

Teaching for Understanding within the Affective Field

© Joan Gaynor Mowat

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Volume 3

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Appendix

Appendix 1

Childhood Psychopathology

Criteria for Oppositional Defiant Disorder

The child frequently displays four or more of the following behaviors over a six-month period and that this pattern leads to an impairment of social, academic, or occupational life:

- *loses temper;*
 - *argues with adults;*
 - *defies or refuses adult requests or rules;*
 - *deliberately does things to annoy other people;*
 - *blames others for his or her own mistakes;*
 - *is touchy or easily annoyed by others;*
 - *is angry, resentful, spiteful or vindictive;*
 - *frequently swears or uses obscene language.*
- (Oatley and Jenkins, 1996, p224)

Criteria for Conduct Disorder

The criteria for conduct disorder are similar to those above but also include more serious anti-social behaviour such as:

- *truanting before age 13;*
 - *stealing;*
 - *firesetting;*
 - *sexual assault;*
 - *physical fights;*
 - *physical cruelty to people or animals;*
 - *use of weapons.*
- (Oatley and Jenkins, 1996, p224)

Appendix 2

Definitions from Bronfenbrenner's theory of the Ecology of Human Development (Bronfenbrenner, 1979)

Microsystem

A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics.

(Ibid., p22)

Mesosystem

A mesosystem comprises the interrelations among two or more settings in which the developing person actively participates ...

(Ibid., p25)

Exosystem

An exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person.

(Ibid., p25)

Macrosystem

The macrosystem refers to consistencies, in the form and content of lower-order systems (micro-, meso-, exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies.

(Ibid., p26)

Appendix 3

Sgi Parent/Guardian Letter of Consent (2001)

Dear XXXX,

Behaviour Support Groups for S2 Pupils

I am about to set up Behaviour Support Groups for 32 second year pupils and would like to invite xxxx to join one of the groups. The groups have been running in XXXX for three years now and have helped many pupils to improve their behaviour and their attitude towards school.

Pupils are invited to join the groups for one of the following reasons:

- the pupil's behaviour is already causing serious concern
- the pupil's behaviour is beginning to cause concern
- the Guidance teacher believes that the pupil would benefit from involvement in the group as a preventative measure.

The groups will meet once per week with me or with a Guidance or Behaviour Support teacher. Each pupil will be set weekly behaviour targets. These targets are recorded in a booklet; progress is checked by class teachers and parents see the booklets regularly and are given the chance to comment upon progress made.

You should also be aware that the work of the groups is being examined as part of a research project. This research aims to find out whether the group work makes a difference to individual children and to see whether the approach can be improved. Although details of the work of the groups will be written up in a report, the names of the pupils concerned will not be revealed.

We believe it is very important that parents are fully involved and would like to invite you to a meeting on **Monday, 26th November at 2.00pm**. At this meeting you will have a chance to talk to some of the staff involved, will be given more details about the work of the groups and will have the opportunity to ask questions.

I hope that you will give this venture your full support and will encourage xxxx to do well within it. Please complete the accompanying slip and ask xxxx to return it to me as soon as possible. If you cannot attend the meeting but would like more information, please do not hesitate to contact me by phone. I will return your call as soon as I am able.

Yours sincerely,

Appendix 4

Pupil Self-Assessment (Pre-Intervention): Comparison between Sg and Cg Responses

Please refer to App 7.2.2

Support Group (SG): N = 46 Comparator Group (CG): N = 110

Positive Responses	Mid-Responses	Negative Responses
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Table 1

