppose it's, it's narrative underpinning and I'm quite interested in narrative psychology. And it was that sort of thinking about deeper cultural discourses and you know, this, he'd been, he'd been essentially stereotyped really, like everyone had given up

on him. But there was a, it was all threat response. Everything was going on was like a threat response, bodily things going on. Yeah, so it just helped me organise my thoughts a bit and I really liked the, there's an appendix in the document that really clearly allows you to think about what's the power here? What's the threat? What's the meaning, what's the threat response? And then what's his story? Which was really helpful to me to try and think, you know, if I'm writing this in the first person, like, how do I express what he's, his perspective is here. So.

Interviewer: And was that something that you worked through with him or something that you used for your own thoughts or how did you sort of apply?

Jackie: It would have been fabulous to work through with him, but I suppose maybe characteristic of such a complex case, you know, there was, it was very difficult to engage with him. I mean, it's likely he had really significant speech and language difficulties actually d'you know what I, I mean, I did meet him, but he tried to avoid me, tried to hid in the toilets, and the staff went to drag him out of the toilets to come see me, like, just I mean even I think about this now it's just like, horrible. I mean, he had nothing, he had no hope in that school. I don't, you know, he did. I ended up writing it as an advice and he did, he got his plan but I don't know where he'll be now. But yeah, it was just, it was just me. It was me making sense of it, I think. Whereas now that's a good question, I think like maybe that's what happens when you're a trainee that you're writing your placement files, I don't know what it's like at the Tavi, but where I was it was you writing your placement files and your making sense of them as you go, but then perhaps it's the actual, the act of writing it up that is the greatest learning subsequently, and then you're thinking what am I going to put in place, you know, at an actionable level next time, but in this one, like, I think maybe with a lot of risk of exclusion cases that you just feel you're on the backfoot all the time. Like, if you could have come in two years earlier, maybe you make a difference, but I don't know. Did I make a difference?

Interviewer: There's something about timing and when (yeah), when things are done, then?

Jackie: That's it.

Interviewer: Yeah. What was it like for you then to work through that when you were thinking about that particular child?

Jackie: I think it was ((pause)) maybe, yeah now you ask that question, maybe it was helpful to see that as an EP, my role working with the child at risk of exclusion is actually quite constrained because it was through working through it and thinking like how his power operating in this young boys life, the threats that he's experiencing, the way he's responding, which are making him further experience like, d'you know, further power threats because of his risk of exclusion then, and it was like this cycle and so then me intervening really what what can I do as an EP? And how much can I change this situation? We, maybe it's like, you know, just making my expectations quite small. I can't prevent this exclusion perhaps but I can write his advice in a way that's sensitive and tailored to him and hopefully goes with him to inform whatever happens next, you know. But I think it's an interesting question, actually. And also the fact that I've raised this for this interview, because that is an ongoing interest of mine. I can my thesis was based around that question about, you know, not directly but more or less what EPS do around risk of exclusion because I think it's the most frustrating aspect work for me.

Interviewer: Yeah. So in your view, what, what would you say was the impact of using the framework?

Jackie: I think it's kind of organising my own thinking. Like and um, yeah, it's a reflective tool in this case, really. Yeah, and looking at the threats inherent within the system, systems around the boy in question. So the school, the practices the school were putting in place that were further exacerbating his distress. Also, social care being part of the problem too, exacerbating the family's distress from the family's perspective because they were turning up at the door and the family's shutting the door, social care describing him as an aggressor and that was kind of helping me think there. So yeah, it was, I think it was a reflective tool and a way of kind of breaking this this quite overwhelming situation where I felt powerless like to try and see well, and how is power operating in my relationship with this boy too. And you know, am I the powerful, am I just another kind of eh force in his life that excludes him further, because I think from the school's perspective, and I don't know if you've come across this, from the school's perspective, I was part, I was like a tool to facilitate his exclusion. And that often seems to be the case. You know, EPs are brought in and it's like, okay, assess them, oh, yes, they're ((.)), and while, you know, even while you're writing the report up, the child's been excluded. Very frustrating.

Interviewer: Yeah. And correct me if I've picked this up wrong, but I think the sort of, your involvement in that case or the kind of outcome of it was that you wrote an advice for that young person, and sort of how did the power threat meaning framework kind of feed into your writing or what, the report that was sort of produced?

Jackie: Yeah. That was interesting, because I guess I'm just trying to think of the timing. I think I did use I think I did use it and I'm wondering if, I'm not sure when I would have written my placement file kind of case work thing. I think I did actually write the advice after the case work. So I think I did use it, and what was interesting was, because at that time, my supervisor had left the service so I had another senior QA it for me, you know, review it before it was sent out. She'd corrected bits of it and put in trauma instead, and I've got my own kind of, hmm, like not, I don't, this whole trauma-informed thing a good kind of conversation to have but I don't think it, I think trauma-informed and power threat meaning framework are kind of, they're generally comfortable but there is a different narrative, isn't it, it's more like medical model the trauma informed stuff. That's my experience with what schools take from it. So she put in trauma, trauma, trauma, and I kind of thought actually I wanted this to say threat response and what, I was using the kind of phrasing that I'd picked up from the power threat meaning framework, because I think it's easier to understand, I think it's less alienating than saying trauma informed, you know, fear system of the amygdala or whatever. And that's just another way that power's operating, isn't it? Like us as the professionals bearing down with our language in our reports. I just think it's, it's quite an accessible, it's like it's such a masterful piece of work. I guess that's the other thing that's amazing to me about it, it's just such an achievement for the authors to have written it. It's like very comprehensive.

Interviewer: Yeah, what sort of difference did it make to you to draw on that framework then, if any?

Jackie: ((pause)) I guess it's giving me the language, really. Because our reports are kind of I want to say, it's not a weapon, but it can be a weapon. Do you know what I mean? Like it can be in a situation like this with this child where actually I felt quite powerless, I felt my kind of most useful tool here is probably my report, because I can't, the parents won't talk to, I did have a brief conversation with his mom, but they had such a poor relationship with the school, they just didn't, they just saw me as an extension of the school. So it was I think it's the language that it had provided me with in this case, yeah.

Interviewer: And so having used the power threat meaning framework then, what are your thoughts about it now?

Jackie: I feel like it's, I kind of need to keep my interest in it going and then I suppose it's like a lot of things that if you're not kind of challenged, often, to stretch your thinking, then you just go back to what you were used to using. And I think I think it's quite a challenging framework, actually. It's a lot easier for me to just go along with like, I don't know ((pause)) hmm, what, how can I describe it like ((pause)) because it's so, because it's so deep. It's so deep and it is like it feels to me, it's just like the, the whole narrative approach, you know, it's like it's it's difficult to get your head round. My thesis used narrative and like my head was just like stretched in multiple dimensions. You know, it's like so complex to get your head round, but it's very satisfying and I think it's very enriching and I think it makes the work better. I think it makes it you know, but that takes an effort and energy. I think when you're very busy, when you're writing a tonne of reports, or a lot of advices sometimes it's easier to do things that are more surface level, and that's just human. You know, that's just that's understandable, isn't it? But I think maybe for myself, what I want to do is to be more like maybe as you do when you're a trainee, like you have maybe one case that you really go into a lot of depth. And I do come across cases now where I think yeah, I can really see an application of this here. So yeah, it's something I keep picking up again.

Interviewer: And with those cases where you, where that thought has crossed your mind, is that something that you've explored with any of those cases or thought about or used?

Jackie: Yeah, I have done, but mainly just like, there's a bit in it, I guess. It's where they talk about the different, what do they call them? Different like styles, they don't call them styles, but you know, like different presentations or something. I remember what the other day there was, for example, there was a case there's a girl that was, this is the first case I've worked with a child that is in an impatient for anorexia. So I had a look back at that to look at, you know, some of the threat responses to thinking about like self, not, you know, self-harm, but also kind of restricted eating and control in that way. So I do I do go back to it. But then like, that's still quite a surface level. So it's not like a formulation where I work through things or, you know, I'm not, I'm not kind of not doing that. And I don't know if that's a natural progression. From being a trainee to not being a trainee, or if it's simply that I have more to do and not enough time to work through things in so much detail, but I would like to think that maybe, you know, like, I'm applying it anyway.

Interviewer: In you're thinking yeah, and you mentioned something about how, you know, you need to be sort of challenged sometimes to, to go into those deeper things, I guess. But, can you say a bit more about how that can happen or what helps that to be the case?

Jackie: I think, supervision and that's a really kind of, I think supervision is threatened, when you are, in my view, when you are remote. Not because you don't have supervision, because I do, but I don't feel that the depth is there on a remote basis. I don't know like probably like a lot of people I've got this really uneasy relationship with being remote all the time again now because I'm just like, I've had it and I feel like I can't do the depth of work and get the supervision I need if it's all remote. It was it was moving towards in-person and now I've got, everything's gone back online just like this week. (Interviewer: Right.) So that's a shame and I think you do need to have in-person incidental conversations with other EPs, you can't do this kind of work on your own, I feel. I just feel like this is a job where you need to be in touch with your colleagues a lot and you can do it remotely, but it just, especially as a recently qualified EP, I think that's a real challenge, really is. Yeah.

Interviewer: Are there sort of other ways that you think that it could be useful or be applied in EP practice?

Jackie: We mentioned before did I go through with the young man I was talking about, did I go through any of it with him. And I'm interested in that because I don't know how I could have done but that's an interesting idea. I mean, I don't know if there are any resources. Do you know of any resources kind of designed for children?

Interviewer: I think not yet.

Jackie: Oh hang on, is this going to be the outcome of your work! That's a good idea. I like that. Because what we use a lot in our service is, um, we use a lot of card sorts, and they're quite good because, because we've got at my university and they also work at the service, a member of staff that did like Q methodology. So we've got a lot of card sorts, and they're really great, you know, also remote because you can send them as like PowerPoint documents, you can send them to schools or send them to home, children that are, you know, avoiding school because the emotional avoidance, right, so then they get to do that and then send it back. But I think that could be interesting. I'm just wondering how you phrase that stuff. When you're working with them. I suppose if it's already written in a language which is accessible like I was saying, like what threats these are examples of like, threats could you say could use the word threat? I don't know. I'd definitely use that.

Interviewer: Yeah, it's interesting to think about isn't it? Those, those card sorts you were talking about - what sort of things are those for, like, how do you use those?

Jackie: So there's one, there's the multielement planning, which is like this, it's a kind of um, it's a set of resources. And it includes like pupil views, like sheets, but it's also got pupil views, card sorts, but they are aimed for children that are at risk of exclusion. So they're things like I think they've got different sections like environment things and then like functions of behaviour, but they are based on the sort of behavioural I think it's like she was functional behaviour analysis, which has got its place and it's brilliant. Schools love it, because it's quite straightforward to understand. *Can you actually see me talking? Do you want me to move into the light, you might need it for your analysis! You know you might need to see I don't know you might not hear something and need to see it. Isn't that why you do it? Let me open a window, hang on. Snowing here – not snowing in London I guess? Can you see it round the houses?* Yeah, it's good functional analysis is good and it's got its place you think you know and that's always quite an interesting conversation to have with a member of staff. Say, for example, this boy was hiding in the toilets a lot. And they would say he's hiding there because you know, he's being silly or he's being not like anything beyond like, why might he be hiding there? And he was hiding there because he was scared. With the functional behaviour, you can say, oh, okay, so he's avoiding something. Is he avoi-, what's he avoiding? It's quite simplistic, isn't it? Compared to the power threat meaning framework where we're talking much more, you know, thinking about how are the actions that we're taking in school, further perpetuating this problem? You know, it's like, for the girl that was an inpatient in an eating disorders unit. You know, how is that experience of being in a unit furthering her distress? Because I think sometimes you don't even, that doesn't even cross the mind of professionals working with them. They just think what am I doing? You know, and I think that's what the framework is so kind of good on, is thinking about our own role in sort of multiple layers of this person's life as EPs but also, there's other systems you know, school, parents and services that we work with.

Interviewer: What so as in thinking about the roles that those different em different services and things play, is that what you mean?

Jackie: The roles that they play, but also how their involvement can actually further ((.)) you know, can actually do harm sometimes. We don't have like as EPs we don't have like a, do you know how like medics have "do no harm" as their sort of principle? I kind of sometimes I think we do, we could do harm in our actions or with the choice of assessment we make or, and I think that's something that we don't think about enough actually.

Interviewer: How do you think that using the power threat meaning framework might sort of help with that or not help with that or fit into that? How does that relate?

Jackie: Because you're looking at what a threat could be in their life, what power how power works in their life, I mean, EPs hold power, don't we? That's it we know and schools see us that way too. And they see us sometimes, depending on the service model and everything, but they see us as a sometimes a gatekeeper to resources or provision or, you know, specialist whatever. So we are part of the problem sometimes so how can ((pause)) I think that it just helps, helps me to kind of look at my role more broadly. It's a reflective tool, really, I think. That's how I've used it. I've used it as a reflective tool, but I think there's probably more scope. And I'm really interested in, just because I've just heard a lot of people say I'm interested in the power threat meaning framework but I need to read more about it or I'm interested in it but can you explain to me what it is or because it's a big chunky doc, I think they have released a book, haven't they like a slim? Yeah, but there is also an interest group, I think in my area, which I should join. I think there's lots of scope.

Interviewer: Yeah. So you've heard people mentioning that, like, there's a sort of interest there, but people don't necessarily always know that much about it or they're not sure where to begin?

Jackie: I think it's the name. I think it's a lot, kind of power, threat, meaning it sounds like a superhero or something doesn't it? I don't know what else you'd call it, but um, and because it's also clinical. From clinical psychs, I think it's really applicable to what we do, really, really applicable. And I think it's really interesting as a topic of your thesis as well, because I haven't seen a lot. I don't know if there's a lot out there. I haven't seen a lot.

Interviewer: I don't think there is too much, yeah. What do you think might help to sort of overcome some of those barriers then that people seem to be expressing?

Jackie: ((pause)) I don't know. I don't know. I'm not sure. Because I'm just thinking like if I hadn't been introduced to this through university tutors, and, and also outside of that, my friend is a forensic psychologist so he knows about it too, although interestingly, he's like, obviously from that perspective, he's like, much more like diagnose, pathologise or something, you know, he works with like, people with borderline personality disorder, diagnosis and all this kind of stuff. He comes at it from a different perspective, really, but still finds it very useful. But I think if I hadn't had those bits of input I wouldn't have heard about it through my service, for example, well not in any substantial way. I mean, I'd like to say training, and I'm thinking maybe they didn't get training, but before I started the service, I guess, yeah, training but training where it's really tailored to how this is applicable for EPs. I'm thinking, if I hadn't used it as a trainee, how would I be using it? If I'd done training, I would want to have like, resources attached. I couldn't just be shown this ((holds up framework document)). I took this out to look at this again. You know, I mean, it's always nearby because I do look at it a lot, but like, you know, I couldn't just be given that, it's huge, I'd want to

have something digestible and like um ((pause)) and also what's interesting, I find is there's been like a lot of conversations about formulation in my service? You know, as a trainee, you get quite a lot of input, and I and I'm sure at the Tavi you get a load of input on formulation probably more than I did too, because you're quite clinically, you work quite closely with the clinical psychology isn't that? I don't know a lot about it, but just I'd heard that. And that in my service, you know, they've really emphasised formulation because I think if you weren't trained recently, maybe that's not a word that you think about a lot? That could be just an assumption, but that was something that kind of came across like you're asked to put your EP views and your advice, but to think about it as a formulation. Maybe something, I don't know if that's just time in the job, or a different approach to training when it was a masters. Maybe they didn't, I don't know.

Interviewer: But it seems like a relatively new way of working or new approach to do that thing that's called formulation?

Jackie: Maybe, you know, as the training became a doctorate rather than a master's, it moved closer to the clinical psychology training. I mean, we moved away from ((.)) have we moved? But we started to move away from just being like assessors and doing WISCs. Have we moved away from that? I don't know, maybe we haven't, but we like to think we have.

Interviewer: And that sort of "formulation" then what does that mean to you? What do you think that is?

Jackie: Drawing together different um oh god ((pause)) what does formulation mean? Christ ((pause)) Drawing together different strands of a situation to make sense but based on ((pause)) I mean, there's theory there, there is theory there. We might not cite it, but based on theories of, I don't know what they might be, child development or might be theories of epistemologies, I guess, you know, social constructionist underpinnings or narrative approaches, but they will be underpinning what you're doing and they're going to be guiding it aren't they? *I'm still in the dark, aren't I? I'm gonna put my light on hang on. By this point, probably missed a lot of what I said, there we are, I mean, I'm in the light, I probably need to move forward a bit.*

Interviewer: So how does the power threat meaning framework fit in with that idea of formulation in the EP kind of context?

Jackie: That's where it's most helpful. I'm just trying to think, because if I'm in a report or an advice where I'm thinking about that, it's in the phrasing that I use in the em, we've got like a summary of strengths and needs section of the advice. And then the kind of summary which is more like a formulation. And it's, it's the phrasing that I use, but also making sense of what I think, it's trying to pin everything down, if that's possible to do, because I think sometimes something I've learned is you have to pick a narrative to go with because there're obviously always lots of different ways you could present your formulation, your you know, your kind of, yeah, it's your formulations. Lots of different ways you could go really, you could take a kind of, you know, cognitive approach and just talk about needs and whatnot. Or you could go very much like more narrative and use a lot of power threat meaning framework terminology. You can maybe you can do both. I try and kind of do, do both where I can but like, it can be incongruent, which is why I mentioned when I was a trainee and the, my, the senior corrected stuff to trauma-informed. I kind of felt like I just don't think they sit well together. Maybe they, I don't know if anyone's talked about this. Probably on the training they did. I mean, we I remember we had one university tutor that was quite sceptical of the trauma-informed stuff for this reason. And it's something I'm coming across at the moment in my work,

because a lot of schools have had training in trauma-informed approaches, and I was looking through the resources yesterday and they've got like pictures of the brain. There's only like a 10 page document for senior leaders after they've done this like very brief training, like pictures of the brain and neurotransmitters and I just kind of think like, that's a, I'm sure it's all you know, good science, but it's, it's a, if you're thinking about um how schools can actually impact. I don't know, like, is that the most, is that the kind of the way that we want to present children? Like it's a dehumanising approach in a way I think, to do that. Whereas what I like about power threat meaning framework is so kind of human. Yeah, and it doesn't, you don't need to kind of read these complicated things about how brains fit together and the neurotransmitter. I don't know what a neurotransmit-, well I do know what a neurotransmitter is but you know, it's like, I don't think that tells you why someone behaves the way they do. It's, it's about their experiences. And I think that's much easier for people to understand. And it's also like, I think trauma-informed stuff. It's like an example of, you know, these like power, how we kind of using medical language as a way that bears down upon our perceptions of young people and things, okay so their traumatised, therefore they are defective and they can't do this. But anyway.

Interviewer: Yeah. There was something you mentioned before, sorry, this doesn't quite relate to what you were just saying, but I just wanted to go back to it as well because it sounded interesting. But so you mentioned about your friend being a forensic psychologist (yeah) and them having quite a different perspective from yourself as an EP and I wondered what you sort of thought were the kind of differences in perspective on the framework that you've come across or that you were referencing there. Just, just ,what, yeah, what do you see as the differences of perspective on the framework between the different disciplines I guess?

Jackie: My friend is more comfortable with the diagnosis. He's trained in things like, what are they all called, you know, lots of like, psychiatry. I mean, they're not, psychiatric diagnoses, I suppose. But things like BPD, or personality disorders and things like that. And, and so I had a conversation with them, I'm trying to think it was really interesting. So I was kind of, I just kind of really got into the fra - I'm just gonna call it the framework now because it's too much of a mouthful, you know what I mean. And what did they say? They said something really interesting about it like, let me think, I remember where I was when I had the conversation. I think they just kind of implied that it was like, a bit wishy washy. But that they thought it was useful. And I said, well, you know, this is very much where we come from anyway as EPs, you know, because we're, at least I don't know, like, assume it's similar where you are, but like, it's quite social constructionist orientation, where we trained, where I trained. And so for me, it just felt like a very kind of comfortable kind of orientation. But it was like just a different language for my friend. He still said he found it interesting, but he kind of didn't, I don't know what it was like, it was just very far from where he was. And I don't know how forensic and clinical differ in that respect? And I wonder about how, because I don't know a lot about clinical training. I wonder if they, I don't know. I wonder if the authors of this framework, I wonder if they received some, I don't know, critique from their colleagues about it. I have no idea. But I think it just seems like a really bold move. Perhaps because diagnosis is like your currency. And it's probably the same with EPs. And I you know, as a recently trained EP I'm learning about this, but there is a, there's this kind of tension between us wanting to have that power, that we, for example, we're the only ones that can use cognitive assessments so schools can't do it, whatever. Because if we give up our power, then what have we got? You know, and that's the truth, isn't it? Because it's not an easy thing to train in, takes a lot of experience, it's extremely competitive, etc. (Yeah.) and there's a tension there. Because if you start to break down the sort of diagnoses, then what do you add to the, and how do you show people that you can add something without doing cognitive

assessments all the time or diagnosing things, you know?

Interviewer: It's a bit risky almost?

Jackie: Yes. Yeah. It is. Yeah, it's a bit. It's resisting stuff, isn't it? Which is and, it is like that, I think, in our work it's like this tidal wave of kind of like, I don't know, if it's different where you are, but tidal wave of demand for cognitive assessments, just to, yeah, just agree that this child is defective, and please take them away. You know, look how *low* they are. It's like, and it can be overwhelming. And I think that's what's so great about a framework that's very kind of hopeful and is not diagnostic, and is that maybe it's, it's a reflective tool but it's also sort of a hopeful, and that's maybe why I look at it. To be honest, I look at it when I'm writing. I realised as I'm talking I kind of mainly look at it when I'm writing because I kind of hate writing advices but I just do, you know we all have to do them all the time, don't we? So I like to look at it and I think it fills me with a bit of kind of hope that at least I'm putting in my words are oriented in the way I want because maybe my words are the most powerful thing I've got in this situation. And this is my legacy here is to write about this young person in a way that is not you know, describing them in, as a defective because they're going to look at that one day, aren't they? They're going to look at that advice and I don't want them to look at it and I often think about that.

Interviewer: Yeah, that's really interesting. Yeah, it was interesting what you're saying about sort of the power of, the power of our role. I wonder if there's anything more that you wanted to say about that, or how that how that kind of interacts with the framework or if there's anything else you want to add to that?

Jackie: Kind of yeah, I think I'm figuring that one out. I think that's like, you know, I'm one term into the job. Although, to be honest, it's the same as it was when I was training. It's just, I'm not writing a thesis, so that's nice. But it's the same. It's just that I guess I'm not being forced to reflect upon what I'm doing all the time, which is what you have to do in your training. You have to voluntarily do that through supervision. Yeah, and I guess it's, that's sort of like the next step for me really is to because I do think I do think about this a lot. I think a lot about am I actually part of the problem? Yeah, am I part of the problem and how can I not be part of the problem here? Really, really a challenge, that is. Because we're in a context of just you know, just just the kind of, I don't know, just the wider SEN and educational context. It makes it very difficult, I feel. And working remotely makes it really, really hard too because I just find it very difficult to build those connections through a screen. You know, I try my best, but in reality, like, you know, I'm glad I wasn't furloughed, but I can just about do my job, but I don't feel I am having the impact I would be. But that's the context of a pandemic and that's where we all are, isn't it? So

Interviewer: Yeah, it is really difficult. Yeah. Okay, is there anything else that you'd like to tell me about the power threat meaning framework?

Jackie: I don't think so. I'm sorry. I kind of, I don't know if, well I do just ramble. I didn't answer your questions probably.

Interviewer: No it's all good. Okay. Thank you so much.

Appendix G Familiarisation Notes

Stance:

I have pretty strong views on topics potentially adjacent/related to the PTMF eg.

- labelling/diagnosis (I don't like when people dismiss labels as a way of dismissing need)
- neoliberalism/capitalism (neoliberal values like individualism, competitiveness repulse and confuse me, I can have a tendency to attribute social problems to capitalism, inequality, disadvantage, hierarchies)
- I have both refused labels to my benefit and been told that I need labels for certain things
- I feel like "narratives" are just long labels
- I have been told that I am ((redacted)) by ((person with power within profession)) – this has given me the impression that the profession demands a superficial engagement with issues of power, social justice, politics (virtue signalling = good, genuine questioning of authority, rocking the boat too much = bad, difference of opinions/ideas = usually bad but can be couched in very gentle, tentative, apologetic way usually with the word "wondering" in there somewhere)
- I wonder (there it is) if the narrative about EPs being really reflective and considered and considerate and having wonderful social skills exists to silence and eradicate difference, challenge, conflict...
- Linked to the previous point, I feel there is a strong narrative about EPs being reflective, considered, considerate etc.
- We also seem to position ourselves as "giving voice" or "being advocates" but I don't know if we do.
- My doubts about the profession could just be doubts about myself projected outwards?

Interview 1: "Alex" (third year trainee EP, LA, discussion in a supervision group)

- Other practitioners driving its use, importance of involvement of people from other disciplines – it is definitely something that has come from elsewhere. She hasn't used it in quite the same way as imagining those other people to use it.
- Mentions culture of family but doesn't go into detail about why it's important or relevant
- Vastness of the framework and all the information on it
- Moving on something that is otherwise stuck
- Normalising behaviours
- Supervision
- Over-simplifying causes/explanations for our own benefit?
- Professionals fearing new/unfamiliar things/ways of working?

Interview 2: "Jackie" (newly qualified EP, LA, indirectly through university tutors)

- Considering the expectations of the interviewer
- Comparing to the inadequacy of some other approaches
- Timing of when the EP gets involved – feeling like it's too late
- Child at risk of exclusion

- Minimal impact, questioning impact of EP involvement
- “reflective tool”
- Language
- Isolation in virtual work, lack of real connection?
- Reflections on what the overall EP consensus is on the role of the EP versus reality?
- Talking about the demand for cognitive assessment and it’s making me think of the “no true Scotsman” fallacy, arguments that “no EPs are doing that in this day and age, any EP worth their weight is doing/not doing, no good EP would do/say/think X...”
- Should have asked about their perspective on “the wider SEN and educational context”

Interview 3: “Sidney” (8 years as qualified EP, maingrade LA and senior charity, BPS documentation and podcasts/videos etc)

- Assumption that being an EP is automatically associated with moving away from diagnosis
- Pupil views
- How does it fit with the diagnoses that we come across?
- Links with belief systems – “something to pin my ideas to”
- Context (political climate kind of alluded to)
- Power impacting on the uptake? /response?
- More to learn, not got fully into it
- Time, being too busy to engage.

Interview 4: “Sam” (nearly 10 years, maingrade with specialism LA, specialist senior independent sector, own reading/discussion with CPs)

- Incredulity that a child could get to 10 with nobody having asked their parent about their early years
- Hierarchy of diagnoses?
- The parent described had a positive experience of being asked about attachment – can the opposite happen?
- Challenging conversations and safety and comfort...
- “resistance around help-seeking behaviours” for heads, so it’s bad to have to seek help?
- Expert model – who is positioned as expert?
- Labels this person uses about themselves are all connected to family
- Long speech about activism and not wanting to tackle things and it’s kind of unclear whether the speaker is talking about themselves or the headteachers – perhaps both?
- Managers showed resistance to framework but interpreted by speaker as resistance to change
- Anecdote about the different fathers – assumption that having different fathers led to the children’s needs? Moving staff from judgment about to curiosity about, but in the “breaking the cycle” isn’t there still judgment or at least a big assumption (that having multiple partners is bad?)
- “are we just a maintenance factor”

Interview 5: Jude (senior with autism lead, since 2004, own reading)

- Interesting to me that this EP has been qualified since I was at school yet views seem “modern” to me, what is this assumption?
- Can’t do it in a tokenistic way – is this suggesting there are things that we can and do do in a tokenistic way, can’t come in and just fill in the boxes...
- Something else that keeps coming up is COVID – I’m wondering whether COVID has made people more resistant to change?
- There are times when diagnosis is helpful... but maybe this is wrong
- Talking about lots of practical things – much more so than any of the other participants
- I found it harder to track all the different elements of work discussed when I was reading it back – is it enthusiasm I wonder that led to some jumping around? Some of it almost seems a bit fragmented which seems to reflect the use of the framework by eps in some way but perhaps I’m getting a little psychoanalytical or something!

Interview 6: Pat (1st year post qual, main grade, mentioned on doctorate course and through prev work in CAMHS)

- Using where mental health concerns not queried, not semh central
- Mentions how she saw her role (sounds quite tentative as if not certain others would agree)
- Using with someone about someone else (like a systemic circular question approach, but also reminds me of mentalising)
- Strengths – not one of the main sections?
- Wondering about his values and beliefs – I like that a 6 or 7 year old can be thought about in this way
- Potential for the framework to be threatening, anxiety-provoking – could have asked what is it about it?
- Gathering views directly ptmf not suitable (age?)
- Parent being in the expert position seems to be a positive here but I wonder if this would always be the case – I’m thinking about group processes and dependency on a leader in times of anxiety, is a desire for an expert similar? Do people desire someone else to be the expert?

Interview 7: Nat (3rd year since qualifying main grade LA, through a working network group)

- I’m kind of wishing I’d asked about what makes the world that we are working in a non-ideal world – I wonder if I didn’t because of my own assumptions about this, or just because it doesn’t feel super relevant to the research question (even though it probably is...) or what?
- Person-centred – “change that child or young person wishes for”
- Choice as important – is this linked with neoliberalism?
- Contrast between children and adults – babies helpless and dependent, assumption that adults don’t have to be
- “things in boxes” referring to professionals but links to the categorisation of things (eg. diagnosis)

Overall:

- Sense of being brought into a little group, being in a little team with the participants as if we're the ptmf people and we're different – I found this claustrophobic and like I was under pressure to do or be something (with the data? as an ep?)
- Multi-disciplinary work seemed to come up a lot
- Sense of people not feeling like they had used it “properly” or completely or something
- Some of these transcripts sparked more joy for me than others reading them back, I had different experiences in the interviews... I wonder if some of them are connecting more with my stance/perceptions/experiences
- I don't feel like there is a story that I can tell at this stage... if I had to sum up in 5 words/concepts:
 - Multi-disciplinary
 - Passionate
 - EP role
 - Person-centred
 - Tentativeness/new-ness???

After coding 3 and a bit transcripts:

- I am noticing lots of codes around complexity
- I am noticing lots of contradictions re EPs
- I am wondering: contradictions in EP's experiences – do we have a choice, do we not have a choice, do we have agency, do we not have agency, do we have power, do we not have power – perhaps mirror contradictions in the ptmf, client's experiences and perhaps life in general???
- Uncertainty about impact stuck in my mind but hasn't come up that often now that I look – am I avoiding coding this way sometimes? Or am I just someone who has this uncertainty and enjoys the validation of hearing other's having this experience... or does it feel BIGGER than some of the other codes somehow, more meaningful? (to the interviewees, to me, because of connections with other codes?)
- I am also wondering about what codes/patterns are not standing out to me and why...

Appendix H: Examples of Coding

ptmf very similar to existing
links to other theoretical framework

ptmf has utility for practitioner
ptmf boosts credibility of thi

learning from supervision (even

EPs are seen as/position th

eps and cps are different ar

trading limits the work t

training courses don't c

ep training providers co

Sam: I read an article about it a couple of years ago, I think it was a Lucy Johnstone one and I was like, I do a lot of this anyway to be honest in a lot of my kind of dyadic developmental psychotherapy. I do a lot of kind of following around Dr. Bruce Perry's work, and you know, that kind of within the trauma context, I feel like a lot of the principles we're connecting with that kind of shift in narrative from, you know, what's wrong with you to kind of what happened to you. So when I read that article, I think that was the sort of catalyst for me kind of more explicitly naming it also to my team as well, saying do you guys use this, I've come across it. We might be sort of using it but you know, just kind of us having a framework to hook on to is useful, and actually, then I've been supervising for about seven years and you, with a lot of trainees. So from that experience, I think it was helpful because I love doing that because actually I learn loads as well. So it's really nice to be able to get in a space where you know, I was like oh show me some articles that you're reading, do you feel like you're using that and they will ask you oh we always see you using this approach and they kind of put a hook on to it. So that got me kind of more intrigued by it. And then I also some my best friends are Clin Psychs and they use it a lot in their work. Whereas I don't think Ed Psychs kinda use it much I do feel that there's a more kind of expert kind of model within Ed Psych world in some respects as well, because there's less room for working therapeutically and the traded model in local authority means that it's a kind of do assessment, offer kind of consultation with the adults and then you're off. So that kind of ability to apply these kind of frameworks are not kind of they're not given any kind of explicit teaching in doctoral programmes. So it was only that I mentioned it that the trainees were saying oh yeah, I'm curious about it. And then they went back in their own learning. It wasn't something that was on their courses, but then it's important for me to highlight the super, the trainees that I supervise are from [place] University and [place] University. [Okay.] I'm from the [place], so, you know, they will be

ep training providers cover diffe
 more learning needed to unde

variation you know I appreciate from your perspective, Tavi is far more kinda, you know, psychodynamic and how it might be kind of rooted in how the programme is kind of you know, taught so yeah, from that perspective, that's how I kind of initially came across it. So, I mean, I would say I'm in fairly that kind of early stages, and I've seen some of the critiques of the model in the recent articles as well. So yeah, that's probably where I'm at, I would say having been introduced to it.

the framework has utility
 statutory assessment not ge
 statutory assessment limits
 a culture of diagnosis
 cyp often have multiple dia
 ..importance of collaboratic
 using the ptmf to find out th
 diagnosis can be part of a r
 diagnoses can be upsetting
 children are different after :

Interviewer: Cool, em, so can you tell me a little bit about the time or times and the way, and the ways that you have used or drawn upon the framework in your work as an EP?

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Sam: Yeah, absolutely. I think first of all, I found it very helpful even in statutory assessment. So where, for example, the kind of access to parent views would be focused on you know, what are your aspirations for your child? What are your, what is your understanding of needs? I found where there's a lot of diagnosis world where children have a number of diagnosis, you know, they've got ADHD diagnosis, autism, sensory processing needs, dyspraxia where, you know, they've got a whole reem of diagnoses. And I've used it in the sense that I kind of encouraging a kind of narrative and dialogue with the parents around you know, and I've got these diagnoses but I'm really curious about the kind of story if you like to take away you know, the diagnosis will be in my report but in order to help my formulation I'm really curious around the kind of early life history but also the story of, of, from your perspective. And, you know, what kind of has been your journey navigating all these different diagnoses for your child in terms of, you know, you think you understand your child and then there's another layer and you know, often with diagnosis comes a sort of grief, but often, if you like, that, you know, the child I thought I had is not the one I've got in front of me. And it's been really powerful in that it's enabled by just kind of creating that kind of, from the outset, has supported parents to feel I suppose (sorry, that's, sorry, I've stopped it. But you see, my iPad is now I can't stop the noise. We just have to let him ride out. Apologies. [That's okay. No worries.]) Yeah, so, from that perspective, I feel like it's allowed the parent feel like you know, kind of very safe and be open and engaged. So and it's been really powerful because it's enable them to share vulnerability in the respect that I was just thinking of a recent case and probably that was on the single day when I was submitting the advice when I saw your email because I thought to myself, this parent has essentially shared what the three first three years of that child's life were, that they've never done before.

curiosity breeds safety
 sharing stories is risky
 ptmf can uncover new informati

it is surprising that nobody has
 ptmf helping trauma histories t
 sharing stories is risky
 ..parent as the expert?
 telling a different story means t
 facilitating story-telling is e
 different questions can crea

first three years of that child's life were, that they've never done before. This is a 10 year old child now, and no one's maybe and she's actually said no-one's actually asked me that what, no one no one has. People have taken the diagnosis world as a kind of... (So sorry about this. I might need to answer this only because it might be my child's school because they should we should we pause for a second? Okay, good to go.) So, yeah, the parent then shared that actually, the child's early life history was very unstable. She'd experienced an abusive partner where she shared that she was, had limited emotional availability in parenting. She essentially said, I did the bare minimum, and just so courageous to share all this. I was like, wow, this is significant, because, you know, how do you understand that to fit with his kind of needs and stuff? She was, she was like, I think that's why I struggle with putting in boundaries because I feel guilty. And I was like, wow, this is, you know, a big shift in you know, she has gone down finding diagnosis for him, she consciously became aware of that I didn't have to do anything. It's just the fact that I gave her the platform, to ask the right

2/12

different questions can
 changing stories is risky
 problems can be locate
 ..difficult circumstances/bet
 diagnosis can mean thi
 EPs/professionals may
 ..not everybody agrees
 ptmf has utility for clien

questions for her to feel safe enough to start to develop I suppose her thinking around his needs. And to kind of think about actually, you know, at school he's doing fine, the school don't have a problem. The issues are really all at home and maybe I need to work on myself. You know, so she was kind of breaking the cycle here and thinking hang on a minute I'm consciously becoming aware now around I need to do something you know, the diagnoses are kind of not not important here about how his needs are going to develop and what's you know, there's no magic bullet for autism. And I refuse to get my child medicated, she made that really clear. So then it kind of empowered her. Empowered her in the sense that she was asking me then how do I sort of put in boundaries better, how do I, I said, you know, so

ptmf empowers people

...parents are not always

ptmf has utility for clien

ptmf sparks new ways o

attachment should be consi

ACEs in early years are very

other people can have a say ov

six diagnoses is a lot

ODD is extreme/rare/ridiculous

lots of depth is unusual for

the framework has utilit

the framework reduces

eps can be seen as experts

experts take a within child

people can value when pro

attachment/trauma usually con

...parents have autonomy/pi

people have little choice in

diagnosis can be part of the

medical professionals don't alv

ptmf highlights inequality

stories that get told depend on

there's something here about your self-care, how you're, you, you've kind of consciously become aware around that you're actually getting your emotional needs met. In terms of, I was kind of processing it with her but she was very much in that safe space to kind of reflect on what had happened to her and how that's impacted, which it led to a formulation around the attachment lens, which had never been looked at. And this was a 10 year old child. And ultimately, you know, he's had adverse childhood experiences for the first few years of his life. So I, you know, checked out with her permission that I could also put that in the advice, in the formulation because I said you know, previously all his all the formulation about his needs are from a autism perspective, ADHD, sensory processing disorder, dyspraxia, he's got six diagnoses, Oppositional Defiant Disorder, he's even got that one, you know, and I said, well, actually, you know, this is about where now we need to consider the attachment lens. And then we want to maybe think about developing some support for yourself. Is that something you're interested in, so kind of invited her really, and they kind of checked in and that was just for a statutory assessment. But what enabled was I think, by using the kind of principles of the framework, it enabled, it wasn't threatening anymore. It wasn't a case of this any expert is coming to tell me what's wrong with my child actually. They're more curious around how things have been for me in that I am his lifelong attachment figure, you know, those early years, it was just him and me. So she was like, no one's ever really asked me about that. They just knew that I moved from the city but they know they didn't really, they weren't ever curious about that. And there's never been a mention of that. And it did make me think about how often we talk about the kind of trauma or adverse childhood experiences for children who are clearly identified as LAC or adopted. But what about those who are still with the parents and there's clear kind of emotional needs there from an attachment lens. How do we make sense of that with parents so that they're able to then break cycles? So I use it a lot with families, I would say, because, with families, you are empowering them. To move away from the diagnosis model. Yes, I appreciate what you know, diagnosis way of thinking is a part of the jigsaw is the way I understand it. That paediatrician may have given that diagnosis, um or a medical professional. And I'm also curious about the other aspects of their kind of story if you like. I think then it accounts for inequalities, you know, in terms of what conditions they're living in, whether there's been other factors that they might have or barriers they're faced, that have kind of meant the profile of what the self-report is might be really kind of limited into kind of what a medical professional hears. I know that's definitely been the case where you know a parent's limited

stories that get told depend on



...into kind of what a medical professional hears. I know these definitely been the case where you know a parent's limited understanding of conditions as met children have been diagnosed and they won't even later come back to me and said, do you know what,

3/12

stories that get told depend



different questions can elicit



ptmf allows for (greater) curiosit



repeatedly telling a story is



people need to get something



ptmf has utility for clients



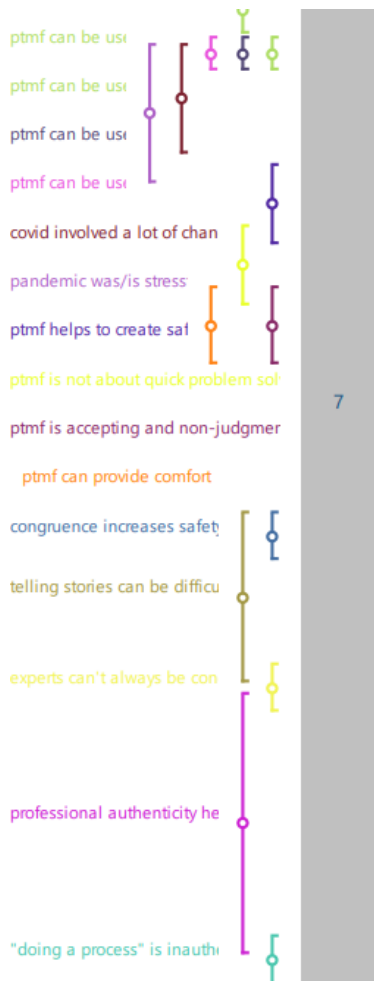
the framework has utility



ptmf can be us



it's only through our conversations I'm actually thinking and I didn't say half the things about their kind of early life history and things like that. So it did make me think a lot about how medical professionals may ask questions in ways that only get a skewed kind of response from their, from like a biased kind of response, a bit of like a confirmation bias. You know you only ask questions that seek out what you want in a way they're kind of loaded. I feel like this framework enables a very kind of non-threatening, obviously very kind of cu-, professionally curious narrative approach, which is part of the understanding and I think families need that. Equally I do appreciate, I always make it clear that some families might have repeated their story of the what's gone on to a lot of professionals. So I think you know where that's really clear, I would I would get a sense that you know, from reading this that I would make that really clear from what I share explicitly, my understanding and say, you know, tell me a little bit about, do you feel like that's that that kind of summary I have about the story today is accurate, or do you feel there's key aspects that are missing, um and that's been really helpful actually, because then they've kind of shared you know, the other things that have happened, which, again, have felt really safe for them to do because I've kind of acknowledged aspects of the story that don't need repeating again, because, you know, that's a bit like assessment paralysis, otherwise, for them and again, but actually, there's no intervention or there's no moving forward for my child. From that perspective. So yeah, I think it enables them to be more reflective as well. I think these kinds of frameworks very much, enable adults to become more reflective, so I've equally used it in consultation a lot. Sometimes SENCOs are very, in a



equally used it in consultation a lot. Sometimes SENCOs are very, in a coaching, I use it a lot in coaching, supervision and consultation. The reason being where SENCOs are very stressed or used, for example, during the pandemic about where they had to shift, you know, and kind of and adapt, like, all of us, but I think a lot of the heads were, you know, under a lot of kind of stress. So what we were offering was that kind of just getting them feeling really safe and open. And I think this kind of framework enables that. It moves away from trying to problem solve straight away, just kind of going to a place of offering them more kind of acceptance and comfort. You're offering them acceptance and comfort that enables them to kind of shift their thinking themselves in a way.

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Interviewer: Yeah, and is it that acceptance and comfort then that that allows that safety that you were talking about or is there something else?

Sam: Yeah absolutely. Exactly. And sometimes, you know, I think, I think it's consciously naming that, that you know, these are really difficult conversations that are happening and you know, maybe we need to think about this is not the time for it, you know, I can invite you to talk about it but, you know, it's about, so I think I really kind of name that. Or you know, I kind of name also what's going on for me, and I think sometimes the expert model doesn't allow for that. You know, it goes into this kind of, you're a professional and you must but actually if I'm really shocked by something they've said, I will name that. I'm like, that's really shocked me and I'm just wondering for you how that must feel because you know, when I hear that, these are the things that come up for me in terms of what I think you might be feeling, but tell us a little bit more what it was like for you and then obviously that enables them to feel really safe, that I'm naming kind of authentically. I think it creates that authenticity, ultimately, you know,

authenticity could tip into o

that I'm not just there to kind of do a process. I make it clear, you know, around if there's, you know, not I'm not I'm not dumping any of my stuff on them, but it's more about making sense of in that very moment, if there's any tricky things and what that might mean for me in terms of what I'm hearing, kind of sounding that out with them.

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Interviewer: Yeah, so you're tapping into the sort of meaning-making bit by exploring the feelings that are coming up for people? And is that in supervision and consultation that you're doing that?

..expert model doesn't promote

9

Sam: That's it, because I think that's what develops them, you know, in that you're moving away from the expert model in that they'll come back and they'll be like oh, you know, I've been thinking about that. They've come back and said, you know, in between a supervision session or a coaching session I've had heads come back and say, you know, that's really kind of um shifted my thinking ((inaudible)) quite powerful and, you know, come back and some of the work I've been doing and writing down things and sort of my really made me think around, move, shifting from this kind of why is this happening to me kind of narrative to what is this teaching me? And I was like that's amazing. I was like, you know, that's like proper empowerment there. You know, you're using that, you're using that kind of as an opportunity to learn and to feel empowered, even in difficult situations, you know, whereas before, it was, like, kind of the, you know, the head was like I was really kind of going, going, going but actually I was avoiding the discomfort. I was avoiding those kind of challenging conversations with myself. You know, and yeah, I was really like yeah, this, that's, that's kind of testament to the kind of atmosphere in a way and I think the values around that this framework very much, I think upholds so yeah, from that's where I suppose I feel like a lot of the principles are used are in line.

..it's good to be able to acc

..empowerment means indi

Interviewer: So that example there with the head teacher, was that some consultation work that you were doing with a head teacher?

10

Sam: So we called it more supervision actually, but [right] yeah, that head has supervision like once a month. And it's because we always talk about you know, they do such a challenging demanding role, but actually, who gives them kind of supervision, if you like, and they really wanted to invest in that process, that kind of cluster of schools. So their heads were able to kind of acknowledge it, that you know, we well even the use of you know, supervision we even explored that, you know, what does that mean? You know, that, you know, sometimes there can be a kinda resistance around help seeking behaviours, you know, from their perspective, but we kind of made sense of what it would look like what it wouldn't, so we were really clear on the parameters. And I think by doing that, explicitly, is really important. Because then you're kind of removing barriers, you're kind of the unspoken stuff, and it enables the atmosphere to be, you know, as authentic as you'd like, really for them to feel like they can make best use of it.

heads need supervision bec

supervision is an investmen

headteachers can be resists

setting out clear parameters

the ptmf can be used with c
..having additional needs n

11

mentioned, or that you haven't spoken about yet:

Sam: Yeah, with children and young people. I think, especially where, you know, the children and people we see are, you know, vulnerable, in
5/12

eps can have power
EPs often work in ways
authority, bias and power are si
giving opportunities to tell I
starting/focusing on negativ
eps can model a different kind
ptmf helps to access taboo/
ptmf can help cyp to explore/ur
ptmf can help young people to
processing past experiences is i
enc see children who

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that they might, often will have additional needs. And I think often we use approaches that can be, come from a place of kind of authority, bias or power. So I think, I use it in the sense that it's about creating, again, the same conditions of safety. So to create conditions of safety is, you know, doing roadmaps, so I'd say, gosh, you're you're here now you're like eight years old, but I'm really curious, what are the big things, any big things or really exciting things that happened to you, when you think about your journey, and make sense of that. And I think sort of that's been a catalyst that you know, by using it in those kinds of ways it's non-threatening rather than come in and say, you know, I've seen Ed Psychs use a very sort of, you know, I'm here for an assessment just need to know, what do you, what do you think you have difficulties with? You know, that already sets up a resistance or a defensiveness. So I think it's about using such a framework to create conditions of safety for the child, where possibly they've either had adults that are either too kind of, especially where there's situations where they've either had adults in their life that are too controlling or too passive. So to have an adult then in their life, where they're actually kind of giving them the appropriate empowerment and agency to share things is really important. You know, so yeah, I think it's important to use it from that perspective, because also it will tap into things that sometimes don't get spoken about, like race, about gender, things like that, you know, where children by using such framework, children and young people in particular, are able to make sense of their identity and times where maybe they wish they challenged an adult and they didn't, you know, they're making sense of maybe they might not see it necessarily as you know, trauma, but actually, it's just something that has happened to them that maybe I didn't challenge that adult, and it does play on my mind that you know what, I wish I did, you know, I was like that, what would you say to you, you know, what would you say to your younger self, kind of thing and that's again, that enables them to kind of make sense of how they, how they have shifted their thinking, which is all part of that kind of, you know, conscious awareness around I'm developing, I'm learning. And I think that's important, especially for young people, as they're trying to navigate their kind of identity and appreciate their kind of lived experience and acknowledge the harder bits of it. Because much of the children we see

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there will have been harder bits of it, and that's probably why we're kind of seeing them. [Yeah.] So I think it's about making that space, you know, any sort of assessment, I use it a lot in assessment with children and young people too, I would say.

12 Interviewer: And what sort of age ranges have you kind of used it with?

13 Sam: I'd say more with older children, like young people, really from that kind of more, I'd say eight, nine onwards really, definitely that kind of Key Stage Two upwards. Kind of, you know, with the younger ones equally, you know, developmentally they might be younger, and that's where you would use more visuals and stuff. You know, from that perspective, whereas with the older ones, it might just be using like, stones, you know, a bit like in narrative therapy you might use buttons, I've used buttons before, I've used stones, I've used shells, or whatever, you know, to kind of get them to feel safe enough to kind of use that as the facilitator if you like, for the dialogue, to create that kind of safe space.

14 Interviewer: That sounds really interesting. So in your view, then, what would you say is the impact of using the framework?

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the ptmf has utility for a ran



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Sam: I think for me, the first impact I'm noticing is that we're moving away from, like I said, there's a shift because with a lot of the assessment, and consultation, often the expert model comes into play, or even actually, adults donating how we use our time, especially in a traded model. And it's like, oh, could you see this child and we need to put in an EHC application, I'm thinking okay, that might be an end goal, but actually the process rather than the outcome, I want to focus on the process being more appropriate. And through that process there has to be a, the values around empowering whoever we're kind of, you know, encourage encouraging to change or develop in terms of outcomes which is often you know, children. So in that, in the best interest of the, the impact is about you trying to encourage empowerment, whether that's for a parent who perhaps hasn't had their voice heard or felt like their story heard, whether that's a child who hasn't really shared the inner feelings or about what's going on for them. Or equally you know, like a kind of member of senior management, who probably feels like they're kind of being overloaded with other people's stuff and having to deal with other but actually, they haven't kind of put in any boundaries for themselves. So I feel this framework has really helped in a lot of the coaching and supervision I

- ..having boundaries protect
- ptmf has utility for clients
- identities are intertwined
- prompting people to take own
- ptmf is useful when difficult
- exploring emotions can be inco
- ..activism and healing don't
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- uniqueness of the EP role?

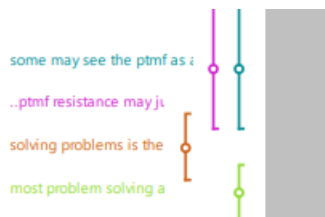
transformation has really helped in a lot of the coaching and supervision I do, in that it's enabled the impact has been it's enabled, um, you know, adults who are really quite intelligent and holding down very successful, kind of big senior management, strategic jobs, but actually at a cost of their own sort of mental health in a way around not putting in boundaries, that kind of you know, workaholism in some respect, and we've kind of been able to shift that because there's been those feelings of agency, feelings of empowerment, feelings of reclaiming themselves and navigating ultimately, you know, their their kind of multiple identities. So I've had in coaching and supervision, lots of senior management kind of make sense of, actually, we've we've probably talked less, we'll probably talk less about our sort of professional identity, but more about personal identity. And I was like, well, they can co-, they do coexist. You know, I was like, I'm a psychologist, but I'm also a mother, I'm also wife, I'm also a sister, you know, we have all these various roles and we're navigating all of them. So it's, it's okay to make sense of them equally, you know, because the space we're using is safe enough to be able to then tap into that, that feeling really safe, you know, for them to do and that can shift to then their professional identity and that's what's happened really in a lot of these cases where they're able to hold better boundaries, better accountability. You know, there's been some really uncomfortable. I've used it a lot, for example, when in the pandemic, and also with the tragic murder of George Floyd where you know, I was encouraging staff to really think about how they might make sense of the discomfort that some of their staff are feeling right now or anger about maybe you haven't even talked about this, or, you know, or they've shared you know, I'm actually really scared. I don't want to open a can of worms and then we really didn't, because that's a safe space has been that kind of, oh, well actually, it's alright to sit with the discomfort, that's that's part of it, you know. And with that, you can do both together. You can be you know, you can you can be doing the kind of activism and you'll be doing the healing in a way because you're healing yourself from stuff you've probably pushed down because you don't you you know, you don't want to kind of tackle it in a way yourself because it's easy, isn't it, not to think about it, and it's safer for you. So they've kind of it's enabled them to, I

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- ptmf empowers people
- ptmf doesn't fixate on one thing
- some may see the ptmf as i

think, the fact is, we tackle quite a lot of difficult things that possibly professionals don't always do and I think as psychologists, we are in a privileged position to kind of explore using key techniques, and I think the framework is a really important one. You know, I do think it's really valuable because when we, we by nature of the profession hold privilege, and I think it's important to use such frameworks to make sense as well of our own kind of identity, and whether that's with a child, a family member, a parent, school staff member, you know, or even in the service where we have to challenge. I've done a lot of that in our service that I worked in nearly just over, last year until last year was nine years in [place] local authority. A really large local authority, but actually really, quite stifled in the kind of frameworks it uses for consultation and, um, you know, we worked quite hard, but actually a lot of the senior management were quite resistant to that and naming some of that was, was very difficult. And I think unless you kind of, services need to be openly talking about these kind of frameworks, so that you're kind of able to have more courageous conversations ultimately, in the local authorities you exist within and I'm not saying, I definitely think it has its value, but it's not the only one, you know, I don't profess to only use this kind of framework to make meaning of people's experiences and situations and then write whether it's a consultation record or, you know, an assessment, whatever it is, it's about, it's a piece, a sep-, a piece of the formulation really. And really a process, I see it very much as a process and kind of a way of being. So because I've seen psychologists who are really good at it. And some psychologists who are just not willing to use it because they're quite fixed in their kind of secure toolkit, if you like, of things. And I think their, you know, reflective supervision needs to make sense of that really, I think that's what I found, you know, I've been curious in peer supervision, with others ((inaudible)), and it's helped you know some of the ones where they really want to do their own learning, they will do it, you know, but it might just take time and everyone's got their own, you know, kind of points and I think it's about respecting that and this framework does, does that as well. It's not kind of, you know, ram it down, expecting everyone to do do this approach. No, it doesn't work like that. You know, it's about creating a really safe and non-threatening environment for people to learn in. So, yeah, I think that's been a key factor around that kind of sense of agency and empowerment, and shifting people's thinking consciously about things that often, about how they set boundaries for themselves. That's how I find it really helpful in where they feel more empowered to do rather than fixating a focus in potentially often quite a medical model, it moves away into that into a more kind of narrative space.

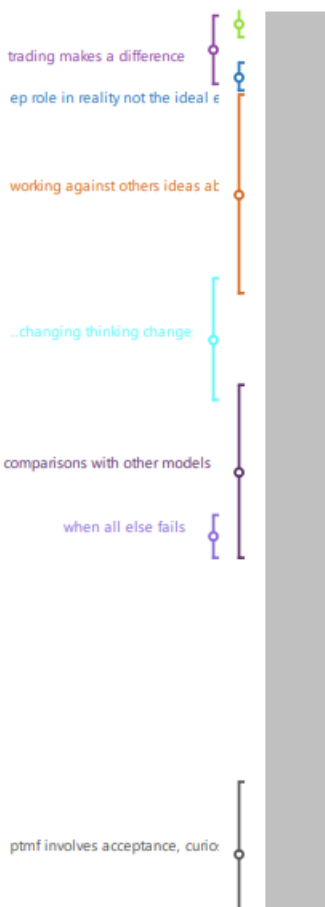
Interviewer: Yeah. You mentioned that the managers in your old place seemed quite resistant to it. And I was just wondering if you could clarify what you meant by it. Did you mean the framework itself as in the power threat meaning framework, or just change in general, or new things in general?

Sam: I think change in general actually, when you talk about you know, the power threat framework it was a case of oh, this will take too much time. You know, your your your, you're encouraging this kind of focus



Sam: I think change in general actually, when you talk about you know, the power threat framework it was a case of oh, this will take too much time. You know, your your your, you're encouraging this kind of focus on what happened to you, how did you survive it? Oh well, actually, they haven't got time, you know, we need to go into problem solving. I was like, well, actually, you know, we find that the problem solving will happen quicker once we've done this bit, otherwise, we're just doing a

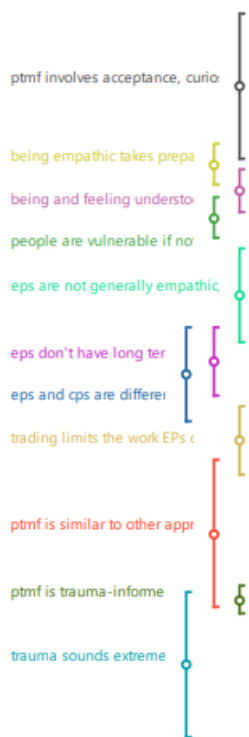
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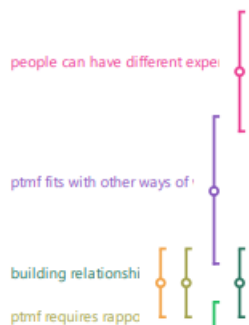
sticking plaster approach often and actually that's what happens in the traded schools, you keep seeing the same children, you keep seeing the same issues. And I'm not, I'm not here for that, you know, I don't want, if I'm noticing, gosh, you know, I'll make sense of that with the senior management that, you know, you've got an 18 hour package and I'm noticing this last two terms, I've seen three children with all quite similar needs. And my guess is that we really need to think about this or that. And I think sometimes they're like, well, actually, you know if there's an adult who is responding the same way to children and it's not working just write down a few things in a consultation record about what they do and I'm like, well, actually no. Using this framework means that we can actually really shift behaviour as well, because you'll shift thinking and consciousness so awareness about things that they maybe haven't given kind of enough kind of awareness to, or acknowledgment to. So yeah, I think the resistance well around within the traded model of the main consultation framework is used as like the Monsen et al. problem-solving framework and stuff and just focusing on solution focused stuff. You know, like that has a place but also, you know, this more kind of narrative approach is also really beneficial, especially where we have those same cases coming up with time and time again, really.

Interviewer: And you mentioned that you use the power threat meaning framework along with some other sort of ways of working and frameworks and things like that. Can you say a little bit more about how it fits in with them, how it's similar, how it's different, how they sort of work together if that makes sense or how you bring them together?

Sam: Yeah I think it fits in really nicely with dyadic developmental psychotherapy, because and sort of the ((pause)) that is a sort of umbrella term, but within that is the PACE model, Dan Hughes' PACE model, and it does fit in really nicely with that, because there's the acceptance is a saying in that model, there's a curiosity, you know, in



Sam: Yeah I think it fits in really nicely with dyadic developmental psychotherapy, because and sort of the ((pause)) that is a sort of umbrella term, but within that is the PACE model, Dan Hughes' PACE model, and it does fit in really nicely with that, because there's the acceptance is a saying in that model, there's a curiosity, you know, in that model, clearly the empathy because, you know, you've got to be prepared for being able to be empathic and really ensure that the person talking to you is understood, is feeling understood. Otherwise, you could leave them feeling very vulnerable, you know, so it does fit in really nicely, I feel with dyadic and I did, I started all that kind of dyadic developmental psychotherapy about seven years ago now, and I remember, it shifted my thinking in a way because it was quite different to how Ed Psychs work. And I think that was partly because we don't really work with families mainly, you know, if we see them we see them sort of one off. We don't really see families in the way Clin Psychs do on a regular basis just because of the traded model and this is I suppose more relevant to trade, you know, local authority, kind of so where there's often a traded model of service delivery. So from that perspective, I kind of feel like it fits in really nicely with DDP and also obviously got the kind of same principles around narrative therapy as well in that you're kind of more exploring the story. And you, you know, going into that kind of trauma informed models as well and attachment lens. So I do feel it's quite trauma-informed. And I think sometimes the word trauma I feel like everyone you've got to have, it's got to only be relevant to like, that, you, word gets used a lot, but actually, it's more about you know, everyone's had experiences where there might be, that, that, some level of threat, what that threat look like and how they survived it or adapted, that's part and parcel of life.



You know, just take the pandemic, for example, you know, that was a very, you know, significant threat for everyone. But it's like okay, how do you make sense of that? How did you adapt, how did you survive you know, what was your go to kind of stress regulation, how did your stress regulation system, I think it really fits in with Dr. Bruce Perry's work as well about the kind of neurosequential model of how we make sense of trauma and stress. So I do really find that it's really fitting with a lot of the work I do because I often work within teams, of a lot of loss and trauma for the families that I work with, so that the framework does very much align itself with that kind of way of working. And you do need time for that. I do appreciate that, you know, because that's about building obviously the relationship, the rapport, but equally, you

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know, as long as it's kind of explicitly clear, I you can use it. I've used it like I say in that statutory assessment. I only saw that parent once, you know, virtually, and I was able to use the power threat framework just to kind of get a sense of those different areas and actually, that's changed my formulation, that'll go in my advice, and also more importantly, there's a piece of work that is going to happen with the parents, you know, via early help and the school now becoming aware. You know, I've invited her to share, I said are you happy for me to put it in the advice, the school will see this, it's going to then develop a conversation around really developing your relationship with the school further, about what support they can offer you, you know. It might be even that, you know, they can support you in the wider context around kind of your skills and things because, you know, a lot of is around her kind of self-care and identity. So, yeah, you can use it I think as a one off as well. But yeah, from perspective, from types of models or frameworks, I would say it does very much align with DDP, which is the main kind of framework that I often use with the work I do with families and in coaching and supervision.

Interviewer Yeah. Do you think that the power threat meaning framework offers anything sort of extra or different to EPs compared with some of those maybe?

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ptmf is trauma-informed

Sam: I think DDP is relatively new, to be honest in the EP world, I'm like, or I have a lot of peer supervision and I don't have it with like, literally any EPs, it's all Clin Psychs, it's very much their kind of remit. Like literally finding a consultant supervisor who's an Ed Psych for that work was really difficult. And I've got it now, but it's like it took a long time so I do feel that that model is in a same sort of situation, to be fair, because it's quite different to the tradition to traditional sort of frameworks that are used. So I think the, what it offers, I think, is a looking at things through a trauma-informed lens. And that's about any sort of threats really, or any kind of ruptures, any kind of experiences that have been difficult. So yeah, I do feel that that very much is what it offers and more trauma informed.

Interviewer: When you when you say what it offers, were you still talking about DDP there, or are you talking about the power threat meaning framework or both maybe?

Sam: I'd say both, yeah.

Interviewer: Yeah. And is there anything that the power threat meaning framework offers that DDP doesn't or that some of the other frameworks that maybe are more commonly used by EPs like narrative?

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Is there anything extra or?

Sam: Yeah I think the one thing the power threat framework explicitly kind of talks about that you would verbalise which not necessarily DDP says, DDP doesn't really say to do that, but is like you know what access to power do you have? What resources? I like that question. I think that's really important. Because when I'm asking that, they're like oh, actually, I'm thinking now, now you got me thinking. And, you know, I think it starts getting them really reflecting. Whereas in DDP you don't really necessarily, that that question maybe I wasn't really explicitly aware of, whereas I think in the power threat framework, you you know, you kind of can say that with a view to openly thinking about where people exist within what's happened to them, why, why that's gone on, why maybe they're still in the same situation or the same thing keeps happening and they're not able to break that cycle. We're like, oh, well actually hang on. Maybe we're trying to firefight something constantly but we're not actually getting to the root of it. I think that's the helpful bit, isn't it? Where, you know, it's like I remember working with a parent where it's like, oh, someone made a comment, and especially in those situations where I think there's, you know, real inequalities where there was a parent who happened to have children from, five children from all different fathers and there was a case where school staff or professionals very much had a narrative around, oh yeah, she is, it's just all her kids are crazy. They're all like that. They're all from different dads. And I was like, actually, well has anyone thought about breaking the cy-, about giving her help? You're always talking about giving the children help, who's helping her? Who's helping her to break maybe a cycle here, you're telling me you're noticing a pattern here, in that the relationships that are happening, something's happening for her, that perhaps she's going for a similar type of man, and actually that led to them that kind of question to her, what access to power and resources do you have? And that was like, actually, you know, I just go for anyone who could provide me with some, some level of financial security, and then I don't look for anything else. And then it was like, wow, you know, we're actually talking about something to break the cycle. Hang on a minute. Do you know there's these benefits you can be claiming for your child? She didn't even know any of this. We were like you do not have to just be with a man for finance reasons, you know, but because she was from a different, she, she migrated here, she'd come from a different part of the world, she didn't have that knowledge of the kind of support that is available to vulnerable adults like her, and it was only really that question that was like an eye opener for the school to really think about, hang on, we need to give her more support rather than just be saying oh, you know, put it in another plan for the child. Yes, we can do that and we can do the bit that is really going to break this cycle that is happening for this parent. So yeah, I like the framework in terms of those kind of questions because I think it enables those courageous conversations to happen.

Interviewer: So having used the power threat meeting framework, what are your sort of overall thoughts about it now?

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Sam: I like it. I think like I said, it enables kind of uncomfortable conversations to happen, but often those, em, when we are in situations of feeling discomfort, that's when real learning can happen, or awareness can happen. And, you know, I think that's when things,

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behaviour can often shift where it's quite entrenched or really difficult situations just making meaning around that, for for whoever you're kind of supporting. So I do feel it needs to be more explicitly taught in doctoral programmes because like I'm supervising a year two and a year three jointly at the moment and they've never heard of it until I was kind of curious with them about it and stuff. And I was like, you might wanna look into that, just talk about it. And you know, I'll mention this like in the sense that I'll say I know, I saw this and just check it out and stuff because it'd be, it's important that we, you know, you only know what you know, otherwise it kind of Johari's window, and it's important that you have an awareness of it so I do think that you know, it needs to be very much taught on the course and it does fit in line with a bit like how you know, courses are now nationally trying to think a bit more about their anti-racism work as well, and how that fits in. I think this this framework is a really nice way to do that actually, because those conversations can feel very threatening for many people and I think this framework is actually going to help. Maybe if they had this as a tool it would create a sense of safety, for conversations to happen in services about maybe just practices within their own services, let alone you know, how they practice with families, in schools, things like that.

Interviewer: Really interesting points. Em, is there anything else you'd like to tell me about the power threat meaning framework then?

Sam: No like I said, I use it quite loosely. So I don't know if this has been helpful, but I do. I am more curious about it. I will be going back and using it a lot more in my service that I'm in, in terms of kind of having again, those conversations within the service something just with the team members around how often do we use it? Do you actually ask questions like this? What are you scared of when you don't? Let's talk about it actually. What questions do we end up asking instead, that is maybe feels quite safer when uh, from a place of comfort for us, but actually, are we just a maintenance factor in these same issues being brought up time and time again, just by nature of our kind of bias really in the tools we use? So yeah, that's how I, I'm

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same issues being brought up time and time again, just by nature of our kind of bias really in the tools we use? So yeah, that's how I, I'm actually, that's why I think it's a really important and valuable piece of research. Because I've noticed Clin Psychs use it a lot more just from my kind of informal catch ups and stuff with my friends and I feel like the EPs don't as much. That may well be just my kind of skewed experience from the [place], local authorities, um, in that, you know that that is where ((inaudible)) local authority no-one had heard of it, that's quite sad really when you think about it, and the kind of demographic they cover, yeah, I just think wow. So yeah I think it does need more sharing and awareness so thank you for, you know, picking this as a sort of topic really, and I think it'll be really worthwhile piece of research.

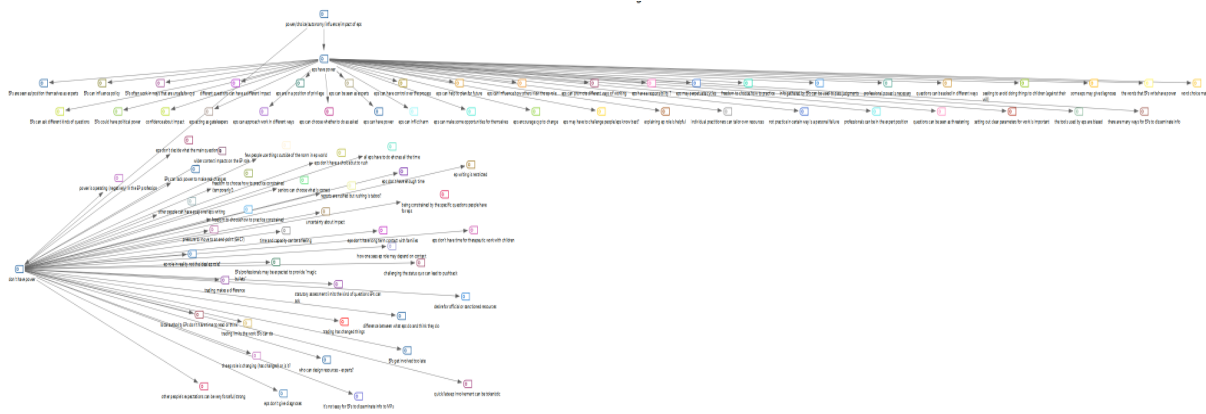
17 Interviewer: Aw thank you for that, that's really kind of you. So if there's nothing else then I'll, I'll stop the recording there because I think that's us come to the end of the sort of interview, portion, unless there's anything else you'd like to say?

18 Sam: No, no.

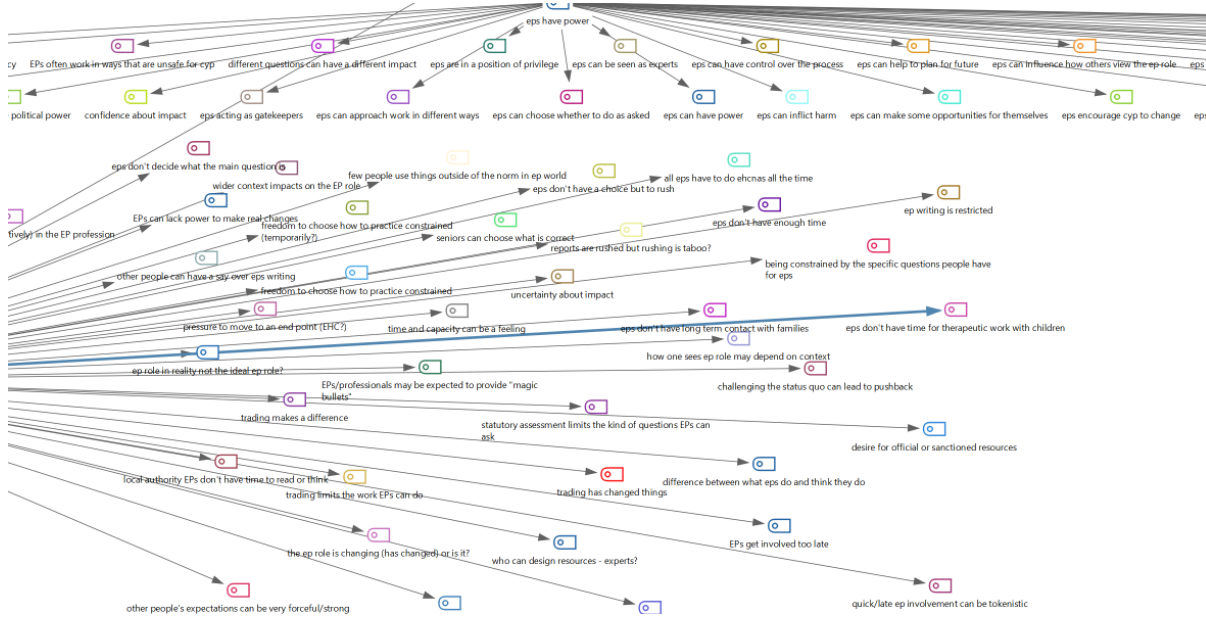
19 Interviewer: Ok thank you so much.

Appendix I: Examples of MAXQDA Grouping

Codes relating to EP power (whole map):



Codes relating to EP power (close-up to show examples of the codes more clearly).



Diagnosis

Diagnosis. (topic summary?)

diagnosis is provide explanation
 having a diagnosis can be a relief
 diagnosis can be seen as a cure.
 but thing that diagnosis is needed,
 diag can be essential
 diag can be seen as punishment
 diag can mean that people ~~do it~~ (need fit) ad.
 children are diff after a diagnosis.
 a culture of diagnosis
 diag postcode lottery
 ignoring complexities
 finality of diagnosis labels.
 bias v social model hard to marry

Comparisons / relation to prof

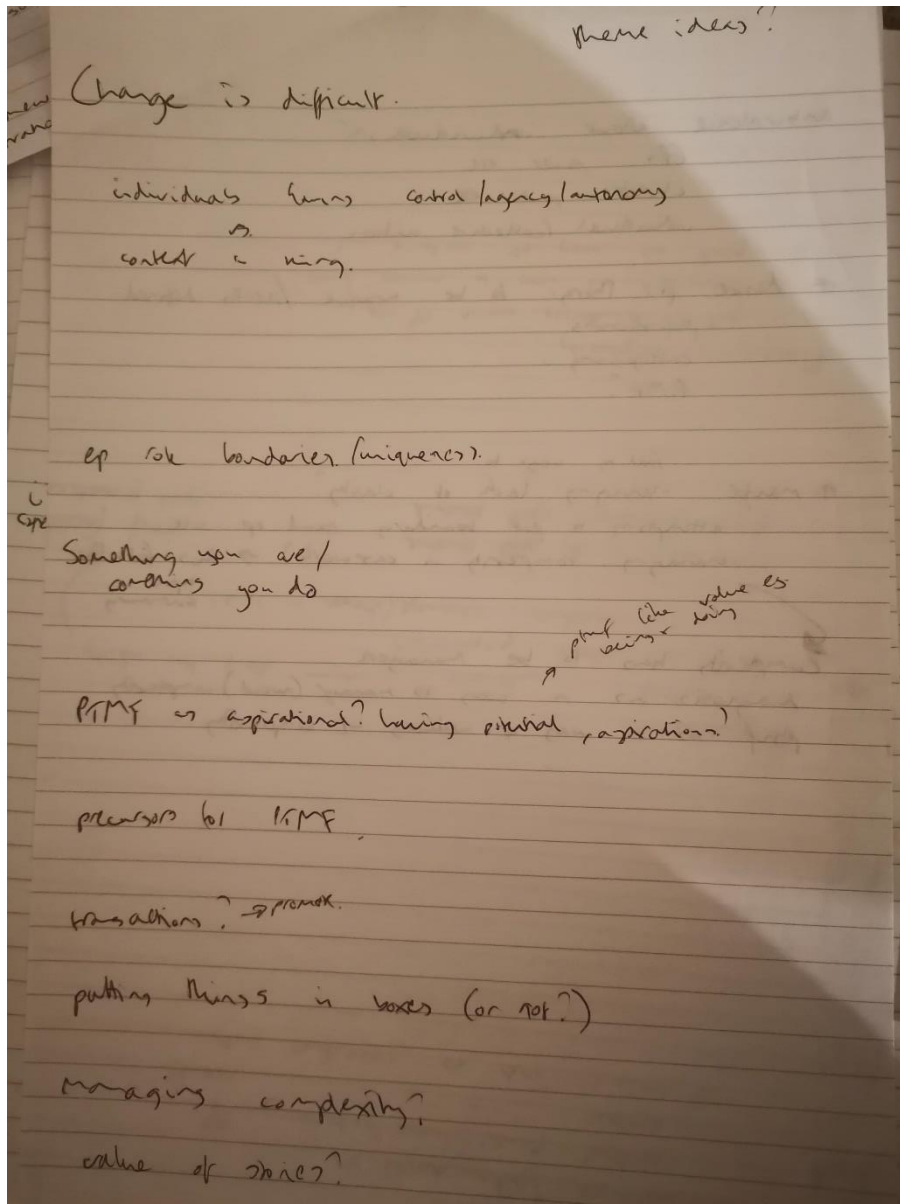
prof can encourage ref around diagnosis
 his v prof can work together
 prof can be used alongside diag
 prof seems more helpful than

List of labels for the coding clusters

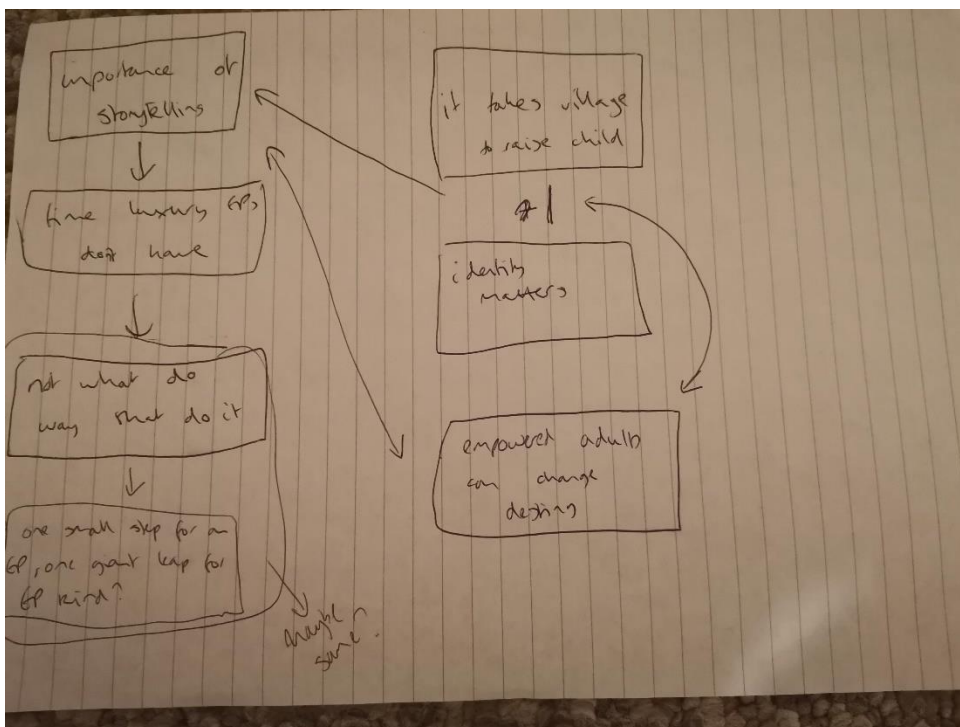
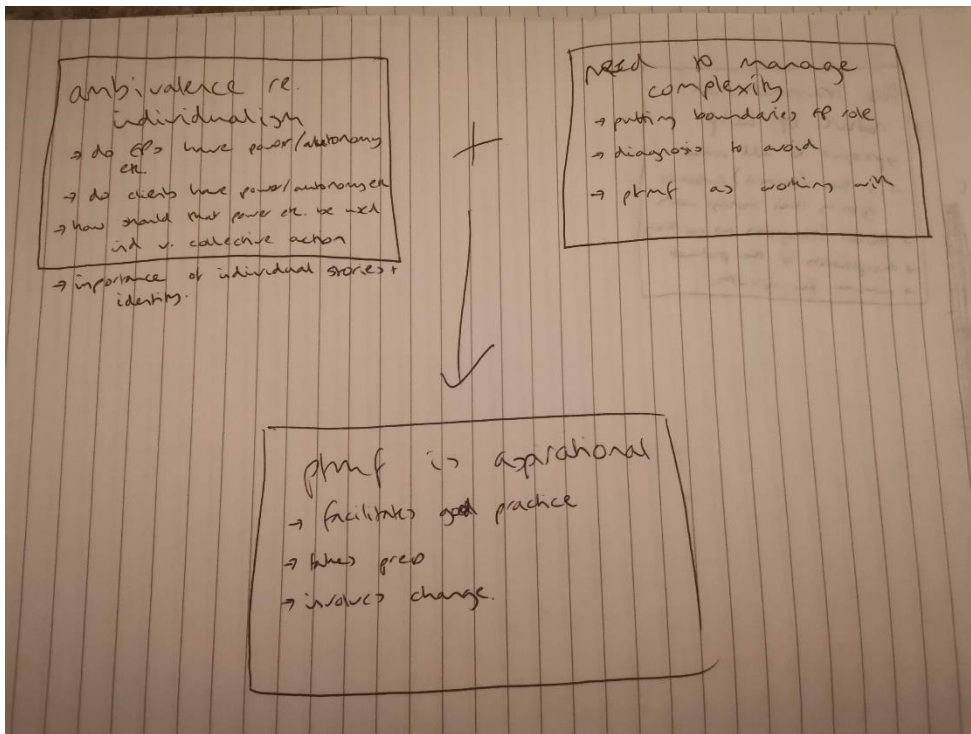
coding clusters

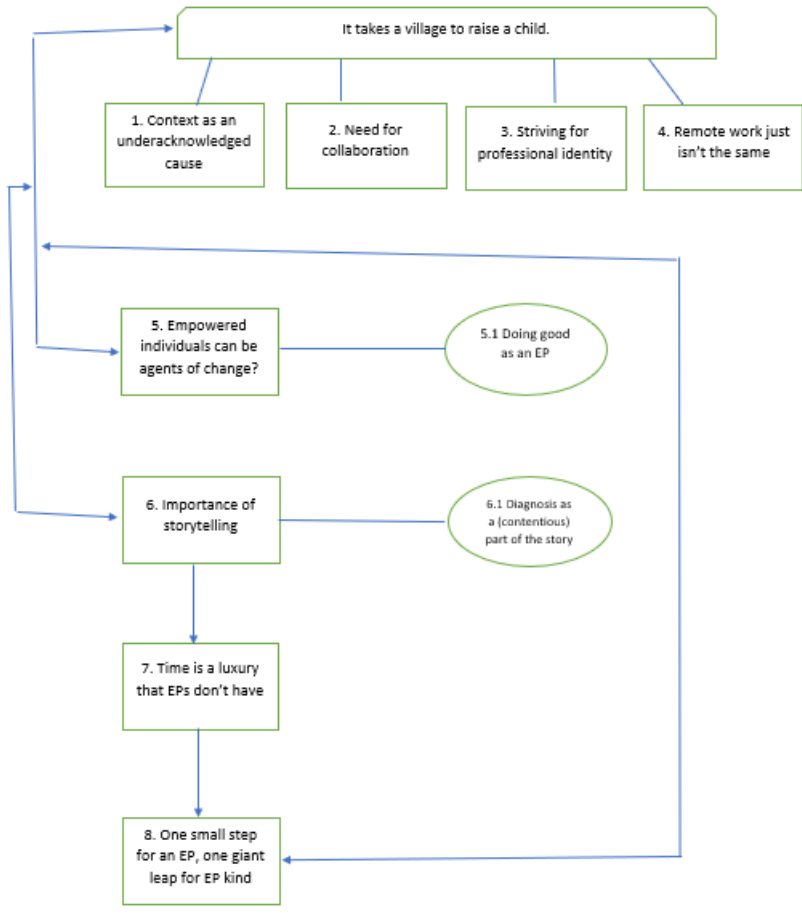
change exp resistance, view had
 ep role (+ uniqueness of)
 personal agency ↔ empowerment
 supervision
 changing person (attitudes/behaviours) not context
 + power of words (and questions)
 things that can be done w/ pmf
 impact of COVID.
 things that are good about pmf
 things to be in place before using pmf
 story telling
 right + wrong - grappling with ethics?
 problems encountered as GP
 formulation (seems important)
 contrast w/ diagnosis/categorizing
 pmf not main about (but should be)
 best practice for pmf still mystery (someone else knows)
 what good GP practice looks like.
 importance of children's views.
 collaboration
 (value for money?) time
 the link between stories and solutions?
 (managing) complexity
 multi-disciplinary work.
 diagnosis
 being in an expert position
 personalised support → humans as more beings (humanism)
 pmf compliments/supplements current practice
 choice r14
 timing matters
 risks
 adapting the framework
 disappointment/frustration at ep role (not ideal)

Appendix K: Examples of Potential Themes



Appendix L: Example Provisional Thematic Maps





Appendix M: List of Quotes by Theme

Theme 1 – Context as an underacknowledged cause.

Alex: There was sort of a lot of trauma, there was a history of domestic abuse in this case, and we thought that it would be a really appropriate way of framing and looking at this case

Alex: the main focus was around this 13 year old student who had actually been abused sexually by her uncle umm a few years prior, was really struggling in school was really, and had sort of come out with this that she had been abused, but it really broken up the family. This sort of news of this abuse because it's actually quite a tight knit family. Sort of Bangladeshi background, really all living together. And yeah, the uncle had sexually abused her and she had been sort of sitting on this because she knew it would sort of break up the family if she sort of said it

Alex: So we kind of employed the power threat meaning framework because we wanted to think about well, how has this umm teenager, how has this, her experiences, so for example, the abuse that she's been through, sort of how has this affected her, what sort of now coping mechanisms does she have? What survival responses is she having, how is this impacting the whole family? Like how is this now almost bouncing off wider responses? I think how is the whole family making meaning of this? Yeah, and sort of what has happened to this whole family in the dynamic here?

Alex: definitely made me think about yeah, the impact of different influences, the sort of um ((pause)) the real ((pause)) I like in the framework, how there's no sort of ((pause)) I feel like sometimes in cases, people really privilege like, the kind of biological side of things or like they tend to privilege one side of things and it's made me I think it's kind of stuck in my thinking like not to privilege one side of it and just look at yeah, okay, well, what, where's the power here and that, that kind of thing rather than just like okay, yeah, we'll obviously it's like a biological thing or this, I think, I think the framework makes it quite explicit that it doesn't privilege any sort of, yeah, causal thing there because basically, everything causes everything and yeah

Alex: I think that, as practitioners that work with really vulnerable children and young people that we see, we see, and families, we see things that we see things that people go through and we see you know, all sorts of things that happen to people. I think that this framework is a really good tool for looking at traumatic events and traumatic, almost life stories and really difficult things that have happened to people and difficult life events and finding for that person, that children, that young person, that family, finding ways of making sense of them, and moving forward and helping them

Alex: I think it can be more abstract. I think it can be really difficult. I think you could, eh, I think it's almost like a get out card for you to say “okay, well, we know that autism makes children and young people behave in repetitive ways, and we know, we know that you know this”, and I think it's almost like a get out card but to sit, to sit down with a child or young person or family and go, okay, you know what, what happened to you, where, you know, what, what was actually a threat in this you know, what is, what is it that you're doing to cope, and to really sit and delve really deep into that, it's almost, it can be I think, something that maybe not I think, as [training course] EPs maybe we're almost quite willing to do, but I have come across EPs that are quite quick to go: well, this child with autism will do X Y and Z, and this child with dyslexia will do X, Y and Z. I think that yeah, sometimes it's a bit more complicated than that

Jackie: he was at a secondary school, he was in Year 8. It was a very complicated case, like very, very complex on lots of levels, the child's life but also the organisational stuff was complex. So the school was like inadequate, loads of stress, excluding a lot of pupils, new SENCO, people leaving all the time, like just about every sort of, you know, negative factor for this child in terms of continuity. Umm and he was at risk of exclusion

Jackie: there were kind of deeper, deeper things going on and this boy was from an Asian background, had two siblings in prison, he was experiencing domestic violence, he was on a child protection plan but d'you know, it was just every

Jackie: So the school, the practices the school were putting in place that were further exacerbating his distress. Also, social care being part of the problem too, exacerbating the family's distress from the family's perspective

because they were turning up at the door and the family's shutting the door, social care describing him as an aggressor and that was kind of helping me think there.

Jackie: thinking about how are the actions that we're taking in school, further perpetuating this problem? You know, it's like, for the girl that was an inpatient in an eating disorders unit. You know, how is that experience of being in a unit furthering her distress? Because I think sometimes you don't even, that doesn't even cross the mind of professionals working with them. They just think what am I doing? You know, and I think that's what the framework is so kind of good on, is thinking about our own role in sort of multiple layers of this person's life as EPs but also, there's other systems you know, school, parents and services that we work with

Jackie; it's something I'm coming across at the moment in my work, because a lot of schools have had training in trauma-informed approaches, and I was looking through the resources yesterday and they've got like pictures of the brain. There's only like a 10 page document for senior leaders after they've done this like very brief training, like pictures of the brain and neurotransmitters and I just kind of think like, that's a, I'm sure it's all you know, good science, but it's, it's a, if you're thinking about um how schools can actually impact. I don't know, like, is that the most, is that the kind of the way that we want to present children? Like it's a dehumanising approach in a way I think

Jackie: you don't need to kind of read these complicated things about how brains fit together and the neurotransmitter. I don't know what a neurotransmit-, well I do know what a neurotransmitter is but you know, it's like, I don't think that tells you why someone behaves the way they do

Sidney: so obviously we've got a lot of kids that had to need foodbanks, might have felt quite isolated, might have had impacts on their mental health

Sidney: sitting with one foot in a profession where there is a lot of medical model, diagnoses, really strong sort of black and white thinking around autism, dyslexia, and even some of the you know therapeutic ideas around general anxiety and all of that side of things, to then looking back at that idea of well what's going on environmentally, what's going on, what's happened to this child, what are the layers that are there?

Sidney: I think something comes along as it's done for me with sort of COVID and various quite huge events. We've got refugees, we've got the black lives matter, we've just got the whole thing around the education system anyway

Sam: the parent then shared that actually, the child's early life history was very unstable. She'd experienced an abusive partner where she shared that she was, had limited emotional availability in parenting. She essentially said, I did the bare minimum, and just so courageous to share all this. I was like, wow, this is significant, because, you know, how do you understand that to fit with his kind of needs and stuff?

Sam: And I was like, wow, this is, you know, a big shift in you know, she has gone down finding diagnosis for him, she consciously became aware of that I didn't have to do anything. It's just the fact that I gave her the platform, to ask the right questions for her to feel safe enough to start to develop I suppose her thinking around his needs.

Sam: I think then it accounts for inequalities, you know, in terms of what conditions they're living in, whether there's been other factors that they might have or barriers they're faced, that have kind of meant the profile of what the self-report is might be really kind of limited into kind of what a medical professional hears. I know that's definitely been the case where you know a parent's limited understanding of conditions as met children have been diagnosed and they won't even later come back to me and said, do you know, what, it's only through our conversations I'm actually thinking and I didn't say half the things about their kind of early life history and things like that. So it did make me think a lot about how medical professionals may ask questions in ways that only get a skewed kind of response from their, from like a biased kind of response, a bit of like a confirmation bias. You know you only ask questions that seek out what you want in a way they're kind of loaded.

Sam: The reason being where SENCOs are very stressed or used, for example, during the pandemic about where they had to shift, you know, and kind of and adapt, like, all of us, but I think a lot of the heads were, you know, under a lot of kind of stress.

Sam: also it will tap into things that sometimes don't get spoken about, like race, about gender, things like that, you know, where children by using such framework, children and young people in particular, are able to make

sense of their identity and times where maybe they wish they challenged an adult and they didn't, you know, they're making sense of maybe they might not see it necessarily as you know, trauma, but actually, it's just something that has happened to them

Sam: Because much of the children we see there will have been harder bits of it, and that's probably why we're kind of seeing them

Sam: there's been some really uncomfortable, I've used it a lot, for example, when in the pandemic, and also with the tragic murder of George Floyd where you know, I was encouraging staff to really think about how they might make sense of the discomfort that some of their staff are feeling right now or anger about maybe you haven't even talked about this, or, you know, or they've shared you know, I'm actually really scared. I don't want to open a can of worms and then we really didn't, because that's a safe space has been that kind of, oh, well actually, it's alright to sit with the discomfort, that's that's part of it, you know

Sam: there was a parent who happened to have children from, five children from all different fathers and there was a case where school staff or professionals very much had a narrative around, oh yeah, she is, it's just all her kids are crazy. They're all like that. They're all from different dads. And I was like, actually, well has anyone thought about breaking the cycle, about giving her help? You're always talking about giving the children help, who's helping her? Who's helping her to break maybe a cycle here, you're telling me you're noticing a pattern here

Pip: I learned that there was just so much going on at home, and his dad had recently gone to prison, their housing situation was really, really difficult and sort of struggling with things like poverty and lots of social issues going on

Pip: something like this framework and bringing in some of the questions will be helpful, you know, for her to think about the child's experiences a little bit more and maybe why he's behaving in that way. I think that could help her then, yeah, maybe take that kind of more compassionate approach

Pip: it kind of took any kind of blame away from the child in terms of those behaviours they were seeing because there was a kind of reason for it and sort of, you know it was understandable why he was responding in that way

Pip: he's had all of these things going on so of course you know, it's, that's understandable that he's going to be responding in that kind of way

Pip: it does take any blame away from the individual which is, yeah, sometimes a theme that has come up within my work with schools

Pip: it was quite kind of normal, they were almost kind of desensitised to it, but I think maybe that's why they didn't sort of pick up on those things as much and I think in, so in that consultation with the parent, I really wanted to explore the child's experiences of what that was like for him, so that's sort of when I drew on the power threat meaning framework

Pip: all of these environmental factors and social factors erm he, you know, didn't have any control over

Pip: it was made maybe some things that they already knew but just hadn't really been acknowledged

Nat: you cannot open a brain and see a lot of the things that we talk about as though they are concrete in some way and often talk about outside of the systemic context and the cultural context and the familial contexts

Nat: it's very much talking about trans-, the aspects of trans-generationality, if that's even a word, and really looking further up the river in terms of thinking about why things might have transpired in a particular way

Nat: thinking about that in all layers of the system, whether it be with the family or school, but also within the wider societal and cultural context

Nat: there's always a context around that person and there's always more to it with all of us. We're complex human beings.

Theme 2 – Need for collaboration.

Alex: we discussed it in the supervision group. And so this was like a multidisciplinary team. There were clinical psychologists, educational psychologist, trainee educational psychologists, counselling psychologists, ummm, and family therapists in this group, I think, umm, were the main practitioners and we discussed about how we could sort of use it in our practice

Alex: we discussed this, and we talked about how we could integrate it with this particular case

Alex: we sort of debriefed after. We always sort of talked about it, and they had a reflecting team in these things

Alex: What helped was having like, almost our supervision group to discuss it to decide like, what elements of it we were going to think about and how we were going to apply it and then talk about it after, I think it being a multidisciplinary team was really helpful. Having, basically having loads of discussion and supervision like peer supervision around it was really helpful.

Alex: I think probably supervision like regular discussions, like regular sort of well how are you using this framework

Alex: You know, let's just talk about it. I think the more you get people to bounce ideas, they realise that they actually are competent and confident and I think yeah, to develop competence, just by talking to each other and bouncing off each other, I think would, would probably make it um a lot more doable

Alex: I'm trying to remember who brought it and I believe it was a clinical psychologist who brought it to the supervision group. It was either the clinical psychologist or the EP, I'm pretty sure it was as the clinical psychologist though brought it to the group. Because if I remember rightly, it's a sort of BPS published thing. I think she had seen it and was like, yeah, this is this is something I'd like to do. So I think, yeah, I think maybe the multidisciplinary element of it did have an impact, because maybe I wouldn't have heard of it if it weren't for the clinical psychologist. I also wouldn't have put it into practice if it weren't for like the family therapy situation. I would have heard of it. I would've read it, I guess, but I wouldn't have put it into practice, but I did see it, funnily enough I think I did see it and then they brought into supervision, I was like oh, I saw that. So I would have seen it but I wouldn't have put it into practice I think if it wasn't the whole multi-disciplinary team situations, so I think yeah, that did that did have an impact, I think. I don't think I've heard it mentioned at all in my local authority situation. I think I've heard it mentioned once on the [training] course, I think when it just was published or when it was sort of just been some kind of revision or new thing to it or something like that. I just remember that. Yeah. But yeah, I don't. Other than that, yeah. So I think maybe the multidisciplinary element is quite important, because otherwise we wouldn't have put it into practice.