Item No.	SG	CG	χ^2	p<	SG	CG	χ^2	p<	SG	CG	χ^2	p<
1	10	39	2.83		14	62	8.73	.01	22	9	32.02	.001
2	31	70	0.2		14	34	0		1	6	.81	
3	39	95	.07		7	14	.17		0	1	.42	
4	17	92	33.57	.001	26	18	25.83	.001	3	0	7.31	.01
5	28	68	0.01		17	37	.16		1	5	.49	
6	1	67	45.51	.001	28	41	7.32	.01	17	2	37.44	.001
7	10	58	12.67	.001	21	50	0		14	2	28.86	.001
8	25	64	.19		7	43	8.49	.01	14	3	25.65	.001
9	27	85	5.53	.05	14	22	1.99		5	3	4.42	.05
10	13	35	.19		21	65	2.37		12	10	7.73	.01
11	17	92	33.57	.001	25	16	26.52	.001	4	0	9.82	.01
12	22	66	1.95		15	41	.31		9	3	12.95	.001
13	24	64	.48		10	41	3.56		12	5	15.5	.001
14	16	83	23.14	.001	23	27	9.65	.01	7	0	17.53	.001
15	19	80	13.81	.001	18	30	2.14		9	0	22.84	.001
16	17	52	1.4		23	49	.39		6	9	.88	
17	14	63	9.35	.01	18	45	.04		14	1	32.54	.001
18	13	48	3.22		24	60	.07		9	2	15.59	.001
19	16	62	6.04	.05	18	39	.19		12	9	8.93	.01
20	28	78	1.5		10	30	.52		8	2	13.11	.001
21	5	93	75.38	.001	21	16	17.35	.001	20	1	50.46	.001
22	26	95	16.6	.001	10	14	2.02		10	1	21.47	.001
23	18	79	14.74	.001	14	27	.58		14	4	22.82	.001
24	10	59	13.38	.001	16	43	.26		19	7	28.51	.001
25	5	83	55.02	.001	22	25	9.71	.01	17	2	37.44	.001
26	26	45	3.19		13	47	2.87		7	18	.03	
27	39	66	9.05	.01	3	32	9.49	.01	4	10	.01	

Appendix 5

Pupil Self-Assessment (Post-Intervention): Summary of Sg Responses

Please refer to App 7.2.2
Support Group (SG): N = 43

More +ve	No change	More -ve
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Table 1

Item No.	N	%	N	%	N	%
1	15	35	19	44	9	21
2	21	49	21	49	1	2
3	28	65	14	33	1	2
4	17	40	24	56	2	5
5	20	47	22	51	1	2
6	13	30	19	44	11	26
7	7	16	24	56	11	26
8	17	40	20	47	6	14
9	20	47	17	40	6	14
10	10	23	25	58	8	19
11	23	53	18	42	2	5
12	20	47	16	37	7	16
13	21	49	15	35	7	16
14	14	33	24	56	5	12
15	14	33	21	49	8	19
16	12	28	25	58	6	14
17	15	35	20	47	8	19
18	10	23	27	63	5	12
19	16	37	20	47	7	16
20	18	42	17	40	8	19
21	10	23	20	47	13	30
22	19	44	15	35	9	21
23	19	44	17	40	7	16
24	16	37	14	33	13	30
25	9	21	22	51	12	28
26	22	51	17	40	4	9
27	31	72	9	21	0	0

Appendix 6

Methodology Related

**Analysis of Qualitative Data
(Q1 of Research Tools):
illustrated by Stewart (CS1) (02F1b)
and 00A3b**

Appendix 6.1

Content Analysis of Referrals to Sgi (cohorts 2001 & 2002) (extract)