Jackie: if you're not kind of challenged, often, to stretch your thinking, then you just go back to what you were used to using

Jackie: So that's a shame and I think you do need to have in-person incidental conversations with other EPs, you can't do this kind of work on your own, I feel. I just feel like this is a job where you need to be in touch with your colleagues a lot

Jackie: I think if I hadn't had those bits of input I wouldn't have heard about it through my service, for example

Jackie: It's just that I guess I'm not being forced to reflect upon what I'm doing all the time, which is what you have to do in your training. You have to voluntarily do that through supervision

Sidney: we explored it a little bit with colleagues with similar viewpoints so we did a couple of sort of CPD things within the local authority

Sidney: sort of done through bouncing ideas around and just thinking about those questions and those sort of statements almost that are in the framework to then kind of think well, yeah, how is power impacting on education during this time of COVID and then mapping things across like that so.

Sidney: I mean maybe something like what you're doing now, just finding out what EPs already think of it and how they're using it. And encouraging people that do use it to write about it more and maybe be more explicit. You know, you've made me reflect and think OK I'm using these ideas but I'm not always being explicit with others or myself necessarily about, you know, it's all getting sort of squished up in lots of ideas that I use. So

yeah, using it more explicitly, and I suppose the various units having it there on the syllabus as a part of their thinking about being an EP, not saying that this is the way to do it but how would we use it and then joining that together to maybe thread it through.

Sam: oh show me some articles that you're reading, do you feel like you're using that and they will ask you oh we always see you using this approach and they kind of put a hook on to it. So that got me kind of more intrigued by it

Sam: And I think this kind of framework enables that. It moves away from trying to problem solve straightway, just kind of going to a place of offering them more kind of acceptance and comfort. You're offering them acceptance and comfort that enables them to kind of shift their thinking themselves in a way.

Sam: I think their, you know, reflective supervision needs to make sense of that really

Jude: I think I need to improve my own my tools and my practice about using it possibly and then you know, being a wee bit more isolated from day to day practice with colleagues, not being able to kind of say oh I was thinking about this does that sound alright

Pip: that was really useful for then everyone to sort of be on the same page and the same understanding

Pip: we decided collaboratively on the next steps, so I had a few ideas for different things to put it in place but actually I think it was more helpful that that was more of a collaborative discussion

Pip: I think it'd be nice as well to maybe use it to link in more with CAMHS and sort of that multidisciplinary work. I think the service I'm in there's not that much joined up working, I know that varies quite a lot between services, but I think something like this framework could be maybe used to kind of create those links as well

Pip: suppose it's quite a universal approach that different types of psychologists but also maybe other practitioners will use within their roles, so I suppose it's the type of thing that you know, we might be using, but other teams might be using, and that could be quite a nice way to sort of link with them

Theme 3 – Striving for professional identity.

Alex: it involved a school child who was struggling at school, which is why they brought in sort of EPs and TEPs and stuff

Alex: I think that as, yeah, as EPs we come across that quite a lot. I think, you know, as much as you know, people think ah the EP is, we look at children's learning, I think obviously, we know this, but people always underestimate the role of, you know, what's going on at home in learning and what's just what, you know, if a child has got all this stuff going on for them and all this stuff that's happened to them. I mean, if you think about, for example, say refugee children or yeah, children that are survivors of abuse, things like that would be really useful in talking to children like that

Alex: I do think it fits in with the EP role. I do think it fits in with the way that we think about things as EPs. We fit we, we, or at least the way I think we should be thinking about things as EPs, you know, the power, the threat, the meaning those those that language of things, I think is really useful ways of thinking about things rather than those very sort of discrete this is biological and this is the executive function this is this and this is that this is this is the child's autism doing this. I think sometimes we need to be thinking a bit more abstract than that and it can be hard, but I think it's things that we as psychologists can explore with children, young people and families and I think that we should.

Jackie: it's also clinical. From clinical psychs

Jackie: also outside of that, my friend is a forensic psychologist so he knows about it too, although interestingly, he's like, obviously from that perspective, he's like, much more like diagnose, pathologise or something, you know, he works with like, people with borderline personality disorder, diagnosis and all this kind of stuff. He comes at it from a different perspective, really, but still finds it very useful

Jackie: you know, as the training became a doctorate rather than a master's, it moved closer to the clinical psychology training. I mean, we moved away from ((.)) have we moved? But we started to move away from just being like assessors and doing WISCs. Have we moved away from that? I don't know, maybe we haven't, but we like to think we have.

Jackie: He's trained in things like, what are they all called, you know, lots of like, psychiatry. I mean, they're not, psychiatric diagnoses, I suppose. But things like BPD, or personality disorders and things like that. And, and so I had a conversation with them, I'm trying to think it was really interesting

Jackie: well, you know, this is very much where we come from anyway as EPs, you know, because we're, at least I don't know, like, assume it's similar where you are, but like, it's quite social constructionist orientation, where we trained, where I trained. And so for me, it just felt like a very kind of comfortable kind of orientation. But it was like just a different language for my friend. He still said he found it interesting, but he kind of didn't, I don't know what it was like, it was just very far from where he was. And I don't know how forensic and clinical differ in that respect? And I wonder about how, because I don't know a lot about clinical training

Sidney: how it did sort of map onto being an EP

Sidney: I'm thinking about it in my new role as well of just trying to make sense of moving over into a new role and yeah thinking more because I have stepped over into an organisation that offers counselling and there's a lot more talk around the maybe more medical model, elements of thinking about mental health and again sort of thinking where that sits with me. I've always come from quite a social model of ability

Sidney: And I think there are more people, I don't know whether it's a different generation of EPs, I don't know if it's because of various changes in life that there's been over certainly the past decade that shifted the profession to think more politically.

Sidney: I think it's an interesting profession isn't it, being an EP. I mean you can either sort of go in there, work in schools which, you know, I've done and I do, and then I think something comes along as it's done for me with sort of COVID and various quite huge events. We've got refugees, we've got the black lives matter, we've just got the whole thing around the education system anyway, and you start to think well we've gone through quite a heavy training and we're psychological thinkers so we, we do have an opinion and a voice and we might be able to use some of the theory and the frameworks in a way that's not just standing on a soap box and shouting. We can use the psychology to make a good argument.

Sam: I also some my best friends are Clin Psychs and they use it a lot in their work. Whereas I don't think Ed Psychs kinda use it much I do feel that there's a more kind of expert kind of model within Ed Psych world

Sam: because it was quite different to how Ed Psychs work. And I think that was partly because we don't really work with families mainly, you know, if we see them we see them sort of one off. We don't really see families in the way Clin Psychs do on a regular basis just because of the traded model and this is I suppose more relevant to trade, you know, local authority, kind of so where there's often a traded model of service delivery

Sam: it's all Clin Psychs, it's very much their kind of remit

Sam: I've noticed Clin Psychs use it a lot more just from my kind of informal catch ups and stuff with my friends and I feel like the EPs don't as much.

Jude: then obviously back down practical roads and things like you know, practical things to give messages about, you know, about how he can communicate better or zones of regulation or wherever that might be at the time

Jude: whereas previous quick solution-focused thing you're really doing for the purposes of a report, this feels a bit more involved to me

Pip: it fits quite well with the EP role that I do see as quite flexible and quite adaptive to you know, depending on the type of work that we're doing

Pip: I saw my role as to sort of try to unpick what was going on, and, you know, find support moving forwards erm, and I think I sort of saw my role as looking at it in a more holistic way

Pip: it does provide that alternative to kind of that label and not that you know, we're as EPs the ones kind of giving the diagnosis but I think, you know, that does fit quite well with the EP role actually that you know, I guess it depends on what service you work in, but for me, and kind of where I work, I don't see the EP role as diagnostic, I see it as more working in that more holistic way to think about, you know, someone's experience, and how we can support them

Pip: sometimes with different teams, there might be that perspective of oh EPs work very differently to CAMHS, whereas yeah, I think there are more ways that we work in quite a similar way

Nat: I'd love that to be part of the role. And in an ideal world it would be, and on paper, one could say it even is, and yet in reality certainly in my personal experience, I find that difficult.

Nat: what is the EP role again, on paper? What is it on the ground in reality, and then what is it perceived to be? And I think sometimes as soon as we step into something like opening up the power threat meaning framework in terms of just even opening our mouths to share something from it, there can be a sense of that, well, that's not your remit. That's not what you do.

Theme 4 – The power and influence of EPs is constrained.

Alex: But then yeah, then I'm not so sure [...] I do believe it, it was sort of starting to look a little bit better for her

Alex: and I think that as EPs we have we have the power to be able to do that and we should be doing that

Alex: I'd sort of be interested to know whether it changed the practice compared to people in the other group but I don't really know. Like, because I don't know I was only part of this one group, but I think that it did

Alex: I think if you had a really good grasp of it, which I think I would like to have a better grasp of it, but I think if you had a really good grasp of it you could really sort of pass on that psychology

Jackie: sort of functional analysis of behaviour. So it's like a behaviourist approach. (Interviewer: Right.) It wasn't adequate, like, I knew that a lot of EPs in the service that I was at quite liked that approach. And my supervisor at the time quite liked that approach

Jackie: he got his plan but I don't know where he'll be now

Jackie: you just feel you're on the backfoot all the time. Like, if you could have come in two years earlier, maybe you make a difference, but I don't know. Did I make a difference?

Jackie: it was helpful to see that as an EP, my role working with the child at risk of exclusion is actually quite constrained because it was through working through it and thinking like how his power operating in this young boys life, the threats that he's experiencing, the way he's responding, which are making him further experience like, d'you know, further power threats because of his risk of exclusion then, and it was like this cycle and so then me intervening really what what can I do as an EP?

Jackie: I can't prevent this exclusion perhaps but I can write his advice in a way that's sensitive and tailored to him and hopefully goes with him to inform whatever happens next, you know

Jackie: where I felt powerless like to try and see well, and how is power operating in my relationship with this boy too. And you know, am I the powerful, am I just another kind of eh force in his life that excludes him further, because I think from the school's perspective, and I don't know if you've come across this, from the school's perspective, I was part, I was like a tool to facilitate his exclusion. And that often seems to be the case. You know, EPs are brought in and it's like, okay, assess them

Jackie: my supervisor had left the service so I had another senior QA it for me, you know, review it before it was sent out. She'd corrected bits of it and put in trauma instead, and I've got my own kind of, hmm, like not, I don't, this whole trauma-informed thing a good kind of conversation to have but I don't think it, I think trauma-informed and power threat meaning framework are kind of, they're generally comfortable but there is a different narrative, isn't it, it's more like medical model the trauma informed stuff.

Jackie: Like us as the professionals bearing down with our language in our reports.

Jackie: guess it's giving me the language, really. Because our reports are kind of I want to say, it's not a weapon, but it can be a weapon. Do you know what I mean? Like it can be in a situation like this with this child where actually I felt quite powerless, I felt my kind of most useful tool here is probably my report, because I can't, the parents won't talk to, I did have a brief conversation with his mom, but they had such a poor relationship with the school, they just didn't, they just saw me as an extension of the school. So it was I think it's the language that it had provided me with in this case, yeah.

Jackie: I kind of sometimes I think we do, we could do harm in our actions or with the choice of assessment we make or, and I think that's something that we don't think about enough actually

Jackie: I mean, EPs hold power, don't we? That's it we know and schools see us that way too. And they see us sometimes, depending on the service model and everything, but they see us as a sometimes a gatekeeper to resources or provision or, you know, specialist whatever. So we are part of the problem sometimes so how can ((pause)) I think that it just helps, helps me to kind of look at my role more broadly. It's a reflective tool, really, I think. That's how I've used it. I've used it as a reflective tool, but I think there's probably more scope

Jackie: there's this kind of tension between us wanting to have that power, that we, for example, we're the only ones that can use cognitive assessments so schools can't do it, whatever. Because if we give up our power, then what have we got? You know, and that's the truth, isn't it? Because it's not an easy thing to train in, takes a lot of experience, it's extremely competitive, etc. (Yeah.) and there's a tension there. Because if you start to break down the sort of diagnoses, then what do you add to the, and how do you show people that you can add something without doing cognitive assessments all the time or diagnosing things, you know?

Jackie: It's resisting stuff, isn't it? Which is and, it is like that, I think, in our work it's like this tidal wave of kind of like, I don't know, if it's different where you are, but tidal wave of demand for cognitive assessments, just to, yeah, just agree that this child is defective, and please take them away. You know, look how *low* they are. It's like, and it can be overwhelming

Jackie: I kind of hate writing advices but I just do, you know we all have to do them all the time, don't we? So I like to look at it and I think it fills me with a bit of kind of hope that at least I'm putting in my words are oriented in the way I want because maybe my words are the most powerful thing I've got in this situation. And this is my legacy here is to write about this young person in a way that is not you know, describing them in, as a defective because they're going to look at that one day, aren't they? They're going to look at that advice and I don't want them to look at it and I often think about that.

Sidney: I think we've sort of been stuck under a local authority

Sidney: I think there was a big shift around that time of a lot of EPs going into a traded model. And I think that that whole, I mean we could probably look back at the whole sort of history of the last ten years of the EPs and where we are now using the power threat meaning framework. You know, what is happening to us and what's going to happen to EPs as well, so um. There you go, that's another, for us to do another day. Yeah I think there's been, there's been changes in the education system, some subtle and some big. But I think there's, there's, there's been a core change to how EP services are run and I think that's having quite a massive impact at the moment. And I think there's still quite a bit of uncertainty because there's the SEN review, isn't there, and ideas around what that might bring up again so. Strange times.

Sam: there's less room for working therapeutically and the traded model in local authority means that it's a kind of do assessment, offer kind of consultation with the adults and then you're off.

Sam: I think sometimes the expert model doesn't allow for that

Sam: And I think often we use approaches that can be, come from a place of kind of authority, bias or power

Sam: the first impact I'm noticing is that we're moving away from, like I said, there's a shift because with a lot of the assessment, and consultation, often the expert model comes into play, or even actually, adults donating how we use our time, especially in a traded model. And it's like, oh, could you see this child and we need to put in an EHC application, I'm thinking okay, that might be an end goal, but actually the process rather than the outcome, I want to focus on the process being more appropriate.

Sam: I think as psychologists, we are in a privileged position to kind of explore using key techniques, and I think the framework is a really important one. You know, I do think it's really valuable because when we, we by nature of the profession hold privilege, and I think it's important to use such frameworks to make sense as well of our own kind of identity, and whether that's with a child, a family member, a parent, school staff member, you know, or even in the service where we have to challenge

Sam: actually that's what happens in the traded schools, you keep seeing the same children, you keep seeing the same issues. And I'm not, I'm not here for that

Sam: , are we just a maintenance factor in these same issues being brought up time and time again, just by nature of our kind of bias really in the tools we use?

Jude: Jude: because I was trying to talk to them a little bit more about what my understanding around formulation was rather than you're the EP, what's the problem, what are we gonna do about it, obviously, and it was a bit more like let's explore this journey and what might be contributing here etc.

Jude: I think I'm quite a positive person but reality is we are extremely constrained by statutory work

Jude: We're kind of at the end, people are like, I don't want to explore, don't wanna go down that, I just wanna know can they stay here, do they need more help or do they need to go to a special school,

Jude: I wanted to try it a bit more systematically and develop it more but I didn't for different reasons, pressure on different type of case work possibly, get that done, you know the pressure to get to the end of a, towards the statutory process rather than a journey, that pressure and now that pressure's really quite intense

Jude: we just need to get back and champion it

Jude: So I'm worried, I'm just worried about people doing, you know, doing to rather than kind of being on the journey

Jude: I had some kids have had to go through the care treatment review process with and he'd been sectioned and things in the last job, very young kids, well quite young, but so what I was worried about that and one of my other real worries really strongly is around the use of overuse of medication as, you know, chemical restraint, so, really worried about that.

Jude: I would like to develop to make, make it better for me

Pip: I would hope that it had a sort of wider impact in terms of how the school maybe were thinking about children with similar needs that they were working with

Nat: and the main question isn't around that

Nat: Something I definitely find really difficult as an EP and then find myself sometimes feeling that I'm not doing a good enough job

Nat: but what also can be perceived as potentially threatening questions

4.1 Time is a luxury that EPs don't have.

Alex: We'd only sort of gone through their introductory document, which is well, like, 130 pages in itself

Alex: I would like to almost study it further. I think there's so much there. That it would need me to almost study it more, to be able to integrate it even further

Alex: Yeah, I think I think if almost there were an even more accessible document about it, like I know like the introductory one is like a hundred pages. I think if there were an even shorter, more simplified version, I think it'd be more accessible for people to go to pick up and go oh, I'm interested in this, let me give it a go and then go more in depth. I think that might be a better way in because yeah, as someone who's really interested in it, even the like 130 page document was like, wow (yeah), so yeah, I think it might be more accessible to people, if it was at first, even more simple, I guess.

Alex: I can imagine that definitely putting people off which is a shame because it's really useful, but yeah, if I was I can imagine a lot of people seeing massive like even introductory document and being like wow

Jackie: and while, you know, even while you're writing the report up, the child's been excluded. Very frustrating.

Jackie: it's simply that I have more to do and not enough time to work through things in so much detail, but I would like to think that maybe, you know, like, I'm applying it anyway.

Jackie: I've just heard a lot of people say I'm interested in the power threat meaning framework but I need to read more about it or I'm interested in it but can you explain to me what it is or because it's a big chunky doc

Jackie: I couldn't just be given that, it's huge, I'd want to have something digestible

Sidney: it's probably a conscious choice in as much as sometimes it feels like it would take all of the time to explain what the framework was and where it was coming from, and I'm not sure whether some of the people that I work with, as in teachers or parents, would necessarily have the time or the headspace to think about the theoretical approach that I might be taking because they would want to think about [child] in class ((laughter)), you know, and what's going on there. So, I think, it's often one of those ((pause)), to come across, come up against I think as EPs where how explicit we are about the research, the theoretical frameworks and how much of it we share that's like the practical end of it, so we might talk about growth mindset but we might not go into the real details of Carol Dweck's work when we mention it in a report.

Sidney: Wow I need lots more time to keep using it

Sidney: I've changed roles slightly so I've got a different role and the idea is to potentially hopefully have a bit less of a full on time as I did as a full time local authority EP and have some time to read and think about the framework and some ideas around education a little bit with more time and thought

Sam: oh, this will take too much time

Sam: And you do need time for that. I do appreciate that, you know, because that's about building obviously the relationship, the rapport

Jude: you can't do it in a tokenistic way, you can't just march in and go right, so we're gonna do the power threat meaning, let's fill in the boxes, it's not, it doesn't feel ethical to do that, it feels like it's a journey, let's use it as a model, it's not, it's not something my takeaway message, it's not something you squeeze into, like, I don't know, a 45 minute consultation

Jude: I just think it's important not to rush it because you're on a journey with them, you're on a journey of trying to make sense of what it looks like and it is change and a process so you need time

Jude: these kind of joint narrative options are better when you build relationships with people over over time

Jude: then try and not let people jump to the end where we're going, to try and keep coming back just sitting with that journey like, like reminding them it's like it's dynamic, it's changing and then maybe sort of taking a bit of a step or a break or physical break and then going, okay, you know, do you want to talk about maybe next steps today or should we come back and revisit that

Jude: I feel like sometimes as EPs you kinda have to go in quickly and you go through all the ac-, you're really action focused, and I think the you know, the clinicians and the, you know, the mental health, you know, professionals seem to just be more comfortable to sit with that you know what's going on for a bit longer

Jude: I think about slow like, I think erm slowing it down

Jude: so we try and get better at that as we go along with the very sort of tight restrictions around what we're, you know, quickly writing, not quickly writing on our reports

Jude: we're trying to say we'll do the parental consultations, we'll see the chil-, you know, we'll do that early but they'll they're jumping past that and they're going straight into the, they're using the code of practice to jump past that but but then we see the kids but it's very tokenistic, it's you know, a phone call or whatever

Pip: we all kind of came together after that I think there were a few scheduling issues and things so it was quite a short ((laughter)) meeting in the end, I would have liked it to have been longer

Nat: often it does come to be that we come to a family, child or young person or educational context quite late in the day it often feels. (interviewer: mm) and, and therefore things feel quite squashed and quite immediate, rather than feeling a sense of being time. capacity and even a possibility to just slow down and explore from all angles

Nat: I think I often go back to the truncated version. I find the long version a lot to wade through

Nat: you think, oh, there's, there's more to this or there's a little hint of a power differential a little he- hint of a threat ((pause)) or the meaning made of an experience within a family system. And yet there's 45 minutes of that consultation or whatever it is, and the main question isn't around that

Nat: how to, to name and talk about that when actually there hasn't been the luxury of building up the trust with that family and sometimes even that school over time to be able to stop and say, um, actually it sounds like that's really a really important aspect. Is that something we can spend a bit a bit of time over?

Nat: Um, and of course, there's always the issue of time isn't there and capacity. But in an ideal world, considering all of these aspects and thinking more broadly about each child, young person and family would be very beneficial

Nat: I think there's something about like even saying to people about the truncated version, and it being over a hundred pages and just how overwhelmed schools are with material and things to think about. I think that just feels like too much

4.2 Remote work just isn't the same.

Alex: from what I understand, she was sort of able to, like attend school again, partially. Well, we went into lockdown, so she was able to engage with school a bit. I think, but that was virtual anyway

Jackie: supervision is threatened, when you are, in my view, when you are remote. Not because you don't have supervision, because I do, but I don't feel that the depth is there on a remote basis. I don't know like probably like a lot of people I've got this really uneasy relationship with being remote all the time again now because I'm just like, I've had it and I feel like I can't do the depth of work and get the supervision I need if it's all remote. It was it was moving towards in-person and now I've got, everything's gone back online just like this week.

Jackie: you can do it remotely, but it just, especially as a recently qualified EP, I think that's a real challenge, really is

Jackie: And working remotely makes it really, really hard too because I just find it very difficult to build those connections through a screen. You know, I try my best, but in reality, like, you know, I'm glad I wasn't furloughed, but I can just about do my job, but I don't feel I am having the impact I would be. But that's the context of a pandemic and that's where we all are, isn't it? So

Sidney: And then when we hit COVID I did some work around gaining pupil views and then thinking about what the whole COVID situation meant

Sidney: I've linked up with, the beauty of COVID and us making these remote connections

Sam: You know, just take the pandemic, for example, you know, that was a very, you know, significant threat for everyone

Jude: maybe it's a learning point for me to try and develop these things a bit more digitally, a bit more remotely, but I quite like it being in person just for this particular, the narrative

Jude: it's a very minor point but we're remote working at the minute so having access to fill A3 sheet, you know having access to your normal stuff is a bit trickier

Jude: rubbish to COVID, it's interrupted our, all our communications and things

Jude: I haven't managed to be able to kind of do that in the past year or so with COVID and it's shocking that we've had to shelve loads of stuff

Jude: you can see that the dates the gap with COVID in the middle where I've just been doing statutory reports, it's all been extremely directed since COVID. Just beginning, reacting and firefighting

Jude: the statutory process of people putting in parental requests. That's really ramped up again around COVID, so we're not getting in to see the children early, so we're not getting to explore as much as we would have done before

Theme 5 – Importance of storytelling.

Alex: used it as a way of reframing the narratives

Alex: the child was very distressed, but also very empowered after coming out with it

Alex: I think this kind of links to it, but very much in like a formulation-y kind of way. I think it's a nice way of formulating and looking at cases and formulations. So I think, again, that that links to kind of integrating it into your general thinking about cases and general practice

Alex: that was our aim was to use it almost as a reframing tool. Because the main the main way that the family therapists were training was in a sort of narrative, systemic way. They were used to all those kind of circular questioning and I think it fits in really nicely with that. The systemic and the narrative elements of it fit in really nicely there. And I think yeah, it is about kind of stories and it can they can fit into the narrative element, their like life story, what's happened to you, I think that could intertwine quite nicely

Jackie: Yeah, it was a sort of depth of the power threat meaning framework in terms of and I suppose it's, it's narrative underpinning and I'm quite interested in narrative psychology

Jackie: it was that sort of thinking about deeper cultural discourses and you know, this, he'd been, he'd been essentially stereotyped really, like everyone had given up on him

Jackie: it's like so complex to get your head round, but it's very satisfying and I think it's very enriching and I think it makes the work better

Jackie: there's been like a lot of conversations about formulation in my service? You know, as a trainee, you get quite a lot of input, and I and I'm sure at the Tavi you get a load of input on formulation probably more than I did too, because you're quite clinically, you work quite closely with the clinical psychology isn't that? I don't know a lot about it, but just I'd heard that. And that in my service, you know, they've really emphasised formulation because I think if you weren't trained recently, maybe that's not a word that you think about a lot? That could be just an assumption, but that was something that kind of came across like you're asked to put your EP views and your advice, but to think about it as a formulation

Jackie: Drawing together different strands of a situation to make sense but based on ((pause)) I mean, there's theory there, there is theory there. We might not cite it, but based on theories of, I don't know what they might be, child development or might be theories of epistemologies, I guess, you know, social constructionist underpinnings or narrative approaches, but they will be underpinning what you're doing and they're going to be guiding it aren't they

Jackie: That's where it's most helpful. I'm just trying to think, because if I'm in a report or an advice where I'm thinking about that, it's in the phrasing that I use in the em, we've got like a summary of strengths and needs section of the advice. And then the kind of summary which is more like a formulation. And it's, it's the phrasing that I use, but also making sense of what I think, it's trying to pin everything down, if that's possible to do, because I think sometimes something I've learned is you have to pick a narrative to go with because there're obviously always lots of different ways you could present your formulation, your you know, your kind of, yeah, it's your formulations. Lots of different ways you could go really, you could take a kind of, you know, cognitive approach and just talk about needs and whatnot. Or you could go very much like more narrative and use a lot of power threat meaning framework terminology. You can maybe you can do both. I try and kind of do, do both where I can

Jackie: Like it's a dehumanising approach in a way I think, to do that. Whereas what I like about power threat meaning framework is so kind of human. Yeah, and it doesn't, you don't need to kind of read these complicated things about how brains fit together and the neurotransmitter. I don't know what a neurotransmit-, well I do know what a neurotransmitter is but you know, it's like, I don't think that tells you why someone behaves the way they do. It's, it's about their experiences. And I think that's much easier for people to understand. And it's also like, I think trauma-informed stuff. It's like an example of, you know, these like power, how we kind of using medical language as a way that bears down upon our perceptions of young people and things, okay so their traumatised, therefore they are defective and they can't do this. But anyway.

Jackie: I kind of hate writing advices but I just do, you know we all have to do them all the time, don't we? So I like to look at it and I think it fills me with a bit of kind of hope that at least I'm putting in my words are oriented in the way I want because maybe my words are the most powerful thing I've got in this situation. And this is my legacy here is to write about this young person in a way that is not you know, describing them in, as a defective because they're going to look at that one day, aren't they? They're going to look at that advice and I don't want them to look at it and I often think about that.

Sidney: then I've just kind of just had it there in the back of my head to use as formulation

Sidney: what are the discourses that we're kind of getting a lot of, um you know, how are we making sense of it

Sidney: : I suppose it allowed us to really explore from the point of view of the children and young people and what they had told us. And the whole bit of work came from the media having very strong narratives, quite dominant narratives about what was happening to the children and young people, the impact that it was gonna have on them and the fact that their voices weren't being heard at all. So it allowed us to kind of, I suppose again use the framework as a way to em highlight some of that em lack of consideration of what children and young people might think or feel or even have an opinion themselves about what was going on. And the framework kind of opens that up a little bit, doesn't it?

Sidney: To challenge some of the ideologies that are out there already and to be able to kind of say umm. Ok well, what's happening at the moment, you know what's happened to you, we know COVIDs happened to you, but what's actually happened in your area

Sidney: gave us an idea of um what could be different, what could be a different view of what children and young people value from education, so sort of drilling down into some of those values. And, and while we were doing this as well, and it's another area that I really, I think it maps on really well to Bronfenbrenner's ecosystemic model so, we were using that a lot but I can see how it sort of parallels with all of those kind of things, it kind of dovetails quite nicely really.

Sidney: about what the power threat meaning framework was, as like this alternative view of looking at experience really

Sidney: I suppose my belief system is trying to make sense of each individual and again that's what the power threat meaning framework kind of gives us. It sort of takes on board those more narrowing labels or ideas and helps us to sort of get down into well, you know, what's happened to you, what's made up your identity, what's created the person that you are, what is your story?

Sam: So where, for example, the kind of access to parent views would be focused on you know, what are your aspirations for your child? What are your, what is your understanding of needs?

Sam: It wasn't a case of this any expert is coming to tell me what's wrong with my child actually. They're more curious around how things have been for me in that I am his lifelong attachment figure, you know, those early years, it was just him and me. So she was like, no one's ever really asked me about that. They just knew that I moved from the city but they know they didn't really, they weren't ever curious about that. And there's never been a mention of that. And it did make me think about how often we talk about the kind of trauma or adverse childhood experiences for children who are clearly identified as LAC or adopted. But what about those who are still with the parents and there's clear kind of emotional needs there from an attachment lens. How do we make sense of that with parents so that they're able to then break cycles?

Sam: I feel like this framework enables a very kind of non-threatening, obviously very kind of cu-, professionally curious narrative approach, which is part of the understanding and I think families need that.

Equally I do appreciate, I always make it clear that some families might have repeated their story of the what's gone on to a lot of professionals. So I think you know where that's really clear, I would I would get a sense that you know, from reading this that I would make that really clear from what I share explicitly, my understanding and say, you know, tell me a little bit about, do you feel like that's that that kind of summary I have about the story today is accurate, or do you feel there's key aspects that are missing, um and that's been really helpful actually, because then they've kind of shared you know, the other things that have happened, which, again, have felt really safe for them to do because I've kind of acknowledged aspects of the story that don't need repeating again, because, you know, that's a bit like assessment paralysis, otherwise, for them and again, but actually, there's no intervention or there's no moving forward for my child. From that perspective. So yeah, I think it enables them to be more reflective as well.

Sam: it moves away into that into a more kind of narrative space

Jude: it really resonated with me ... because when I came out of the specialist application, I was saying to my boss sounds like I really want to learn more about narrative, learn more about stories, learn about journeys, what's happened to you

Jude: when I worked in the residential school cases were so complex, that I had to think about how to reframe everything that we were looking at and I had to bring staff together and I tried to, to develop a version of a formulation approach to that, because I just needed something to kind of work with because it was getting so complex

Jude: something I'm learning about formulation is not to jump to the not to jump to the intervention, to the actions

Jude: then I did write some links in with suggestions on that letter and then at the end I just did a formulation summary, but what I did ask him for, which he didn't get to me yet was a bit more about the developmental history cause I would have liked that a little bit more

Pip: it was really important to think about those strengths and because I think this the school had built quite a negative narrative of him and it was quite kind of problem focused on these behaviours. So actually, kind of having the opportunity to think about all the things that he's good at and all of his kind of values and beliefs was a really lovely opportunity

Pip: yeah it had a positive impact in that the school, you know, developed a more positive narrative of this child because I think I said before they were just very much focused on these behaviours, and I think there was some kind of labelling of him as being, I guess more as one of kind of the naughty children, whereas actually, I think they developed more, yeah, more of an understanding and more kind of compassion for his situation, erm and actually, they were able to kind of, yeah, see him more as a whole

Pip: Yeah, I think with the framework, maybe the way that the questions are phrased, they're very, they do kind of really take that quite a kind of caring and thoughtful in the way that they're phrased, I think, they're not, you know, threatening at all, they're very understanding of what someone might have been experiencing

Pip: this the school had built quite a negative narrative of him and it was quite kind of problem focused on these behaviours

Pip: what kind of narrative is someone telling, and or is being told about someone, but then I think this is quite nice and kind of empowering the person to be able to tell their own narrative in their own words

Pip: so I think the framework was was really useful in terms of guiding those questions but also in my formulation, as well, so kind of when I went away, when I spoke to the school as well, and I kind of tried to pull everything together, it was helpful for me to really kind of make sure I was keeping his kind of him at the centre

Pip: I think just having that meeting and getting everyone together using I guess what I had formulated based on the framework was was really helpful and then we decided collaboratively on the next steps

Nat: of if we understand our stories, and if we understand some of the reasons why things may have evolved as they have or even some of the reasons why we might be behaving or reacting and some of the ways that we, we have been, suddenly we're empowered to be an agent of change in our lives

Nat: formulation is about the story of that person, including those aspects that we've just spoken about and thinking about how therefore, whichever way they're presenting is, has a function, has a meaning and it has a function for that person and is serving a purpose for that person

Nat: even the narrative sometimes that, you know, this is something you're going to have to learn to live within the context of kind of psychiatric diagnosis or this is something that we need to fix within you

5.1 Diagnosis as a contentious part of the story.

Alex: I liked the way it sort of de-pathologised sort of things

Alex: there was a lot of mention of the child, sort of the teenager saying oh, you know, there's a lot of my uncle is psychotic and I have PTSD, and we were trying to sort of de-pathologise things to try and get to the root of the meaning and stuff behind it, and I think that was, that was where the framework felt quite important

Alex: it kind of de-pathologised it to her she was kind of less going, oh, yeah, oh yeah. I have all this PTSD, I have all this PTSD. And, you know, whilst she probably did have some kind of post-traumatic stress, rather than referring to it as a disorder, I think it was really helpful for her to look at well actually why was it so traumatic for you?

Jackie: it was a child that didn't have any diagnoses. Because when I was reading it now I was thinking like, if this was the authority I'm working at now this child would like be carrying loads of diagnoses by now

Jackie; think it just seems like a really bold move. Perhaps because diagnosis is like your currency. And it's probably the same with EPs

Jackie: And I think that's what's so great about a framework that's very kind of hopeful and is not diagnostic

Sidney: those whole ideas around moving away from the diagnostic really kind of medical model labels

Sam: there's a lot of diagnosis world where children have a number of diagnosis, you know, they've got ADHD diagnosis, autism, sensory processing needs, dyspraxia where, you know, they've got a whole ream of diagnoses.

Sam: I've used it in the sense that I kind of encouraging a kind of narrative and dialogue with the parents around you know, and I've got these diagnoses but I'm really curious about the kind of story if you like to take away you know, the diagnosis will be in my report but in order to help my formulation I'm really curious around the kind of early life history but also the story of, of, from your perspective. And, you know, what kind of has been your journey navigating all these different diagnoses for your child in terms of, you know, you think you understand your child and then there's another layer and you know, often with diagnosis comes a sort of grief, but often, if you like, that, you know, the child I thought I had is not the one I've got in front of me.

Sam: I feel like it's allowed the parent feel like you know, kind of very safe and be open and engaged. So and it's been really powerful because it's enable them to share vulnerability in the respect that I was just thinking of a recent case and probably that was on the single day when I was submitting the advice when I saw your email because I thought to myself, this parent has essentially shared what the three first three years of that child's life were, that they've never done before. This is a 10 year old child now, and no one's maybe and she's actually said no-one's actually asked me that what, no one no one has. People have taken the diagnosis world as a kind of

Sam: the diagnoses are kind of not not important here about how his needs are going to develop and what's you know, there's no magic bullet for autism

Sam: led to a formulation around the attachment lens, which had never been looked at. And this was a 10 year old child. And ultimately, you know, he's had adverse childhood experiences for the first few years of his life. So I, you know, checked out with her permission that I could also put that in the advice, in the formulation because I said you know, previously all his all the formulation about his needs are from a autism perspective, ADHD, sensory processing disorder, dyspraxia, he's got six diagnoses, Oppositional Defiant Disorder, he's even

got that one, you know, and I said, well, actually, you know, this is about where now we need to consider the attachment lens.

Sam: I appreciate what you know, diagnosis way of thinking is a part of the jigsaw is the way I understand it. That paediatrician may have given that diagnosis, um or a medical professional. And I'm also curious about the other aspects of their kind of story if you like

Jude: somebody said to me I was really interested to say that I work with kids, and they have found the diagnosis of autism or whatever that's been PDA or whatever they've gone down the line of, helpful, it's given them an identity and parents an identity to say they've got that, they know what that means, they can relate to that, yes, that's true, that gives me an answer

Jude: what I used to do a bit more, you know you put that in one box and then you move on to the next thing rather than saying what's that, what does autism look like for that person? What does ADHD look like for that person? You know, on my report sheet, you pull it out a little bit, but I think erm, just, not not not just categorising the diagnosis and moving on

Jude: I really liked that and it really resonated with me around let's get away from the erm diagnosis at the [inaudible] (hard and fast) and really get into narrative

Pip: there might be some cases where a diagnosis could be helpful, I'm just thinking within some services for a child to access certain resources or those more practical things, sometimes, they need to have that diagnosis, you know, which I don't necessarily agree with

Pip: the child or young person might find that label or diagnosis helpful. I guess maybe it would it could offer you know, a sense of relief, oh that's why this is happening, so I think maybe then it's just about taking that individual approach, what works for them

Pip: it does provide that alternative to kind of that label

Pip: it's just a much more sort of human and real approach in comparison to the diagnostic approach. I think yeah, generally, it does seem much more helpful

Pip: I suppose it kind of made me think about how, even though it's not a mental health diagnosis but him still having that sort of label or diagnosis of dyslexia, it made me think how actually, that was really limiting in this case, because at the school were just so focused on it, but it really prevented them from thinking actually what else is going on? And they, yeah, they were just very much focused on the dyslexia. I don't think they really saw him as much as an individual. And I don't think you know, they were meaning to do that up, I think there was a lot of kind of stress within the school system, that it was sort of easier to kind of go down this route and follow their pathway that they probably felt quite safe and comfortable following

Nat: suddenly we're empowered to be an agent of change in our lives, as opposed to it being there's something wrong with you and even the narrative sometimes that, you know, this is something you're going to have to learn to live with in the context of kind of psychiatric diagnosis or ((pause)) this is something that we need to fix within you rather than it being empowering sense of let's support you within context

Nat: when a young person may have been given numerous psychiatric diagnosis and there is a multidisciplinary meeting, um, for me, that would be the perfect place just to bring in another aspect particularly if there seems to be part of the stop the story for that child or young person where some of those those diagnoses may may speak to something else

6. Empowered individuals can be agents of change?

Alex: I think, for the young person herself, almost give her a way of looking at it. I think it was, that was where it was most helpful was giving her a way sort of looking at things

Alex: , I think it was really helpful for her. I think it was actually empowering, actually

Alex: I think actually gave her back the power almost so actually I think really useful for her to be introduced to those languages. I think that's where it had the most utility

Alex: I think she found it really empowering and really useful. And really, yeah, it was almost a way of reframing things for her that made her yeah, look at it in a more useful way, I think for her personally

Sidney: on the same side of that what was missing from a lot of the media was some of the more positive sort of experiences, how they were making the most of what they'd got

Sidney: we've gone through quite a heavy training and we're psychological thinkers so we, we do have an opinion and a voice and we might be able to use some of the theory and the frameworks in a way that's not just standing on a soap box and shouting. We can use the psychology to make a good argument.

Sam: So then it kind of empowered her. Empowered her in the sense that she was asking me then how do I sort of put in boundaries better, how do I, I said, you know, so there's something here about your self-care, how you're, you, you've kind of consciously become aware around that you're actually getting your emotional needs met

Sam: with families, you are empowering them to move away from the diagnosis model

Sam: that's really kind of um shifted my thinking ((inaudible)) quite powerful and, you know, come back and some of the work I've been doing and writing down things and sort of my really made me think around, move, shifting from this kind of why is this happening to me kind of narrative to what is this teaching me? And I was like that's amazing. I was like, you know, that's like proper empowerment there. You know, you're using that, you're using that kind of as an opportunity to learn and to feel empowered, even in difficult situations

Sam: of giving them the appropriate empowerment and agency

Sam: how they have shifted their thinking, which is all part of that kind of, you know, conscious awareness around I'm developing, I'm learning. And I think that's important, especially for young people, as they're trying to navigate their kind of identity and appreciate their kind of lived experience and acknowledge the harder bits of it

Sam: through that process there has to be a, the values around empowering whoever we're kind of, you know, encourage encouraging to change or develop in terms of outcomes which is often you know, children. So in that, in the best interest of the, the impact is about you trying to encourage empowerment

Sam: like a kind of member of senior management, who probably feels like they're kind of being overloaded with other people's stuff and having to deal with other but actually, they haven't kind of put in any boundaries for themselves.

Sam: adults who are really quite intelligent and holding down very successful, kind of big senior management, strategic jobs, but actually at a cost of their own sort of mental health in a way around not putting in boundaries, that kind of you know, workaholicism in some respect, and we've kind of been able to shift that because there's been those feelings of agency, feelings of empowerment, feelings of reclaiming themselves and navigating ultimately, you know, their their kind of multiple identities

Sam: I think that's been a key factor around that kind of sense of agency and empowerment

Sam: shifting people's thinking consciously about things that often, about how they set boundaries for themselves. That's how I find it really helpful in where they feel more empowered to do rather than fixating a focus in potentially often quite a medical model

Sam: they can support you in the wider context around kind of your skills and things because, you know, a lot of is around her kind of self-care and identity

Sam: Hang on a minute. Do you know there's these benefits you can be claiming for your child? She didn't even know any of this. We were like you do not have to just be with a man for finance reasons, you know, but because she was from a different, she, she migrated here, she'd come from a different part of the world, she didn't have that knowledge of the kind of support that is available to vulnerable adults like her, and it was only

really that question that was like an eye opener for the school to really think about, hang on, we need to give her more support rather than just be saying oh, you know, put it in another plan for the child

Sam: I think that's when things, behaviour can often shift where it's quite entrenched or really difficult situations just making meaning around that

Jude: and that sort of, yeah, the empowerment of the person and agency, you know, it's all about that as well, isn't it?

Pip: sort of thinking about supporting him emotionally around emotion regulation, and sort of taking a more nurturing approach kind of all of those things

Pip: I think when she felt quite threatened so she was kind of saying she really wants to be there to support him but she's finding it really hard. And we did talk about how part of that is, you know, the importance of her kind of, you know, focusing on her own wellbeing and making sure she's got the support strategies in place for herself so that she's able, you know, to provide a containing space because also, understandably, it's really difficult for her. But it did make me think, oh, actually, something like this framework and bringing in some of the questions will be helpful, you know, for her to think about the child's experiences a little bit more and maybe why he's behaving in that way. I think that could help her then, yeah, maybe take that kind of more compassionate approach

Pip: I think, yeah, it was quite empowering for the parent and kind of feeling listened to, I think, I guess she was kind of put within the expert position, whereas usually, you know, it might be the professionals so, yeah, I mean I don't know but I think maybe that helped her with sort of building relationship with the school and kind of her perceptions of different professionals and, and services

Nat: let's support you within context and think about how we can support all, all members as far as possible in the system to ignite the change that child or young person wishes for.

Nat: Especially when we're working with children and young people who by their very nature, have reduced agency and reduced power and control over so a great many things, particularly although not only those children or young people where, um, you know, they may have experienced developmental trauma or they may, um, really, truly not have had a voice or choice in so very many things in their lives

Nat: as an adult, and of course, it can take courage and of course, it's not always felt to be possible, but I could walk out the front door and find a way, another way as difficult as that might be, with children and young people, you know, thinking also of babies, as someone who's recently had a baby, they're truly helpless and dependent, actually with very little agency and control in that way

Nat: the words that are coming up for me Elaine somehow are empowerment and agency, you know, sort of if we understand our stories, and if we understand some of the reasons why things may have evolved as they have or even some of the reasons why we might be behaving or reacting and some of the ways that we, we have been, suddenly we're empowered to be an agent of change in our lives

Nat: And if you haven't had that, attuned, nurturing, secure attachment, how would you even know it's possible that there's, there's goodness out there to be sought, or that even there's something to escape from or to escape to?

Nat: of if we understand our stories, and if we understand some of the reasons why things may have evolved as they have or even some of the reasons why we might be behaving or reacting and some of the ways that we, we have been, suddenly we're empowered to be an agent of change in our lives

7. It's easier for individuals to change than systems.

Alex: I really liked that, that it had like almost like a list of like loads of different sorts of risk, coping, survival sort of responses so I really found that quite useful. It made me sort of look at different cases and go well obviously that child or young person is just doing this as a coping mechanism and that's, that's okay. Like of course they had to do this, their their their coping to X, Y and Z threat, and that is made me look at quite a few cases like that now.

Alex: I can almost imagine like, I know some, some services or some people have like CBT supervision groups and stuff, I can almost imagine it would be useful to have like a power threat meeting framework supervision group to apply it as a framework

Alex: I can almost imagine like, so some services or some, I don't know, schools or whatever will say oh, we're a trauma informed or we're an attachment informed this, I can almost imagine it being integrated like that, like it being a basis for practice in a particular setting or um ((.)) because it's really, yeah, it's just a really kind of holistic and very wide way of seeing, especially for us as we work with children and young people, it's very, it's quite, you can definitely apply it to behaviour essentially. And I think it really could help us in that way. So yeah, I think to integrate it in that way is what I kind of mean by that.

Alex: , I know when I introduced the [assessment] to my team of EPs they were like oh my god a projective! and I was like, okay, let's just calm down about this!

Jackie: sort of functional analysis of behaviour. So it's like a behaviourist approach. (Interviewer: Right.) It wasn't adequate, like, I knew that a lot of EPs in the service that I was at quite liked that approach. And my supervisor at the time quite liked that approach

Jackie: I'm quite interested in narrative psychology

Jackie: She'd corrected bits of it and put in trauma instead, and I've got my own kind of, hmm, like not, I don't, this whole trauma-informed thing a good kind of conversation to have but I don't think it, I think trauma-informed and power threat meaning framework are kind of, they're generally comfortable but there is a different narrative, isn't it, it's more like medical model the trauma informed stuff. That's my experience with what schools take from it. So she put in trauma, trauma, trauma, and I kind of thought actually I wanted this to say threat response and what, I was using the kind of phrasing that I'd picked up from the power threat meaning framework, because I think it's easier to understand, I think it's less alienating than saying trauma informed, you know, fear system of the amygdala or whatever.

Jackie: if you're not kind of challenged, often, to stretch your thinking, then you just go back to what you were used to using

Jackie: think I think it's quite a challenging framework, actually. It's a lot easier for me to just go along with like, I don't know ((pause)) hmm, what, how can I describe it like ((pause)) because it's so, because it's so deep. It's so deep and it is like it feels to me, it's just like the, the whole narrative approach, you know, it's like it's it's difficult to get your head round

Jackie: I think when you're very busy, when you're writing a tonne of reports, or a lot of advices sometimes it's easier to do things that are more surface level, and that's just human. You know, that's just that's understandable, isn't it?

Jackie: I think maybe for myself, what I want to do is to be more like maybe as you do when you're a trainee, like you have maybe one case that you really go into a lot of depth. And I do come across cases now where I think yeah, I can really see an application of this here. So yeah, it's something I keep picking up again.

Jackie: I do think I do think about this a lot. I think a lot about am I actually part of the problem? Yeah, am I part of the problem and how can I not be part of the problem here? Really, really a challenge, that is. Because we're in a context of just you know, just just the kind of, I don't know, just the wider SEN and educational context. It makes it very difficult

Sidney: looking at ways to encourage policy change

Sidney: I mean we didn't focus on it a lot because we wanted to get some of the more practical policy change ideas out there

Sidney: our audience was obviously Educational Psychologists, um, but also policy makers so local authority representatives even going up to local government. We tried to get it out to, you know, our MPs and things like that. So AEP picked it up for us and did some work with us so we've done some, what are they called, we did something at the conference and another webinar as well just to share it.