Table 1

Category	Code	Comment in support of referral
Perceived benefits for pupil		
Seeking a focussed approach to improvement	02E3g	.. is very aggressive and argumentative. She loves attention and seeks it constantly. She finds it very difficult to behave in class. I would hope the Sg could highlight areas where she could improve her behaviour in classes.
Need for support	02H1b	Pupil requires constant support, constantly, throughout school
Need for guidance in decision making	02D5g	A bright enthusiastic pupil requiring guidance in making the correct decisions in certain situations she may be confronted with.
Need for guidance /learning difficulties*	02D6b	.. has a very low IQ. Requires help and guidance in appropriate behaviour.
Need for guidance/ dev. self-responsibility	02E1b	.. is not a bad boy. With some direction I am sure he could stop the silly fights. He also needs to admit sometimes it is his fault he is in trouble.
Seeking positive attitude	02B3g	I feel I could work with .. to bring about a change of attitude.
Need for guidance/preventative measure	02D2B	Low-level indiscipline but may benefit from intervention to set him on the right track for S2.
Self-esteem/re-inforcement of app. behaviour	02D4g	Again - low level indiscipline but may benefit from intervention to lift self-esteem and reinforce appropriate behaviour.
Benefit from contact & target-setting	02H4b	Would benefit from weekly contact/ targets
Need to harness anger & aggression	02G2b	.. is really losing it. He is bordering on serious trouble. I would hope the Sg could help him harness his anger and aggression towards others.
Need to accept authority/inter-personal skills	02D1b	A very bright boy but requires to learn how to accept authority and work with others.
General	02G3b	5 AOCs (Area of Concerns) from teachers. Could maybe benefit if in right group.
Learning Difficulties/Work related		
Failure to work in class leading to conflict	02A2b	.. produces very little work in class and pretends he can't do it. He will only work when a member or staff stands over him. This leads to conflict.
	02A4b	.. produces very little work sometimes - any work is all on his own terms. Usually quiet until a member of staff makes a demand on him - then he becomes 'foul'.
Specific Learning Difficulty	02H2b	Finds school work difficult, although intelligent - dyslexia?
Poor concentration/ Attention-seeking	02B4b	Lacks concentration and focus. Responds to behaviour monitoring card. Very easily distracted. Sometimes demands attention by behaving badly.
Learning Difficulties/Need for guidance*	02D6b	.. has a very low IQ. Requires help and guidance in appropriate behaviour.

Appendix 6.2.1

SgL Questionnaire Responses: Summary of Content Analysis

Question 1

To what extent, if any, would you consider that this pupil has gained insight into his/her values, beliefs, attitudes and motivations?

Category (2nd column)

	No. of responses
1 insight gained into values ...	20
2 some insight gained into values ...	11
3 a little insight gained into values ...	11
4 very little/no insight gained into values ...	8
5 answer given does not address question	2
6 uncertainty as to outcome	1

Respondents: N = 53

Themes explored within responses (broad categories)

	No. of responses
Reflecting upon behaviour	8
Some gains in awareness/understanding (qualified)	5
Insight into values	5
Insight into motivations underlying behaviour	8
Gains in self-esteem	1
Development of self-control, self-responsibility and motivation to improve upon behaviour	17
Ability to consider views of others	3
Insight into relationships	4
Relationship between behaviour and learning	3
Factors inhibiting the development of insight	13
Insights gained over time	1
Peer-group influence	1

Please note that responses may span more than one category

Exemplification

Table 1

	Cat	Themes	Comment
02F1b	1	gaining awareness of behaviour gaining self-control/reflecting upon behaviour more open to other views	.. now considers his behaviour more carefully. He is willing to stop and think. He is willing to consider as being potentially valid what is being said to him.

Appendix 6.2.2

Pupil Questionnaire/Semi-Structured Interview Responses: Summary of Content Analysis Question 1

To what extent, if any, do you consider that the Support Group has helped you to be more aware of your own behaviour?

(prompt) Are you more able to understand how you are likely to react in different situations?

Responses (prompts)

1	thinking more about your behaviour	30✓	1S	2U
2	more awareness of right and wrong	15✓		
3	thinking through behaviour more in difficult situations	12✓	1S	
4	thinking more about what will happen if you behave badly	17✓		
5	thinking more about how your behaviour affects others	15✓		

Respondents: N = 52
(responses span more than one category)

Key

✓	positive responses
S	some/sometimes
D	it depends
U	uncertain

Other

	No. of responses
Modifications to behaviour	13
Gaining insight into behaviour	6
Developing self-control	5
Motivation to want to improve/caring more about behaviour	3
Being given guidance on behaviour	2
Desire to continue group	2
Impacting on learning	2
Increased focus on learning	1
Understanding relationship between behaviour & learning	1
Less truancy – ‘bunking classes’	1
Developing empathy – more awareness of teachers’ views	1
Shame at being singled out for involvement	1
Not certain that improvement can be attributed to intervention	1
Awareness developing over time	1
Mutual respect	1