Sidney: I think for me it's helped me to embed the thinking a bit more. Given me something a bit more tangible as an Educational Psychologist to think about the concepts in it

Sidney: There's quite a few colleagues that haven't necessarily heard about it much, or hadn't had a lot of experience with it, so it sent them off thinking about it and reading more about it so even if it just has that ripple effect of even more people in the EP profession finding it a useful thing to read, I think that was beneficial.

Sidney: it's certainly guiding my thinking and my questions around things. And almost how I want to be as an EP as well, the type of questions I want to ask, the direction I want my consultation or discussions to go in. I've certainly got, I think, more bold in questioning or challenging people's search for a label first and understanding afterwards, and I think that does come from having, having this really strong framework that's been so thought through and evidenced to kind of, myself to go back and use to guide my thinking

Sidney: but it's more of a personal approach, and it's layered on ((pause)) I suppose in some ways, how to put this? Power threat meaning kind of matches how I think, so I'm not having to change my real belief system to use it. It's almost kind of like it's there and every time I go back to it it's like oh yeah, I know, I can see where I'm using it, like I haven't really looked at the real documents and the book and the information for some time, but then when I went back to it a couple of weeks ago it was like "oh yeah! Yeah yeah yeah", this all still makes sense. It's almost given me something to pin my ideas to.

Sidney: sitting with one foot in a profession where there is a lot of medical model, diagnoses, really strong sort of black and white thinking around autism, dyslexia, and even some of the you know therapeutic ideas around general anxiety and all of that side of things, to then looking back at that idea of well what's going on environmentally, what's going on, what's happened to this child, what are the layers that are there?

Sidney: I think it's creeping in to lots of different ways that I'm thinking. Or I go back to different bits of it and pull things out,

Sidney: I think there's more scope for EPs to be political and have political ideas. I think we've sort of been stuck under a local authority, local government space that that that might have felt a bit constraining in the past

Sidney: I would like to see the educational psychology profession embrace it more. You know, we use Bronfenbrenner, we use kind of various frameworks don't we, as a way to make sense of development and education and I think there's a space where we can take this and make it a education framework for us. Cause it's still like I say I'm still sometimes really trying to make sense of this is for clinical psychology using the DSM or ICD, you know, it's an alternative to that which we don't necessarily have so much so I think that there's some work where, and that's what Lucy Johnstone wants people to do isn't it. There's work to do to tweak it to fit a slightly different discipline that we are in educational psychology. And then that might be something to pull some of the the slightly different approaches together a little bit.

Sidney: I know the original framework people don't like it because it's seen to go against the medical model and I think the more tried and tested old fashioned viewpoints, and I think there's been a lot of pushback to suggest they're anti-diagnoses and anti-medication and maybe those types of things, and I don't think they necessarily are. It's just about maybe having a more holistic viewpoint of diagnoses. But I think, it's hard isn't it, there are a lot of powerful people who don't like their viewpoints to be changed and things are very much tied up with certainly the DSM and all the diagnostic manuals, they're all so, they are tied up with pharmaceutical and those elements and things as well, and that's a really complex web isn't it, of money and power. Like keep to the theme! It is and some people just don't like different ideas that challenge the dominant thinking. It's certainly been a dominant way of thinking for such a long time, hasn't it?

Sam: I do a lot of this anyway to be honest in a lot of my kind of dyadic developmental psychotherapy. I do a lot of kind of following around Dr. Bruce Perry's work, and you know, that kind of within the trauma context, I feel like a lot of the principles we're connecting with that kind of shift in narrative from, you know, what's wrong with you to kind of what happened to you. So when I read that article, I think that was the sort of catalyst for me kind of more explicitly naming it also to my team as well, saying do you guys use this, I've come across it. We might be sort of using it but you know, just kind of us having a framework to hook on to is useful

Sam: that kind of ability to apply these kind of frameworks are not kind of they're not given any kind of explicit teaching in doctoral programmes.

Sam: I've seen Ed Psychs use a very sort of, you know, I'm here for an assessment just need to know, what do you, what do you think you have difficulties with? You know, that already sets up a resistance or a defensiveness

Sam: A really large local authority, but actually really, quite stifled in the kind of frameworks it uses for consultation and, um, you know, we worked quite hard, but actually a lot of the senior management were quite resistant to that and naming some of that was, was very difficult

Sam: services need to be openly talking about these kind of frameworks, so that you're kind of able to have more courageous conversations ultimately, in the local authorities you exist within and I'm not saying, I definitely think it has its value, but it's not the only one, you know, I don't profess to only use this kind of framework to make meaning of people's experiences and situations and then write whether it's a consultation record or, you know, an assessment, whatever it is, it's about, it's a piece, a sep-, a piece of the formulation really. And really a process, I see it very much as a process and kind of a way of being. So because I've seen psychologists who are really good at it. And some psychologists who are just not willing to use it because they're quite fixed in their kind of secure toolkit, if you like, of things

Sam: I've been curious in peer supervision, with others ((inaudible)), and it's helped you know some of the ones where they really want to do their own learning, they will do it, you know, but it might just take time and everyone's got their own, you know, kind of points and I think it's about respecting that and this framework does, does that as well. It's not kind of, you know, ram it down, expecting everyone to do do this approach. No, it doesn't work like that. You know, it's about creating a really safe and non-threatening environment for people to learn in

Sam: I think change in general actually, when you talk about you know, the power threat framework it was a case of oh, this will take too much time. You know, your your your, you're encouraging this kind of focus on what happened to you, how did you survive it? Oh well, actually, they haven't got time, you know, we need to go into problem solving. I was like, well, actually, you know, we find that the problem solving will happen quicker once we've done this bit, otherwise, we're just doing a sticking plaster approach often and actually that's what happens in the traded schools, you keep seeing the same children, you keep seeing the same issues. And I'm not, I'm not here for that, you know, I don't want, if I'm noticing, gosh, you know, I'll make sense of that with the senior management that, you know, you've got an 18 hour package and I'm noticing this last two terms, I've seen three children with all quite similar needs. And my guess is that we really need to think about this or that. And I think sometimes they're like, well, actually, you know if there's an adult who is responding the same way to children and it's not working just write down a few things in a consultation record about what they do and I'm like, well, actually no.

Sam: So yeah, I think the resistance well around within the traded model of the main consultation framework is used as like the Monsen et al. problem-solving framework and stuff and just focusing on solution focused stuff. You know, like that has a place but also, you know, this more kind of narrative approach is also really beneficial, especially where we have those same cases coming up with time and time again, really.

Sam: I think it fits in really nicely with dyadic developmental psychotherapy, because and sort of the ((pause)) that is a sort of umbrella term, but within that is the PACE model, Dan Hughes' PACE model, and it does fit in really nicely with that, because there's the acceptance is a saying in that model, there's a curiosity, you know, in that model, clearly the empathy because, you know, you've got to be prepared for being able to be empathic and really ensure that the person talking to you is understood, is feeling understood. Otherwise, you could leave them feeling very vulnerable, you know, so it does fit in really nicely, I feel with dyadic and I did, I started all that kind of dyadic developmental psychotherapy about seven years ago now, and I remember, it shifted my thinking in a way because it was quite different to how Ed Psychs work

Sam: I kind of feel like it fits in really nicely with DDP and also obviously got the kind of same principles around narrative therapy as well in that you're kind of more exploring the story. And you, you know, going into that kind of trauma informed models as well and attachment lens. So I do feel it's quite trauma-informed. And I think sometimes the word trauma I feel like everyone you've got to have, it's got to only be relevant to like, that, you, word gets used a lot, but actually, it's more about you know, everyone's had experiences where there might be, that, that, some level of threat, what that threat look like and how they survived it or adapted, that's part and parcel of life.

Sam: I do really find that it's really fitting with a lot of the work I do because I often work within teams, of a lot of loss and trauma for the families that I work with, so that the framework does very much align itself with that kind of way of working

Sam: because it's quite different to the tradition to traditional sort of frameworks that are used

Sam: I do feel it needs to be more explicitly taught in doctoral programmes because like I'm supervising a year two and a year three jointly at the moment and they've never heard of it until I was kind of curious with them about it and stuff. And I was like, you might wanna look into that

Sam: having again, those conversations within the service something just with the team members around how often do we use it? Do you actually ask questions like this? What are you scared of when you don't? Let's talk about it actually. What questions do we end up asking instead, that is maybe feels quite safer when uh, from a place of comfort for us

Jude: it's kind of like, it sort of like a core value or something ((laughter)) isn't it, that you're trying to kinda work towards

Jude: previous quick solution-focused thing you're really doing for the purposes of a report, this feels a bit more involved to me

Pip: that's the type of approach that I like to take, sort of really putting the child's experiences at the centre

Pip: I think this could be quite a nice kind of yeah, overarching model maybe for services to use, whether that's in their consultation approaches, or more widely

Pip: I just kind of thought of it cause of the narrative therapy one that another service is using just made me think, oh, actually, this is quite a nice framework that could be yeah, bigger than individual work. I think I guess it's the type of thing that our service, we have a model of consultation and there are different sort of prompts within that and different areas that that we usually cover and that kind of draws on different psychological theories and models. And I think this is something that could be embedded into that for maybe particular types of consultations in terms of what we are exploring, but I think yeah, maybe more overall ((.)), yeah, I haven't really thought it through but maybe something around actually the approach we take to working with children and young people, and actually, how we as a service you know, understand their experiences and what's going on. I think those are sort of ways of working that although EPs work in different ways. I think something like that is quite important for you know, teams to be working in quite cohesive way, so I think, if it was, yeah, somehow embedded into sort of the approach we take I know different services will say, oh, we're very collaborative service or a very, like nurturing service or something like that, and I think, yeah, I can kind of see this as being as embedded to maybe those overall ways of working but I haven't quite thought it through.

Nat: because I think their desire and the hope for it, and certainly my understanding is that it would be broader, it wouldn't live in the realm of clinical psychology or wouldn't this live in the realm even just of psychiatry

Appendix N: Themes/Subthemes Linked with Codes

Theme/Subtheme	Codes
Context as an underacknowledged cause.	<p>What didn't happen as important as what did. Using where trauma history apparent. Trauma/emotions impacting on school performance. Regularity of trauma. Multiple causes. Things can be known but not acknowledged. PTMF takes context into consideration. PTMF all about being holistic. Framework has utility. Applies in different situations. Social model of ability/disability. Sticking with complexity = rewarding. Use within exclusion work. Need to break cycles Societal attitudes to gender and mental health Shallow vs deep exploration Seeking to blame seems common Schools like (need?) simplicity School not working for everybody. Reality created through discourse PTMF suitable for complex cases PTMF sparks new ways of thinking about things PTMF may provide an explanation. PTMF useful when difficult life events happening. Power as central concept. Trauma informed. Demographic covered by PTMF. PTMF not within-child/within-family. PTMF highlights inequality. Helping to access taboos. PTMF helping trauma histories to become apparent. Thinking on different levels/systems Wider perspective Uncovering new information Help people to reflect on/process past. Help people to understand identity. Use for consultation. PTMF as alternative to 5Ps Proximity equals closeness Power operates within school systems Power is important Poverty is endemic Perception that schools couldn't handle more to think about. People working with children also have feelings People can have different experiences of the same thing People can become desensitised to common social issues. People avoid thinking about bad things. People are impacted by many issues at once</p>

	<p>Other approaches ignoring complexity No cases are genuinely straightforward Narrow focus can be unintentional. Losing the individual Looking at the same case from multiple angles Life challenges lead to behaviours that lead to EP involvement Less power equals more threat Issues can impact multiple people in a system Interactions between threat responses. Impact of staffing changes Impact of PTMF was increased understanding Impact of low ofsted grading Having PTMF in mind can shape EPs curiosity. Giving reasons and explanation Framework helping with complexity Experienced staff worry about trajectories based on context Everything exists in a context EPs vary in willingness to address complexity Seeing children who have had challenges in life EPs may opt not/feel uncomfortable to sit with 'whats going on' phase Asking different kinds of questions Early relationships are basis for understanding the world. Early intervention/prevention are not priorities. Difficult circumstances/behaviours repeat themselves. Culture shouldn't be ignored. Culture as potential risk factor? Considering gender Complexity within the system Clients are vulnerable. Attachments/trauma usually considered for lac or adopted cyp Attachment should be considered from a young age. ACEs in early years are very important.</p>
Need for collaboration.	<p>Working with others Working jointly with clients Using the PTMF to facilitate (difficult) group discussion. Using PTMF to elicit empathy. Understanding PTMF through conversations with other professionals. Promoting multi-disciplinary working. Use in supervision. Person-centred practice. Importance of supervision. Teamwork not always straight forwards. Teaching the PTMF to others. Talking through the PTMF with colleagues. Supervision is an investment. Some services offer more joined up working than others PTMF requires rapport/relationship PTMF opens up lines of communication PTMF not just for use with individuals PTMF is collaborative and relational. Safe space for learning/exploring together.</p>

	<p>Understanding difference Promoting discussions about ethics Could bring professionals together. Structure case discussion. Could be improved upon/expanded through discussion Changing conversations with others Used with adults around child Use in coaching PTMF as lubricant People thinking similarly is better/desirable Needing to talk things out May not put things into practice until discussed/seen by others. Learning from supervision (even as supervisor) Learning from other disciplines Learning by observing others. Learning about the PTMF by seeing it applied Joint reflections. It's hard to choose to reflect. Inspired by knowledge of current practice by others. In-depth conversation is positive Including different people's perspectives so they feel heard Importance of collaboration Hearing opposing views is helpful Heads need supervision because it's a hard job Groups can encourage people to try new things Reasons for seeking supervision Formulation is about collaborative sense-making Feeding back to children is important Feeding back through a letter EPs could work more closely with CAMHS EPs aren't really talking about the PTMF Training providers cover different things in different depth EP role includes bringing people together Drawing on PTMF in multi-disciplinary meeting Discussion could draw out links to other approaches Curious, respectful supervision is needed Conversations can be pleasant Connecting with people with similar views</p>
Striving for professional identity.	<p>Others ideas of ep role Use of framework evolving Uniqueness of EP role? Practice of other professionals. Impact of trading. There is an appropriate set of EP values. Theory is for EPs. Roots of PTMF not in Ed psych. Can be used with CYP. EP role is changing (has changed) or is it? Need to set out parameters for work. Role of EPs involves work with trauma Role exclusivity gives power</p>

	<p>Report as crux of EP involvement</p> <p>PTMF suits EP role</p> <p>More suited to EPs than FPs</p> <p>Scope across the EP role</p> <p>Created for CPs and psychiatry context</p> <p>Change perceptions of differences between roles</p> <p>Using for EP assessment.</p> <p>PTMF can be used/understood across disciplines</p> <p>Psychologists offer unique perspective</p> <p>EPs can and should acknowledge complexity</p> <p>Psychologists backgrounds/interests may matter</p> <p>Professionals need to have something to add</p> <p>Professionals blending together – is there any difference?</p> <p>Valuing professional curiosity of EPs</p> <p>Other professionals using PTMF.</p> <p>Other people think EPs are wishy washy</p> <p>EPs not necessarily leading</p> <p>Mental health difficulties not essential to use PTMF</p> <p>Medical professionals don't always consider same aspects</p> <p>It is surprising that nobody has asked about early experiences</p> <p>Introducing the PTMF to special schools.</p> <p>In-depth exploration should be part of EP role</p> <p>Identities are intertwined</p> <p>How one sees EP role may depend on context</p> <p>How can the framework be adapted for non-verbal people?</p> <p>Shared language with CPS</p> <p>Forming relationships as key part of EP job</p> <p>Flexibility of PTMF works with flexibility of EP role</p> <p>Few people use things outside of the norm in EP world</p> <p>Feeling like a newbie</p> <p>Exploring things in depth is not (always) part of the EP role</p> <p>Explaining EP role is helpful</p> <p>EPs write things primarily for other EPs</p> <p>EPs think similarly about the EP role</p> <p>EPs should share similar values and approaches (for some things at least)</p> <p>EPs should know about the PTMF</p> <p>EPs share similar views and approaches</p> <p>EPs perceptions of others' perceptions may impact role</p> <p>EPs may have to challenge people/EPs know best?</p> <p>EPs draw on similar theories/models</p> <p>EPs don't give diagnoses</p> <p>EPs do something unique?</p> <p>EPs deserve to get something in return for their training</p> <p>EPs deal with learning problems</p> <p>EPs come across different diagnoses to CPs.</p> <p>Modelling a different kind of adult-child relationship</p> <p>Helping to make sense of complexity = role</p> <p>Having control/oversight of the process</p> <p>Being the ones that take a holistic perspective</p> <p>Being seen/acting as experts</p> <p>Approaching work in different ways</p>
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	<p>EPs are similar to camhs practitioners EPs are not generally empathic, curious and accepting? EPs are different from clinical/mental health practitioners EPs and FPs are different and do different things EPs and CPs work with similar issues EPs and CPs are distinct and separate EPs and CPs are becoming more similar EPs acting as gatekeepers Role varies depending on context EP role means many different things EP role can be seen differently Disliking aspects of the EP role Disciplines are like different worlds Different kinds of practitioners can use the ptmf Different EPs can prefer different approaches Different approaches “have their place” Difference between what eps do and think they do How CYP communicate CPs and EPs may have had similar experiences Core questions could be used directly with CYP Contracting at the start is important Children can be involved by may need alternative approaches Children are too young to be sectioned? Child showing range of behaviours Case by case basis Applicable to broad age range All EPs have to do ehcnas all the time Adapting the framework Adapting the ptmf to education context not straightforward</p>
<p>The power and influence of EPs is constrained.</p>	<p>Word choice matters/power of words. Wider context impacts on EP role It takes experts Uncertainty about impact Power to disseminate information. Impact of power differentials. Tools EPs use are biased. EPs can do bad. People who deliver message impact on how its received. Statutory assessment not suited to certain kinds of work (inc PTMF) Statutory assessment limits kind of questions EPs can ask. Setting makes a difference Senior EPs can choose what is correct Schools wondering whether setting appropriate. Schools request more of what they like. Role of trainee vs qualified EP Resources are needed to use PTMF Reporting back can seem attacking/blaming Questions can be threatening (PTMF) questions are powerful PTMF leading to doubts about impact Professionals can be part of the problem</p>

	<p>Professional power is necessary Power is operating (negatively) in the EP profession. Others may try to use EPs to achieve certain goals. Other people's expectations can be very forceful/strong. Other people have a say over EPs' writing Lots of depth unusual for statutory assessment. Not easy for EPs to disseminate info to MPs It's not ok for eps to say certain thing (eg sencos are negative) It can be hard to stay in (keep people in) the story bit Info gathered by EPs can be used to pass judgments Imagining what the researcher wants Freedom to choose how to practice constrained Freedom to choose how to practice Experts can't always be congruent May be expected to provide "magic bullets" EPs perceptions of others' perceptions may impact role. EPs often work in ways that are unsafe for cyp EPs may perpetuate cycles EPs may be working with people who use power negatively EPs have a responsibility EPs don't decide what the main question is EPs could have political power EPs cannot control the conversations they are having EPs can promote different ways of working EPs can make some opportunities for themselves EPs can lack power to make real changes EPs can influence how others view the EP role EPs can inflict harm EPs can have power Choosing whether to do as asked EPs are in a position of privilege EPs acting as gatekeepers EP writing is restricted Role varies depending on context EP role in reality not the ideal EP role Doubts about how to use the PTMF Desire for official or sanctioned resources Confidence about impact Communication about ptmf may have been "wrong" Communicating intentions within others' perspectives on ep role Child ended up staying in placement Being unable to use the ptmf as desired Being constrained by the specific questions people have for EPs Adjusting expectations of own impact</p>
<p>Time is a luxury that EPs don't have.</p>	<p>PTMF usually takes time Using framework loosely/adapted/shortened. Use can be explicit/implicit/complete/incomplete (but watering down is bad thing). Time and capacity constrain EP role. PTMF should be available to everybody. PTMF too long to be accessible.</p>

	<p>PTMF necessarily complex. PTMF better suited to longer term work. Language inaccessible (or is it?) Gist vs. details. Taking time is containing/builds safety. PTMF may be seen as waste of time. Slowing down is desirable. Separation of theory and practice Working on a case over time. Sense of urgency coming from late involvement Seeing children many times before use of PTMF Reports are rushed by rushing is taboo? Quick/late EP involvement can be tokenistic Explaining the language by using it in context PTMF work personal and involved PTMF takes time to do it justice Not about quick problem solving PTMF slows things down Light touch vs in depth use Need to build trust Pressure to move to an end point (EHC) Practice going through PTMF needed to improve fluency Potential to be more explicit when feeding back Too many things to keep in mind Need to do more to get better with PTMF Importance of building relationships over time. More learning needed to understand PTMF fully. Need to model the use of the framework. Longer term work is early intervention/preventative Longer engagement with client Local authority EPs don't have time to read or think Learning about formulation/PTMF is a process Knowing model well will help with interpretation. Takes time to develop a shared narrative Having to be an expert before you can pass it on Formulation takes a long time to get to grips with Exploring stories takes time Explaining theory is a waste? Getting involved too late EPs don't have time for therapeutic work with children EPs don't have long term contact with families EPs don't have enough time EPs don't have a choice but to rush EPs are not always explicit about theory EP work can be reactive rather than preventative EP training is challenging Different ptmf resources for different audiences Desire to be more explicit Complexity of the framework itself. Complexity is offputting Communicating the non-blame aspect hard with little time</p>
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	<p>Change takes time Challenge of complexity/choice within role? Building relationships takes time. Being empathic takes preparation Always more learning to do Acknowledging theory is not helpful A complex case may not be dealt with quickly.</p>
<p>Remote work just isn't the same.</p>	<p>Virtual isn't the same as in person. Pandemic acting as barrier. Remote work means less checking in with colleagues/ Remote work possible but less pleasant/harder Set up impacts on process People should be able to see and work through PTMF resources Pandemic was bad. People benefit from seeing others doing things. Need for good resources Freedom to choose how to practice constrained (temporarily?) Feelings about remote work may be quite personal Feeling (being?) isolated Early intervention has not been happening (since covid) COVID meant a different pace of life. COVID involved a lot of change for everybody. Upping parental requests for EHCs Increasing the urgency Changing the work that EPs have been doing. Certain things do work remotely (Usual) set up of ep role promotes relationship building "real" supervision involves certain models "doing a process" is inauthentic</p>
<p>Importance of storytelling.</p>	<p>When all else fails Visuals/manipulatives support. Using PTMF to find out/make story. Understanding different perspectives/stories. Utility of threat responses. Importance of pupil views. Multiple explanations/stories. Need to find safe ways to explore stories. Using to take away blame Not about concrete/practical to-dos People share stories Use of PTMF reducing threat. Framework has utility. Dominant negative narratives. Telling a different story = change. Strengths can be neglected in problem talk. Stories told depend on listener. Stories not static. Stories are impactful. Sticking with complexity = rewarding. Starting/focusing on negatives can be unhelpful. Staff holding homogenous views.</p>

	<p>Specific references can support understanding.</p> <p>Judgments about stories.</p> <p>Comparisons with narrative therapy.</p> <p>Some questions easier to ask than others.</p> <p>Exploring is desirable.</p> <p>Sharing stories is risky</p> <p>Sharing stories can be unburdening</p> <p>SENCOs liked PTMF exploration</p> <p>Seeking to blame seems common</p> <p>Schools make own meanings.</p> <p>Rewriting stories using PTMF</p> <p>Repeatedly telling a story is a bad thing</p> <p>Reframing as way to manage complexity.</p> <p>Questions can be asked in different ways.</p> <p>PTMF providing language.</p> <p>Humanising.</p> <p>Accepting, non-judgmental, curious, empathic approach.</p> <p>PTMF draws out strengths</p> <p>Revealing previously unspoken truths</p> <p>Help people to explore identity</p> <p>Encourages new story</p> <p>Used for formulation.</p> <p>PTMF as alternative to 5Ps</p> <p>PTMF as lubricant</p> <p>PTMF as a lens</p> <p>Making sense of people's sense-making</p> <p>Processing experiences is part of identity development?</p> <p>Processing and reflecting through writing.</p> <p>People should be able to tell their own stories.</p> <p>People need to get something in exchange for a story</p> <p>Stories can conflict</p> <p>People can create and tell narratives about other people.</p> <p>Narratives have an impact on intervention</p> <p>Meaning is key.</p> <p>Having PTMF in mind can shape EPs curiosity.</p> <p>Giving opportunities to tell life story (with positives)</p> <p>Framework acknowledges but doesn't remove complexity</p> <p>Formulations as a way of managing complexity</p> <p>Formulation is not fact</p> <p>Formulation is hard to define</p> <p>Formulation is relatively recent priority?</p> <p>Formulation is (seeking to understand?) the story of a person</p> <p>Fluid problems require dynamic response</p> <p>Facilitating story-telling is effortless/passive</p> <p>Exploring with depth is risky</p> <p>Exploring strengths important part of PTMF</p> <p>Exploration experiences as better than action planning?</p> <p>EPs may wish to include certain things in formulations</p> <p>Using the ptmf to interpret what they are told</p> <p>Doing standardised assessments is not very meaningful</p> <p>Different questions can have a different impact.</p>
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	<p>Desire/possibility to jump to actions “too soon”</p> <p>Curiosity breeds safety</p> <p>Core questions phrased in non-threatening way.</p> <p>Congruence increases safety</p> <p>Clients feeling listened to and understood.</p> <p>Changing stories is risky</p> <p>Challenging dominant narrative</p> <p>Being and feeling understood are different</p> <p>Behaviour can be interpreted wrongly.</p> <p>Behaviour can be interpreted differently.</p> <p>Authenticity could tip into oversharing</p> <p>Asking the core questions</p> <p>Amplifying unheard voices.</p> <p>A formulation is different from (more than just?) a view</p>
<p>Diagnosis as a contentious part of the story.</p>	<p>Using PTMF with diagnoses.</p> <p>Taking out the disorder</p> <p>Some EPs give diagnoses</p> <p>Six diagnoses is a lot (ridiculous?)</p> <p>Separation/categorisation can be negative/unhelpful</p> <p>PTMF seems more helpful than diagnosis</p> <p>PTMF depathologising</p> <p>Does not label people</p> <p>Problems are fluid</p> <p>PTMF encourages reflection around diagnoses</p> <p>Professionals need to have something to add</p> <p>Person is not at fault</p> <p>People with diagnoses need other people to fix them.</p> <p>People have little choice in diagnostic model</p> <p>People as passive (having) vs active (doing)</p> <p>People are vulnerable if not understood</p> <p>Pathologising is bad</p> <p>Some diagnoses are extreme/rare/ridiculous</p> <p>Not everybody agrees with medicalising children</p> <p>Needs are a bit of a mystery</p> <p>Moving on from distinct categories</p> <p>Medication being used to restrain too many children</p> <p>It might be a bad thing that diagnosis is needed</p> <p>Interventions based on diagnosis</p> <p>Having additional needs makes CYP vulnerable</p> <p>Having a diagnosis can be a relief</p> <p>Formulating around autism/pda diagnoses</p> <p>Focus on biology can be dehumanising</p> <p>Finality of diagnosis/labels</p> <p>Exploring emotions can be inconvenient/troubling?</p> <p>Experts take a within child approach?</p> <p>Diagnosis is within-child approach</p> <p>Encouraging people to see the downsides of medicalisation</p> <p>Diagnosis model and social model are hard to marry</p> <p>Diagnosis isn't necessarily “real”</p> <p>Diagnosis is a postcode lottery</p> <p>Diagnosis ignoring complexity?</p>

	<p>Diagnosis can provide an explanation Diagnosis can mean that people don't (need to) act Diagnosis can be seen as permanent Diagnosis can be part of the story Diagnosis can be experienced as positive Diagnosis can be essential Diagnosis and ptmf can work together (both/and) Diagnoses/labels can limit or diminish Diagnoses can provoke discomfort Diagnoses can be upsetting Diagnoses can be helpful Diagnoses are very important to professionals CYP often have multiple diagnoses Children are different after a diagnosis A culture of diagnosis PTMF is not within-person There is a difference between things you can see and can't</p>
<p>Empowered individuals can be agents of change?</p>	<p>Practical solutions involving individuals. PTMF prompts things to happen. Telling a different story = change. Some children have even less control, power, agency Solutions are the most important part. Removing/ignoring somebody's autonomy is bad. PTMF sparking people's creativity. PTMF validating. PTMF suited to older children Utility for clients Enhanced compassion Encouraging people to make changes Encouraging intervening people to take on different role PTMF empowers people PTMF creates active agents Could be 'bigger' than individual work (but isn't?) Offers comfort Changing people's perceptions Dynamic process More curiosity Prompting people to take ownership of own identities/behaviour Problems can be located within one person/place Being stuck in their ways Practical ideas part of positive outcomes Physical separation between story and solutions Leading to different outcomes. People need to move on Fear holds people back Visual separation of formulation from solutions People don't know what they aren't told about Parents have autonomy/power to break cycles Parents are not always empowered to ask questions Some parents know how to get around systems Parent as the expert</p>

	<p>Not acting in certain way is a personal failure</p> <p>Normalising reponses</p> <p>Need practice to link PTMF to solutions</p> <p>Most problem solving approaches don't help long term</p> <p>Making the most of what you have is positive</p> <p>Looking after adults to look after children</p> <p>Less power equals more threat</p> <p>Learning leads to change</p> <p>Lack of knowledge reduces power.</p> <p>It's good to be able to accept what is happening</p> <p>Individual responses often needed</p> <p>Individual practitioners can tailor resources</p> <p>Human nature is to do the easy thing</p> <p>Help is not always perceived as helpful</p> <p>Headteachers can be resistant to seeking help</p> <p>Having boundaries protects mental health</p> <p>Goodness is available for anyone who looks for it.</p> <p>Expert model doesn't promote growth (growth valued)</p> <p>Individual responsibility</p> <p>Encouraging cyp to change</p> <p>Helping to plan for future</p> <p>Empowerment means individuals doing things for themselves</p> <p>Early intervention/prevention are not priorities</p> <p>Discomfort can accompany learning</p> <p>Desire/possibility to jump to actions "too soon"</p> <p>CYP need to be taught that they can make choices</p> <p>CYP have little control, power and agency</p> <p>Considering strengths gets people to reflect</p> <p>Children may not have control in their situation</p> <p>Changing thinking changes behaviour</p> <p>Better understanding equals more implementation.</p> <p>Babies are completely reliant on adults</p> <p>Authority, bias and power are similar/have similar impacts?</p> <p>All behaviour serves a purpose</p> <p>Adults always have choices</p> <p>Activism and healing are not intrinsically linked</p> <p>Access to power/resources can tap into more than strengths</p> <p>A new way of thinking is an impact</p> <p>PTMF is better suited to older children</p>
<p>It's easier for individuals to change than systems.</p>	<p>We don't have to know everything before trying something.</p> <p>Using ptmf to make sense of data</p> <p>Using ptmf in consultation.</p> <p>Using ptmf for personal/professional reflection.</p> <p>Liking ptmf.</p> <p>Not using the general patterns.</p> <p>Unclear use within education system.</p> <p>Uncertainty about use by EPs as whole.</p> <p>Training courses could/should cover it.</p> <p>Those with money and power want to maintain the status quo.</p> <p>General desire to separate and categorise.</p> <p>PTMF has greater potential.</p>

	<p>PTMF is radical/controversial/divisive. Not everybody will use PTMF. PTMF still needs to be adapted. Aligned with views. Just another option. Fits with current practice. PTMF involves substantial changes. Taking different approach can be isolating? Systems cling to familiarity under stress. Bigger changes needed for PTMF to perfectly suit EPs. Resistance to new things PTMF should be part of EP training. Resistance to PTMF could be resistance to change. PTMF reduces threat in professional discussions (eg. race) PTMF has something to offer in most situations. Links to other approaches PTMF like attitude/value Utility for practitioners Potential for more Fits with wider agendas in ed psychology Doesn't fit within current world Doesn't demand that everyone work the same way Could be model for service delivery Can be applied in different ways PTMF boosts credibility of things EPs already doing. PTMF as guiding principle People are threatened by newness New things make people feel incompetent More people may embrace PTMF if it doesn't feel so alternative Managers resistant to new/different approaches Links to other theoretical frameworks. Language of framework is offputting It's difficult to marry different theories/positions It would be good if more EPs used the PTMF Info about PTMF freely available. Hope that it will change the system Having to choose can be a bad thing Favouring some aspects of the framework Falling into (or clinging onto?) habits EPs should know about the ptmf Early stages of thinking about ptmf as service model. Different approaches "have their place" Desire to make greater use of PTMF Critics may be misunderstanding the framework. Contracting at the start is important. Comparisons with other models. Clinical aspects have been a sustaining interest Change is difficult Challenging the status quo can lead to pushback Challenging people is risky Acceptability of practice to EPs</p>
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	Ptmf is imperfect
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Appendix O: All Coded Segments

Segmented Text by Codes

put it in another plan for the child. Yes, we can do that and we can do the bit that is really going to break this cycle that is happening for this parent

Code: practical solutions involving individuals

Sam

so there was myself and another colleague who's left [place] now and erm the principal and the assistant and we, we looked we developed this along with one of the lecturers in [place] in that we have a look at this erm because the need in the service the principal, wanted to do some training on formulation with the service

Code: working with others

Jude

people think ah the EP is, we look at children's learning

Code: others ideas of ep role

Alex

from the school's perspective, and I don't know if you've come across this, from the school's perspective, I was part, I was like a tool to facilitate his exclusion

Code: others ideas of ep role

Jackie

that often seems to be the case. You know, EPs are brought in and it's like, okay, assess them, oh, yes, they're ((.)), and while, you know, even while you're writing the report up, the child's been excluded.

Code: others ideas of ep role

Jackie

schools see us that way too. And they see us sometimes, depending on the service model and everything, but they see us as a sometimes a gatekeeper to resources or provision or, you know, specialist whatever

Code: others ideas of ep role

Jackie

It's resisting stuff, isn't it? Which is and, it is like that, I think, in our work it's like this tidal wave of kind of like, I don't know, if it's different where you are, but tidal wave of demand for cognitive assessments

Code: others ideas of ep role

Jackie

And I think sometimes as soon as we step into something like opening up the power threat meaning framework in terms of just even opening our mouths to share something from it, there can be a sense of that, well, that's not your remit. That's not what you do

Code: others ideas of the EP role

Nat

myself and an assistant EP

Code: working with others

Jude

So what I did with the case myself and an assistant EP, we worked on this case for quite a while, maybe six months

Code: working on a case over time

Jude

kind of yeah, working with her, I think, yeah, she felt quite heard and quite listened to and quite supported

Code: working jointly with clients

Pip

I'll make sense of that with the senior management that, you know, you've got an 18 hour package and I'm noticing this last two terms, I've seen three children with all quite similar needs. And my guess is that we really need to think about this or that. And I think sometimes they're like, well, actually, you know if there's an adult who is responding the same way to children and it's not working just write down a few things in a consultation record about what they do and I'm like, well, actually no

Code: others ideas of ep role

Sam

social care describing him as an aggressor

Code: word choice matters

Jackie

describing them in, as a defective because they're going to look at that one day, aren't they? They're going to look at that advice and I don't want them to look at it and I often think about that.

Code: word choice matters

Jackie

how powerful kind of words and and certain questions and kind of the way things are phrased can be

Code: word choice matters

Pip

but equally, you know, as long as it's kind of explicitly clear, I you can use it. I've used it like I say in that statutory assessment. I only saw that parent once, you know, virtually, and I was able to use the power threat framework just to kind of get a sense of those different areas

Code: PTMF usually takes time
Sam

And I think there's still quite a bit of uncertainty because there's the SEN review, isn't there, and ideas around what that might bring up again so. Strange times.

Code: wider context impacts on the EP role
Sidney

I did have separate ones. But I think, in that sense, it was quite helpful because the I think the parent felt a bit more open maybe to talk about quite some quite difficult experiences

Code: wider context impacts on ep role
Pip

Oh hang on, is this going to be the outcome of your work

Code: it takes experts
Jackie

a member of staff that did like Q methodology. So we've got a lot of card sorts

Code: it takes experts
Jackie

it felt like it was a very stuck case

Code: when all else fails
Alex

feeling it was quite after some time.

Code: when all else fails
Alex

why did I come to use the power threat meaning framework probably because... it's a good question, I guess, because I'm just trying to think when I would have... I think I came to it after trying other things and thinking they weren't adequate.

Code: when all else fails
Jackie

like everyone had given up on him.

Code: when all else fails
Jackie

especially where we have those same cases coming up with time and time again, really.

Code: when all else fails

Sam

I took in the frameworks erm from this child already had Boxall, [inaudible] everything, SCERTS and everything, loads and loads of SCERTS actually

Code: when all else fails

Jude

I felt like maybe I was on a bit of a journey with the staff and him and they were really strug-and we've tried this and this and this and I was like, I can totally see how, I can see your frustrated. Let's have a fresh, let's have a look at it from this perspective.

Code: when all else fails

Jude

it's as much about what didn't happen, isn't it in a child, a young person's trajectory as what did happen

Code: what didn't happen as important as what did

Nat

yep this is what we know so far. Basically people give it a go and see how it goes

Code: we don't have to know everything before trying something

Jude

I've used buttons before, I've used stones, I've used shells, or whatever, you know, to kind of get them to feel safe enough to kind of use that as the facilitator if you like, for the dialogue, to create that kind of safe space.

Code: visuals/manipulatives support stories

Sam

Kind of, you know, with the younger ones equally, you know, developmentally they might be younger, and that's where you would use more visuals and stuff. You know, from that perspective, whereas with the older ones, it might just be using like, stones, you know, a bit like in narrative therapy you might use buttons, I've used buttons before, I've used stones, I've used shells, or whatever, you know

Code: visuals/manipulatives support stories

Sam

so what I try and do on my sheets erm I don't write I try not to write that on the same sheet, I know that sounds a bit trivial but I try and keep the formulation separate

Code: visual separation of formulation from solutions

Jude

she was able to engage with school a bit. I think, but that was virtual anyway

Code: virtual isn't the same as in person

Alex

I think supervision is threatened, when you are, in my view, when you are remote. Not because you don't have supervision, because I do, but I don't feel that the depth is there on a remote basis. I don't know like probably like a lot of people I've got this really uneasy relationship with being remote all the time again now because I'm just like, I've had it and I feel like I can't do the depth of work and get the supervision I need if it's all remote

Code: virtual isn't the same as in person

Jackie

And working remotely makes it really, really hard too because I just find it very difficult to build those connections through a screen. You know, I try my best, but in reality, like, you know, I'm glad I wasn't furloughed, but I can just about do my job, but I don't feel I am having the impact I would be.

Code: virtual isn't the same as in person

Jackie

um a different approach to learning

Code: virtual isn't the same as in person

Sidney

I know you probably could be able to do this virtually as well, maybe that's something to develop, but I just I don't know. It just feels more respectful to go in and see people and be with them and I didn't know, that feels better to me, that's why I used it before, that's why I used it just recently because I have a good relationship with those staff, and it feels, it feels personal, basically

Code: virtual isn't the same as in person

Jude

so we're not getting to explore as much as we would have done before, erm so I'm hopeful that we'll might be able to do that but we need to be there and be with them,

Code: virtual isn't the same as in person

Jude

It would have been fabulous to work through with him,

Code: working jointly with clients

Jackie

a lot of trauma, there was a history of domestic abuse

Code: using where trauma history is apparent

Alex

13 year old the main focus was around this 13 year old student who had actually been abused sexually by her uncle umm a few years prior

Code: using where trauma history is apparent

Alex

e kind of employed the power threat meaning framework because we wanted to think about well, how has this umm teenager, how has this, her experiences, so for example, the abuse that she's been through,

Code: using where trauma history is apparent

Alex

framework is a really good tool for looking at traumatic events and traumatic, almost life stories

Code: using where trauma history is apparent

Alex

refugee children or yeah, children that are survivors of abuse, things like that would be really useful in talking to children like that.

Code: using where trauma history is apparent

Alex

that's why we picked it for this particular abuse case.

Code: using where trauma history is apparent

Alex

had two siblings in prison, he was experiencing domestic violence, he was on a child protection plan

Code: using where trauma history is apparent

Jackie

there was lots of care issues

Code: using where trauma history is apparent

Jude

I think our understanding of the impact of trauma on children, and developmental trauma and complex profiles, school avoidance and everything, it's really relevant for that.

Code: using where trauma history is apparent

Jude

that's that's a very simple example of where it would feel to ache to come into the foreground a bit more where there's been really obvious erm developmental trauma erm

Code: using where trauma history is apparent

Nat

I mean, he had nothing, he had no hope in that school.

Code: when all else fails

Jackie

I'm gonna say that particularly there's another kind of sort of complementary framework in my mind that really explores this and I said, I just explained about, you know, it's new, it's about narrative and about journeys and looks at threats and it looks at, and I sort of explained a little bit at the time to them and then I sort of showed them the sheets that I'd made, and I just wanted to see if we can try it together

Code: visuals/manipulatives support

Jude

And then just, yeah, using those, those statements to kind of say well we've got these themes and key quotes and things like that so how does it really thread through and link through, what are the discourses that we're kind of getting a lot of, um you know, how are we making sense of it.

Code: using the ptmf to make sense of data
Sidney

And I've used it in the sense that I kind of encouraging a kind of narrative and dialogue with the parents around you know, and I've got these diagnoses but I'm really curious about the kind of story if you like to take away you know, the diagnosis will be in my report but in order to help my formulation I'm really curious around the kind of early life history but also the story of, of, from your perspective

Code: using the ptmf to find out/make story
Sam

to use as formulation

Code: using the ptmf to find out/make story
Sidney

but also in my formulation, as well, so kind of when I went away, when I spoke to the school as well, and I kind of tried to pull everything together, it was helpful for me to really kind of make sure I was keeping his kind of him at the centre, if that makes sense

Code: using the ptmf to find out/make story
Pip

and formulation

Code: using the ptmf to find out/make story
Pip

it really supported my formulation

Code: using the ptmf to find out/make story
Pip

And I've used that in statutory reports to kind of do the summary and the formulation

Code: using the ptmf to find out/make story
Jude

So those resources that I used I tried them out with my group of SENCOs in [place] and we tried it around casework

Code: using the ptmf to facilitate group discussion
Jude

I've got a consultation on Friday with some staff, and I was going to do some functional assessment, but perhaps now, I'll just refresh that and draw out some more sort of aspects of this because it would work really nicely with her possibly so but that might be a bit of learning for me to think about that as well.

Code: using the ptmf in consultation

Jude

I kind of used it to um, yeah just think about being an EP really,

Code: using the ptmf for personal/professional reflection

Sidney

just thinking about how I am as an EP.

Code: using the ptmf for personal/professional reflection

Sidney

it's creeping in to lots of different ways that I'm thinking

Code: using the ptmf for personal/professional reflection

Sidney

I think it's important to use such frameworks to make sense as well of our own kind of identity

Code: using the ptmf for personal/professional reflection

Sam

so in that consultation with the parent, I really wanted to explore the child's experiences of what that was like for him, so that's sort of when I drew on the power threat meaning framework to really try and think about his experiences, so I suppose I didn't use the questions with mum in terms of her experience, but it was more to like elicit his views with he

Code: using the ptmf to elicit empathy

Pip

I'm still a fan ((laughter))

Code: liking ptmf

Nat

Yeah, I have done, but mainly just like, there's a bit in it, I guess. It's where they talk about the different, what do they call them? Different like styles, they don't call them styles, but you know, like different presentations or something. I remember what the other day there was, for example, there was a case there's a girl that was, this is the first case I've worked with a child that is in an impatient for anorexia. So I had a look back at that to look at, you know, some of the threat responses to thinking about like self, not, you know, self-harm, but also kind of restricted eating and control in that way. So I do I do go back to it. But then like, that's still quite a surface level. So it's not like a formulation where I work through things

Code: not using the general patterns

Jackie

No like I said, I use it quite loosely

Code: using the framework "loosely"

Sam

I like the framework in terms of those kind of questions because I think it enables those courageous conversations to happen.

Code: using ptmf to facilitate group discussion

Sam

it was sort of a piece of casework that was referred to me and I was using erm it was sort of a consultation-based approach,

Code: using ptmf within consultation

Pip

as well as consultation

Code: using ptmf within consultation

Pip

it worked really well in consultation

Code: using ptmf within consultation

Pip

it was a child who was referred who, so he had a diagnosis of dyslexia

Code: using ptmf with child with diagnosis

Pip

And then it was like, wow, you know, we're actually talking about something to break the cycle. Hang on a minute. Do you know there's these benefits you can be claiming for your child? She didn't even know any of this. We were like you do not have to just be with a man for finance reasons, you know, but because she was from a different, she, she migrated here, she'd come from a different part of the world, she didn't have that knowledge of the kind of support that is available to vulnerable adults like her, and it was only really that question that was like an eye opener for the school to really think about, hang on, we need to give her more support rather than just be saying oh, you know, put it in another plan for the child

Code: practical solutions involving individuals

Sam

So we happened as a group to use this to discuss things and then when we did that I was able to revisit that later with the school, and then I could revisit that later with different bits of input from linked in with CAMHS and formulate and then I used that to inform my my ehcp report

Code: using ptmf to facilitate (difficult) group discussion.

Jude

wouldn't it be interesting to reach out to Lucy Johnstone and to the other authors and to think about what they might be thinking about how it could be adapted or thought about within educational contexts

Code: unclear use within education system

Nat

But yeah, that's something I probably would do a little bit differently if I was to use it again in the future.

Code: use of the framework is evolving

Pip

I kind of explicitly used on one case

Code: use can be both implicit and explicit

Jackie

Yeah I think so, but not explicitly saying this is the power threat meaning framework and using it in that open explicit way,

Code: use can be both implicit and explicit

Sidney

maybe be more explicit. You know, you've made me reflect and think OK I'm using these ideas but I'm not always being explicit with others or myself necessarily

Code: use can be both implicit and explicit

Sidney

But yeah I think, I think it's an interesting profession isn't it, being an EP

Code: uniqueness of the EP role?

Sidney

So they've kind of it's enabled them to, I think, the fact is, we tackle quite a lot of difficult things that possibly professionals don't always do and I think as psychologists, we are in a privileged position to kind of explore using key techniques, and I think the framework is a really important one

Code: uniqueness of the EP role?

Sam

we discussed it in the supervision group. And so this was like a multidisciplinary team. There were clinical psychologists, educational psychologist, trainee educational psychologists, counselling psychologists, ummm, and family therapists in this group, I think, umm, were the main practitioners and we discussed about how we could sort of use it in our practice

Code: understanding through conversations with other professionals

Alex

the more you get people to bounce ideas, they realise that they actually are competent and confident and I think yeah, to develop competence, just by talking to each other and bouncing off each other, I think would, would probably make it um a lot more doable.

Code: understanding through conversations with other professionals

Alex

that was kind of multi-disciplinary, and that wasn't just psychologists you know, it was it was just a group of sort of multidisciplinary professionals. I think that was that was really useful. We all came out feeling more confident about it and a bit more competent and like kind of like, like quite empowered and like oh, wow, full of ideas about it.

Code: understanding through conversations with other professionals

Alex

I think you do need to have in-person incidental conversations with other EPs, you can't do this kind of work on your own

Code: understanding through conversations with other professionals

Jackie

there is also an interest group, I think in my area, which I should join

Code: understanding through conversations with other professionals

Jackie

if I hadn't been introduced to this through university tutors, and, and also outside of that, my friend is a forensic psychologist so he knows about it too

Code: understanding through conversations with other professionals

Jackie

And was sort of done through bouncing ideas around

Code: understanding through conversations with other professionals

Sidney

I mean maybe something like what you're doing now, just finding out what EPs already think of it and how they're using it. And encouraging people that do use it to write about it more and maybe be more explicit. You know, you've made me reflect and think OK I'm using these ideas but I'm not always being explicit with others or myself necessarily about, you know, it's all getting sort of squished up in lots of ideas that I use. So yeah, using it more explicitly, and I suppose the various unis having it there on the syllabus as a part of their thinking about being an EP, not saying that this is the way to do it but how would we use it and then joining that together to maybe thread it through.

Code: understanding through conversations with other professionals

Sidney

So I sort of went through lots of different things and through discussions that we had with colleagues at that time and the training

Code: understanding through conversations with other professionals

Jude

I think how is the whole family making meaning of this

Code: understanding different perspectives

Alex

without sort of just, yeah, dismissing everything that was going on for the rest of the family as well

Code: understanding different perspectives

Alex

applying it to the different people

Code: understanding different perspectives

Alex

really kind of holistic and very wide way of seeing

Code: understanding different perspectives

Alex

really helpful to me to try and think, you know, if I'm writing this in the first person, like, how do I express what he's, his perspective is here.

Code: understanding different perspectives

Jackie

Because I think sometimes you don't even, that doesn't even cross the mind of professionals working with them. They just think what am I doing? You know, and I think that's what the framework is so kind of good on, is thinking about our own role in sort of multiple layers of this person's life as EPs but also, there's other systems you know, school, parents and services that we work with.

Code: understanding different perspectives

Jackie

thinking about how to make sense of the young people's experiences around this kind of unique framework, I suppose.

Code: understanding different perspectives

Sidney

And then I was actually reading something the other day where I think quite a lot of people are looking at it in relation to autism and that autism diagnoses and what that looks like through the power threat meaning framework.

Code: unclear how autism fits into the ptmf

Sidney

and what that looked like in terms of EP practice etc

Code: uncertainty around how the ptmf translates into (ep) practice

Jude

yeah I don't know if it is the type of thing that different CAMHS teams or services do draw on quite a lot

Code: practice of other professionals

Pip

from what I understand, she was sort of able to, like attend school again, partially. Well, we went into lockdown, so she was able to engage with school a bit. I think, but that was virtual anyway. But then yeah, then I'm not so sure. Obviously our time ended in CAMHS. But I do believe it, it was sort of starting to look a little bit better for her.

Code: uncertainty about impact

Alex

I'd sort of be interested to know whether it changed the practice compared to people in the other group but I don't really know

Code: uncertainty about impact

Alex

but I don't know where he'll be now.

Code: uncertainty about impact

Jackie

Did I make a difference?

Code: uncertainty about impact

Jackie

hopefully goes with him to inform whatever happens next, you know

Code: uncertainty about impact

Jackie

I would hope that it had a sort of wider impact in terms of how the school maybe were thinking about children with similar needs that they were working with

Code: uncertainty about impact

Pip

was really struggling in school

Code: trauma/emotions impacting school performance

Alex

And I think sometimes the word trauma I feel like everyone you've got to have, it's got to only be relevant to like, that, you, word gets used a lot, but actually, it's more about you know, everyone's had experiences where there might be, that, that, some level of threat, what that threat look like and how they survived it or adapted, that's part and parcel of life.

Code: regularity of trauma

Sam

various unis having it there on the syllabus as a part of their thinking about being an EP

Code: training courses should cover the ptmf

Sidney

So that kind of ability to apply these kind of frameworks are not kind of they're not given any kind of explicit teaching in doctoral programmes. So it was only that I mentioned it that the trainees were saying oh yeah, I'm curious about it. And then they went back in their own learning. It wasn't something that was on their courses, but then it's important for me to highlight the super, the trainees that I supervise are from [place] University and [place] University.

Code: training courses could/should cover

Sam

because like I'm supervising a year two and a year three jointly at the moment and they've never heard of it until I was kind of curious with them about it and stuff

Code: training courses could/should cover

Sam

and actually that's what happens in the traded schools, you keep seeing the same children, you keep seeing the same issues.

Code: impact of trading

Sam

traded model in local authority means that it's a kind of do assessment, offer kind of consultation with the adults and then you're off.

Code: impact of trading

Sam

just because of the traded model and this is I suppose more relevant to trade, you know, local authority, kind of so where there's often a traded model of service delivery.

Code: impact of trading

Sam

I think there was a big shift around that time of a lot of EPs going into a traded model.

Code: impact of trading

Sidney

Um, and of course, there's always the issue of time isn't there and capacity. But in an ideal world, considering all of these aspects and thinking more broadly about each child, young person and family would be very beneficia

Code: time and capacity constrain the ep role

Nat

rather than feeling a sense of being time. capacity

Code: time and capacity can be a feeling

Nat

um so it kind of gave us some of those, don't know, threat responses I think that can come out from the framework.

Code: utility of threat responses

Sidney

Because we're not, we're never talking about, there will be things that worked and things we want to keep so, you know, looking at what the survival threat responses have been in the past that have been useful.

Code: utility of threat responses

Sidney

I think the main way its sort of remained in my thinking is those sorts of yeah, coping and survival responses

Code: utility of threat responses

Alex

lot of powerful people who don't like their viewpoints to be changed and things are very much tied up with certainly the DSM and all the diagnostic manuals, they're all so, they are tied up with pharmaceutical and those elements and things as well, and that's a really complex web isn't it, of money and power

Code: those with money and power want to maintain the status quo

Sidney

then really a part of this should be how to get pupil views as well, you know, kind of feedback on we did this, this is what happened erm

Code: importance of pupil views

Jude

I feel like sometimes in cases, people really privilege like, the kind of biological side of things or like they tend to privilege one side of things and it's made me I think it's kind of stuck in my thinking like not to privilege one side of it

Code: multiple explanations

Code: multiple causes

Alex

So it's very much trying it out and sort of reflecting on it,

Code: using for personal/professional reflection

Jude

So I think for them it was made maybe some things that they already knew but just hadn't really been acknowledged.

Code: things can be known but not acknowledged

Pip

it's something that's always in the background, but I sometimes wonder, is it okay to remain there particularly in some situations, it feels like it wants to come to the foreground

Code: use can be explicit/implicit

Nat

it's really interesting as a topic of your thesis as well, because I haven't seen a lot. I don't know if there's a lot out there. I haven't seen a lot.

Code: there isn't much "out there" about the ptmf and eps

Jackie

I hadn't had those bits of input I wouldn't have heard about it through my service, for example, well not in any substantial way

Code: uncertainty about use by EPs as whole

Jackie

I often wish there was a way to, as I mentioned, also, to to open the conversation up sensitively that feels safe and contained to explore some of these aspects,

Code: need to find safe ways to explore stories

Nat

the way I think we should be thinking about things as EPs

Code: there is an appropriate set of EP values

Alex

I definitely haven't applied the framework fully extensively to any other cases other than that one with the family therapy, but it's definitely remained in my thinking.

Code: use can be explicit/implicit

Alex

you cannot open a brain and see a lot of the things that we talk about as though they are concrete in some way

Code: there is a difference between things you can see and can't

Nat

how we speak about disorders and even down to being neurotypical or neurodiverse and there always having to be that one or the other.

Code: there is a desire to separate and categorise

Sidney

So yeah, I've been playing with using it, you know, touching on it lightly. I think I really wanna do a big deep dive into it.

Code: implicit/explicit

Sidney

I haven't really dived into it properly, fully yet, not in a longterm way. I've gone in and come out again for like you know specific bits of work.

Code: explicit/implicit

Sidney

you have to pick a narrative to go with because they're obviously always lots of different ways you could present your formulation

Code: multiple explanations/stories

Jackie

That's how I've used it. I've used it as a reflective tool, but I think there's probably more scope.

Code: using for personal/professional reflection

Jackie

I think there's lots of scope.

Code: ptmf has greater potential

Jackie

We tried to get it out to, you know, our MPs and things like that. So AEP picked it up for us and did some work with us so we've done some, what are they called, we did something at the conference and another webinar as well just to share it.

Code: power to disseminate info

Sidney

what where have the power differentials impacted

Code: impact of power differentials

Nat

So, I think, it's often one of those ((pause)), to come across, come up against I think as EPs where how explicit we are about the research, the theoretical frameworks and how much of it we share that's like the practical end of it, so we might talk about growth mindset but we might not go into the real details of Carol Dweck's work when we mention it in a report.

Code: theory is for EPs not necessarily clients, schools etc.

Sidney

it's more of a personal approach

Code: theory is for EPs not necessarily clients, schools etc.

Sidney

I can write his advice in a way that's sensitive and tailored to him and hopefully goes with him to inform whatever happens next, you know

Code: power of words

Jackie

I felt my kind of most useful tool here is probably my report

Code: power of words

Jackie

at least I'm putting in my words are oriented in the way I want because maybe my words are the most powerful thing I've got in this situation. And this is my legacy here is to write about this young person in a way that is not you know

Code: power of words
Jackie

So not to water it down because I think it's really important not to

Code: watering down bad thing
Nat

just by nature of our kind of bias really in the tools we use?

Code: the tools used by eps are biased
Sam

it just seems like a really bold move

Code: the ptmf was quite radical
Jackie

And you do need time for that. I do appreciate that, you know, because that's about building obviously the relationship, the rapport

Code: the ptmf takes time
Sam

I think the impact is a move away from that within child view, that within person view, even that within family view because of course the PTFM does talk very much doesn't it about really wider systems and wider context as well

Code: the ptmf takes context into consideration
Nat

Yeah I think so. And even a way to frame it for children and young people and a way to frame it for families that feels digestible and accessible, I mean that would be, would be truly wonderful, I think.

Code: the ptmf should be available to all to apply
Nat

Wow I need lots more time to keep using it

Code: the ptmf is time consuming
Sidney

I think it's about respecting that and this framework does, does that as well. It's not kind of, you know, ram it down, expecting everyone to do do this approach.

Code: not everyone will use
Sam

But I suppose in the way that I used it I tried to really make the child sort of the centre of that meeting so even though kind of he wasn't there I you know, I think there was, you know, we started off by talking about all of his strengths and kind of drawing on that so I think again, maybe, with how the meeting was structured, and the kind of things we were talking about, I really tried to bring him into it and kind of put him at the centre of those discussions

Code: importance of pupil views

Pip

child or young person wishes for.

Code: importance of pupil views.

Nat

even in some places potentially sounding a little bit within person, even though it's proposing not to be.

Code: the ptmf is not within-person

Nat

I think some people have tried to make some of the questions and the approaches a bit more child friendly

Code: the ptmf is not child friendly

Sidney

I think it kind of took any kind of blame away from the child in terms of those behaviours they were seeing because there was a kind of reason for it and sort of, you know it was understandable why he was responding in that way.

Code: using to take away blame

Pip

like I was saying, with the case, it does take any blame away from the individual

Code: using to take away blame

Pip

But of course, that isn't, the idea is that it's very much talking about trans-, the aspects of trans-generationality, if that's even a word, and really looking further up the river in terms of thinking about why things might have transpired in a particular way

Code: using to take away blame

Nat

I think, yeah, the framework is quite nice that it's not, you know, it's not blaming someone or saying, you know, there's something wrong with them, it's more about, yeah, taking a more positive approach

Code: aligned with views

Pip

but are there ways of putting it into a, not even a simplified framework, but perhaps a more digestible framework? So that it can just it can be thought about at a deep enough level to be really understood, but then at the same time, practical applications that can be used without having to trawl through hundreds and hundreds of pages. You know, and something that feels truly accessible as well.

Code: ptmf too long to be accessible

Nat

So ((name)) was someone in the ((name of group)) movement who speaks quite openly about a more critical perspective on the power threat meaning or where perhaps there may be gaps and things that haven't been thought about or that may not always be the most helpfully put for every person.

Code: the ptmf is imperfect

Nat

it's some ideas that it's perhaps not even wide enough um, in terms of its, its reach when thinking about the, the context

Code: the ptmf is imperfect

Nat

I can understand why so much context leads into it and I think it's all very helpful.

Code: ptmf necessarily complex

Nat

So, yeah, you can use it I think as a one off as well. But yeah, from perspective, from types of models or frameworks, I would say it does very much align with DDP, which is the main kind of framework that I often use with the work I do with families and in coaching and supervision

Code: the ptmf is better suited to longer term work

Sam

I guess it's, it's just made me think, oh, that's something else kind of to add to my toolkit and to draw on in similar situations.

Code: the ptmf is another option for practitioners

Pip

It's just about maybe having a more holistic viewpoint of diagnoses

Code: the ptmf is all about being holistic

Sidney

it's quite erm, it's a shift, isn't it? It's a shift of focus, it's a shift of medicalization, a shift of diagnosis, a shift of

Code: the ptmf involves substantial changes

Jude

So holding it in mind

Code: the ptmf helps to keep power differentials in mind

Nat

whether that's for a parent who perhaps hasn't had their voice heard or felt like their story heard, whether that's a child who hasn't really shared the inner feelings or about what's going on for them. Or equally you know, like a kind of member of senior management, who probably feels like they're kind of being overloaded with other people's stuff and having to deal with other but actually, they haven't kind of put in any boundaries for themselves.

Code: the ptmf has utility for a range of groups of people

Sam

this is almost like what I was looking for

Code: aligned with views

Sidney

I do think yeah, that's something in terms of thinking of the lineage of where it's come from when I know, Lucy Johnstone, has done a lot of, you know, lots of critical psychiatry, I think uses and abuses of psychiatry is, is a brilliant book. So there's also that sense of, it's kind of come through that lineage if you like

Code: roots of ptmf not in ed psych

Nat

practical applications that can be used without having to trawl through hundreds and hundreds of pages. You know, and something that feels truly accessible as well. So it doesn't, it can be picked up therefore by somebody that hasn't necessarily done a lot of thinking or training in things like developmental trauma, but but rather appreciates its impact and wants, wants concrete things, ((inaudible)) use from that

Code: not about concrete/practical to-dos

Nat

it could be quite a nice way to kind of do a bit more of that multidisciplinary working

Code: promoting multi-disciplinary working

Pip

I think maybe in something like supervision, it could be really helpful as well. So yeah, in in my role, I run an ELSA supervision group and quite often, the supervisees will bring different cases that they're finding very challenging, and you know, maybe feeling a little bit threatened and don't really know what to do next and I think using kind of this framework will maybe help them to keep the child's experience in mind when that can feel quite difficult to, so I think yeah, definitely in supervision, it could be really helpful

Code: the ptmf could be used in supervision

Pip

and to really use it in a positive way

Code: Eps can do bad

Sidney

and actually, that's changed my formulation, that'll go in my advice, and also more importantly, there's a piece of work that is going to happen with the parents, you know, via early help and the school now becoming aware. You know, I've invited her to share, I said are you happy for me to put it in the advice, the school will see this, it's going to then develop a conversation around really developing your relationship with the school further, about what support they can offer you, you know. It might be even that, you know, they can support you in the wider context around kind of your skills and things because, you know, a lot of is around her kind of self-care and identity

Code: ptmf prompts things to happen

Sam

Yeah, with children and young people.

Code: the ptmf can be used with cyp

Sam

Um so it was one of three psychological frameworks that we used to kind of really highlight what was happening

Code: fits with current practice

Sidney

And I think that's quite ambitious and exciting and it's gonna be controversial, just as the power threat meaning framework has been anyway

Code: ptmf is radical/controversial

Sidney

I've certainly got, I think, more bold in questioning or challenging people's search for a label first and understanding afterwards, and I think that does come from having, having this really strong framework that's been so thought through and evidenced

Code: aligned with views

Sidney

Power threat meaning kind of matches how I think, so I'm not having to change my real belief system to use it. It's almost kind of like it's there and every time I go back to it it's like oh yeah, I know, I can see where I'm using it, like I haven't really looked at the real documents and the book and the information for some time, but then when I went back to it a couple of weeks ago it was like "oh yeah! Yeah yeah yeah", this all still makes sense. It's almost given me something to pin my ideas to

Code: aligned with views

Sidney

values and belief system of like, ok this is almost like what I was looking for

Code: aligned with views

Sidney

It's, it's about their experiences. And I think that's much easier for people to understand

Code: people share stories

Jackie

And you know I might be bold enough to say that the main authors are both female, aren't they? You always have to kind of question whether there is some, you know, misogyny going on there as well as all of the other power dynamics that go on in any profession really.

Code: the people who deliver a message impact on how its received

Sidney

I would like to, I'd like to do this a wee bit more with the service erm but the past year or two, it's just been mind boggling, not easy to develop, and when we did a small piece of work with the team, like myself and the principal, we were like, we really want to see if we can revisit this, but I did try a few times to get, to pick that up

Code: the pandemic has acted as a barrier

Jude

So yeah, it's rubbish to COVID, it's interrupted our, all our communications and things.

Code: the pandemic has acted as a barrier

Jude

But also maybe some of the limitations and why I haven't managed to keep on the track on track with what I was hoping to do, erm, you know, I was looking at the dates in some of my folders and I was like ((sighs)), yeah, I didn't, you know, that's been a bit sad, saddening, erm, I haven't managed to be able to kind of do that in the past year or so with COVID and it's shocking that we've had to shelve loads of stuff.

Code: the pandemic has acted as a barrier

Jude

what could be a different view of what children and young people value from education, so sort of drilling down into some of those values

Code: importance of pupil views

Sidney

phrasing that I'd picked up from the power threat meaning framework, because I think it's easier to understand, I think it's less alienating than saying trauma informed, you know, fear system of the amygdala or whatever

Code: the language of the framework is accessible (or is it?)

Jackie

if it's already written in a language which is accessible like I was saying, like what threats these are examples of like, threats could you say could use the word threat? I don't know. I'd definitely use that.

Code: the language of the framework is accessible (or is it?)

Jackie

you don't need to kind of read these complicated things about how brains fit together and the neurotransmitter

Code: the language of the framework is accessible (or is it?)

Jackie

I think for her personally.

Code: person centred practice

Alex

What helped was having like, almost our supervision group to discuss it to decide like, what elements of it we were going to think about and how we were going to apply it and then talk about it after

Code: the importance of supervision

Alex

supervision like peer supervision around it was really helpful

Code: the importance of supervision

Alex

I think probably supervision like regular discussions

Code: the importance of supervision

Alex

it definitely did for me, as I said when we discussed it in this little supervision group

Code: the importance of supervision

Alex

I think, supervision

Code: the importance of supervision

Jackie

You have to voluntarily do that through supervision.

Code: the importance of supervision

Jackie

every time I go back to it it's like oh yeah, I know, I can see where I'm using it, like I haven't really looked at the real documents and the book and the information for some time, but then when I went back to it a couple of weeks ago it was like "oh yeah! Yeah yeah yeah", this all still makes sense

Code: gist vs details

Sidney

by using the kind of principles of the framework, it enabled, it wasn't threatening anymore

Code: the framework reduces threat

Sam

I think I think it was helpful for us

Code: the framework has utility

Alex

I think it's quite helpful for her to think about things in that way

Code: the framework has utility

Alex

Yeah, I think it was really helpful for her

Code: the framework has utility

Alex

I really found that quite useful.

Code: the framework has utility

Alex

the power, the threat, the meaning those those that language of things, I think is really useful ways of thinking about things

Code: the framework has utility

Alex

I think everyone was benefiting from the discussion that came out of it.

Code: the framework has utility

Alex

it's really useful,

Code: the framework has utility

Alex

I think it's really applicable to what we do, really, really applicable.

Code: the framework has utility

Jackie

I found it very helpful

Code: the framework has utility

Sam

But what enabled was I think, by using the kind of principles of the framework, it enabled, it wasn't threatening anymore.

Code: the framework has utility

Sam

I think these kinds of frameworks very much, enable adults to become more reflective,

Code: the framework has utility

Sam

So I feel this framework has really helped in a lot of the coaching and supervision I do

Code: the framework has utility

Sam

And yeah, it was just really helpful for I think all of the adults to for them to kind of develop more of an understanding of him

Code: the framework has utility

Pip

I think it's yeah, flexible enough that it could be used to help in lots of different situations.

Code: applies in different situations

Pip

I mean, we moved away from ((.)) have we moved? But we started to move away from just being like assessors and doing WISCs.

Code: the ep role is changing (has changed) or is it?

Jackie

And I think there are more people, I don't know whether it's a different generation of EPs,

Code: the ep role is changing (has changed) or is it?

Sidney

The Education, Health Care Plans come in, but I think now we're ((laughter)) not so different to how we were with just the old fashioned statements.

Code: the ep role is changing (has changed) or is it?

Sidney

I think for me, the first impact I'm noticing is that we're moving away from, like I said, there's a shift

Code: the ep role is changing (has changed) or is it?

Sam

social model of ability, disability

Code: social model of ability/disability

Sidney

so obviously we've got a lot of kids that had to need foodbanks, might have felt quite isolated, might have had impacts on their mental health, but on the same side of that what was missing from a lot of the media was some of the more positive sort of experiences

Code: dominant negative narratives

Sidney

And sometimes, you know, I think, I think it's consciously naming that, that you know, these are really difficult conversations that are happening and you know, maybe we need to think about this is not the time for it, you know, I can invite you to talk about it but, you know, it's about, so I think I really kind of name that.

Code: need to find sage ways to explore stories.

Sam

She was, she was like, I think that's why I struggle with putting in boundaries because I feel guilty. And I was like, wow, this is, you know, a big shift in you know, she has gone down finding diagnosis for him

Code: telling a different story means = change

Sam

how do we work together as professionals as well?

Code: teamwork not always straightforward

Nat

I think the family therapist, she was mainly involved sort of briefly explained, not the whole sort of framework to her, but sort of the premise of it and sort of some of the language around it.

Code: teaching the ptmf to others

Alex

I talked through that one with, on the case work that we did a long time ago with the assistant so we use that stuff together, me and the assistant, so I said to the assistant, "right, what would it, what do you think would threat look like for him? What would that look like?" and she interpreted that when she talked to him about that and he ended up telling us that you know high threat what what feelings of sort of perceived threat were him like it felt fuzzy in his body, you know he felt overwhelmed and so then what we did was, this was quite powerful actually, we took this his his viewpoints through the power threat meaning to and then obviously the whole bit about meaning isn't there

Code: talking through the ptmf with a colleague about a case

Jude

That's when I did that and it felt sort of safe. I felt like there was erm that containment there

Code: taking time is containing/builds safety

Jude

de-pathologised it to her she was kind of less going, oh, yeah, oh yeah. I have all this PTSD, I have all this PTSD. And, you know, whilst she probably did have some kind of post-traumatic stress, rather than referring to it as a disorder

Code: taking out the disorder

Alex

it was just, it was just me. It was me making sense of it, I think

Code: taking a different approach can be isolating?

Jackie

I think there was a lot of kind of stress within the school system, that it was sort of easier to kind of go down this route and follow their pathway that they probably felt quite safe and comfortable following

Code: systems can cling to familiarity under stress

Pip

and they really wanted to invest in that process, that kind of cluster of schools

Code: supervision is an investment

Sam

I think with this particular case, that it was really important to think about those strengths and because I think this the school had built quite a negative narrative of him and it was quite kind of problem focused on these behaviours

Code: strengths can be neglected in problem talk

Pip

that have kind of meant the profile of what the self-report is might be really kind of limited into kind of what a medical professional hears. I know that's definitely been the case where you know a parent's limited understanding of conditions as met children have been diagnosed and they won't even later come back to me and said, do you know what, it's only through our conversations I'm actually thinking and I didn't say half the things about their kind of early life history and things like that

Code: stories that get told depend on the listener

Sam

it's like it's dynamic, it's changing

Code: stories are not static

Jude

the impact that it was gonna have on them

Code: stories are impactful

Sidney

it's like so complex to get your head round, but it's very satisfying and I think it's very enriching and I think it makes the work better

Code: sticking with complexity can be rewarding

Jackie

even in statutory assessment

Code: statutory assessment not suited to certain kinds of work inc ptmf

Sam

So where, for example, the kind of access to parent views would be focused on you know, what are your aspirations for your child? What are your, what is your understanding of needs?

Code: statutory assessment limits the kind of questions EPs can ask

Sam

And I think sort of that's been a catalyst that you know, by using it in those kinds of ways it's non-threatening rather than come in and say, you know, I've seen Ed Psychs use a very sort of, you know, I'm here for an assessment just need to know, what do you, what do you think you have difficulties with? You know, that already sets up a resistance or a defensiveness.

Code: starting/focusing on negatives is unhelpful?

Sam

and there was a case where school staff or professionals very much had a narrative around, oh yeah, she is, it's just all her kids are crazy

Code: staff holding homogenous views

Sam

I always keep coming back to it and the Lucy Johnstone stuff's really useful, isn't it and it gives you real shared understanding of that

Code: specific references can support understanding/communication

Jude

I think that there's some work where, and that's what Lucy Johnstone wants people to do isn't it. There's work to do to tweak it to fit a slightly different discipline that we are in educational psychology.

Code: something needs to change for the PTMF to perfectly suits eps

Sidney

all her kids are crazy. They're all like that. They're all from different dads

Code: judgments about stories

Sam

I think she felt quite threatened by his behaviour, that she just sort of wanted to retreat and kind of say, oh, well actually maybe ELSA is not right for him, maybe something else

Code: when all else fails

Pip

excluding a lot of pupils

Code: use within exclusion work

Jackie

Umm and he was at risk of exclusion

Code: use within exclusion work

Jackie

And I was like, actually, well has anyone thought about breaking the cy-, about giving her help?

Code: need to break cycles

Sam

I think the service I'm in there's not that much joined up working, I know that varies quite a lot between services

Code: some services offer more joined up working than others

Pip

I know there are quite a few teams that use narrative therapy approaches in that way

Code: comparisons with narrative therapy

Pip

What questions do we end up asking instead, that is maybe feels quite safer when uh, from a place of comfort for us

Code: some questions are easier to ask than others

Sam

when you talk about you know, the power threat framework it was a case of oh, this will take too much time. You know, your your your, you're encouraging this kind of focus on what happened to you, how did you survive it? Oh well, actually, they haven't got time, you know, we need to go into problem solving

Code: ptmf may be seen as a waste of time

Sam

I guess it depends on what service you work in, but for me, and kind of where I work, I don't see the EP role as diagnostic

Code: some eps may give diagnoses

Pip

particularly although not only those children or young people where, um, you know, they may have experienced developmental trauma or they may, um, really, truly not have had a voice or choice in so very many things in their lives. I'm thinking also of course, you know, looked after children, care experienced children.

Code: some children have even less control, power, agency

Nat

you know, we need to go into problem solving. I was like, well, actually, you know, we find that the problem solving will happen quicker once we've done this bit

Code: solutions are the most important part

Sam

well there's a long history isn't there how people view women presenting in terms of mental health and how men presenting are internalising, externalising things

Code: societal attitudes to gender and mental health

Jude

and even a possibility to just slow down and explore from all angles than are sometimes available to explore from it, it feels.

Code: slowing down is desirable/ exploring is desirable

Nat

a autism perspective, ADHD, sensory processing disorder, dyspraxia, he's got six diagnoses

Code: six diagnoses is a lot (ridiculous?)

Sam

she had been sort of sitting on this because she knew it would sort of break up the family if she sort of said it.

Code: sharing stories is risky

Alex

the child was very distressed, but also very empowered after coming out with it.

Code: sharing stories is risky

Alex

So and it's been really powerful because it's enable them to share vulnerability in the respect

Code: sharing stories is risky

Sam

just so courageous to share all this.

Code: sharing stories is risky

Sam

Yeah, I think I guess I wonder from the parent's perspective whether she would have been kind of nervous at all having that kind of shared with everyone

Code: sharing stories is risky

Pip

but I think because I was able to meet her individually and the school were very supportive as well, I think maybe it was more of a sort of sense of relief for her

Code: sharing stories can be unburdening

Pip

we took that to the SENCO and the teacher and it was really powerful

Code: importance of pupil views

Jude

I sort of I thought it would be nice to instead of just talking about loads and loads of cases, seeing how we could explore maybe one case in depth

Code: shallow vs deep exploration

Jude

but we kind of made sense of what it would look like what it wouldn't, so we were really clear on the parameters. And I think by doing that, explicitly, is really important. Because then you're kind of removing barriers, you're kind of the unspoken stuff, and it enables the atmosphere to be, you know, as authentic as you'd like, really for them to feel like they can make best use of it.

Code: setting out clear parameters for work is important

Sam

like in schools, oh you know, Jude's coming in, or indeed, you know, rather than you drive into the hospital, you sit in ((laughter)) some sort of clinic

Code: setting can make a difference

Jude

So it's not again, things in boxes

Code: separation/categorisation can be negative/unhelpful

Nat

there was a bit of a break away where the one of the EPs and the lecturer they focused more on the power threat meaning and I sort of presented it with the assistant and the principal from a case perspective. So we sort of talked about theory and then we talked about practice

Code: separation between theory and practice

Jude

it wasn't very, you know, heavy on the clinical, it was very sort of more sort of discussion and practice,

Code: separation between theory and practice

Jude

it does come to be that we come to a family, child or young person or educational context quite late in the day it often feels. (interviewer: mm) and, and therefore things feel quite squashed and quite immediate

Code: sense of urgency comes from late involvement

Nat

I mentioned when I was a trainee and the, my, the senior corrected stuff to trauma-informed

Code: seniors can choose what is correct

Jackie

I did a little kind of evaluation with my SENCOs, and they were super positive

Code: sencos liked the ptmf approach

Jude

blame away from the individual which is, yeah, sometimes a theme that has come up within my work with schools and so I think it's, it's just quite a nice way to provide that alternative viewpoint.

Code: seeking to blame individuals seems common

Pip

So I'm worried, I'm just worried about people doing, you know, doing to rather than kind of being on the journey

Code: seeking to avoid doing things to children (against their will)

Jude

I think that case that I just spoke of, I had seen that young boy in that provision, easy, you know, five, six time

Code: seeing children on many occasions before ptmf can be used?

Jude

it's more like medical model the trauma informed stuff. That's my experience with what schools take from it

Code: schools will make their own meanings

Jackie

Schools love it, because it's quite straightforward to understand

Code: schools like (or need?) simplicity

Jackie

the school were really kind of thinking it couldn't meet his needs

Code: school wondering whether another setting more appropriate

Jude

There were kids there that were actually thriving not being at school

Code: school doesn't work for everybody

Sidney

we got approached by that school to do more casework because of that casework so

Code: schools request more of what they like

Jude

maybe that's what happens when you're a trainee

Code: role of the trainee vs qualified ep

Jackie

But I think maybe for myself, what I want to do is to be more like maybe as you do when you're a trainee, like you have maybe one case that you really go into a lot of depth.

Code: role of the trainee vs qualified ep

Jackie

And I don't know if that's a natural progression. From being a trainee to not being a trainee

Code: role of the trainee vs qualified ep

Jackie

I think if you weren't trained recently, maybe that's not a word that you think about a lot?

Code: role of the trainee vs qualified ep

Jackie

to be honest, it's the same as it was when I was training

Code: role of the trainee vs qualified ep

Jackie

I'm not being forced to reflect upon what I'm doing all the time, which is what you have to do in your training

Code: role of the trainee vs qualified ep

Jackie

as EPs we come across that quite a lot.

Code: role of EPs involves work with trauma

Alex

we're the only ones

Code: role exclusivity gives power

Jackie

Because if you start to break down the sort of diagnoses, then what do you add to the, and how do you show people that you can add something without doing cognitive assessments all the time or diagnosing things, you know?

Code: role exclusivity gives power

Jackie

used it as a way of reframing the narratives of this family

Code: rewriting stories using PTMF

Alex

reframing things for her

Code: rewriting stories using PTMF

Alex

use it almost as a reframing tool.

Code: rewriting stories using PTMF

Alex

I think some practical issues around having the resources there, having the little prompts there, that's something that I would like to develop to make, make it better for me

Code: resources are need to use ptmf

Jude

I mean, I know when I introduced the [assessment] to my team of EPs they were like oh my god a projective! and I was like, okay, let's just calm down about this!

Code: resistance to new things

Alex

quickly writing, not quickly writing on our reports

Code: reports are rushed but rushing is taboo?

Jude

and then also to find a way to report back on them whether that be verbally or in a written form that doesn't feel attacking in any way or blaming.

Code: reporting back can seem attacking/blaming

Nat

And it feels like, erm, yeah, whereas previous quick solution-focused thing you're really doing for the purposes of a report

Code: report as the crux of ep involvement

Jude

Equally I do appreciate, I always make it clear that some families might have repeated their story of the what's gone on to a lot of professionals.

Code: repeatedly telling a story is a bad thing

Sam

he tried to avoid me, tried to hid in the toilets, and the staff went to drag him out of the toilets to come see me, like, just I mean even I think about this now it's just like, horrible

Code: removing/ignoring somebody's autonomy is bad

Jackie

being a wee bit more isolated from day to day practice with colleagues, not being able to kind of say oh I was thinking about this does that sound alright

Code: remote work means less checking in with colleagues

Jude

and maybe it's a learning point for me to try and develop these things a bit more digitally, a bit more remotely, but I quite like it being in person just for this particular, the narrative,

Code: remote work is possible but less pleasant

Jude

you can do it remotely, but it just, especially as a recently qualified EP, I think that's a real challenge, really is.

Code: remote work is possible but less pleasant/harder

Jackie

And working remotely makes it really, really hard too because I just find it very difficult to build those connections through a screen. You know, I try my best, but in reality, like, you know, I'm glad I wasn't furloughed, but I can just about do my job, but I don't feel I am having the impact I would be.

Code: remote work is possible but less pleasant/harder

Jackie

it's a very minor point but we're remote working at the minute so having access to fill A3 sheet, you know having access to your normal stuff is a bit trickier

Code: remote work is possible but less pleasant/harder

Jude

and maybe it's a learning point for me to try and develop these things a bit more digitally, a bit more remotely

Code: remote work is possible but less pleasant/ harder

Jude

when I especially when I worked in the residential school cases were so complex, that I had to think about how to reframe everything that we were looking at

Code: reframing as a way of managing complexity

Jude

I guess, yeah, for me, it was just really helpful to use a different model and yeah, I guess thinking about future work, it's, yeah, it's been helpful to think through it and maybe think, oh, actually, like this could have a positive impact for some cases I'm kind of working with at the moment and future work. So yeah, that was kind of helpful, maybe more for me rather than impacts within the case

Code: using ptmf for personal/professional reflection

Pip

social constructs and how we speak about disorders

Code: reality is created through discourse

Sidney

so um and being able to do that through kind of, again, language. Constructs.

Code: reality is created through discourse

Sidney

But and then some parents will say but at least we got the EP involved, at least we've got a good assessment and you're like, okay, I want to be in seeing you know, so we're trying to say we'll do the parental consultations, we'll see the chil-, you know, we'll do that early but they'll they're jumping past that and they're going straight into the, they're using the code of practice to jump past that but but then we see the kids but it's very tokenistic, it's you know, a phone call or whatever.

Code: quick/late ep involvement can be tokenistic

Jude

but what also can be perceived as potentially threatening questions

Code: questions can be seen as threatening

Nat

And I guess it's finding, isn't it Elaine, most sensitive ways to ask what can be difficult questions

Code: questions can be asked in different ways

Nat

that's why I used it just recently because I have a good relationship with those staff, and it feels, it feels personal, basically. And it feels like, erm, yeah, whereas previous quick solution-focused thing you're really doing for the purposes of a report, this feels a bit more involved to me

Code: ptmf work is personal and involved

Jude

I do a lot of this anyway to be honest

Code: fits with current practice

Sam

but you can't do it in a tokenistic way, you can't just march in and go right, so we're gonna do the power threat meaning, let's fill in the boxes, it's not, it doesn't feel ethical to do that, it feels like it's a journey, let's use it as a model, it's not, it's not something my takeaway message, it's not something you squeeze into, like, I don't know, a 45 minute consultation. I think it's a bit like, oh we've talked about this for a while, I wonder if we could do it in a different perspective

Code: ptmf takes time to do it justice

Jude

how it did sort of map onto being an EP

Code: ptmf suits the ep role

Sidney

And I think this is the kind of thing that we'd maybe do when we have more complex case work

Code: ptmf suitable for complex cases

Jude

which it led to a formulation around the attachment lens, which had never been looked at.

Code: ptmf sparks new ways of thinking about things

Sam

So I do feel it needs to be more explicitly taught in doctoral programmes

Code: ptmf should be part of ep training

Sam

I would like my power threat meaning sheet to be is a large, large A3 sheet at the minimum, and then I have my little prompts ready to go

Code: resources are needed to use ptmf

Jude

I think yeah, generally, it does seem much more helpful.

Code: ptmf seems more helpful than diagnosis

Pip

I think change in general actually, when you talk about you know, the power threat framework it was a case of oh, this will take too much time. You know, your your your, you're encouraging this kind of focus on what happened to you, how did you survive it? Oh well, actually, they haven't got time, you know, we need to go into problem solving.

Code: ptmf resistance may just be resistance to change

Sam

And you do need time for that. I do appreciate that, you know, because that's about building obviously the relationship, the rapport

Code: ptmf requires rapport/relationship

Sam

I think this this framework is a really nice way to do that actually, because those conversations can feel very threatening for many people and I think this framework is actually going to help

Code: ptmf reduces threat in professional discussions (eg. race)

Sam

but also yeah, just just thinking about actually how powerful some of those questions are

Code: (ptmf) questions are powerful

Pip

so it just helped me organise my thoughts a bit

Code: using ptmf for personal/professional reflection

Jackie

And I think that's what's so great about a framework that's very kind of hopeful and is not diagnostic, and is that maybe it's, it's a reflective tool but it's also sort of a hopeful, and that's maybe why I look at it.

Code: using ptmf for personal/professional reflection

Jackie

giving me the language, really

Code: ptmf provides a language

Jackie

And gave us an idea of um what could be different

Code: PTMF sparking people's creativity.

Sidney

I think just that culture shift of let's slow things down

Code: slowing down is desirable

Jude

I can't really think of many situations where it wouldn't be helpful.

Code: ptmf potentially has something to offer in most situations

Pip

they talked a lot about their sorts of responses to the things they've been through

Code: ptmf opening up lines of communication

Alex

I think she felt like something had really happened to her. And I think that acknowledged that and to think, yeah, you know, I was not the one in power here something happened to me. And now it like, yeah, it was a threat, and I now have, I made this meaning of it, and now I now have these responses to it.

Code: ptmf offers validation

Alex

Yeah, no, definitely. Yeah, yeah I do want to think about it more with the specific research that I've done and you know education as a whole. Just making sense of it, maybe on a kind of going back, doing a bit of a historical look and then how things are changing and then how that might inform how we go forward.

Code: PTMF not just for use with individuals

Sidney

in the power threat framework, you you know, you kind of can say that with a view to openly thinking about where people exist within what's happened to them, why, why that's gone on, why maybe they're still in the same situation or the same thing keeps happening and they're not able to break that cycle. We're like, oh, well actually hang on. Maybe we're trying to firefight something constantly but we're not actually getting to the root of it.

Code: ptmf may provide an explanation

Sam

maybe why he's behaving in that way

Code: ptmf may provide an explanation

Pip

I knew that he was using like PACE, you know, the Dan Hughes stuff, you know the kind of trauma informed work

Code: links to other approaches

Jude

it was helpful to see that as an EP, my role working with the child at risk of exclusion is actually quite constrained because it was through working through it and thinking like how his power operating in this young boys life, the threats that he's experiencing, the way he's responding, which are making him further experience like, d'you know, further power threats because of his risk of exclusion then, and it was like this cycle and so then me intervening really what what can I do as an EP? And how much can I change this situation?

Code: ptmf leading to doubts about impact of ep

Jackie

Whereas what I like about power threat meaning framework is so kind of human

Code: person-centred practice

Jackie

Ok well, what's happening at the moment, you know what's happened to you, we know COVIDs happened to you, but what's actually happened in your area, or to you in your family

Code: person-centred practice

Sidney

I suppose my belief system is trying to make sense of each individual and again that's what the power threat meaning framework kind of gives us.

Code: person-centred practice

Sidney

helps us to sort of get down into well, you know, what's happened to you, what's made up your identity, what's created the person that you are, what is your story?

Code: person-centred practice

Sidney

But it did make me think, oh, actually, something like this framework and bringing in some of the questions will be helpful, you know, for her to think about the child's experiences a little bit more and maybe why he's behaving in that way.

Code: person-centred practice

Pip

You know, there's been some really uncomfortable. I've used it a lot, for example, when in the pandemic, and also with the tragic murder of George Floyd

Code: ptmf is useful when difficult life events are happening

Sam

I mean power is the first word, isn't it? And for me, it differs in terms of putting that very centrally. I can't, I'm just thinking, I can't think of anything else that puts that as such a central component

Code: ptmf is unique for having power as central concept

Nat

So I do feel it's quite trauma-informed

Code: ptmf is trauma-informed

Sam

So I think the, what it offers, I think, is a looking at things through a trauma-informed lens. And that's about any sort of threats really, or any kind of ruptures, any kind of experiences that have been difficult. So yeah, I do feel that that very much is what it offers and more trauma informed.

Code: ptmf is trauma-informed

Sam

not enough time to work through things in so much detail

Code: ptmf usually takes time

Jackie

So from that perspective, I kind of feel like it fits in really nicely with DDP and also obviously got the kind of same principles around narrative therapy as well in that you're kind of more exploring the story. And you, you know, going into that kind of trauma informed models as well and attachment lens

Code: links to other approaches

Sam

I think it's a really positive approach

Code: liking ptmf

Pip

and the kind of demographic they cover, yeah, I just think wow.

Code: demographic covered by ptmf

Sam

as opposed to perceiving anything this way within child or within family even

Code: ptmf is not within-child or within-family

Nat

It moves away from trying to problem solve straight away, just kind of going to a place of offering them more kind of acceptance and comfort.

Code: ptmf is not about quick problem solving

Sam

But it was like just a different language for my friend. He still said he found it interesting, but he kind of didn't, I don't know what it was like, it was just very far from where he was.

Code: ptmf is more suited to eps than fps

Jackie

I think, if it was, yeah, somehow embedded into sort of the approach we take I know different services will say, oh, we're very collaborative service or a very, like nurturing service or something like that, and I think, yeah, I can kind of see this as being as embedded to maybe those overall ways of working

Code: ptmf is like attitude/value

Pip

I still, it's a co-, it's a core, so kind of it's kind of like, it sort of like a core value or something ((laughter)) isn't it, that you're trying to kinda work towards

Code: ptmf is like attitude/value

Jude

I'm not saying, I definitely think it has its value, but it's not the only one, you know, I don't profess to only use this kind of framework to make meaning of people's experiences and situations and then write whether it's a consultation record or, you know, an assessment, whatever it is, it's about, it's a piece, a sep-, a piece of the formulation really

Code: just another option

Sam

I think, yeah, it's just a much more sort of human

Code: humanising

Pip

I'm beginning to come across some critical voices and I think it's always good to hear the other side recently.

Code: ptmf is radical/controversial/divisive

Nat

it sort of de-pathologised sort of things

Code: ptmf is depathologising

Alex

what's going on for this young person rather than kind of um looking at what's wrong with them

Code: ptmf is depathologising

Sidney

collaborative models of consultation and quite relational models

Code: ptmf is collaborative and relational

Pip

And really a process, I see it very much as a process and kind of a way of being

Code: ptmf attitude/value

Sam

I'd say more with older children, like young people, really from that kind of more, I'd say eight, nine onwards really, definitely that kind of Key Stage Two upwards.

Code: ptmf is better suited to older children

Sam

You're offering them acceptance and comfort that enables them to kind of shift their thinking themselves in a way.

Code: accepting, non-judgmental, curious, empathic approach

Sam

it fits in really nicely with dyadic developmental psychotherapy, because and sort of the ((pause)) that is a sort of umbrella term, but within that is the PACE model, Dan Hughes' PACE model, and it does fit in really nicely with that, because there's the acceptance is a saying in that model, there's a curiosity, you know, in that model, clearly the empathy

Code: accepting, non-judgmental, curious, empathic approach

Sam

I think then it accounts for inequalities, you know, in terms of what conditions they're living in, whether there's been other factors that they might have or barriers they're faced,

Code: ptmf highlights inequality

Sam

And it's, it's the phrasing that I use

Code: word choice matters/power of words

Jackie

So what we were offering was that kind of just getting them feeling really safe and open. And I think this kind of framework enables that.

Code: safe space for learning/exploring together

Sam

You know, it's about creating a really safe and non-threatening environment for people to learn in.

Code: safe space for learning/exploring together

Sam

You know, so yeah, I think it's important to use it from that perspective, because also it will tap into things that sometimes don't get spoken about, like race, about gender

Code: helping to access taboos

Sam

I think I think it was helpful for us in the we could quite, sort of, sort of applying it to the different people

Code: understanding difference

Alex

so going back to this idea of what's the story of that young person and that family, what's the journey been

Code: pupil voice

Nat

So, yeah, the parent then shared that actually, the child's early life history was very unstable. She'd experienced an abusive partner where she shared that she was, had limited emotional availability in parenting.

Code: ptmf helping trauma histories to become apparent

Sam

so I think the model was really helpful for kind of understanding from more of his perspective and what might be going on

Code: person-centred

Pip

I really found that quite useful.

Code: ptmf has utility for practitioners

Alex

making me think a bit differently about sort of different behaviours

Code: ptmf has utility for practitioners

Alex

I think it really could help us in that way

Code: ptmf has utility for practitioners

Alex

kind of integrating it into your general thinking about cases and general practice, but I think that's the way I would, I would personally want to use it.

Code: ptmf has utility for practitioners

Alex

It was me making sense of it, I think.

Code: ptmf has utility for practitioners

Jackie

I think it's kind of organising my own thinking

Code: ptmf has utility for practitioners

Jackie

it's a reflective tool in this case

Code: ptmf has utility for practitioners

Jackie

that was kind of helping me think there

Code: ptmf has utility for practitioners

Jackie

giving me the language, really

Code: ptmf has utility for practitioners

Jackie

I think that it just helps, helps me to kind of look at my role more broadly. It's a reflective tool, really, I think

Code: ptmf has utility for practitioners

Jackie

still finds it very useful

Code: ptmf has utility for practitioners

Jackie

That's where it's most helpful. I'm just trying to think, because if I'm in a report or an advice where I'm thinking about that, it's in the phrasing that I use in the em, we've got like a summary of strengths and needs section of the advice. And then the kind of summary which is more like a formulation. And it's, it's the phrasing that I use, but also making sense of what I think, it's trying to pin everything down

Code: ptmf has utility for practitioners

Jackie

I look at it when I'm writing. I realised as I'm talking I kind of mainly look at it when I'm writing

Code: ptmf has utility for practitioners

Jackie

I mean, I think there's been more thinking that's been used with the power threat meaning framework

Code: ptmf has utility for practitioners

Sidney

I think for me it's helped me to embed the thinking a bit more. Given me something a bit more tangible as an Educational Psychologist to think about the concepts in it.

Code: ptmf has utility for practitioners

Sidney

Yeah, I mean, I'm thinking about it in my new role as well of just trying to make sense of moving over into a new role

Code: ptmf has utility for practitioners

Sidney

I think that does come from having, having this really strong framework that's been so thought through and evidenced to kind of, myself to go back and use to guide my thinking.

Code: ptmf has utility for practitioners

Sidney

We might be sort of using it but you know, just kind of us having a framework to hook on to is useful

Code: ptmf has utility for practitioners

Sam

the impact is about you trying to encourage empowerment

Code: ptmf has utility for practitioners

Sam

I think it helped me, just a lot

Code: ptmf has utility for practitioners

Jude

but I think I think it was helpful to use it in that way and I suppose it kind of made me think

Code: ptmf has utility for practitioners

Pip

I think that was, you know, quite a nice, that was really nice for me to see and have that experience as well

Code: ptmf has utility for practitioners

Pip

helpful for her

Code: ptmf has utility for clients

Alex

I think that's where it had the most utility, rather than us using it to almost... Yeah, we as you said, we did look at it for different people. It was almost more useful for for her I think.

Code: ptmf has utility for clients

Alex

I think she found it really empowering and really useful

Code: ptmf has utility for clients

Alex

So then it kind of empowered her.

Code: ptmf has utility for clients

Sam

I was kind of processing it with her but she was very much in that safe space to kind of reflect on what had happened to her and how that's impacted,

Code: ptmf has utility for clients

Sam

So yeah, I think it enables them to be more reflective as well.

Code: ptmf has utility for clients

Sam

and we've kind of been able to shift that because there's been those feelings of agency, feelings of empowerment, feelings of reclaiming themselves and navigating ultimately, you know, their their kind of multiple identities

Code: ptmf has utility for clients

Sam

But I do think they found it helpful and they hadn't really had those conversations with the parent before, but were very kind of understanding and very thoughtful so I think it was helpful for them to sort of build that link, maybe between parent and school a little bit more

Code: ptmf has utility for clients

Pip

I think kind of in all the different ways that EPs work, it could be used and and helpful in some way

Code: ptmf has scope across the ep role

Pip

So lots of potential.

Code: ptmf has potential to be used more than have already

Sidney

I'm just quite excited about what the framework could create for EPs I suppose so ((pause)) Going back to that idea, I think it's got so much potential and I haven't really dived into it properly, fully yet, not in a longterm way.

Code: ptmf has potential to be used more than have already
Sidney

I'd like to use it more and maybe explore how I could use it in different ways

Code: ptmf has potential to be used more than have already
Pip

also thinking about on on the different levels, the impact of, you know, the systems

Code: ptmf focuses on different levels/systems
Pip

I think it really fits in with Dr. Bruce Perry's work as well about the kind of neurosequential model of how we make sense of trauma and stress. So I do really find that it's really fitting with a lot of the work I do because I often work within teams, of a lot of loss and trauma for the families that I work with, so that the framework does very much align itself with that kind of way of working.

Code: fits with current practice
Sam

I think it fits quite well with the kind of collaborative models of consultation and quite relational models of consultation that I've drawn on before.

Code: fits with current practice
Pip

I think, for me, it's fits in really well with the EP role, and sort of the way that I work

Code: fits with current practice
Pip

I think it it fits in like I briefly said earlier with quite a few of the frameworks that I use, so kind of thinking about systemic models of working and, and working, you know, with the adults around the child but also thinking about on on the different levels, the impact of, you know, the systems and and how that can sort of bring threats from kind of levels of power and how that can impact on a person, and I think yeah, kind of narrative therapy approaches that I sometimes draw on in terms of what kind of narrative is someone telling, and or is being told about someone, but then I think this is quite nice and kind of empowering the person to be able to tell their own narrative in their own words.

Code: fits with current practice
Pip

I think, for me, it's fits in really well with the EP role, and sort of the way that I work

Code: ptmf fits with current practice

Pip

it does fit in line with a bit like how you know, courses are now nationally trying to think a bit more about their anti-racism work as well

Code: fits with wider agendas in Ed psychology

Sam

I think they developed more, yeah, more of an understanding and more kind of compassion for his situation, erm and actually, they were able to kind of, yeah, see him more as a whole

Code: ptmf enhanced compassion

Pip

I think that could help her then, yeah, maybe take that kind of more compassionate approach, so yeah, I suppose in a in a similar way

Code: ptmf enhanced compassion

Pip

think about how we can support all, all members as far as possible in the system to ignite the change that child or young person wishes for.

Code: ptmf encourages multiple people to make changes

Nat

rather than it being empowering sense of let's support you within context

Code: ptmf encourages intervening people to take diff role?

Nat

it enables kind of uncomfortable conversations to happen,

Code: using ptmf to facilitate (difficult) group discussion)

Sam

actually empowering

Code: ptmf empowers people

Alex

I think actually gave her back the power almost

Code: ptmf empowers people

Alex

And I think she found it really empowering

Code: ptmf empowers people

Alex

So then it kind of empowered her

Code: ptmf empowers people

Sam

So, yeah, I think that's been a key factor around that kind of sense of agency and empowerment, and shifting people's thinking consciously about things that often, about how they set boundaries for themselves. That's how I find it really helpful in where they feel more empowered to do

Code: ptmf empowers people

Sam

yeah, the empowerment of the person and agency, you know, it's all about that as well, isn't it?

Code: ptmf empowers people

Jude

it was quite empowering for the parent

Code: ptmf empowers people

Pip

I think I like that it's a very empowering approach in that way

Code: ptmf empowers people

Pip

I think it's a really empowering and positive approach

Code: ptmf empowers people

Pip

I think the impact is to, there's something with the words that are coming up for me Elaine somehow are empowerment and agency

Code: ptmf empowers people

Nat

I think the model kind of draws on strengths as well

Code: ptmf draws out strengths

Pip

thinking about that in all layers of the system, whether it be with the family or school, but also within the wider societal and cultural context is of course a PTFM speaks about a lot.

Code: thinking on different levels/systems

Nat

in an ideal world, considering all of these aspects and thinking more broadly about each child, young person and family would be very beneficial

Code: ptmf doesn't necessarily fit within current world?

Nat

I know it's not one of the main kind of sections

Code: ptmf doesn't heavily focus on strengths

Pip

rather than fixating a focus in potentially often quite a medical model

Code: wider perspective

Sam

It's not kind of, you know, ram it down, expecting everyone to do do this approach. No, it doesn't work like that.

Code: ptmf doesn't demand that everyone work the same way

Sam

it does provide that alternative to kind of that label

Code: ptmf does not label people

Pip

o, yeah, I think that's been a key factor around that kind of sense of agency and empowerment, and shifting people's thinking consciously about things that often, about how they set boundaries for themselves. That's how I find it really helpful in where they feel more empowered to do

Code: ptmf creates active agents?

Sam

yeah, the empowerment of the person and agency, you know, it's all about that as well, isn't it?

Code: ptmf creates active agents?

Jude

I think the impact is to, there's something with the words that are coming up for me Elaine somehow are empowerment and agency, you know, sort of if we understand our stories, and if we understand some of the reasons why things may have evolved as they have or even some of the reasons why we might be behaving or reacting and some of the ways that we, we have been, suddenly we're empowered to be an agent of change in our lives

Code: ptmf creates active agents?

Nat

you know even just to think of Lucy Johnstone's role as a clinical psychologist, and then to think of, how can we, because I think their desire and the hope for it, and certainly my understanding is that it would be broader, it wouldn't live in the realm of clinical psychology or wouldn't this live in the realm even just of psychiatry

Code: ptmf created for clin psych and psychiatry contexts primarily
Nat

maybe use it to link in more with CAMHS and sort of that multidisciplinary work

Code: promoting multi-disciplinary working
Pip

but I think something like this framework could be maybe used to kind of create those links as well.

Code: promoting multi-disciplinary working
Pip

and that could be quite a nice way to sort of link with them.

Code: promoting multi-disciplinary working
Pip

Maybe if they had this as a tool it would create a sense of safety, for conversations to happen in services about maybe just practices within their own services, let alone you know, how they practice with families, in schools, things like that.

Code: ptmf could promote discussions about (ethical?) practice
Sam

maybe build more of a sort of shared understanding cause I think, sometimes with different teams, there might be that perspective of oh EPs work very differently to CAMHS,

Code: ptmf could change perceptions of differences between roles
Pip

maybe it also helps to kind of link in my head EPs, clinical psychs, people having shared dialogue

Code: ptmf could bring professionals together
Jude

I guess it could be maybe embedded into a model of supervision so we kind of tried out like solution circles and things, but actually, I think the framework and the questions you know, could be used to structure you know, supervision and talking about cases

Code: ptmf could be used as to structure case discussion
Pip

I think it it's made me think as well, that it would be nice. you know, it could be maybe something to use more as like an overall model of service delivery

Code: ptmf could be model for service delivery

Pip

I think this could be quite a nice kind of yeah, overarching model maybe for services to use, whether that's in their consultation approaches, or more widely

Code: ptmf could be model for service delivery

Pip

I guess it's the type of thing that our service, we have a model of consultation and there are different sort of prompts within that and different areas that that we usually cover and that kind of draws on different psychological theories and models. And I think this is something that could be embedded into that for maybe particular types of consultations in terms of what we are exploring

Code: fits with current practice

Pip

how just adding them to sort of my prompt sheets and things could be really useful in the future

Code: fits with current practice

Pip

Yeah and I'm even thinking of sort of roundtable discussions with people that were involved but also people that haven't been involved, you know people that are coming to it fresh, and therefore thinking about ways of increasing accessibility

Code: ptmf could be improved upon/ expanded through discussions

Nat

this is quite a nice framework that could be yeah, bigger than individual work

Code: ptmf could be 'bigger' than individual work

Pip

going back to those ideas of discourse, the consultations that I have with the counsellors, trying to bring it back to those key questions about what's happening, what's the meaning, what's going on for this young person rather than kind of um looking at what's wrong with them

Code: ptmf changes conversations with other professionals

Sidney

I thought to myself, this parent has essentially shared what the three first three years of that child's life were, that they've never done before.

Code: ptmf can uncover new information

Sam

I think about slow like, I think erm slowing it down.

Code: ptmf can slow things down

Jude

And gave us an idea of um what could be different, what could be a different view of what children and young people value from education, so sort of drilling down into some of those values

Code: revealing previously unspoken truths

Sidney

You're offering them acceptance and comfort that enables them to kind of shift their thinking themselves in a way.

Code: offers comfort

Sam

again, it was talking about, you know, his experiences of feeling, you know, under pressure, and feeling the threat, what might happen, and things like that

Code: person-centred practice

Jude

using kind of this framework will maybe help them to keep the child's experience in mind when that can feel quite difficult to

Code: person-centred practice

Pip

times where maybe they wish they challenged an adult and they didn't, you know, they're making sense of maybe they might not see it necessarily as you know, trauma, but actually, it's just something that has happened to them that maybe I didn't challenge that adult, and it does play on my mind that you know what, I wish I did, you know, I was like that, what would you say to you, you know, what would you say to your younger self, kind of thing and that's again, that enables them to kind of make sense of how they, how they have shifted their thinking

Code: ptmf can help young people to reflect on/process the past

Sam

where children by using such framework, children and young people in particular, are able to make sense of their identity

Code: ptmf can help cyp to explore/understand their identity

Sam

But particularly that very key aspect from which the title is drawn, thinking always about with every young person and every family, how power may have operated in their life, what threat that may have posed and the meaning that they've made from that

Code: ptmf can guide thought process of ep

Nat

making that part of reframing the journey and what you're trying to do and then the erm yeah, that narrative, I like that narrative, and I like, feeling that he might have something sort of, you know, comment around it rather than just put it into cat-, do you know what I mean, this is a journey, this is maybe what's happened, and reflection

Code: ptmf can encourage reflection around a diagnosis/formulation

Jude

Yeah, I think yeah, it was just, it was positive that I think, yeah it had a positive impact in that the school, you know, developed a more positive narrative of this child because I think I said before they were just very much focused on these behaviours, and I think there was some kind of labelling of him as being, I guess more as one of kind of the naughty children, whereas actually, I think they developed more, yeah, more of an understanding and more kind of compassion for his situation, erm and actually, they were able to kind of, yeah, see him more as a whole

Code: ptmf can encourage a new story to be told

Pip

he's had all of these things going on so of course you know, it's, that's understandable that he's going to be responding in that kind of way

Code: accepting, non-judgmental, curious, empathic approach

Pip

I mean I don't know but I think maybe that helped her with sort of building relationship with the school and kind of her perceptions of different professionals and, and services

Code: changing peoples perceptions

Pip

kind of thinking about systemic models of working and, and working, you know, with the adults around the child

Code: ptmf can be used with the adults around a child

Pip

So I think it's about making that space, you know, any sort of assessment, I use it a lot in assessment with children and young people too, I would say.

Code: using for EP assessment

Sam

supervision

Code: use in supervision

Sam

coaching

Code: ptmf can be used in coaching

Sam

I think, Well, I think this kind of links to it, but very much in like a formulation-y kind of way. I think it's a nice way of formulating and looking at cases and formulations

Code: ptmf can be used for formulation

Alex

I've equally used it in consultation a lot.

Code: ptmf can be used for consultation

Sam

that's not to say that you you couldn't use the framework as well

Code: ptmf can be used alongside diagnosis

Pip

as I said it's a BPS document so it's sort of a psychological document but it was still, it was the family therapists were benefiting from it

Code: ptmf can be used/understood across disciplines

Alex

if say as an EP I talked to teachers about it or I talked to SENCOS, that kind of thing. I can imagine it being useful in the same kind of way, like I don't think it's like exclusive to psychologists.

Code: ptmf can be used/understood across disciplines

Alex

I think it's not an exclusive to psychology, I don't think you have to be a psychologist to apply it, which I think is quite nice about it.

Code: ptmf can be used/understood across disciplines

Alex

kind of positive psychology approaches as well, like with that case, taking that more strengths-based approach. I think this is a very positive model

Code: ptmf draws out strengths

Pip

because our next phase is to maybe write something a bit more robust round the power threat meaning framework and our data, so drill into it in more detail.

Code: light touch vs in depth use

Sidney

but I really like how it's a quite a flexible approach

Code: ptmf can be applied in different ways

Pip

We might be sort of using it but you know, just kind of us having a framework to hook on to is useful

Code: ptmf boosts credibility of things EPs already doing

Sam

come about this from a traditional 5 Ps kind of formulation sort of model, cause I was more familiar with that model in most sort of in day to day work and so we did, we did started to do that bit of case work and then I started to, kind of starting to read and come upon, this was in 2019, more stuff around the power threat meaning frame-, and I really liked that and it really resonated with me around let's get away from the erm diagnosis at the [inaudible] (hard and fast) and really get into narrative

Code: ptmf as alternative to 5ps

Jude

Yeah, I can almost imagine like, so some services or some, I don't know, schools or whatever will say oh, we're a trauma informed or we're an attachment informed this, I can almost imagine it being integrated like that, like it being a basis for practice in a particular setting or um

Code: could be model for service delivery

Alex

a very stuck case

Code: ptmf as a lubricant

Alex

I think that they had already had a few sessions uhh and they were quite stuck

Code: ptmf as a lubricant

Alex

to help them become unstuck.

Code: ptmf as a lubricant

Alex

because we were we had a block but the SENCO really quite negative, probably don't say that anywhere, and it unblocked, because she could see what was how he interpreted his words

Code: ptmf as a lubricant

Jude

framing and looking at this case

Code: PTMF as a lens

Alex

for the young person herself, almost give her a way of looking at it. I think it was, that was where it was most helpful was giving her a way sort of looking at things

Code: PTMF as a lens

Alex

made her yeah, look at it in a more useful way

Code: PTMF as a lens

Alex

really kind of holistic and very wide way of seeing

Code: PTMF as a lens

Alex

I think it's a nice way of formulating and looking at cases and formulations

Code: PTMF as a lens

Alex

looking at the threats inherent within the system, systems around the boy in question

Code: PTMF as a lens

Jackie

So the power threat meaning framework was just a really good way to make sense and get meaning of the views that pupils were sharing with us, and then to understand it through that psychological lens as well.

Code: PTMF as a lens

Sidney

as like this alternative view of looking at experience really

Code: PTMF as a lens

Sidney

then you could think about with education health care plans, all of those type of things seen through this lens

Code: PTMF as a lens

Sidney

I think it's kind of remained in my thinking

Code: ptmf as a guiding principle?

Alex

really have it in the back of my head sort of the whole time.

Code: ptmf as a guiding principle?

Alex

it is a really sort of good way of thinking

Code: ptmf as a guiding principle?

Alex

I've just kind of just had it there in the back of my head

Code: ptmf as a guiding principle?

Sidney

then we've referred to it as one of our, you know idea, grounding our ideas in it

Code: ptmf as a guiding principle?

Sidney

but it's certainly guiding my thinking and my questions around things

Code: ptmf as a guiding principle?

Sidney

it does, but it's more of a personal approach

Code: ptmf as a guiding principle?

Sidney

So yeah, I've probably drawn on it without kind of realising or actively using those specific questions, I think yeah, it has sort of impacted on my my practice in that way

Code: ptmf as a guiding principle?

Pip

it's more that it's always in the background, a core principle of a formulation

Code: ptmf as a guiding principle?

Nat

so it was a bit dynamic and it wasn't, you know, a finished article

Code: dynamic process

Jude

I feel like this framework enables a very kind of non-threatening, obviously very kind of cu-, professionally curious narrative approach, which is part of the understanding and I think families need that.

Code: more curiosity

Sam

we're psychological thinkers so we, we do have an opinion and a voice and we might be able to use some of the theory and the frameworks in a way that's not just standing on a soap box and shouting. We can use the psychology to make a good argument.

Code: psychologists offer a unique perspective

Sidney

we need to be thinking a bit more abstract

Code: EPs can and should acknowledge complexity

Alex

I think it's things that we as psychologists can explore with children, young people and families and I think that we should

Code: EPs can and should acknowledge complexity

Alex

I think that as EPs we have we have the power to be able to do that and we should be doing that.

Code: EPs can and should acknowledge complexity

Alex

So my my real strong interest, erm my training, because I've trained so long ago, my undergrad for example, years ago was a bit of a mixture of clinical psychology and educational psychology. I trained [abroad

Code: psychologists background/interests may matter?

Jude

I think it's probably just my own sort of, I think it's probably coming from my work before and casework before and thinking about just, you know, the presentation of the young people and it seemed to, you know, the kind of complex autism profile and then sort of you know, muddled lines of sort of mental health and wellbeing seem to kind of you know the girls like menstrual cycle you know and the kind of up and down in mood and well there's a long history isn't there how people view women presenting in terms of mental health and how men presenting are internalising, externalising things. So I was I was just sort of interested in that just generally and probably erm yeah, just some of the kids at work were making an impact on me and staying with me and you know, you kind of think oh, how can we can we work with this a wee bit more, you know, is there any just sort of, yeah, ((inaudible)) (feelings of safety you want) to include but yeah

Code: psychologists background/interests may matter?

Jude

tight knit family. Sort of Bangladeshi background, really all living together.

Code: proximity equals closeness

Alex

So it's, it's okay to make sense of them equally, you know, because the space we're using is safe enough to be able to then tap into that, that feeling really safe, you know, for them to do and that can shift to then their professional identity and that's what's happened really in a lot of these cases where they're able to hold better boundaries, better accountability

Code: prompting people to take ownership of own identities/behaviour

Sam

how do you show people that you can add something without doing cognitive assessments all the time or diagnosing things

Code: professionals need to have something to add

Jackie

thinking about how to make sense of the young people's experiences around this kind of unique framework, I suppose

Code: professionals making sense of people's sense-making

Sidney

how are we making sense of it.

Code: professionals making sense of people's sense-making

Sidney

the school, the practices the school were putting in place that were further exacerbating his distress. Also, social care being part of the problem too

Code: professionals can be part of the problem

Jackie

that's just another way that power's operating, isn't it? Like us as the professionals bearing down with our language in our reports

Code: professionals can be part of the problem

Jackie

Compared to the power threat meaning framework where we're talking much more, you know, thinking about how are the actions that we're taking in school, further perpetuating this problem? You know, it's like, for the girl that was an inpatient in an eating disorders unit. You know, how is that experience of being in a unit furthering her distress?

Code: professionals can be part of the problem

Jackie

The roles that they play, but also how their involvement can actually further... you know, can actually do harm sometimes.

Code: professionals can be part of the problem

Jackie

using medical language as a way that bears down upon our perceptions of young people

Code: professionals can be part of the problem

Jackie

am I actually part of the problem? Yeah, am I part of the problem and how can I not be part of the problem here?

Code: professionals can be part of the problem

Jackie

whereas usually, you know, it might be the professionals

Code: professionals can be in the expert position

Pip

they just didn't, they just saw me as an extension of the school

Code: professionals blending together - is there any difference?

Jackie

give up our power, then what have we got?

Code: professional power is necessary

Jackie

You know, it goes into this kind of, you're a professional and you must but actually if I'm really shocked by something they've said, I will name that. I'm like, that's really shocked me and I'm just wondering for you how that must feel because you know, when I hear that, these are the things that come up for me in terms of what I think you might be feeling, but tell us a little bit more what it was like for you and then obviously that enables them to feel really safe, that I'm naming kind of authentically.

Code: need to build trust

Sam

And I think that's important, especially for young people, as they're trying to navigate their kind of identity and appreciate their kind of lived experience and acknowledge the harder bits of it

Code: processing past experiences is part of identity development?

Sam

I think like maybe that's what happens when you're a trainee that you're writing your placement files, I don't know what it's like at the Tavi, but where I was it was you writing your placement files and your making sense of them as you go, but then perhaps it's the actual, the act of writing it up that is the greatest learning subsequently

Code: processing and reflecting through writing

Jackie

And to kind of think about actually, you know, at school he's doing fine, the school don't have a problem. The issues are really all at home and maybe I need to work on myself.

Code: problems can be located within one person/place

Sam

that it's always gonna be shifting

Code: problems are fluid

Sidney

Where, you know, it's like I remember working with a parent where it's like, oh, someone made a comment, and especially in those situations where I think there's, you know, real inequalities where there was a parent who happened to have children from, five children from all different fathers

Code: privileged people don't have 5 children with different fathers

Sam

I wanted to try it a bit more systematically and develop it more but I didn't for different reasons, pressure on different type of case work possibly, get that done, you know the pressure to get to the end of a, towards the statutory process rather than a journey, that pressure and now that pressure's really quite intense

Code: pressure to move to an end point (EHC?)

Jude

I think that was, you know, quite a nice, that was really nice for me to see and have that experience as well

Code: liking ptmf

Pip

I feel like it's, I kind of need to keep my interest in it going and then I suppose it's like a lot of things that if you're not kind of challenged, often, to stretch your thinking, then you just go back to what you were used to using

Code: being stuck in their ways

Jackie

And some psychologists who are just not willing to use it because they're quite fixed in their kind of secure toolkit, if you like, of things

Code: being stuck in their ways

Sam

And I think practice would be really good. Just lots of practice with it so I'm more I'm quick at going through it

Code: practice going through PTMF needed to improve fluency

Jude

obviously back down practical roads and things like you know, practical things to give messages about, you know, about how he can communicate better or zones of regulation or wherever that might be at the time, can't remember now back, but it turned out quite positive I think for him

Code: practical ideas part of positive outcomes

Jude

of course, there's an instant power differential there, isn't there, with the children and the young people and then their teachers and the senior management, also one of my teachers in consultation thinking about their place in the school system

Code: power operates within school systems

Nat

And I think that that whole, I mean we could probably look back at the whole sort of history of the last ten years of the EPs and where we are now using the power threat meaning framework. You know, what is happening to us and what's going to happen to EPs as well, so um.

Code: power is operating (negatively) in the EP profession

Sidney

it just strikes me as being so, so central.

Code: power is important

Nat

so obviously we've got a lot of kids that had to need foodbanks

Code: poverty is endemic

Sidney

I think I'm not sure I kind of in terms of kind of how I fed back to them it was more sort of what I had formulated was going on and kind of, yeah, helping them to understand, I guess from his experiences from what we had discussed, but I guess it's made me think, oh, it might be interesting to present it more as, you know, tell them a bit about the framework. Maybe that's something I didn't do. But yeah, that that could have been something I could have done.

Code: potential to be more explicit when feeding back

Pip

the takeaway message is I think if you're doing this, I think it's better done on paper in formulae rather than sitting with a laptop. I think that puts a barrier

Code: set-up impacts on process

Jude

maybe sort of taking a bit of a step or a break or physical break and then going, okay, you know, do you want to talk about maybe next steps today or should we come back and revisit that, or should we just say, is there something we need to explore a wee bit more

Code: physical separation between story and solutions

Jude

I like that it's very kind of person-centred

Code: person-centred practice

Pip

You know, I think that's helpful for leading to more effective outcomes

Code: leading to different outcomes

Pip

But there was a, it was all threat response. Everything was going on was like a threat response, bodily things going on.

Code: person is not at fault

Jackie

just how overwhelmed schools are with material and things to think about. I think that just feels like too much.

Code: perception that schools couldn't handle more to think about

Nat

it can feel quite scary I think when she felt quite threatened so she was kind of saying she really wants to be there to support him but she's finding it really hard

Code: people working with children also have feelings

Pip

this is something that we need to fix within you

Code: people with diagnoses need other people to fix them

Nat

actually having that was really useful for then everyone to sort of be on the same page and the same understanding

Code: people thinking similarly is better/desirable

Pip

but then I think this is quite nice and kind of empowering the person to be able to tell their own narrative in their own words

Code: people should be able to tell their own stories

Pip

I'd like to make some prompt cards, that's my next thing I think that I wanna just cause I've got them. I've made little, I've made little prompt cards, I've made, it's like, you know, guidance so what I would like to do is do it in a more visual way with people so they've got ownership

Code: people should be able to see and work through ptmf resources

Jude

how we could really be helpful in progressing this child on and helping her get through it

Code: people need to move on

Alex

the focus was obviously on helping the young person in school and helping her to sort of move forward

Code: people need to move on

Alex

finding ways of making sense of them, and moving forward

Code: people need to move on

Alex

So I think you know where that's really clear, I would I would get a sense that you know, from reading this that I would make that really clear from what I share explicitly, my understanding and say, you know, tell me a little bit about, do you feel like that's that that kind of summary I have about the story today is accurate, or do you feel there's key aspects that are missing, um and that's been really helpful actually, because then they've kind of shared you know, the other things that have happened, which, again, have felt really safe for them to do because I've kind of acknowledged aspects of the story that don't need repeating again, because, you know, that's a bit like assessment paralysis, otherwise, for them and again, but actually, there's no intervention or there's no moving forward for my child

Code: people need to get something in exchange for a story

Sam

And I'm very young in my thinking about it from a critical point of view, because I guess I came to it and was very much delighted it's actually being written and is out there.

Code: aligned with views

Nat

So I use it a lot with families, I would say, because, with families, you are empowering them. To move away from the diagnosis model.

Code: people have little choice in the diagnostic model

Sam

I was like, you might wanna look into that, just talk about it. And you know, I'll mention this like in the sense that I'll say I know, I saw this and just check it out and stuff because it'd be, it's important that we, you know, you only know what you know, otherwise it kind of Johari's window, and it's important that you have an awareness of it so I do think that you know, it needs to be very much taught on the course

Code: people don't know what they aren't told about

Sam

Do you actually ask questions like this? What are you scared of when you don't?

Code: fear holds people back

Sam

They're more curious around how things have been for me in that I am his lifelong attachment figure, you know, those early years, it was just him and me. So she was like, no one's ever really asked me about that. They just knew that I moved from the city but they know they didn't really, they weren't ever curious about that. And there's never been a mention of that.

Code: valuing professional curiosity of EPs

Sam

the father had taken the his brother's side and was like, no, this can't possibly be happening, there was a lot of denial

Code: stories can conflict

Alex

Only, I suppose something that I grapple with is how to keep it alive in my mind, in my heart, because there's so many things to keep alive.

Code: too many things to keep in mind

Nat

You know, just take the pandemic, for example, you know, that was a very, you know, significant threat for everyone.

Code: pandemic was bad

Sam

But it's like okay, how do you make sense of that? How did you adapt, how did you survive you know, what was your go to kind of stress regulation, how did your stress regulation system,

Code: people can have different experiences of the same thing

Sam

I didn't want them to feel threatened by it because I guess it was quite different to anything that they had sort of explored before.

Code: people are threatened by newness

Pip

this boy was hiding in the toilets a lot. And they would say he's hiding there because you know, he's being silly or he's being not like anything beyond like, why might he be hiding there?

Code: people can create and tell narratives about other people

Jackie

what kind of narrative is someone telling, and or is being told about someone

Code: people can create and tell narratives about other people

Pip

I think within this particular school, you know, a lot of the families were struggling with similar difficulties which the school was supportive of, but I think for them, it was just it was quite kind of normal, they were almost kind of desensitised to it, but I think maybe that's why they didn't sort of pick up on those things as much

Code: people can become desensitised to common social issues

Pip

But I think with the report and the actual pupil views work it's created a bit of an interest in it.

Code: people benefit from seeing others doing things

Sidney

you're healing yourself from stuff you've probably pushed down because you don't you you know, you don't want to kind of tackle it in a way yourself because it's easy, isn't it, not to think about it, and it's safer for you

Code: people avoid thinking about bad things

Sam

this is what you have diagnosis

Code: people as passive (having) vs. active (doing)

Alex

Otherwise, you could leave them feeling very vulnerable,

Code: people are vulnerable if not understood

Sam

And quite quickly I learned that there was just so much going on at home, and his dad had recently gone to prison, their housing situation was really, really difficult and sort of struggling with things like poverty and lots of social issues going on

Code: people are impacted by many issues at once

Pip

I liked the way it sort of de-pathologised sort of things,

Code: pathologising is bad

Alex

How do we make sense of that with parents so that they're able to then break cycles?

Code: parents have autonomy/power to break cycles

Sam

Empowered her in the sense that she was asking me then how do I sort of put in boundaries better, how do I,

Code: parents are not always empowered to ask questions

Sam

and they they the parental requests have just been, they leapfrog things you see, and then we have to go and see the kids because that's part of the statutory process, and that's a bit depressing

Code: some parents know how to get around systems

Jude

I was like, wow, this is significant, because, you know, how do you understand that to fit with his kind of needs and stuff?

Code: parent as the expert?

Sam

I guess she was kind of put within the expert position

Code: parent as the expert

Pip

The reason being where SENCOs are very stressed or used, for example, during the pandemic about where they had to shift, you know, and kind of and adapt, like, all of us, but I think a lot of the heads were, you know, under a lot of kind of stress.

Code: pandemic was bad

Sam

I think from the school's perspective, and I don't know if you've come across this, from the school's perspective, I was part, I was like a tool to facilitate his exclusion

Code: others may try to use EPs to achieve certain goals

Jackie

just to, yeah, just agree that this child is defective, and please take them away

Code: others may try to use EPs to achieve certain goals

Jackie

I'm trying to remember who brought it and I believe it was a clinical psychologist who brought it to the supervision group

Code: other professionals using ptmf

Alex

multidisciplinary element is quite important, because otherwise we wouldn't have put it into practice.

Code: other professionals using ptmf

Alex

It's resisting stuff, isn't it? Which is and, it is like that, I think, in our work it's like this tidal wave of kind of like, I don't know, if it's different where you are, but tidal wave of demand for cognitive assessments, just to, yeah, just agree that this child is defective, and please take them away. You know, look how *low* they are. It's like, and it can be overwhelming

Code: other people's expectations can be very forceful/strong

Jackie

I think they just kind of implied that it was like, a bit wishy washy. But that they thought it was useful. And I said, well, you know, this is very much where we come from anyway as EPs

Code: other people might think eps are wishy washy

Jackie

So I, you know, checked out with her permission that I could also put that in the advice, in the formulation

Code: other people can have a say over eps writing

Sam

and I just thought to come on in and say, you know, oh he's seeking adults, it was just, that was what, it was too surface level.

Code: other approaches ignoring complexity

Jackie

it's like quite a structured process you go through for children at risk of exclusion, and it's got like resources that you work through with the children to kind of seek their views and then but it's based on sort of functional analysis of behaviour. So it's like a behaviourist approach. (Right.) It wasn't adequate,

Code: other approaches ignoring complexity

Jackie

Oppositional Defiant Disorder, he's even got that one, you know

Code: some diagnoses are extreme/rare/ridiculous

Sam

but try not to lead it but just try and explore

Code: Eps not necessarily leading

Jude

Something I definitely find really difficult as an EP and then find myself sometimes feeling that I'm not doing a good enough job

Code: not acting in certain way is a personal failure

Nat

yet in reality certainly in my personal experience, I find that difficult.

Code: not acting in certain way is a personal failure

Nat

And I refuse to get my child medicated, she made that really clear.

Code: not everybody agrees with medicalising children

Sam

I'd like to say training, and I'm thinking maybe they didn't get training, but before I started the service, I guess, yeah, training but training where it's really tailored to how this is applicable for EPs.

Code: not all training is useful

Jackie

here's the human behaviour that's happening

Code: normalising responses

Alex

It's okay that it's happening – it's just a natural response. And some people respond like this and that's, that's okay, and some people respond like this, and that's also okay

Code: normalising responses

Alex

that child or young person is just doing this as a coping mechanism and that's, that's okay

Code: normalising responses

Alex

you know, the seemingly straightforward cases where it seems to be a literacy difficulty

Code: no cases are genuinely straightforward

Nat

they realise that they actually are competent and confident and I think yeah, to develop competence

Code: new things make people feel incompetent

Alex

it's likely he had really significant speech and language difficulties actually

Code: needs are a bit of a mystery

Jackie

You know, let's just talk about it.

Code: needing to talk things out

Alex

the more you get people to bounce ideas, they realise that they actually are competent and confident and I think yeah, to develop competence, just by talking to each other and bouncing off each other, I think would, would probably make it um a lot more doable.

Code: needing to talk things out

Alex

then making sure I get that feeling that I'm more comfortable with of the solution focused stuff

Code: needing practice to link ptmf to solutions

Jude

I think I need to improve my erm my tools and my practice about using it possibly

Code: need to do more to get better with ptmf

Jude

I think I've been able to do the these kind of joint narrative options are better when you build relationships with people over over time

Code: importance of building relationships over time

Jude

So I literally just took in the frame, I'll show you because it might be helpful because this is the thing that it needs to improve as well. So I was jumping around a little bit from two different formulation sheets, so big massive one, and just kind of my notes and I knew where I was kind of going from the different headings because I had you know been teaching myself where they are.

Code: need for good ptmf resources

Jude

to be able to stop and say, um, actually it sounds like that's really a really important aspect. Is that something we can spend a bit a bit of time over?

Code: importance of building relationships over time

Nat

I don't think you know, they were meaning to do that

Code: narrow focus can be unintentional

Pip

And I think yeah, that was really helpful in terms of then their next steps that they took to supporting him and working with him.

Code: narratives have an impact on intervention

Pip

I would've been more previously into saying, oh, they've got autism, they've got ADHD they've got this and you sort of put that in one little box and then this is you know what I used to do a bit more, you know you put that in one box and then you move on to the next thing rather than saying what's that, what does autism look like for that person? What does ADHD look like for that person? You know, on my report sheet, you pull it out a little bit, but I think erm, just, not not not just categorising the diagnosis and moving on

Code: moving on from distinct categories

Jude

otherwise, we're just doing a sticking plaster approach often

Code: most problem solving approaches don't help long term

Sam

link, linking it, as you said, with other stuff out there that's perhaps similar but slightly different, so that people again aren't having to feel like they're picking and choosing but the essence of it that perhaps is the essence of a lot of things that we do is the same

Code: more people may embrace ptmf if it doesn't feel so alternative?

Nat

I would like to almost study it further

Code: more learning needed to understand the ptmf fully

Alex

almost study it more, to be able to integrate it even further

Code: more learning needed to understand the ptmf fully

Alex

I'd want to read deeper into it, and really get my head around everything so that I could properly integrate it further

Code: more learning needed to understand the ptmf fully

Alex

it would need to be one of those things that you discuss regularly, had in the forefront of your mind regularly. I think you'd want to, the more you discuss it, I think the more you can integrate it

Code: more learning needed to understand the ptmf fully

Alex

I'm still getting my head around it and the ways to use it

Code: more learning needed to understand the ptmf fully

Sidney

And even talking to you now it's just like I've got so much more to learn about it.

Code: more learning needed to understand the ptmf fully

Sidney

So, I mean, I would say I'm in fairly that kind of early stages,

Code: more learning needed to understand the ptmf fully

Sam

It's nice to remind myself that I'm still like, you know, kind of learning about it

Code: more learning needed to understand the ptmf fully

Jude

but when I wrote it up, I kind of tried to put it in the right sort of areas as best I could, so sort of leading them but no directing them too much as an as a trial, you know, so.

Code: need to model the use of the framework

Jude

So, I guess I know the framework was created, maybe more for an alternative to mental health difficulties and you know he wasn't experiencing mental health difficulties

Code: mental health difficulties not essential to use ptmf

Pip

one of my other real worries really strongly is around the use of overuse of medication as, you know, chemical restraint, so, really worried about that

Code: medication is being used to restrain too many children

Jude

That paediatrician may have given that diagnosis, um or a medical professional. And I'm also curious about the other aspects of their kind of story if you like.

Code: medical professionals don't always consider same aspects

Sam

to try and get to the root of the meaning and stuff behind it, and I think that was, that was where the framework felt quite important.

Code: meaning is key

Alex

the meaning that that young, and that's the important thing, isn't it, Elaine? It is of course it's important what happens, but even more so is what, what has that young person, that child, that family taken from that experience and how has that impacted then on their perception of self and their experience of life, of school, of everything, really?

Code: meaning is key

Nat

I would've read it, I guess, but I wouldn't have put it into practice, but I did see it, funnily enough I think I did see it and then they brought into supervision, I was like oh, I saw that. So I would have seen it but I wouldn't have put it into practice I think if it wasn't the whole multi-disciplinary team situations

Code: may not put things into practice until discussed/seen by others

Alex

a lot of the senior management were quite resistant to that and naming some of that was, was very difficult. And I think unless you kind of, services need to be openly talking about these kind of frameworks, so that you're kind of able to have more courageous conversations ultimately

Code: managers resistant to new/different approaches

Sam

was some of the more positive sort of experiences, how they were making the most of what they'd got

Code: making the most of what you have is positive

Sidney

and I just sort of made a bit of an [inaudible] sheet so that I can kind of em guide me in terms of what I was doing.

Code: making a prompt sheet for the ptmf

Jude

that was just for a statutory assessment.

Code: lots of depth is unusual for statutory assessment

Sam

he'd been essentially stereotyped really

Code: losing the individual

Jackie

we looked we wrote everything up in terms of a standard sort of formulis-, formuli-, formulation together, but then we re-approached the case from a power threat meaning framework

Code: looking at the same case from multiple angles

Jude

it's going to then develop a conversation around really developing your relationship with the school further, about what support they can offer you, you know. It might be even that, you know, they can support you in the wider context around kind of your skills and things because, you know, a lot of is around her kind of self-care and identity

Code: looking after adults to look after children

Sam

And we did talk about how part of that is, you know, the importance of her kind of, you know, focusing on her own wellbeing and making sure she's got the support strategies in place for herself so that she's able, you know, to provide a containing space because also, understandably, it's really difficult for her.

Code: looking after adults to look after children

Pip

therefore that kind of longer term view and that longer term work, doesn't happen in the same way

Code: longer term work is early intervention/preventative

Nat

it was a case that I suppose kind of lasted the whole of my Year 2 placement

Code: longer engagement with client

Jackie

I've changed roles slightly so I've got a different role and the idea is to potentially hopefully have a bit less of a full on time as I did as a full time local authority EP and have some time to read and think about the framework and some ideas around education a little bit with more time and thought.

Code: local authority EPs don't have time to read or think

Sidney

narrative, systemic way

Code: links to other theoretical frameworks

Alex

fits in really nicely with that. The systemic and the narrative elements of it fit in really nicely there. And I think yeah, it is about kind of stories and it can they can fit into the narrative element, their like life story, what's happened to you, I think that could intertwine quite nicely.

Code: links to other theoretical frameworks

Alex

narrativity elements and those systemic elements

Code: links to other theoretical frameworks

Alex

it's narrative underpinning and I'm quite interested in narrative psychology

Code: links to other theoretical frameworks

Jackie

I think trauma-informed and power threat meaning framework are kind of, they're generally comfortable but there is a different narrative, isn't it, it's more like medical model the trauma informed stuff.

Code: links to other theoretical frameworks

Jackie

it is like it feels to me, it's just like the, the whole narrative approach

Code: links to other theoretical frameworks

Jackie

social constructionist orientation, where we trained, where I trained. And so for me, it just felt like a very kind of comfortable kind of orientation

Code: links to other theoretical frameworks

Jackie

I think it maps on really well to Bronfenbrenner's ecosystemic model so, we were using that a lot but I can see how it sort of parallels with all of those kind of things, it kind of dovetails quite nicely really.

Code: links to other theoretical frameworks

Sidney

You know, we use Bronfenbrenner, we use kind of various frameworks don't we, as a way to make sense of development and education

Code: links to other theoretical frameworks

Sidney

I do a lot of this anyway to be honest in a lot of my kind of dyadic developmental psychotherapy

Code: links to other theoretical frameworks

Sam

that's probably why we're kind of seeing them

Code: life challenges lead to behaviours that lead to ep involvement

Sam

a place of very reduced power. And therefore in terms of the PTFM a very increased threat as well.

Code: less power equals more threat

Nat

So from that experience, I think it was helpful because I love doing that because actually I learn loads as well. So it's really nice to be able to get in a space where you know, I was like oh show me some articles that you're reading, do you feel like you're using that and they will ask you oh we

always see you using this approach and they kind of put a hook on to it. So that got me kind of more intrigued by it.

Code: learning from supervision (even as a supervisor)

Sam

I think maybe the multidisciplinary element is quite important, because otherwise we wouldn't have put it into practice.

Code: learning from other disciplines

Alex

I think that's when things, behaviour can often shift where it's quite entrenched or really difficult situations just making meaning around that, for for whoever you're kind of supporting

Code: learning leads to change

Sam

saw it being used was actually in family therapy

Code: learning by observing others

Alex

I probably would have anonymized it and sent it out to them for their information but I give them a little, a little mini handout about what general formulation looked like and then maybe what this, how this might format really and, yeah so it's been a wee bit more of a training, bit more of a let's explore it through casework.

Code: learning about the ptmf by seeing it applied

Jude

being, bearing in mind I'm on a journey with all of this, I'm not like you know

Code: learning about formulation/the ptmf is a process

Jude

I think it's the name. I think it's a lot, kind of power, threat, meaning it sounds like a superhero or something doesn't it?

Code: language of framework is offputting

Jackie

And I think that does put a child and a young person who are having those experiences in a, in a place of very reduced power

Code: lack of knowledge reduces power

Nat

interested in what our clinical knowledge tells us about cases and casework and how we do formulations and what that looks like

Code: knowledge impacts on the formulation process

Jude

I know what I'm asking, you know my own models so I can kind of interpret it well

Code: knowing model well will help with interpretation

Jude

we discussed this, and we talked about how we could integrate it with this particular case.

Code: joint reflections

Alex

there was a parent who happened to have children from, five children from all different fathers

Code: its not typical to have 5 children with different fathers

Sam

the SENCO really quite negative, probably don't say that anywhere

Code: it's not ok for eps to say certain things (eg sencos are negative)

Jude

We tried to get it out to, you know, our MPs and things like that

Code: it's not easy for EPs to disseminate info to MPs

Sidney

I'm not being forced to reflect upon what I'm doing all the time, which is what you have to do in your training. You have to voluntarily do that through supervision.

Code: it's hard to choose to reflect

Jackie

shifting from this kind of why is this happening to me kind of narrative to what is this teaching me? And I was like that's amazing

Code: it's good to be able to accept what is happening

Sam

You can maybe you can do both. I try and kind of do, do both where I can but like, it can be incongruent,

Code: it's difficult to marry different theories/positions

Jackie

I kind of felt like I just don't think they sit well together.

Code: it's difficult to marry different theories/positions

Jackie

There's quite a few colleagues that haven't necessarily heard about it much, or hadn't had a lot of experience with it, so it sent them off thinking about it and reading more about it so even if it just has that ripple effect of even more people in the EP profession finding it a useful thing to read, I think that was beneficial

Code: it would be good if more EPs used the ptmf

Sidney

Like, again, that sharing narrative, that shared journey.

Code: it takes time to develop a shared narrative

Jude

they need to have that diagnosis, you know, which I don't necessarily agree with

Code: it might be a bad thing that diagnosis is needed

Pip

This is a 10 year old child now, and no one's maybe and she's actually said no-one's actually asked me that what, no one no one has.

Code: it is surprising that nobody has asked about early experiences

Sam

Like as if it's a journey so that's there, and then try and not let people jump to the end where we're going, to try and keep coming back just sitting with that journey

Code: it can be hard to stay in (keep people in) the story bit

Jude

I guess a lot of the things that came up affected her as well as the child. So I guess, yeah, more of that sort of systemic approach

Code: issues can impact multiple people in a system

Pip

so I'll probably see if I can introduce this a little bit more with my specialist schools, I've got two autism specialist schools so I'd like to do that and there might be something that you've helped me think about a little bit more today that I'd like to do a bit more with them, you know, around that bit, got a lot of kind of pressures in case work at the minute, and so that will be good maybe to do some, to do that. I did erm some mental health training with one of our specialist provisions and we did we drew out formulation with them, general formulation, not so much on the power threat meaning when I was because I hadn't been doing it as much, but if I did do it I would probably try to introduce it a little bit more

Code: introducing the ptmf to special schools

Jude

the school were very much focused on the dyslexia erm and they had sort of put in lots of literacy interventions and really, I think they had quite a, it was a quite a thorough but quite rigid, sort of pathway they followed for dyslexia,

Code: interventions based on diagnosis

Pip

how is this impacting the whole family? Like how is this now almost bouncing off wider responses?

Code: interactions between threat responses

Alex

what was the mechanism of, you know, coping for each person, like what was, you know, but also try and fit that in together.

Code: interactions between threat responses

Alex

I just kind of thought of it cause of the narrative therapy one that another service is using just made me think

Code: inspired by knowledge of current practice by others

Pip

You know, look how *low* they are

Code: info gathered by EPs can be used to pass judgments

Jackie

jigsaw service from Ireland and they've got a lovely training on their webs-, just informal sort of conversations around things on their website as well

Code: info about ptmf freely available

Jude

I guess in terms of their pathways for support, just you know, acknowledging that, you know, sometimes it can be helpful to take more of a flexible approach and person-centred approach rather than just sort of rigidly following ways of working

Code: individual responses are often needed

Pip

depending on the situation, different things work better,

Code: individual responses are often needed

Pip

I think maybe then it's just about taking that individual approach, what works for them?

Code: individual responses are often needed

Pip

I would like to develop to make, make it better for me

Code: individual practitioners can tailor resources

Jude

and then you're thinking what am I going to put in place, you know, at an actionable level next time

Code: in-depth reflection can impact future practice

Jackie

And in an ideal world it would be, and on paper, one could say it even i

Code: in-depth exploration should be part of the ep role

Nat

I had already had a good, a good heavy conversation about the the particular child

Code: in-depth conversation is positive

Jude

I was a bit sort of like leaving them in to say, I hear what your saying, and it's understandable

Code: including different people's perspectives so they feel heard

Jude

I think it being a multidisciplinary team was really helpful. Having, basically having loads of discussion

Code: importance of collaboration

Alex

that's always quite an interesting conversation to have with a member of staff

Code: importance of collaboration

Jackie

So this was something that I did part of the local authority that I work with but we joined with other local authorities as well so that it was a wider bit of work

Code: importance of collaboration

Sidney

dialogue with the parents

Code: importance of collaboration

Sam

you know, get other people to help each other really think about this,

Code: importance of collaboration

Jude

then we decided collaboratively on the next steps, so I had a few ideas for different things to put it in place but actually I think it was more helpful that that was more of a collaborative discussion between everyone on how to support him and sort of thinking about supporting him emotionally around emotion regulation, and sort of taking a more nurturing approach kind of all of those things, but, but kind of letting the school kind of come up with that and his mum as well, I think then they took a bit more kind of ownership of those next steps.

Code: importance of collaboration

Pip

And I think the school were also seemed very receptive to it. I think, maybe kind of through taking that collaborative approach,

Code: importance of collaboration

Pip

new SENCO, people leaving all the time

Code: impact of staffing changes

Jackie

to kind of develop more of an understanding of him. I think it that had a had a real positive impact.

Code: impact of ptmf was increased understanding

Pip

school was like inadequate

Code: impact of low ofsted grading

Jackie

So I know that in your information sheet, you're kind of looking for quite an in depth engagement with it on one case

Code: imagining what the researcher wants

Jackie

I didn't answer your questions probably.

Code: imagining what the researcher wants

Jackie

So I've had in coaching and supervision, lots of senior management kind of make sense of, actually, we've we've probably talked less, we'll probably talk less about our sort of professional identity, but more about personal identity. And I was like, well, they can co-, they do coexist. You know, I was like, I'm a psychologist, but I'm also a mother, I'm also wife, I'm also a sister, you know, we have all these various roles and we're navigating all of them. So it's, it's okay to make sense of them equally,

Code: identities are intertwined

Sam

that's just human. You know, that's just that's understandable, isn't it?

Code: human nature is to want to do the easy thing

Jackie

I guess it depends on what service you work in, but for me, and kind of where I work, I don't see the EP role as diagnostic, I see it as more working in that more holistic way to think about, you know, someone's

experience, and how we can support them so I think, for me, you know, fits in the framework fits in really well with my role

Code: how one sees ep role may depend on context

Pip

the other thing I'm really, really sort of worried and concerned about is another piece of work I'd like to develop more is our children are, especially our young girls, who are non-verbal, even if they don't have the words, the dialogue to tell you about what's happening, so I would like to explore the power threat meaning framework probably in that way to see how we could advocate for young people who can't actually physically, maybe communicate verbally, are pre-verbal or whatever

Code: how can the framework be adapted for non-verbal people

Jude

So I guess I would hope that maybe it had that wider impact on the school with sort of future work and similar work with, with other children.

Code: hope that it will change the system

Pip

how are the actions that we're taking in school, further perpetuating this problem? You know, it's like, for the girl that was an inpatient in an eating disorders unit. You know, how is that experience of being in a unit furthering her distress

Code: help is not always perceived as helpful

Jackie

So that's, that's helpful too.

Code: hearing opposing views is helpful

Nat

sometimes there can be a kinda resistance around help seeking behaviours, you know, from their perspective,

Code: headteachers can be resistant to seeking help

Sam

they do such a challenging demanding role, but actually, who gives them kind of supervision

Code: heads need supervision because its a hard job

Sam

so that people again aren't having to feel like they're picking and choosing but the essence of it that perhaps is the essence of a lot of things that we do is the same

Code: having to choose can be a bad thing

Nat

if you had a really good grasp of it you could really sort of pass on that psychology

Code: having to be an expert before you can pass it on

Alex

finding sensitive ways to find out a little bit more about um ((pause)) how, how any experienced or felt power differential has impacted on that person's experience and therefore also one of the reasons as to why we might be having that consultation or that one-to-one in that particular moment in time

Code: having ptmf in mind can shape eps curiosity

Nat

you know, adults who are really quite intelligent and holding down very successful, kind of big senior management, strategic jobs, but actually at a cost of their own sort of mental health in a way around not putting in boundaries, that kind of you know, workaholism in some respect

Code: having boundaries protects mental health

Sam

those whole ideas around moving away from the diagnostic really kind of medical model labels

Code: social model of ability/disability

Sidney

I think, especially where, you know, the children and people we see are, you know, vulnerable, in that they might, often will have additional needs

Code: having additional needs makes cyp vulnerable

Sam

I guess maybe it would it could offer you know, a sense of relief

Code: having a diagnosis can be a relief

Pip

You know, let's just talk about it. I think the more you get people to bounce ideas, they realise that they actually are competent and confident and I think yeah, to develop competence, just by talking to each other and bouncing off each other, I think would, would probably make it um a lot more doable. I mean, at least it definitely did for me, as I said when we discussed it in this little supervision group um that was kind of multi-disciplinary, and that wasn't just psychologists you know, it was it was just a group of sort of multidisciplinary professionals. I think that was that was really useful. We all came out feeling more confident about it and a bit more competent and like kind of like, like quite empowered and like oh, wow, full of ideas about it.

Code: groups can encourage people to try new things

Alex

I wouldn't have heard of it if it weren't for the clinical psychologist. I also wouldn't have put it into practice if it weren't for like the family therapy situation.

Code: groups can encourage people to try new things

Alex

So I would have seen it but I wouldn't have put it into practice I think if it wasn't the whole multi-disciplinary team situations,

Code: groups can encourage people to try new things

Alex

there's goodness out there to be sought

Code: goodness is available for anyone who looks for it

Nat

the supervisees will bring different cases that they're finding very challenging, and you know, maybe feeling a little bit threatened and don't really know what to do next

Code: reasons for seeking supervision

Pip

it was really helpful for her to look at well actually why was it so traumatic for you? And yeah who was holding the power in these situations and why and how did that happen?

Code: giving reasons and explanation

Alex

this is why it might be happening.

Code: giving reasons and explanation

Alex

it's just about understanding why some people are responding in certain ways

Code: giving reasons and explanation

Alex

made me think about yeah, the impact of different influences

Code: giving reasons and explanation

Alex

So to create conditions of safety is, you know, doing roadmaps, so I'd say, gosh, you're you're here now you're like eight years old, but I'm really curious, what are the big things, any big things or really exciting things that happened to you, when you think about your journey, and make sense of that.

Code: giving opportunities to tell life story (with positives)

Sam

pupil views, like sheets, but it's also got pupil views, card sorts

Code: importance of pupil views

Jackie

And then when we hit COVID I did some work around gaining pupil views

Code: importance of pupil views

Sidney

eah, yeah, so we had the themes. So we took all of the things that the young people had shared, so we had key questions. So we tried to keep them quite open, so “what’s COVID been like for you?”, “what’s it been like being at school or being at home?” because the first lot of data we got was where it was very much a lot of young people still at home.

Code: importance of pupil views

Sidney

but the majority of them you could sense that it was still the child’s experiences if that makes sense.

Code: importance of pupil views

Sidney

I suppose it allowed us to really explore from the point of view of the children and young people and what they had told us

Code: importance of pupil views

Sidney

We are constrained at the minute, I’m, I think I’m quite a positive person but reality is we’re extremely constrained by statutory work

Code: freedom to choose how to practice constrained (temporarily?)

Jude

It may be more kind of like, in the area that I work like, regional kind of interest

Code: freedom to choose how to practice constrained

Jackie

as an EP, my role working with the child at risk of exclusion is actually quite constrained

Code: freedom to choose how to practice constrained

Jackie

so I had another senior QA it for me, you know, review it before it was sent out. She’d corrected bits of it and put in trauma instead

Code: freedom to choose how to practice constrained

Jackie

I did have a brief conversation with his mom, but they had such a poor relationship with the school, they just didn’t, they just saw me as an extension of the school.

Code: freedom to choose how to practice constrained

Jackie

if it’s simply that I have more to do and not enough time to work through things in so much detail

Code: freedom to choose how to practice constrained

Jackie

we're in a context of just you know, just just the kind of, I don't know, just the wider SEN and educational context. It makes it very difficult, I feel.

Code: freedom to choose how to practice constrained

Jackie

I think we've sort of been stuck under a local authority, local government space that that that might have felt a bit constraining in the past

Code: freedom to choose how to practice constrained

Sidney

and then I think something comes along as it's done for me with sort of COVID and various quite huge events

Code: freedom to choose how to practice constrained

Sidney

But I think there's, there's, there's been a core change to how EP services are run and I think that's having quite a massive impact at the moment.

Code: freedom to choose how to practice constrained

Sidney

or even actually, adults donating how we use our time, especially in a traded model.

Code: freedom to choose how to practice constrained

Sam

but actually really, quite stifled in the kind of frameworks it uses for consultation

Code: freedom to choose how to practice constrained

Sam

I feel like sometimes as EPs you kinda have to go in quickly and you go through all the ac-, you're really action focused

Code: freedom to choose how to practice constrained

Jude

so our opportunities through where we are at the minute [inaudible] (to kind of apply ourselves) are limited.

Code: freedom to choose how to practice constrained

Jude

I think there were a few scheduling issues and things so it was quite a short ((laughter)) meeting in the end, I would have liked it to have been longer

Code: freedom to choose how to practice constrained

Pip

I am thinking again, about time, I'm thinking about consultations, where something seems to be coming up, but I'd love the possibility to unpack more

Code: freedom to choose how to practice constrained

Nat

that was just within one particular group (mmhmm) we chose to look at that

Code: freedom to choose how to practice

Alex

I knew that a lot of EPs in the service that I was at quite liked that approach.

Code: freedom to choose how to practice

Jackie

I can write his advice in a way that's sensitive and tailored to him

Code: freedom to choose how to practice

Jackie

And almost how I want to be as an EP as well, the type of questions I want to ask, the direction I want my consultation or discussions to go in

Code: freedom to choose how to practice

Sidney

I suppose that's my belief system, that's my approach as an EP, what is the story here, what's going on, and then what can we do to change, support, shift that type of thing

Code: freedom to choose how to practice

Sidney

I mean you can either sort of go in there, work in schools which, you know, I've done and I do,

Code: freedom to choose how to practice

Sidney

I think, I guess with consultation, I've kind of tried out a few different ways of working and I think it's the type of thing you know, depending on the situation, different things work better,

Code: freedom to choose how to practice

Pip

it was very sort of multisystemic. And yeah, that's when they brought in the framework

Code: framework helping with complexity

Alex

there was a whole load of things

Code: framework helping with complexity

Alex

To try and really work out what was actually going on for this family

Code: framework helping with complexity

Alex

And, yeah, it felt like quite complex. But yeah, it felt it felt like an interesting one to use the framework

Code: framework helping with complexity

Alex

We could really sort of disentangle umm... what had like sort of.. what, what was happening for each person, and what the narrative was around each person, and what was you know, what was the mechanism of, you know, coping for each person, like what was, you know, but also try and fit that in together

Code: framework helping with complexity

Alex

I think it's a nice way of formulating and looking at cases and formulations.

Code: framework helping with complexity

Alex

It was a very complicated case, like very, very complex on lots of levels, the child's life but also the organisational stuff was complex

Code: framework helping with complexity

Jackie

But it just didn't seem to go, there were kind of deeper, deeper things going on

Code: framework helping with complexity

Jackie

Yeah, it was a sort of depth of the power threat meaning framework

Code: framework helping with complexity

Jackie

but also making sense of what I think, it's trying to pin everything down, if that's possible to do

Code: framework helping with complexity

Jackie

I think the framework makes it quite explicit that it doesn't privilege any sort of, yeah, causal thing there because basically, everything causes everything

Code: framework acknowledges but doesn't remove complexity

Alex

characteristic of such a complex case, you know, there was, it was very difficult to engage with him.

Code: framework acknowledges but doesn't remove complexity

Jackie

I tried to, to develop a version of a formulation approach to that, because I just needed something to kind of work with because it was getting so complex

Code: formulations as a way of managing complexity

Jude

I'm definitely still on my journey with formulation all throughout my time

Code: formulation takes a long time to get to grips with

Jude

lots of different ways you could present your formulation, your you know, your kind of, yeah, it's your formulations. Lots of different ways you could go really

Code: formulation is not fact

Jackie

Drawing together different um oh god ((pause)) what does formulation mean? Christ ((pause)) Drawing together different strands of a situation to make sense but based on ((pause)) I mean, there's theory there, there is theory there. We might not cite it, but based on theories of, I don't know what they might be, child development or might be theories of epistemologies, I guess, you know, social constructionist underpinnings or narrative approaches, but they will be underpinning what you're doing and they're going to be guiding it aren't they?

Code: formulation is hard to define

Jackie

So what I did, well I explained, I did a little mini handout about just standard formulation and what that looks like, I just literally I followed like Lucy Johnstone guidelines about you know, like collaborative sense- making and that kind of thing, again

Code: formulation is about collaborative sense-making

Jude

then we would get consultant, clinical psychs coming in and you would have that shared language

Code: shared language with cps

Jude

also what's interesting, I find is there's been like a lot of conversations about formulation in my service? You know, as a trainee, you get quite a lot of input, and I and I'm sure at the Tavi you get a load of input on formulation probably more than I did too, because you're quite clinically, you work quite closely with the clinical psychology isn't that? I don't know a lot about it, but just I'd heard that. And that in my service, you know, they've really emphasised formulation because I think if you weren't trained recently, maybe that's not a word that you think about a lot? That could be just an assumption, but that was something that kind of came across like you're asked to put your EP views and your advice, but to think about it as a formulation.

Code: formulation is a relatively recent priority?

Jackie

I think that's certainly a, from a professional development point of view, always developing that, we QA each other's reports, so formulation's on our QA sheet now

Code: formulation is a relatively recent priority?

Jude

Erm, so, for me formulation is about the story of that person

Code: formulation is (seeking to understand?) the story of a person

Nat

the young man had an autism diagnosis, but there was also a lot of conversation around PDA

Code: formulating around autism/pda diagnoses

Jude

Just the erm dialogue with people, the journeys with people, no, I think one of the key bits me about this job is I go in to see staff, I really enjoy working with kids, you're on the journey, you know, you've got respect for them

Code: forming relationships as key part of ep job

Jude

a lot of schools have had training in trauma-informed approaches, and I was looking through the resources yesterday and they've got like pictures of the brain. There's only like a 10 page document for senior leaders after they've done this like very brief training, like pictures of the brain and neurotransmitters and I just kind of think like, that's a, I'm sure it's all you know, good science, but it's, it's a, if you're thinking about um how schools can actually impact. I don't know, like, is that the most, is that the kind of the way that we want to present children? Like it's a dehumanising approach in a way I think, to do that

Code: focus on biology can be dehumanising

Jackie

then we create that shift through thinking about it differently or looking through a different lens, and there not necessarily being one final answer or rubber stamped: you're sorted now.

Code: fluid problems require a dynamic response

Sidney

I think in that way, it fits quite well with the EP role that I do see as quite flexible and quite adaptive to you know, depending on the type of work that we're doing

Code: flexibility of ptmf works with flexibility of ep role

Pip

this is what you are

Code: finality of diagnosis/labels

Alex

they're traumatised, therefore they are defective and they can't do this

Code: finality of diagnosis/labels

Jackie

And thinking about it rather than being a final diagnosis, or a final explanation for something,

Code: finality of diagnosis/labels

Sidney

And I've got it now, but it's like it took a long time so I do feel that that model is in a same sort of situation, to be fair, because it's quite different to the tradition to traditional sort of frameworks that are used.

Code: few people use things outside of the norm in ep world

Sam

but I don't know if other people have a different opinion on that.

Code: feelings about remote work may be quite personal

Jude

I like it.

Code: liking ptmf

Sam

I just I think it's really great

Code: liking ptmf

Jude

I, I really like it

Code: liking ptmf

Pip

being very brand new qualified

Code: feeling like a newbie

Jackie

I don't feel that the depth is there on a remote basis. I don't know like probably like a lot of people I've got this really uneasy relationship with being remote all the time again now because I'm just like, I've had it and I feel like I can't do the depth of work and get the supervision I need if it's all remote. It was it was moving towards in-person and now I've got, everything's gone back online just like this week. (Right.) So that's a shame and I think you do need to have in-person incidental conversations with other EPs, you can't do this kind of work on your own, I feel. I just feel like this is a job where you need to be in touch with your colleagues a lot and you can do it remotely

Code: feeling (being?) isolated

Jackie

you know our pupil letters, we try and do more pupil letters, some some of the erm the team I've worked with, especially there's one new trainee, she writes pupil letters for everything which is brilliant, so that's really aspirational and again that narrative, so I think you know, kind of this is this was your involvement, we talked about, we did this and I'm wondering about this with the child

Code: feeding back to children is important

Jude

I just wrote the SENCO a letter and I just used a lot of reflection in that letter around you know, you know what the journey of how he'd worked with them

Code: feeding back through a letter

Jude

there was like um, almost like a box of like, like survival responses and stuff like that. I really liked that,

Code: favouring some aspects of the framework

Alex

if you're not kind of challenged, often, to stretch your thinking, then you just go back to what you were used to using

Code: falling into (or clinging onto?) habits

Jackie

she consciously became aware of that I didn't have to do anything.

Code: facilitating story-telling is effortless/passive

Sam

we need to be thinking a bit more abstract than that and it can be hard

Code: exploring with depth is risky

Alex

I think it can be more abstract. I think it can be really difficult

Code: exploring with depth is risky

Alex

it's almost like a get out card for you to say "okay, well, we know that autism makes children and young people behave in repetitive ways, and we know, we know that you know this", and I think it's almost like a get out card

Code: exploring with depth is risky

Alex

but to sit, to sit down with a child or young person or family and go, okay, you know what, what happened to you, where, you know, what, what was actually a threat in this you know, what is, what is it that you're doing to cope, and to really sit and delve really deep into that, it's almost, it can be

Code: exploring with depth is risky

Alex

Because I feel like often I'm skirting over the surface of something that really, really aches for more time, more unpacking, more exploration, and I'd love that to be part of the role

Code: exploring things in depth is not (always) part of the ep role

Nat

what access to power do you have? What resources? I like that question. I think that's really important.

Code: exploring strengths important part of ptmf

Sam

and I'm talking more linked to that kind of formulation, more of that story, you know, perhaps a parent will drop something in and then you think, oh, there's, there's more to this or there's a little hint of a power differential a little he- hint of a threat ((pause)) or the meaning made of an experience within a family system. And yet there's 45 minutes of that consultation or whatever it is, and the main question isn't around that.

Code: exploring stories takes time

Nat

where you know, I was encouraging staff to really think about how they might make sense of the discomfort that some of their staff are feeling right now or anger about maybe you haven't even talked about this, or, you know, or they've shared you know, I'm actually really scared. I don't want to open a can of worms and then we really didn't, because that's a safe space has been that kind of, oh, well actually, it's alright to sit with the discomfort, that's that's part of it, you know.

Code: exploring emotions can be inconvenient/troubling?

Sam

that was really positive actually rather than, I don't know, we just came in, listened and explored and maybe it gave us opportunity to feel like we were exploring rather than coming in, this is what we're going to do, and this is the intervention and what the EP is doing, but so that was good

Code: exploration experienced as better than action planning?

Jude

I mean we didn't focus on it a lot because we wanted to get some of the more practical policy change ideas out there

Code: explaining theory is a waste?

Sidney

sometimes it feels like it would take all of the time to explain what the framework was and where it was coming from

Code: explaining theory is a waste?

Sidney

I'll probably drop the words in in the context of a sentence that made sense, you know, so, does that feel like stress response, a bit like a threat, how's your body feeling that one and probably elaborated using the same sort of ways I think that they would probably understand as well, you know what, what do you think they understood by that, you know with the meaning you know, understanding the journey the pow- like yeah, maybe explaining power a little bit more

Code: explaining the language by using it in context

Jude

and sort of explaining my role and that it was you know there to to help

Code: explaining ep role is helpful

Pip

to tell me what's wrong with my child actually

Code: experts take a within child approach?

Sam

Or you know, I kind of name also what's going on for me, and I think sometimes the expert model doesn't allow for that

Code: experts can't always be congruent

Sam

That's it, because I think that's what develops them, you know, in that you're moving away from the expert model in that they'll come back and they'll be like oh, you know, I've been thinking about that.

Code: expert model doesn't promote growth (growth valued)

Sam

he's just he's so experienced that he's, he's quite stressed by the, the journey that he's worried that the child might go on

Code: experienced staff worry about trajectories based on context

Jude

I think it's really appreciating that you cannot open a brain and see a lot of the things that we talk about as though they are concrete in some way and and often talk about outside of the systemic context and the cultural context and the familial contexts

Code: everything exists in a context

Nat

there's always a context around that person and there's always more to it with all of us.

Code: everything exists in a context

Nat

there's no magic bullet for autism

Code: may be expected to provide "magic bullets"

Sam

our audience was obviously Educational Psychologists

Code: EPs write things for other EPs

Sidney

I think, as [training course] EPs maybe we're almost quite willing to do, but I have come across EPs that are quite quick to go: well, this child with autism will do X Y and Z, and this child with dyslexia will do X, Y and Z

Code: EPs vary in willingness to address complexity

Alex

we like to think we have.

Code: EPs think similarly about the EP role

Jackie

maybe something around actually the approach we take to working with children and young people, and actually, how we as a service you know, understand their experiences and what's going on. I think those are sort of ways of working that although EPs work in different ways. I think something like that is quite important for you know, teams to be working in quite cohesive way

Code: eps should share similar values and approaches (for some things at least)

Pip

But I would like to see the educational psychology profession embrace it more.

Code: EPs should share similar values and approaches (for some things at least)

Sidney

through that process there has to be a, the values around empowering

Code: eps should share similar values and approaches (for some things at least)

Sam

no-one had heard of it, that's quite sad really when you think about it

Code: eps should know about the ptmf

Sam

it fits in with the way that we think about things as EPs

Code: EPs share similar views and approaches

Alex

this is very much where we come from anyway as EPs, you know, because we're, at least I don't know, like, assume it's similar where you are, but like, it's quite social constructionist orientation

Code: EPs share similar views and approaches

Jackie

the profession to think more politically.

Code: EPs share similar views and approaches

Sidney

Because much of the children we see there will have been harder bits of it, and that's probably why we're kind of seeing them.

Code: seeing children who have had challenges in life

Sam

there can be a sense of that, well, that's not your remit.

Code: eps perceptions of others perceptions may impact role

Nat

I think often we use approaches that can be, come from a place of kind of authority, bias or power. So I think, I use it in the sense that it's about creating, again, the same conditions of safety.

Code: EPs often work in ways that are unsafe for cyp

Sam

I just did a formulation summary, but what I did ask him for, which he didn't get to me yet was a bit more about the developmental history cause I would have liked that a little bit more

Code: eps may wish to include certain things in formulations

Jude

actually, are we just a maintenance factor in these same issues being brought up time and time again

Code: eps may perpetuate cycles

Sam

the mental health, you know, professionals seem to just be more comfortable to sit with that you know what's going on for a bit longer

Code: eps may opt not/feel uncomfortable to sit with whats going on phase

Jude

whether that's with a child, a family member, a parent, school staff member, you know, or even in the service where we have to challenge.

Code: eps may have to challenge people/eps know best?

Sam

as soon as we're thinking about power differentials, there's somebody either present or erm within that network who has held, potentially wielded power in a particular way that's impacted on that person's life journey and experience.

Code: eps may be working with people who use power negatively

Nat

Something I definitely find really difficult as an EP and then find myself sometimes feeling that I'm not doing a good enough job.

Code: eps have a responsibility ?

Nat

Something I definitely find really difficult as an EP and then find myself sometimes feeling that I'm not doing a good enough job.

Code: individual responsibility

Nat

I think maybe with a lot of risk of exclusion cases that you just feel you're on the backfoot all the time. Like, if you could have come in two years earlier, maybe you make a difference, but I don't know

Code: getting involved too late

Jackie

so we're not getting in to see the children early,

Code: getting involved too late

Jude

then often it does come to be that we come to a family, child or young person or educational context quite late in the day it often feels

Code: getting involved too late

Nat

whoever we're kind of, you know, encourage encouraging to change or develop in terms of outcomes which is often you know, children

Code: encouraging cyp to change

Sam

So yeah, I think it kind of, yeah, fits in really nicely with with the EP role and the kind of psychological theories and models that we might draw on

Code: eps draw on similar theories/models

Pip

it's hard for us to feel like we're doing, we can connect to any sort of, a lot of dialogue, a lot of nearly therapy type work with kids, you know, that are ((inaudible)) orientated work because we are spread quite thin

Code: eps don't have time for therapeutic work with children

Jude

And I think that was partly because we don't really work with families mainly, you know, if we see them we see them sort of one off

Code: eps don't have long term contact with families

Sam

it's simply that I have more to do and not enough time to work through things in so much detail

Code: eps don't have enough time

Jackie

EPs you kinda have to go in quickly

Code: eps don't have a choice but to rush

Jude

not that you know, we're as EPs the ones kind of giving the diagnosis

Code: eps don't give diagnoses

Pip

the main question isn't around that.

Code: eps don't decide what the main question is

Nat

I think, you know, especially within the EP role

Code: eps do something unique?

Pip

it's not an easy thing to train in, takes a lot of experience, it's extremely competitive, etc. (Yeah.)
and there's a tension there

Code: EPs deserve to get something in return for their training

Jackie

it involved a school child who was struggling at school, which is why they brought in sort of EPs and
TEPs and stuff

Code: EPs deal with learning problems

Alex

obviously on helping the young person in school

Code: EPs deal with learning problems

Alex

people think ah the EP is, we look at children's learning

Code: EPs deal with learning problems

Alex

emotional impact on learning. So yeah, I do think it fits in with the EP role

Code: EPs deal with learning problems

Alex

I think it'd be nice as well to maybe use it to link in more with CAMHS

Code: eps could work more closely with CAMHS

Pip

Yeah I think it fits more than we might even believe it could. I think there's more scope for EPs to be political and have political ideas

Code: EPs could have political power

Sidney

with some of the ideas as Educational Psychologists and with the diagnoses that we come across every day and how that kind of fits in with this framework and how we think about things

Code: EPs come across different diagnoses to CPs

Sidney

And that's also something that again, maybe closed, closes down certain conversations in certain contexts. I think.

Code: eps cannot control the conversations they are having

Nat

we just need to get back and champion it

Code: eps can promote different ways of working

Jude

So I think it's about using such a framework to create conditions of safety for the child, where possibly they've either had adults that are either too kind of, especially where there's situations where they've either had adults in their life that are too controlling or too passive. So to have an adult then in their life, where they're actually kind of giving them the appropriate empowerment and agency to share things is really important.

Code: modelling a different kind of adult-child relationship

Sam

maybe just keep making small opportunities where we can

Code: eps can make some opportunities for themselves

Jude

then me intervening really what what can I do as an EP? And how much can I change this situation?

Code: EPs can lack power to make real changes

Jackie

I can't prevent this exclusion

Code: EPs can lack power to make real changes

Jackie

where I felt powerless

Code: EPs can lack power to make real changes

Jackie

while, you know, even while you're writing the report up, the child's been excluded. Very frustrating.

Code: EPs can lack power to make real changes

Jackie

Like it can be in a situation like this with this child where actually I felt quite powerless,

Code: EPs can lack power to make real changes

Jackie

Emm and, the actual mapping of it onto the framework came as part of, not the actual analysis because we did the analysis sort of using thematic analysis, but then just kind of looking at ways to encourage policy change

Code: EPs could have political power

Sidney

but also policy makers so local authority representatives even going up to local government

Code: EPs could have political power

Sidney

because I was trying to talk to them a little bit more about what my understanding around formulation was rather than you're the EP, what's the problem, what are we gonna do about it, obviously, and it was a bit more like let's explore this journey and what might be contributing here etc.

Code: eps can influence how others view the ep role

Jude

Because our reports are kind of I want to say, it's not a weapon, but it can be a weapon

Code: eps can inflict harm

Jackie

I kind of sometimes I think we do, we could do harm in our actions or with the choice of assessment we make or, and I think that's something that we don't think about enough actually.

Code: eps can inflict harm

Jackie

m I part of the problem and how can I not be part of the problem here?

Code: eps can inflict harm

Jackie

and, you know, find support moving forwards erm

Code: helping to plan for future

Pip

I saw my role as to sort of try to unpick what was going on

Code: helping to make sense of complexity = role

Pip

how is power operating in my relationship with this boy too. And you know, am I the powerful, am I just another kind of eh force in his life that excludes him further

Code: eps can have power

Jackie

professionals bearing down with our language in our reports

Code: eps can have power

Jackie

Because our reports are kind of I want to say, it's not a weapon, but it can be a weapon

Code: eps can have power

Jackie

I mean, EPs hold power, don't we?

Code: eps can have power

Jackie

we're the only ones that can use cognitive assessments so schools can't do it,

Code: eps can have power

Jackie

Emm and, the actual mapping of it onto the framework came as part of, not the actual analysis because we did the analysis sort of using thematic analysis, but then just kind of looking at ways to encourage policy change

Code: eps can have power

Sidney

And I think often we use approaches that can be, come from a place of kind of authority, bias or power.

Code: eps can have power

Sam

And it's like, oh, could you see this child and we need to put in an EHC application, I'm thinking okay, that might be an end goal, but actually the process rather than the outcome, I want to focus on the process being more appropriate

Code: having control/oversight of the process

Sam

we interpreted that in that way, and I made some very sort of basic sheets to kind of do that. That assistant she moved on to the doctoral course or else I probably would have did more work with her while she was really into it. And she did a cracking job of getting us around that cause she was really intuitive and she did a cracking job of getting his views around but we were really kind of trying to understand how we, to pull this out from especially around the meaning of what was experienced and him feeling overwhelmed from an autism point of view.

Code: using the ptmf to interpret what they are told

Jude

see what they thought and then when they, they told me something, I did my best to say oh, that sounds a bit like like, you know, a threat response or that sounds a bit like this

Code: using the ptmf to interpret what they are told

Jude

cause they asked us to do one thing, basically get this kid into specialist provision, but we didn't

Code: choosing whether to do as asked

Jude

I think I sort of saw my role as looking at it in a more holistic way, rather than I guess, just focusing on that dyslexia diagnosis, which I guess is more of a sort of within-child approach

Code: being the ones that take a holistic perspective

Pip

that dyslexia diagnosis, which I guess is more of a sort of within-child approach

Code: diagnosis is within-child approach

Pip

I see it as more working in that more holistic way to think about, you know, someone's experience

Code: being the ones that take a holistic perspective

Pip

It wasn't a case of this any expert is coming

Code: being seen as experts

Sam

you're the EP, what's the problem, what are we gonna do about it, obviously

Code: being seen as experts

Jude

certainly guiding my thinking and my questions around things

Code: EPs can ask different kinds of questions

Sidney

the type of questions I want to ask

Code: asking different kinds of questions

Sidney

Yeah, so I also had so I guess, sometimes with consultations, I'll kind of do it with everyone together, sometimes I'll kind of do separate parent and school erm, just depending on lots of different things and for this one, I did have separate ones

Code: approaching work in different ways

Pip

I don't think I've heard it mentioned at all in my local authority situation. I think I've heard it mentioned once on the [training] course, I think when it just was published or when it was sort of just been some kind of revision or new thing to it or something like that. I just remember that. Yeah. But yeah, I don't. Other than that, yeah.

Code: eps aren't really talking about the ptmf

Alex

people always underestimate the role of, you know, what's going on at home in learning

Code: being the ones that take a holistic perspective

Alex

You're always talking about giving the children help, who's helping her? Who's helping her to break maybe a cycle here, you're telling me you're noticing a pattern here, in that the relationships that are happening, something's happening for her, that perhaps she's going for a similar type of man

Code: being the ones that take a holistic perspective

Sam

whereas yeah, I think there are more ways that we work in quite a similar way

Code: eps are similar to camhs practitioners

Pip

more kind of expert kind of model within Ed Psych

Code: being seen/acting as experts

Sam

because with a lot of the assessment, and consultation, often the expert model comes into play

Code: being seen/acting as experts

Sam

I started all that kind of dyadic developmental psychotherapy about seven years ago now, and I remember, it shifted my thinking in a way because it was quite different to how Ed Psychs work

Code: eps are not generally empathic, curious and accepting?

Sam

there's theory there, there is theory there. We might not cite it, but based on theories

Code: EPs are not always explicit about theory

Jackie

You know, I do think it's really valuable because when we, we by nature of the profession hold privilege

Code: eps are in a position of privilege

Sam

and I think the you know, the clinicians and the, you know, the mental health, you know, professionals seem to just be more comfortable to sit with that you know what's going on for a bit longer

Code: eps are different from clinical/mental health practitioners

Jude

my friend is a forensic psychologist so he knows about it too, although interestingly, he's like, obviously from that perspective, he's like, much more like diagnose, pathologise or something, you know, he works with like, people with borderline personality disorder, diagnosis and all this kind of stuff. He comes at it from a different perspective

Code: eps and fps are different and do different things

Jackie

My friend is more comfortable with the diagnosis. He's trained in things like, what are they all called, you know, lots of like, psychiatry. I mean, they're not, psychiatric diagnoses, I suppose. But things like BPD, or personality disorders and things like that

Code: eps and fps are different and do different things

Jackie

but actually, we're working with people, with experiences, with emotions, with perceptions and therefore there are more similarities than there are differences between.

Code: eps and cps work with similar issues

Nat

the clinical psychologist doing a thing over here and the educational psychologist doing their thing over here

Code: eps and cps are distinct and separate

Nat

and because it's also clinical. From clinical psychs,

Code: eps and cps are distinct and separate

Jackie

Cause it's still like I say I'm still sometimes really trying to make sense of this is for clinical psychology using the DSM or ICD, you know, it's an alternative to that which we don't necessarily have so much

Code: eps and cps are distinct and separate

Sidney

some my best friends are Clin Psychs and they use it a lot in their work. Whereas I don't think Ed Psychs kinda use it much I do feel that there's a more kind of expert kind of model within Ed Psych world in some respects as well, because there's less room for working therapeutically and the traded model in local authority means that it's a kind of do assessment, offer kind of consultation with the adults and then you're off

Code: eps and cps are distinct and separate

Sam

And I think that was partly because we don't really work with families mainly, you know, if we see them we see them sort of one off. We don't really see families in the way Clin Psychs do on a regular basis

Code: eps and cps are distinct and separate

Sam

I think DDP is relatively new, to be honest in the EP world, I'm like, or I have a lot of peer supervision and I don't have it with like, literally any EPs, it's all Clin Psychs, it's very much their kind of remit. Like literally finding a consultant supervisor who's an Ed Psych for that work was really difficult.

Code: eps and cps are distinct and separate

Sam

I've noticed Clin Psychs use it a lot more just from my kind of informal catch ups and stuff with my friends and I feel like the EPs don't as much

Code: eps and cps are distinct and separate

Sam

Maybe, you know, as the training became a doctorate rather than a master's, it moved closer to the clinical psychology training

Code: eps and cps are becoming more similar

Jackie

I mean, EPs hold power, don't we? That's it we know and schools see us that way too. And they see us sometimes, depending on the service model and everything, but they see us as a sometimes a gatekeeper to resources or provision or, you know, specialist whatever. So we are part of the problem sometimes

Code: eps acting as gatekeepers

Jackie

so we try and get better at that as we go along with the very sort of tight restrictions around what we're, you know, quickly writing

Code: ep writing is restricted

Jude

so it's more reactive rather than early intervention

Code: ep work can be reactive rather than preventative

Jude

You know, as a trainee, you get quite a lot of input, and I and I'm sure at the Tavi you get a load of input on formulation probably more than I did too, because you're quite clinically, you work quite closely with the clinical psychology isn't that? I don't know a lot about it, but just I'd heard that

Code: training providers cover different things in different depth

Jackie

I'm from the [place], so, you know, they will be variation you know I appreciate from your perspective, Tavi is far more kinda, you know, psychodynamic and how it might be kind of rooted in how the programme is kind of you know, taught so yeah

Code: training providers cover different things in different depth

Sam

we've gone through quite a heavy training

Code: EP training is challenging

Sidney

yeah thinking more because I have stepped over into an organisation that offers counselling and there's a lot more talk around the maybe more medical model, elements of thinking about mental health and again sort of thinking where that sits with me

Code: EP role varies depending on context

Sidney

I think something comes along as it's done for me with sort of COVID and various quite huge events. We've got refugees, we've got the black lives matter, we've just got the whole thing around the education system anyway

Code: EP role varies depending on context

Sidney

it's what is the EP role again, on paper? What is it on the ground in reality, and then what is it perceived to be?

Code: ep role means many different things

Nat

I had to bring staff together

Code: ep role includes bringing people together

Jude

And I'm not, I'm not here for that, you know,

Code: ep role in reality not the ideal ep role

Sam

I saw my role

Code: ep role can be seen differently

Pip

I see, I've worked with kids, you know, erm in quite close contact to try and alleviate the use of, of medications where I could or let's consider them because they're really debilitating etc.

Code: encouraging people to see the downsides of medicalisation

Jude

I was like, you know, that's like proper empowerment there. You know, you're using that, you're using that kind of as an opportunity to learn and to feel empowered, even in difficult situations

Code: empowerment means individuals doing things for themselves

Sam

but I haven't quite thought it through

Code: early stages of thinking about ptmf as service model

Pip

And if you haven't had that, attuned, nurturing, secure attachment, how would you even know it's possible that there's, there's goodness out there to be sought, or that even there's something to escape from or to escape to?

Code: early relationships are basis for understanding the world

Nat

I think there's, you know, this idea that when resources are limited then things like early intervention and prevention necessarily are the first to get dropped off

Code: early intervention/prevention are not priorities

Nat

Staff being not, just not being able to put the interventions in that they would have done before, so if you can imagine a whole school, so you have a whole school and they'd all like, they'd split off and kids go for a bit of intervention and then come back in class and then they go, so the bubbles, they couldn't do any of that for ages for about, I don't know, about a year and a half, so now what loads of my schools seem to be doing is they've got like completely separate classes in the morning and that they go to the, like intervention groups. So, you know, that's, that's, that's stopped, you know, kind of being able to kind of do you day-to-day interventions and speech therapy. I don't think they've been going in, I'm not too sure, so day-to-day running of schools and then you know, kind of getting involved in more on an intervention base, that whole that whole undercurrents gone at the minute and I used to do a lot of early years work as well and trying to get in proactively, but again I'm not, just at the minute I'm not being able to kind of do that erm and sort of my colleagues are the same

Code: early intervention has not been happening (since covid)

Jude

So an example of that would be, and I suppose quite a straightforward example in terms of psychiatric diagnosis, in terms of when a young person may have been given numerous psychiatric diagnosis and there is a multidisciplinary meeting, um, for me, that would be the perfect place just to bring in another aspect particularly if there seems to be part of the stop the story for that child or young person where some of those those diagnoses may may speak to something else.

Code: draw on ptmf in multi-disciplinary meeting

Nat

that's the way I've used it, so I hope it's okay to use it in that way

Code: doubts about how to use the ptmf

Pip

just being like assessors and doing WISCs.

Code: doing standardised assessments is not very meaningful

Jackie

I kind of hate writing advices but I just do, you know we all have to do them all the time, don't we?

Code: disliking aspects of the EP role

Jackie

or a link, linking it, as you said, with other stuff out there that's perhaps similar but slightly different

Code: discussion could draw out links to other approaches

Nat

when we are in situations of feeling discomfort, that's when real learning can happen, or awareness can happen.

Code: discomfort can accompany learning

Sam

realm of clinical psychology or wouldn't this live in the realm even just of psychiatry

Code: disciplines are like different worlds

Nat

You know, so she was kind of breaking the cycle here

Code: difficult circumstances/behaviours repeat themselves?

Sam

yeah, it made me think how powerful kind of words and and certain questions and kind of the way things are phrased can be and the really huge impact that they can have on the person that you're asking them

Code: different questions can have a different impact

Pip

So it did make me think a lot about how medical professionals may ask questions in ways that only get a skewed kind of response from their, from like a biased kind of response, a bit of like a confirmation bias. You know you only ask questions that seek out what you want in a way they're kind of loaded.

Code: different questions can have a different impact

Sam

It's just the fact that I gave her the platform, to ask the right questions for her to feel safe enough to start to develop I suppose her thinking around his needs.

Code: different questions can have a different impact

Sam

So I made one for the network, so the people if you were doing it in a group one, I did one for is there any ideas that maybe you would draw upon for a child's views? So like talking mats or something like that, so I put that into the same format, and then I did one for assessment measures I think, it was a bit like, what questions might you ask the child and then the next one what tools to use, and then this one was, if you were talking in a group what might you use

Code: different ptmf resources for different audiences

Jude

I suppose it's quite a universal approach that different types of psychologists but also maybe other practitioners will use within their roles, so I suppose it's the type of thing that you know, we might be using, but other teams might be using

Code: different kinds of practitioners can use the ptmf

Pip

that's the type of approach that I like to take, sort of really putting the child's experiences at the centre

Code: different eps can prefer different approaches

Pip

So they're things like I think they've got different sections like environment things and then like functions of behaviour, but they are based on the sort of behavioural I think it's like she was functional behaviour analysis, which has got its place and it's brilliant.

Code: different approaches "have their place"

Jackie

maybe we haven't, but we like to think we have.

Code: difference between what eps do and think they do

Jackie

sitting with one foot in a profession where there is a lot of medical model, diagnoses, really strong sort of black and white thinking around autism, dyslexia, and even some of the you know therapeutic ideas around general anxiety and all of that side of things, to then looking back at that idea of well what's going on environmentally, what's going on, what's happened to this child, what are the layers that are there?

Code: diagnosis model and social model are hard to marry

Sidney

real approach in comparison to the diagnostic approach

Code: diagnosis isn't necessarily 'real'

Pip

if this was the authority I'm working at now this child would like be carrying loads of diagnoses by now

Code: diagnosis is a postcode lottery

Jackie

discrete this is biological and this is the executive function this is this and this is that this is this is the child's autism doing this

Code: diagnosis ignoring complexity?

Alex

"okay, well, we know that autism makes children and young people behave in repetitive ways, and we know, we know that you know this",

Code: diagnosis ignoring complexity?

Alex

well, this child with autism will do X Y and Z, and this child with dyslexia will do X, Y and Z. I think that yeah, sometimes it's a bit more complicated than that

Code: diagnosis ignoring complexity?

Alex

oh that's why this is happening

Code: diagnosis can provide an explanation

Pip

thinking hang on a minute I'm consciously becoming aware now around I need to do something you know, the diagnoses are kind of not not important here about how his needs are going to develop and what's you know, there's no magic bullet for autism.

Code: diagnosis can mean that people don't (need to) act

Sam

as opposed to it being there's something wrong with you and even the narrative sometimes that, you know, this is something you're going to have to learn to live with in the context of kind of psychiatric diagnosis

Code: diagnosis can be seen as permanent

Nat

Yes, I appreciate what you know, diagnosis way of thinking is a part of the jigsaw is the way I understand it.

Code: diagnosis can be part of the story

Sam

And, you know, what kind of has been your journey navigating all these different diagnoses for your child

Code: diagnosis can be part of the story

Sam

But what my colleague said to me which I found really helpful, perhaps, that that terminology that diagnosis at this time was part of their narrative, part of their journey, I said "oh that makes sense to me", that you can still have a diagnosis, but it's part of the journey of that person or if they don't relate to that, then you know, looking at that

Code: diagnosis can be part of the story

Jude

I suppose sometimes, the child or young person might find that label or diagnosis helpful. I guess maybe it would it could offer you know, a sense of relief, oh that's why this is happening

Code: diagnosis can be experienced as a positive

Pip

I suppose there might be some cases where a diagnosis could be helpful, I'm just thinking within some services for a child to access certain resources or those more practical things, sometimes, they need to have that diagnosis

Code: diagnosis can be essential

Pip

I think you could definitely use the framework alongside it, I don't think it would have to be one or the other.

Code: diagnosis and ptmf can work together (both/and)

Pip

It sort of takes on board those more narrowing labels or ideas

Code: diagnoses/labels can limit or diminish

Sidney

even though it's not a mental health diagnosis but him still having that sort of label or diagnosis of dyslexia, it made me think how actually, that was really limiting in this case, because at the school were just so focused on it, but it really prevented them from thinking actually what else is going on? And they, yeah, they were just very much focused on the dyslexia. I don't think they really saw him as much as an individual.

Code: diagnoses/labels can limit or diminish

Pip

I wonder if that does speak to some of the discomfort that I feel sometimes about those type of diagnoses

Code: diagnoses can provoke discomfort

Sidney

you know, you think you understand your child and then there's another layer and you know, often with diagnosis comes a sort of grief, but often, if you like, that, you know, the child I thought I had is not the one I've got in front of me.

Code: diagnoses can be upsetting

Sam

I work with kids, and they have found the diagnosis of autism or whatever that's been PDA or whatever they've gone down the line of, helpful, it's given them an identity and parents an identity to say they've got that, they know what that means, they can relate to that, yes, that's true, that gives me an answer, etc, etc.

Code: diagnoses can be helpful

Jude

diagnosis is like your currency

Code: diagnoses are very important to certain professionals

Jackie

it's probably the same with EPs.

Code: diagnoses are very important to certain professionals

Jackie

something I'm learning about formulation is not to jump to the not to jump to the intervention, to the actions

Code: desire/possibility to jump to actions 'too soon'

Jude

I have used it so I've used it once, I would say, a little while ago erm but since hearing about your research it's made me it's been a helpful reminder and made me think oh well I'd like to use it more

Code: desire to make greater use of ptmf

Pip

I think it would be naming things in a bit more of a, how to say, straightforward way, I can't quite think of the right um word for it.

Code: desire to be more explicit

Nat

We mentioned before did I go through with the young man I was talking about, did I go through any of it with him. And I'm interested in that because I don't know how I could have done but that's an interesting idea. I mean, I don't know if there are any resources. Do you know of any resources kind of designed for children

Code: desire for official or sanctioned resources

Jackie

If I'd done training, I would want to have like, resources attached.

Code: desire for official or sanctioned resources

Jackie

they've got ADHD diagnosis, autism, sensory processing needs, dyspraxia where, you know, they've got a whole reem of diagnoses

Code: cyp often have multiple diagnoses

Sam

And how do you know you've got agency and control if you if you haven't been ((pause)) told or treated as though you have

Code: cyp need to be taught that they can make choices

Nat

what do you want as children and young people, what matters to you about education

Code: cyp have values and opinions that matter

Sidney

all of his kind of values and beliefs

Code: importance of pupil voice

Pip

Especially when we're working with children and young people who by their very nature, have reduced agency and reduced power and control over so a great many things

Code: cyp have little control, power and agency

Nat

especially for us as we work with children and young people, it's very, it's quite, you can definitely apply it to behaviour essentially

Code: how cyp communicate

Alex

And I think their, you know, reflective supervision needs to make sense of that really, I think that's what I found, you know, I've been curious in peer supervision, with others ((inaudible)), and it's helped you know some of the ones where they really want to do their own learning, they will do it, you know, but it might just take time and everyone's got their own, you know, kind of points and I think it's about respecting that

Code: curious respectful supervision is needed

Sam

I feel like it's allowed the parent feel like you know, kind of very safe and be open and engaged

Code: curiosity breeds safety

Sam

sort of thinking about deeper cultural discourses

Code: culture shouldn't be ignored

Jackie

tight knit family. Sort of Bangladeshi background

Code: culture shouldn't be ignored.

Alex

this boy was from an Asian background, had two siblings in prison, he was experiencing domestic violence, he was on a child protection plan

Code: culture as a potential risk factor?

Jackie

I think there's been a lot of pushback to suggest they're anti-diagnoses and anti-medication and maybe those types of things, and I don't think they necessarily are

Code: critics may be misunderstanding the framework

Sidney

I worked with, em in the clinical psychology

Code: cps and eps may have had similar experiences

Jude

enjoying the different pace of life

Code: covid meant a different pace of life

Sidney

The reason being where SENCOs are very stressed or used, for example, during the pandemic about where they had to shift, you know, and kind of and adapt, like, all of us,

Code: covid involved a lot of change for everybody

Sam

I don't know if you know about the process, the statutory process of people putting in parental requests. That's really ramped up again around COVID

Code: upping parental requests for EHCs

Jude

beginning, reacting and firefighting and as that's the case, and we're still prioritising statutory work so to sit with case work is more of a luxury

Code: increasing the urgency

Jude

you can see that the dates the gap with COVID in the middle where I've just been doing statutory reports, it's all been extremely directed since COVID

Code: covid has changed the work that eps have been doing

Jude

I know I didn't use those kind of questions directly with him but that's definitely something I think maybe I could have done or would do in the future

Code: core questions could be used directly with cyp

Pip

Yeah, I think with the framework, maybe the way that the questions are phrased, they're very, they do kind of really take that quite a kind of caring and thoughtful in the way that they're phrased, I think, they're not, you know, threatening at all, they're very understanding of what someone might have been experiencing

Code: core questions are phrased in non-threatening way

Pip

And that was nice and we had a nice chat with them

Code: conversations can be pleasant

Jude

I guess to understand them more and I think I was able to communicate that to her at the start of the meeting, which I think helped her feel more relaxed.

Code: contracting at the start is important

Pip

Because when I'm asking that, they're like oh, actually, I'm thinking now, now you got me thinking. And, you know, I think it starts getting them really reflecting.

Code: considering strengths gets people to reflect

Sam

But yeah, especially our advocate for our girls, or erm, then obviously there's gender difficul- er differences and identities are really important, but some of the girls we work with seem to be particularly affected by hormones and movement difficulties and diagnosis of really severe mental health problems. etc, and your personality disorders, etc.

Code: considering gender

Jude

suppose we explored it a little bit with colleagues with similar viewpoints

Code: connecting with people with similar views

Sidney

And sometimes, you know, I think, I think it's consciously naming that

Code: congruence increases safety

Sam

we went back and we explored this and we did this work and managed to keep him there so

Code: confidence about impact

Jude

very complicated case, like very, very complex on lots of levels, the child's life but also the organisational stuff was complex

Code: complexity within the system

Jackie

school was like inadequate, loads of stress, excluding a lot of pupils, new SENCO, people leaving all the time

Code: complexity within the system

Jackie

It's obviously a massive framework. We'd only sort of gone through their introductory document, which is well, like, 130 pages in itself. But we thought, yeah, how can we sort of apply this to a case in a way, yeah, in a way that sort of would make sense for people that are just coming to getting to grips with this framework.

Code: complexity of the framework itself

Alex

I think there's so much there. That it would need me to almost study it more, to be able to integrate it even further.

Code: complexity of the framework itself

Alex

I feel like that there's so much more to it

Code: complexity of the framework itself

Alex

it would need to be one of those things that you discuss regularly, had in the forefront of your mind regularly

Code: complexity of the framework itself

Alex

it's very in-depth document

Code: complexity of the framework itself

Alex

if you had a really good grasp of it, which I think I would like to have a better grasp of it

Code: complexity of the framework itself

Alex

I'd really like to have a better grasp of it.

Code: complexity of the framework itself

Alex

such an achievement for the authors to have written it. It's like very comprehensive.

Code: complexity of the framework itself

Jackie

it's quite a challenging framework,

Code: complexity of the framework itself

Jackie

It's quite simplistic, isn't it? Compared to the power threat meaning framework

Code: complexity of the framework itself

Jackie

And I'm still doing a lot of work on that as well, as I say, reading about it, and, and there's some things there I think I'm still trying to make sense of where it sits with some of the ideas as Educational Psychologists and with the diagnoses that we come across every day and how that kind of fits in with this framework and how we think about things

Code: complexity of the framework itself

Sidney

I think it's such a big and complex model isn't it

Code: complexity of the framework itself

Sidney

I was trying to get my head around what the framework looked like

Code: complexity of the framework itself

Jude

I think. I think the whole movement that it links with, like the documents that they've written, I'm reading the book, I'm reading the book, I haven't finished the book but the big massive documents on the internet you know, they're they're epic, but, you know, it's like, but you know they've spent a lot of time contextualising it and there's been a lot of thought about how it fits together, it's over a long time, you know

Code: complexity of the framework itself

Jude

I think I often go back to the truncated version. I find the long version a lot to wade through

Code: complexity of the framework itself

Nat

if almost there were an even more accessible document about it, like I know like the introductory one is like 100 pages. I think if there were an even shorter, more simplified version, I think it'd be more accessible for people to go to pick up and go oh, I'm interested in this, let me give it a go and then go more in depth. I think that might be a better way in because yeah, as someone who's really interested in it, even the like 130 page document was like, wow (yeah), so yeah, I think it might be more accessible to people, if it was at first, even more simple, I guess

Code: complexity is offputting

Alex

I can imagine a lot of people seeing massive like even introductory document and being like wow.

Code: complexity is offputting

Alex

I can't say I've like directly in the last few months... I have taken the, because I've got it printed out, you know like not the book but like the actual papers, like it's 1000 pages,

Code: complexity is offputting

Jackie

It's a lot easier for me to just go along with like, I don't know ((pause)) hmm, what, how can I describe it like ((pause)) because it's so, because it's so deep

Code: complexity is offputting

Jackie

takes an effort and energy. I think when you're very busy, when you're writing a tonne of reports, or a lot of advices sometimes it's easier to do things that are more surface level

Code: complexity is offputting

Jackie

just because I've just heard a lot of people say I'm interested in the power threat meaning framework but I need to read more about it or I'm interested in it but can you explain to me what it is or because it's a big chunky doc,

Code: complexity is offputting

Jackie

I couldn't just be shown this (holds up framework document). I took this out to look at this again. You know, I mean, it's always nearby because I do look at it a lot, but like, you know, I couldn't just be given that, it's huge, I'd want to have something digestible

Code: complexity is offputting

Jackie

I think there's something about like even saying to people about the truncated version, and it being over a hundred pages

Code: complexity is offputting

Nat

within the traded model of the main consultation framework is used as like the Monsen et al. problem-solving framework and stuff and just focusing on solution focused stuff. You know, like that has a place but also, you know, this more kind of narrative approach is also really beneficial, especially where we have those same cases coming up with time and time again, really.

Code: comparisons with other models

Sam

just probably giving them examples of what I thought it meant, but that's a sort of interpretation, I hope I've got it right with saying it, but erm again that's that learning process

Code: communication about ptmf may have been "wrong"

Jude

how how to have those conversations without shaming, blaming, ostracising without shutting down something that actually could be nourishing, empowering, compassionate, within a uh, within a limited timeframe

Code: communicating the non-blame aspect hard with little time

Nat

so how how to have those conversations without shaming, blaming, ostracising without shutting down something that actually could be nourishing, empowering, compassionate, within a uh, within a limited timeframe and also a limited perceived role

Code: communicating intentions within others perspectives on ep role

Nat

always through time I have been really interested in what our clinical knowledge tells us about cases and casework

Code: clinical aspects have been a sustaining interest

Jude

I think she did feel really listened to and really understood because I guess a lot of the things that came up affected her as well as the child

Code: clients feeling listened to and understood

Pip

really vulnerable children and young people

Code: clients are vulnerable

Alex

power was operating in his life that was completely out of his control so like all of these environmental factors and social factors erm he, you know, didn't have any control over

Code: children may not have control in their situation

Pip

So the child wasn't directly involved and I think yeah, looking back on it, this is definitely something I probably would have done slightly differently. I think I would have liked to have sort of met with the child as well and as I said, used, maybe some more person-centred approaches to gather his views.

Code: children can be involved but may need alternative approaches

Pip

I'm really interested in the, you know, the care treatment review work, and all the inpatient sort of work I did a little bit of training and stuff around that, I had some kids have had to go through the care treatment review process with and he'd been sectioned and things in the last job, very young kids, well quite young, but so what I was worried about that

Code: children are too young to be sectioned?

Jude

but often, if you like, that, you know, the child I thought I had is not the one I've got in front of me.

Code: children are different after a diagnosis

Sam

and was just really struggling in school with everything, so he was just really struggling to engage with learning, to engage with any of the adults at school, they were sort of describing what they called a lot of challenging behaviour so just becoming very upset kind of shouting, throwing things erm and this was sort of happening more and more and it was, I think, across the curriculum with yeah, learning in all different lessons

Code: child showing range of behaviours

Pip

so the positive was he did stay in his placement and it was quite positive actually, turned in quite well

Code: child ended up staying in placement

Jude

Using this framework means that we can actually really shift behaviour as well, because you'll shift thinking and consciousness so awareness about things that they maybe haven't given kind of enough kind of awareness to, or acknowledgment to.

Code: changing thinking changes behaviour

Sam

feel safe enough to start to develop I suppose her thinking around his needs.

Code: changing stories is risky

Sam

I think you need to make time for this development.

Code: change takes time

Jude

But I think, it's hard isn't it, there are a lot of powerful people who don't like their viewpoints to be changed

Code: change is difficult

Sidney

Now I know the original framework people don't like it because it's seen to go against the medical model and I think the more tried and tested old fashioned viewpoints

Code: challenging the status quo can lead to pushback

Sidney

It is and some people just don't like different ideas that challenge the dominant thinking. It's certainly been a dominant way of thinking for such a long time, hasn't it?

Code: challenging the status quo can lead to pushback

Sidney

I've certainly got, I think, more bold in questioning or challenging people's search for a label first and understanding afterwards

Code: challenging people is risky

Sidney

And the whole bit of work came from the media having very strong narratives, quite dominant narratives about what was happening to the children and young people

Code: challenging dominant narrative

Sidney

To challenge some of the ideologies that are out there already

Code: challenging dominant narrative

Sidney

and yet again, there's so many things to think about

Code: challenge of complexity/choice within role?

Nat

So we've got a lot of card sorts, and they're really great, you know, also remote because you can send them as like PowerPoint documents, you can send them to schools or send them to home, children that are, you know, avoiding school because the emotional avoidance, right, so then they get to do that and then send it back

Code: certain things do work remotely

Jackie

I've linked up with, the beauty of COVID and us making these remote connections, I've linked up with quite a few other people that are interested in it as well.

Code: certain things do work remotely
Sidney

come across cases now where I think yeah, I can really see an application of this here.

Code: case by case basis
Jackie

I use a lot of sort of pers-, person centred psychology approaches and I think a lot of them would fit quite nicely in with this framework.

Code: fits with current practice.
Pip

And you do need time for that. I do appreciate that, you know, because that's about building obviously the relationship, the rapport

Code: building relationships takes time
Sam

And then also how to, to name and talk about that when actually there hasn't been the luxury of building up the trust with that family and sometimes even that school over time

Code: building relationships takes time
Nat

And, and, yeah, get to know it more, so I could implement it more.

Code: better understanding equals more implementation
Alex

What we ended up doing informally again, was a bit more of you know like so you'd have a planning meeting, talk about loads of kids and then occasionally, there might be a child who would be a bit more complex in a certain school so I said do you think we should maybe do to sort of a more joint formulation around this child and draw upon it, but not in a systematic way I didn't go into like that, my hope was, my hope at the time was that I was going to go in to every school and do it with each of my schools, and then ((inaudible)) and it's just not something that I managed to be able to do systematically

Code: being unable to use the ptmf as desired
Jude

you've got to be prepared for being able to be empathic

Code: being empathic takes preparation
Sam

We're kind of at the end, people are like, I don't want to explore, don't wanna go down that, I just wanna know can they stay here, do they need more help or do they need to go to a special school,

Code: being constrained by the specific questions people have for eps

Jude

and really ensure that the person talking to you is understood, is feeling understood

Code: being and feeling understood are different

Sam

what may be therefore seen as a self-destructive act or as a kind of an acting out act is often actually just an act of um

Code: behaviour can be interpreted wrongly

Nat

And what may be therefore seen as a self-destructive act or as a kind of an acting out act is often actually just an act of um, a sense making act or even one could say an act of hope in some way, an act of willfully wishing to change something, or to make, make life or the experience of school, or experience of family different to how it's been at that point experienced for that child or young person.

Code: behaviour can be interpreted differently

Nat

with children and young people, you know, thinking also of babies Elaine, as someone who's recently had a baby, they're truly helpless and dependent

Code: babies are completely reliant on adults

Nat

come from a place of kind of authority, bias or power

Code: authority, bias and power are similar/have similar impacts?

Sam

I make it clear, you know, around if there's, you know, not I'm not I'm not dumping any of my stuff on them, but it's more about making sense of in that very moment, if there's any tricky things and what that might mean for me in terms of what I'm hearing, kind of sounding that out with them.

Code: authenticity could tip into oversharing

Sam

And it did make me think about how often we talk about the kind of trauma or adverse childhood experiences for children who are clearly identified as LAC or adopted. But what about those who are still with the parents and there's clear kind of emotional needs there from an attachment lens.

Code: attachment/trauma usually considered for lac or adopted cyp

Sam

it led to a formulation around the attachment lens, which had never been looked at. And this was a 10 year old child.

Code: attachment should be considered from a young age

Sam

she's been through, sort of how has this affected her, what sort of now coping mechanisms does she have? What survival responses is she having

Code: asking the core questions

Alex

the most basic questions that come with that, and the most sort of umm... Yeah, essentially breaking it down. You know, where, you know where, where is the power, what has happened to you? What, what are the threats, what is meaning

Code: asking the core questions

Alex

there's an appendix in the document that really clearly allows you to think about what's the power here? What's the threat? What's the meaning, what's the threat response? And then what's his story? Which was really helpful to me

Code: asking the core questions

Jackie

and just thinking about those questions and those sort of statements almost that are in the framework to then kind of think well, yeah, how is power impacting on education during this time of COVID and then mapping things across like that so.

Code: asking the core questions

Sidney

trying to bring it back to those key questions about what's happening, what's the meaning, what's going on for this young person rather than kind of um looking at what's wrong with them.

Code: asking the core questions

Sidney

They have the key sort of headings of you know, the impact of power, the threats, meaning discourse, what made things better or worse, bodily reactions to threat, erm strengths, and I split strengths into resources as well. And then my story, the narrative sort of at the bottom, the kind of core, what the framework looks like

Code: asking the core questions

Jude

So I guess firstly, the general kind of experience of what was going on, and I guess a lot of these things were ways that sort of power was operating in his life that was completely out of his control so like all of these environmental factors and social factors erm he, you know, didn't have any control over and then thinking about sort of how that was affecting him erm so that was sort of an opportunity to think about how he was feeling and sort of what, what sense he might be making of everything going on and sort of what was his understanding of it. And then sort of the bit of the framework around you know, how, how

did he survive or kind of get through things, a lot, that sort of explained a lot of the behaviours that they were seeing at school and also similar things at home.

Code: asking the core questions

Pip

But yeah, so I think the framework was was really useful in terms of guiding those questions

Code: asking the core questions

Pip

It was from, I think the youngest age range we had really was Year 1, Year 2 that was kind of tangible data and then we went up to college age.

Code: applicable to broad age range

Sidney

and the fact that their voices weren't being heard at all. So it allowed us to kind of, I suppose again use the framework as a way to em highlight some of that em lack of consideration of what children and young people might think or feel or even have an opinion themselves about what was going on. And the framework kind of opens that up a little bit, doesn't it?

Code: amplifying unheard voices

Sidney

yeah, I mean, get any more training or, you know, get my skills up, make sure my skills are on the right track. We're always learning so erm yeah

Code: always more learning to do

Jude

we all have to do them all the time, don't we?

Code: all eps have to do ehcnas all the time

Jackie

how therefore, whichever way they're presenting is, has a function, has a meaning and it has a function for that person and is serving a purpose for that person

Code: all behaviour serves a purpose

Nat

as an adult, and of course, it can take courage and of course, it's not always felt to be possible, but I could walk out the front door and find a way, another way as difficult as that might be

Code: adults always have choices

Nat

maybe it's like, you know, just making my expectations quite small. I can't prevent this exclusion perhaps but I can write his advice in a way that's sensitive and tailored to him and hopefully goes with him to inform whatever happens next, you know

Code: adjusting expectations of own impact

Jackie

but then I've added bits into that as well

Code: adapting the framework

Jude

How can we bring it into other realms and education for me, feels to be a really obvious one. But then there's also then the how, the how, how do we do that

Code: adapting ptmf to education context not straightforward

Nat

And with that, you can you can do both together. You can be you know, you can you can be doing the kind of activism and you'll be doing the healing in a way

Code: activism and healing are not intrinsically linked

Sam

I'm not sure whether some of the people that I work with, as in teachers or parents, would necessarily have the time or the headspace to think about the theoretical approach that I might be taking because they would want to think about Johnny in class ((laughter)), you know, and what's going on there

Code: acknowledging theory is not helpful

Sidney

ultimately, you know, he's had adverse childhood experiences for the first few years of his life

Code: ACEs in early years are very important

Sam

and actually that led to them that kind of question to her, what access to power and resources do you have? And that was like, actually, you know, I just go for anyone who could provide me with some, some level of financial security, and then I don't look for anything else.

Code: access to power/resources can tap into more than strengths

Sam

I knew that a lot of EPs in the service that I was at quite liked that approach. And my supervisor at the time quite liked that approach

Code: acceptability of practice to eps

Jackie

I really liked that and it really resonated with me

Code: acceptability of practice to eps

Jude

I sort of I thought it would be nice to instead of just talking about loads and loads of cases, seeing how we could explore maybe one case in depth

Code: acceptability of practice to eps

Jude

yeah it had a positive impact in that the school, you know, developed a more positive narrative of this child

Code: a new way of thinking is an impact

Pip

you're asked to put your EP views and your advice, but to think about it as a formulation

Code: a formulation is different from (more than just?) a view

Jackie

I found where there's a lot of diagnosis world where children have a number of diagnosis

Code: a culture of diagnosis

Sam

a case that had been hanging around for a while he sort of said to people I'll wait until you know, I can I come in and we have a good talk about it together because he thought maybe from my experience of autism and more complex case work perhaps that I might have something to add, possibly

Code: a complex case may not be dealt with quickly

Jude

and journeys with staff and that's what that's what I liked about our role that we are allocated to schools so we build relationships with them, rather than being a referral system, that you, children go to the clinic or go to the wherever we're in all the time. So yeah, I think that's there's a lot of strength in in having that

Code: (usual) set up of ep role promotes relationship building

Jude

I did also talk to them about supervision and things like that, a different way, but it was more, it wasn't official supervision cause you know it wasn't a specific erm like reflecting team or whatever or solution circle or anything like that, it was really using this kind of model to listen to what people's perspectives were and then try and get them into the model and then to write it all up.

Code: "real" supervision involves certain models

Jude

I think it creates that authenticity, ultimately, you know, that I'm not just there to kind of do a process.

Code: "doing a process" is inauthentic?

Sam

Appendix P: Ethical Approval

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
Fax: 020 7447 3837

Elaine Milligan

By Email

14 December 2021

Dear Elaine

Re: Trust Research Ethics Application

Title: Exploring Educational Psychologists' views and experiences of the Power Threat Meaning Framework.

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

Please note that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



Paru Jeram

Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: academicquality@tavi-port.nhs.uk

cc: Course Lead, Supervisor, Course Administrator

Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

FOR ALL APPLICANTS

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval

Is your project considered as 'research' according to the HRA tool? (http://www.hra-decisiontools.org.uk/research/index.html)	Yes/No
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	Yes/No
Will your project include data collection outside of the UK?	Yes/No

SECTION A: PROJECT DETAILS

Project title	Exploring Educational Psychologists' views and experiences of the Power Threat Meaning Framework.		
Proposed project start date	Nov 2021	Anticipated project end date	May 2022
Principle Investigator (normally your Research Supervisor): Dale Bartle			

Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval	
Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?	YES (NRES approval) <input type="checkbox"/>
	YES (HRA approval) <input type="checkbox"/>
	Other <input type="checkbox"/>
	NO <input checked="" type="checkbox"/>
If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.	

SECTION B: APPLICANT DETAILS

Name of Researcher	Elaine Milligan
Programme of Study and Target Award	M4 Doctorate in Child, Community and Educational Psychology
Email address	emilligan@tavi-port.nhs.uk
Contact telephone number	

SECTION C: CONFLICTS OF INTEREST


Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, please detail below:
Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

<p>Are you proposing to conduct this work in a location where you work or have a placement?</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:</p>	
<p>The research will be open to any practising Educational Psychologists or Trainee Educational Psychologists, including those who work or have a placement in the same local authority as the researcher and those who train alongside the researcher at the Tavistock and Portman NHS Foundation Trust Educational Psychology course. It is not anticipated that there will be any concerns related to the impact on professional relationships between the researcher and participants (or those who opt not to participate). However, to minimise any risk the following precautionary measures will be taken:</p> <ul style="list-style-type: none"> • Informed consent will be sought from participants. They will be provided with an Information Sheet which will state clearly that neither participation nor non-participation will have any impact on subsequent professional relationships. They will also be given an explanation of how their data will be used and processed (in accordance with UK data protection laws). The extent of anonymity which will be provided will be explained to participants (including that no references to the interviews, data or any individual's participation in the research will be made in future personal or professional encounters). • All data will be anonymised so that participants will not be identifiable. Participants will be informed that they may be able to identify themselves but it should not be possible for others to identify them. • Information about participants' identities will be kept confidential. All transcripts etc. will be stored electronically on an encrypted and password protected device which only the researcher has access to. Notes, research journals etc. will be kept away from shared office spaces. 	

<p>Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).</p> <p><small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small></p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If YES, please add details here:</p>	
<p>Will you be required to get further ethical approval after receiving TREC approval?</p> <p>If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:	
If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach:	
Do you have approval from the organisations detailed above? (this includes R&D approval where relevant)	
YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input checked="" type="checkbox"/>	
Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record	


SECTION D: SIGNATURES AND DECLARATIONS

APPLICANT DECLARATION	
I confirm that: <ul style="list-style-type: none"> • The information contained in this application is, to the best of my knowledge, correct and up to date. • I have attempted to identify all risks related to the research. • I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research • I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research. • I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct. 	
Applicant (print name)	Elaine Milligan
Signed	
Date	29/10/2021

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name of Supervisor/Principal Investigator	Dale Bartle
--	-------------

Supervisor –	
<ul style="list-style-type: none"> • Does the student have the necessary skills to carry out the research? YES <input type="checkbox"/> NO <input type="checkbox"/> ▪ Is the participant information sheet, consent form and any other documentation appropriate? YES <input type="checkbox"/> NO <input type="checkbox"/> ▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? YES <input type="checkbox"/> NO <input type="checkbox"/> ▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? YES <input type="checkbox"/> NO <input type="checkbox"/> 	
Signed	
Date	

COURSE LEAD/RESEARCH LEAD	
Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Signed	
Date	08.11.2021

SECTION E: DETAILS OF THE PROPOSED RESEARCH

- | |
|---|
| <p>1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)</p> |
|---|

The proposed research will explore Educational Psychologists (EPs) views and experiences of using the Power Threat Meaning Framework (PTMF). The Power Threat Meaning Framework (PTMF) (Johnstone and Boyle, 2018) is a tool for considering the role that power plays in people's lives, the threats that misuse of power can pose, and the ways that people respond to those threats. The framework views emotional distress and behavioural "symptoms" as reactions to systemic social factors such as poverty, racism etc. and traumas experienced by individuals such as violence and abuse, rather than flaws/illnesses/disorders within individuals. The framework asks the following key questions:

- What has happened to you? (how is power operating in your life?)
- How did it affect you? (what kind of threats does this pose?)
- What sense did you make of it? (what is the meaning of these situations and experiences to you?)
- What did you have to do to survive? (what kinds of threat response are you using?)

The following two additional questions can also be asked to get an understanding of the skills and resources that people have available to them and to bring it all together into a personal narrative:

- What are your strengths? (what access to power resources do you have?)
- What is your story? (how does all this fit together?)

The researcher will seek to interview around 8 EPs (including trainee EPs) who self-report that they have made use of the framework within their practice. EPs from across the country will be invited as outlined in section F (inclusion and exclusion criteria with justification can also be found here). Purposive sampling will be employed (meaning that the participant group has been identified purposefully based on the research criteria).

Participants will be asked to take part in a semi-structured interview with the researcher. Participants will be asked to reflect on their views and experiences of the PTMF. A proposed interview schedule is appended. Interviews will take place on "Zoom" (video conferencing technology). This is to keep participants and the researcher safe during the ongoing COVID19 pandemic. Participants will be advised to access the call from a quiet, private room and to take steps to prevent interruptions (eg. switching off emails/phones). Interviews will be recorded to allow verbatim transcription. Participants will be given the option to keep their camera switched off. Recordings will be deleted after the interviews have been transcribed and will not be used for any other purpose. They will be provided with contact information for the Principal Investigator (Dale Bartle, research supervisor) and for Beverly Roberts Head of Academic Governance and Quality Assurance) should they feel they need to speak to someone else regarding any concerns about the research or researcher. The data will be analysed using reflexive thematic analysis (Braun & Clarke, 2019).

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

The PTMF was developed by Clinical Psychologists with the aim of providing a framework which brings together social, psychological and biological factors when considering mental distress, as an alternative to psychiatric diagnoses and classification. A special issue of Clinical Psychology Forum published descriptive studies on a range of projects relating to its use (Harper & Cromby, 2020) and the British Psychological Society have created a "PTMF hub" for the sharing of information and good practice relating to the framework. These moves suggest that the framework is gaining some traction within Clinical Psychology (as well as other disciplines such as social work, which are also discussed in the issue).

Like Clinical Psychologists, Educational Psychologists also have a role in working with people (particularly children and young people (CYP)) who are experiencing mental distress and related symptoms. The framework complements narrative, systemic and solution-focused/strengths-based approaches which are commonly drawn on by EPs (Gilling, 2012; Kelly et al, 2017) and as such it seems to be highly relevant to EP practice. There is some evidence to suggest that EPs are also aware of and making use of the framework (BPS website, 2021), although a lack of research suggests that it has not (yet) entered mainstream discourse within the Educational Psychology discipline. More awareness of the framework and how it has been applied to EP practice could be potentially beneficial because the framework aims to counter some of the harm that service users have experienced through traditional diagnostic approaches to mental health support (eg. domestic violence survivors have experienced a lack of recognition of their trauma, victim blaming and negative effects on child contact and child protection proceedings where the woman has been labelled with a mental health problem (Humphreys & Thiara, 2003)). The practice of taking a "within-child" approach or "labelling" children has also been questioned in educational psychology and special education more broadly (Arishi et al., 2017; Lauchlan & Boyle, 2007; Norman, 2017; Pellegrini, 2009), and the PTMF may offer an actionable alternative.

The aim of the proposed research is to highlight the reflections of EPs who have made use of the PTMF in their work as EPs by answering the following research question:

What are EPs views and experiences of using the Power Threat Meaning Framework?

The research will be exploratory as EPs use of the framework has not previously been researched. It is hoped that the research can build greater understanding of the applicability of the framework to EP practice by considering the views and experiences of EPs who have already used it. Although the framework has come from mental health traditions and could, as a result, be considered most relevant to aspects of EP work related to Social, Emotional and Mental Health needs, the focus of the research question has been kept broad to reflect the exploratory nature of the study. The PTMF was also developed in part to minimise the labelling and compartmentalising of people's experiences, so the researcher has decided to similarly avoid compartmentalising aspects of the EP role by excluding experiences relating to other areas of need or levels of application of psychology (eg. participants may also choose to reflect on work around organisational change where they have applied the framework, rather than on individual casework pertaining to one specific area of need). This research may provide guidance that supports more EPs to begin to use

the PTMF or to adapt their current practice. EPs work within a society in which power operates – this research could also encourage reflexivity about this and provide EPs with a tool for this reflection by developing their understanding of how other EPs have used and experienced the PTMF.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

A qualitative design will be used. Qualitative research in general aims to explore the meaning that is made of experiences and to give an understanding of what people do and why they do it (Beeson, 1997). For this reason, to understand how EPs have *experienced* the use of the framework requires qualitative rather than quantitative exploration. The research does not aim to generate a summative list of practical ways that the framework has been used, but rather to explore EP's qualitative views and experiences of the framework having made use of it.

The proposed research is underpinned by a relativist ontology and constructivist epistemology. This mirrors the anti-positivist position adopted by Johnstone and Boyle (2018) in developing the PTMF, which emphasises the importance of people's experiences. The researcher will use semi-structured interviews to collect data, so that the data gathered reflects the experiences of the participants. In adopting a relativist ontology and constructivist epistemology the researcher acknowledges the impact that the researcher's own perspectives and biases can have on data and accepts that they will be undertaking an active and subjective process of identifying patterns and themes, rather than finding themes which objectively exist within the data. However, the researcher will take care to reflect on what they bring to the data through the use of a reflexive research journal and research supervision so that the analysis reflects the participants' realities as far as possible.

Data will be collected through interviews with 6-10 participants. These are expected to last approximately 45 minutes. The interviews will be recorded and transcribed by the researcher. Data will then be analysed according to Braun and Clarke's (2006; 2013; 2019) six-stage process of reflexive Thematic Analysis (TA). The stages are non-linear and are as follows: familiarisation with the data, generating codes, generating themes, reviewing themes, defining and naming themes, and producing the report. Braun and Clarke (2019) describe reflexive TA as "open, exploratory, flexible and iterative". They contrasted the reflexive approach with coding-reliability TA, a positivist or post-positivist approach in which themes are identified first, then coding frames used to identify the material relevant to each theme, aiming for "reliable" coding. In reflexive TA theme development involves reflective and thoughtful engagement with the data, analytic process and the researcher's own assumptions, and transparency about the process. As there is not pre-existing knowledge about the use of the PTMF in EP practice, an inductive approach to coding will be taken (meaning that coding is driven by the data). Both a semantic and latent approach to coding will be taken. This means that some codes will summarise explicit content, others will capture underlying ideas or meaning, and some may do both.

SECTION F: PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)

Educational Psychologists (EPs) who have made use of the PTMF at least once will be invited to participate. The aim is to interview participants who can speak confidently and in-depth about applying the framework to EP practice. It will be made clear to participants that this is the hope and that the researcher is keen to recruit participants with multiple experiences and/or those who have embedded the framework in much of their practice. However, participants who have used the framework on one occasion will also be encouraged to participate, as long as they feel confident to talk about their experience in depth within a 45 minute interview. Inclusion and exclusion criteria will be as follows:

Inclusion	Exclusion
<p>Participants must:</p> <ul style="list-style-type: none"> • Be qualified EPs (including main-grade, senior, principle etc.) or TEPs in HCPC and BPS approved and accredited doctorate training. • Have been working as an EP or on a training placement as a TEP in the UK at the time that they made use of the framework. • Be familiar with the framework either through exposure as part of their EP training, CPD or through their own reading/interest. • Have made use of the framework in one (or more) of the following ways at least once: <ul style="list-style-type: none"> ○ Used the framework to guide consultation (either in conjunction with other models of not) ○ Used the framework to assist with their formulation (either in conjunction with other models or not) ○ Used the framework to inform an assessment approach ○ Used the framework when providing supervision, peer-support groups etc. 	<ul style="list-style-type: none"> • Assistant EPs or other professionals. Assistant EPs are not considered to be carrying out the full range of EP duties with an adequate level of training, experience or autonomy. The study aims to explore the framework as applied within EP practice so the perspectives of other professionals are not considered to be relevant to answer the research question. • EPs/TEPs working outside of the UK. Different contexts may have different expectations and understandings of the EP role. The PTMF was also developed within and for the UK context. • EPs who are not familiar with the PTMF or who have not made use of it within EP practise.

- Used the framework when developing/delivering training
 - Used the framework in another way during and as part of their EP practice
- This is so that participants can speak to their own experiences of using the framework within EP practice.

Purposive sampling will be used. EPs would be invited to participate through:

- Social media related to EP practice (EPNET)
- Direct invitation to EPs known to me that have made use of the framework
- Email to colleague in Sheffield Educational Psychology Service whose contact details are provided under the “good practice examples” section of the BPS website PTMF area.

These invitations will be sent out at the same time. The invite will explicitly mention that recruitment will take place on a first come first serve basis and that it may not be possible to contact everybody where there are more interested parties than can participate. There will be no attempt by the researcher to rank and invite potential participants based on their level of experience with the framework due to concerns that unintentional bias of the researcher could impact on who is or is not deemed experienced enough to participate. Instead, all potential participants are deemed capable of judging for themselves whether they feel they can speak in depth about their experiences. It is considered appropriate to contact EPs directly as there is not considered to be a power imbalance within my professional relationships with other EPs or TEPs that may impact on their decision to participate or not. They will be reminded that participation is entirely voluntary and that there will be no repercussions for non-participation. Potential participants will be provided with an information sheet outlining the aims/purpose of the study and participant requirements

5. Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.

If any data collection is to be done online, please identify the platforms to be used.

Interviews will be conducted online using Zoom, a password protected secure platform. This is due to the ongoing COVID19 pandemic, so that there will be no unnecessary risk of spreading infection. The interviews will take place at mutually convenient times for the researcher and the individual participants. Interviews may take place outside working hours if that is the participant's preference due to workloads or other commitments.

6. Will the participants be from any of the following groups? (Tick as appropriate)

- Students or Staff of the Trust or Partner delivering your programme.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)¹

- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

7. Will the study involve participants who are vulnerable? YES NO x

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If **YES**, a Disclosure and Barring Service (DBS) check **within the last three years** is required.

Please provide details of the “clear disclosure”:

Date of disclosure:
Type of disclosure:
Organisation that requested disclosure:
DBS certificate number:

*(NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>). Please **do not** include a copy of your DBS certificate with your application*

8. Do you propose to make any form of payment or incentive available to participants of the research?
 YES NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

It is anticipated that the participants will have a level of English suitable to participate in the study, as they will be employed as Educational Psychologists and therefore educated to Masters or doctoral level (or completing doctoral training) and will have experience carrying out professional roles in English. It is expected that they will have an adequate understanding although all participants will be invited to ask questions should they need or wish to.

SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT

10. Does the proposed research involve any of the following? (Tick as appropriate)

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- x use of emails or the internet as a means of data collection
- use of written or computerised tests
- x interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- x audio-recording interviewees or events
- x video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- Themes around extremism or radicalisation
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants
- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (please ensure Section G is complete)

11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES NO x

If **YES**, please describe below including details of precautionary measures.

12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

The research is not anticipated to cause discomfort or distress to the participants as they will be discussing experiences from their everyday work. However, reflecting on practice can be an uncomfortable process as it may stir up feelings of guilt, embarrassment or inadequacy if a participant feels unable to respond in a way that they feel is favourable. The researcher has experience of conducting focus groups for research purposes through their undergraduate degree (University of Glasgow, BSc Hons Psychology, 2009-2013) which involves considering and supporting participants in a similar way to conducting interviews. Although the researcher has limited research experience involving interviewing participants about their job, the researcher holds discussions with school staff about their practice as part of their everyday working role. The researcher has also jointly led peer-supervision groups in which members discussed difficult aspects of their role. The researcher therefore has some experience of providing containment and support to individuals as they share aspects of their work. Participants will be signposted to additional support should they need it (see section 14 and 16 for details). Participants will be reminded that they can choose to take a break or to skip questions should they wish.

13. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

Participants may benefit from reflecting on their role and the positions that they take on the topics raised, as well as how these may fit in with practice in their wider work context. Once the data has been analysed, findings will be presented to those who participated. They may find it encouraging to hear about other EPs with similar views/practices, or be inspired by examples of differing perspectives to make positive changes within their roles.

14. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

It is not anticipated that taking part in the research will lead to adverse consequences for participants (or any other party). However, contact information for Head of Academic Governance and Quality Assurance for the trust and the researcher's supervisor will be made available to participants should they wish to raise any concerns with the research. Should a participant become distressed during the interview, they will be given the option to stop the interview. The participant would be given the opportunity to speak (off the record) and they will be signposted to further support that they might like to access.

15. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.

Participants will be asked about their experiences of the process and whether they would like to access further information or support. They will have opportunities to ask questions at the end of the interview and I will remind them about confidentiality, anonymity etc.

Participants will be reminded that they are free to withdraw until the information has been de-identified (this will take place 2 weeks after data collection) and that their information will be stored securely and without any identifying information. They will be informed that they may be able to identify themselves in the research write-up but that all efforts will be taken to ensure that other people would not be able to identify them.

16. Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.

In the unexpected event that a participant experiences an adverse emotional response during or related to their participation in the research, they will be asked in the first instance if they can identify a supportive person within their personal or professional network with whom they can discuss the issues (eg. their supervisor). For more serious issues or where a lack of a supportive network becomes apparent, participants will be signposted to their GP and to the local authority's local offer which can provide contact information for a variety of services in the area that are suitable for their needs. Participants may also benefit from reminders about the following organisations:

- Association of Educational Psychologists
- Samaritans.org

17. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

Participants will be provided with a written summary of the research findings.

FOR RESEARCH UNDERTAKEN OUTSIDE THE UK

18. Does the proposed research involve travel outside of the UK?

YES x NO

If YES, please confirm:

I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? <http://www.fco.gov.uk/en/travel-and-living-abroad/>

I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.

All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.

If you have any queries regarding research outside the UK, please contact academicquality@taviport.nhs.uk:

Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:

SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL

20. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES x NO

If NO, please indicate what alternative arrangements are in place below:

21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

22. The following is a participant information sheet checklist covering the various points that should be included in this document.

x Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.

x Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.

x A statement confirming that the research has received formal approval from TREC or other ethics body.

x If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

x A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.

x Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

x Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

x A statement that the data generated in the course of the research will be retained in accordance with the [Trusts 's Data Protection and handling Policies](#) .:

<https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>

x Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

x Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

23. The following is a consent form checklist covering the various points that should be included in this document.

- x Trust letterhead or logo.
- x Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- x Confirmation that the research project is part of a degree
- x Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- x Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- x If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- x The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research. (N/A)
- Details of any funding bodies or research councils supporting the research. (N/A)
- x Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- x The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT

26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES NO

If **NO**, please indicate what alternative arrangements are in place below:

27. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years 3-5 years 6-10 years 10> years

NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

Research data, codes and all identifying information to be kept in separate locked filing cabinets.

x Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.

x Access to computer files to be available to research team by password only.

Access to computer files to be available to individuals outside the research team by password only (See **23.1**).

Research data will be encrypted and transferred electronically within the UK.

Research data will be encrypted and transferred electronically outside of the UK.

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer:

<https://www.essex.ac.uk/student/it-services/box>

Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.

Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).

x Use of personal data in the form of audio or video recordings.

X Primary data gathered on encrypted mobile devices (i.e. laptops).

NOTE: This should be transferred to secure University of Essex OneDrive at the first opportunity.

x All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

x All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

N/A

30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:

N/A

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

30. How will the results of the research be reported and disseminated? (Select all that apply)

- Peer reviewed journal
- Non-peer reviewed journal
- Peer reviewed books
- Publication in media, social media or website (including Podcasts and online videos)
- Conference presentation
- Internal report
- Promotional report and materials
- Reports compiled for or on behalf of external organisations
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

SECTION K: OTHER ETHICAL ISSUES**31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?**

N/A

SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS**32. Please check that the following documents are attached to your application.**

- Letters of approval from any external ethical approval bodies (where relevant) NA
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant) NA
- Letters of approval from locations for data collection NA
- Questionnaire NA

Interview Schedule or topic guide

Risk Assessment (where applicable) NA

Overseas travel approval (where applicable) NA

34. Where it is not possible to attach the above materials, please provide an explanation below.

Attached all applicable.

Appendix Q: Competencies and Proficiencies

BPS Competencies

1.5 Demonstrate understanding of biological, cultural and social influences on development, and knowledge of evidence-informed strategies to promote social-emotional functioning and mental health.

Here understanding is paired with strategies, which may include focus on changing systems (this is left to *individual* interpretation/application).

2.1 Demonstrate professional and ethical practice which adheres to the British Psychological Society's Code of Ethics and Conduct and the HCPC Standards of Conduct, Ethics and Performance.

HCPC Standards directly discuss interpersonal discrimination (EPs must not treat someone differently based on their views, and must challenge colleagues who seem to be discriminating against someone). No reference is made in either set of guidance to institutional/systemic discriminatory matters (e.g. institutional racism) (BPS, 2021; HCPC, 2018) so there is some ambiguity with regards to the EP role in tackling these issues.

2.4 Demonstrate awareness of role boundaries and limits to legitimate professional expertise.

Lack of clarity about the role boundary regarding systemic change...

2.5 Challenge views and actions judged potentially harmful to the child/young person.

Focus is on interpersonal harm.

3.1 Demonstrate appreciation of diversity in society and the experiences and contributions of different ethnic, socio-cultural and faith groups.

3.2 Demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice.

3.3 Take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions.

Each individual is directed to promote inclusion and equity and to carry out anti-discriminatory and anti-oppressive practice in their individual practice. This seems to position discrimination and oppression as interpersonal (enacted by individuals on other individuals, and can be avoided by individuals by just doing or not doing something in practice).

3.4 Be aware of attitudes to impairment and disability and where relevant, redress influences which risk diminishing opportunities for all vulnerable children and young people including those with SEND and their families.

Here EPs *are* directed to "redress influences" which presumably does include at a systemic level.

3.5 Demonstrate knowledge and understanding of different cultural, faith and ethnic groups, and how to work with individuals from these backgrounds in professional practice.

3.6 Demonstrate knowledge and understanding of gender and sexuality and the impact of stigmatising beliefs.

3.7 Demonstrate understanding of the impact of inequality, socioeconomic and cultural status and disadvantage and the implications for access to resources and services.

These are all about understanding rather than acting.

3.8 Demonstrate competence in using consultation to respond to needs and concerns at individual, group, class and whole organisation levels.

EPs work at different levels, NOT just at an individual level. However, is working at a 'whole organisation' level equivalent to working at a societal or community level in line with the socialist-collectivist model?

6.1 Demonstrate critical knowledge of theory and research on effectiveness of psychological and educational interventions at the individual, family, group and systems levels.

Is demonstrating knowledge the same as acting? Does 'systems' mean individual organisations?

6.5 Incorporate appropriate therapeutic techniques and processes when working directly with children and young people in distress and identify and implement evidence-informed psychological interventions to promote mental and emotional wellbeing.

Emphasis on *psychological* interventions to promote mental and emotional wellbeing, what kinds of intervention are being excluded by specifically detailing that the interventions should be 'psychological'?

7.7 Demonstrate knowledge of theoretical and research perspectives on organisations, systems and the process of organisational analysis and change, and work in collaboration with fellow professionals to bring about change, through policy and systems development.

Scope here to interpret this as directive to bring about change at policy level. However, it appears in section about organisational change so seems to refer to policy within local organisations.

7.9 Demonstrate knowledge and understanding of the history of educational psychology and how political, social and economic factors and influences have shaped the development of the profession of educational psychology.

Requirement to understand past but does not refer to shaping the future of the profession as a result.

HCPC Proficiencies

2.11 understand the organisational context for their practice as a practitioner psychologist

Understand the context, no requirement to change it.

5.1 understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing and behaviour

Requirement to consider how society impacts on experiences as a result of gender, sexuality etc.? Should we be tackling concepts such as heteronormativity at curriculum level, for example? Or have we just to understand that it may be an issue? And are we referring to the impact of sexism or the impact of gender here?

6 Be able to practise in a non-discriminatory manner.

Discrimination framed as interpersonal.

13.32 understand the structures and systems of a wide range of settings in which education, health and care are delivered for children, adolescents and young adults, including child protection procedures

13.33 understand psychological models related to the influence of school ethos and culture, educational curricula, communication systems, management and leadership styles on the cognitive, behavioural, emotional and social development of children, adolescents and young adults

13.34 understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups

13.36 understand psychological models related to the influence on development of children and adolescents from:

13.36.1 family structures and processes;

13.36.2 cultural and community contexts; and

13.36.3 organisations and systems

13.37 understand change and transition processes at the individual, group and organisational level

Again, *understand* the impact of, for example, curricula but no imperative to act to change it. 'Understanding' change processes is not the same as 'enacting' them. Focus specifically on psychological models – do other models (eg. political models) impact on psychology? Are they relevant to the profession?

14.58 be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards

Not clear what the interventions are so there is scope for EPs to attempt to intervene at systemic/political level here, not directed to do so though so would be up to individuals to interpret the role in this way.

The British Psychological Society. (2021). *Code of Ethics and Conduct*.
<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct.pdf>

Health and Care Professions Council. (2018). *Standards of conduct, performance and ethics*.
<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

Appendix R: Research Journal Extracts

Planning phase

I'm feeling intensely neutral towards the PTMF. I am interested in it, yes, but is it weird to be doing research on something that I think is deeply imperfect? I can't say there's anything about Educational Psychology, or indeed Psychology, that I find perfect though... I don't suppose it is my role as a researcher to be an advocate for the thing that I am researching anyway, but it is interesting that I feel strangely that perhaps I should be or that I might be understood in that way by others? Am I feeling a desire to distance myself from the PTMF? Is that because I don't want to get swept up in some kind of mania and miss or downplay some of the negatives that the participants bring? Although I am imagining that the participants will probably be proponents of the PTMF, so maybe I could go too far the other way and impose negativity that isn't there... I think I have to go into the interviews in the way that I try to go into consultations: with curiosity.

Before interviews

I'm just making a note to self to remind myself of what my job is here. I'm so scared that I will get this 'wrong' and end up with unusable data and waste a bunch of people's time and have no thesis to hand in and lose my job and run out of money and lose my home and end up on the streets (oh interesting, I am doing a bit of catastrophising and it does indeed seem to be related to the negative operation of power in my life and the fact that I rely on the good will of others to keep me employed and therefore fed, what an awful thought). I know that I am somebody who learns by debating – when I am interested in something and want to learn about it, my natural reaction is to argue and say a lot of “but what about...”s. That's not what I am doing here! Listen neutrally, stick to the script, but try not to sound like a robot: easy!

During interviews

After third interview. So far I'm not really noticing any patterns. All 3 people have talked about very different things and have seemed like very different sorts of people as well. I don't know why this has come as a surprise to me – I must have been expecting similar people with similar beliefs and similar motivations. I used to work with someone who was quite vocally anti-‘labelling’ and I think I was expecting the participants to be like them.

Everything the second person said really resonated with me and I was left with a sense of validation but in a sad way. I feel exactly the same about the power to do harm and sometimes I feel a bit dismissed for worrying about it, which does make me want to shout even louder. It's probably good that I'm noticing this though because I will need to be careful not to lend extra weight to the data that has come from that participant when I'm doing the analysis. And I don't want this to just become me shouting “EPs BAD!”, “we're all colluders in an evil system!”.

I'm also wondering about how I bring together a cohesive narrative from very different people, and whether that feels fair to do so? Can I represent all of the voices with one ‘story’?

After fifth interview. I'm feeling incredibly anxious after this one and I'm just trying to unpick why. I think I found it quite hard to follow the participant's chain of thought. This one also stood out to me as being a bit more ‘practical’ in focus than the others. I'm now wondering if that is more what people will expect from this research, a practical ‘how to’

guide? None of the others have really talked about the ins and outs of ‘how’ and ‘what’... Is that wrong? Well no, it’s not wrong, because they have brought their own views and experiences and chose not to centre the practical parts. But this has also made me realise how much some of the interviews have kind of strayed away from the PTMF and towards the EP role as a whole. Should I have been asking more questions about the practical side of things? Should I even be thinking about the reader’s expectations? Do I have to ignore anything that relates to the EP role and not exclusively the PTMF – I’m not really sure if a lot of the data will answer the research question depending on how narrow a position I take on this...

After seventh interview. I am definitely feeling like I have got loads of interesting data now and I’ve definitely been starting to pick up on some more commonalities. Still some of it seems to relate to the participants views on the role as a whole but I suppose deeper analysis might actually help me to make sense of the bits that are relevant to the research question. I also feel really strongly that I want to do the participants justice and represent them well. Interestingly, I feel a desire to present them in a really good light. I think this is partly because of Braun & Clarke’s direction to not “argue with the data” and partly because I just felt myself really liking the participants. It feels a bit like I’ve joined this wee club and have bizarrely been given the task of representing the club outwardly, even though I’m the newest member... or something.

Coding

I am actually enjoying this bit! There is something kind of comforting about looking at, noticing and interpreting the small details, it’s really helping me to see how rich this data is. When I was doing the interviews some of them stood out as saying loads of interesting things, but looking in very fine detail has re-tipped the balance for me so that I can see more easily what all of the participants have brought. I’m very conscious that this coding malarkey is ME doing something, though. I am deciding what things mean. I know I’m not taking an epistemology or methodology where I am meant to completely ‘bracket off’ my own thoughts and opinions etc., but I’m also really conscious that it shouldn’t just reflect me me me.

Later in Analysis

I’m starting to realise that listening to the interviews and doing the analysis is shaping my views and I’m developing a warped confusion about “well what was me before and what is learning that I am taking from the participants”, like I’m blending into the data and it’s blending into me and it’s very very difficult for me to separate them out? I suppose this might be what big Q qual folk mean when they say it is not possible to stay completely objective, because despite supervision and despite writing lots of things down before and during analysis, I’m still feeling like it’s getting quite messy. I think I need to take a step back and maybe try talking to some other people who are doing this process.

During Late Analysis/Write Up

I think I’m realising that I attempted to take myself out of the data so much that I’ve also just started to ignore some of what is actually there in the data. I’ve been thinking that the whole systemic vs. individual focus is just so very me that it can’t possibly be there in the data, but it is! Pretty much all of the participants spoke about the importance of the context when they were thinking about the causes of the problems, but the solutions and impact were generally about individual empowerment and agency and making different choices. I don’t think I should ignore this just because it’s very ‘me’.