Total respondents: 22
(responses span more than one category)

Appendix 6.2.2

Pupil Questionnaire/Semi-Structured Interview Responses: Summary of Content Analysis Question 1

Exemplification

Table 1

	Prompts	Themes	Comment
02F1b	1 ✓ 2 3 4 5 other ✓	thinking more about behaviour understanding relationship between behaviour and learning	Thinks more about behaviour. Thinks its important to learn and this can only happen when well behaved.

Appendix 6.2.3

Pupil Retrospective Interview Responses: Summary of Content Analysis

Question 1

To what extent, if any, would you say that the group has helped you to:

- understand yourself and your behaviour better?
- understand how your behaviour affects others?
- understand the perspective (view) of the class teacher in trying to maintain order and discipline?

Prompts are recorded on interview schedule.

Responses (prompts)

1	understand yourself and your behaviour better	17+	4S	1-ve		
2	understand how your behaviour affects others	17+	1S	4-ve		
3	understand the perspective of the class teacher	16+	2S	1L	1U	1-ve

Respondents: N = 22
(responses span more than one category)

Key

+	positive response
S	some/sometimes
L	limited response
D	it depends
U	uncertain
-ve	negative response

Other

	No. of responses
Modifications to behaviour	9
Developing self-responsibility	2
Developing better relationships	3
Being self-motivated to want to improve	2
Developing self-control/reflection	2
Developing self-confidence	1
Facilitating maturity	1
Developing insight into behaviour – related to Learning Difficulties	1
Developing insight into effects of behaviour upon learning	1
Positive effects of interaction with SgL	1
Being given guidance on behaviour	1
Sense of persecution – “Teachers on my case”	1
Feeling singled out – “One of those mad people”	1
Not always able to apply insights gained	1
Developing empathy/ability to see other perspectives	1
Caring more about behaviour	1

Respondents: N = 17
(responses span more than one category)

Appendix 6.2.3

Pupil Retrospective Interview Responses: Summary of Content Analysis Question 1

Exemplification

Table 1

	Prompts	Themes	Comment
02F1b	1 +	modifications in behaviour (less aggressive)	1 Yes – because I was always aggressive – Mr X (SgL) stopped me being aggressive – he talked to me instead of ignoring me.
	2 +	positive effects of interaction with SgL	2 Aye – stopped me from learning and that – I was just carrying on and stuff.
	3 + other ✓	insight into effects of behaviour on learning	3 Aye.

Appendix 6.2.4

Class Teachers' Questionnaire (cohorts 1999-2001): Exemplification of Content Analysis Question 1

Has there been any positive change in the pupil's attitude and behaviour?

Category¹

+ve	mainly positive responses
var	variable responses – some positive, some negative, some indicating improvement to only a certain extent or indicating reservations
-ve	mainly negative response

Exemplification 1

Classification² of class teachers' responses (N = 8) as they pertain to one specific pupil in relation to Research Question 2.

RQ 2.1	The regulation of behaviour with good judgement in a range of contexts
RQ 2.2	The capacities for empathy and social skills
RQ 2.3	The development of confidence and self-esteem
RQ 2.4	The development of more positive dispositions towards learning and school

Table 1

	N =	RQ	Category	Themes	Summary of Comments
00A3b	8	RQ 2.1 Var RQ 2.2 Var RQ 2.4 Var	Variable	developing self-control (calmer, less confrontational); unable to sustain improvements gained; some gains in learning related behaviour; can be unco-operative	Mixed response – whilst some staff have noted an improvement – “ Seems calmer and less confrontational”; “ A noticeable improvement” – some express reservations - “ Good behaviour over a period of time but beginning to deteriorate”; “Showing he can work in class, he can keep quiet and be less argumentative but trouble is always there” – other staff note no change – “....’s behaviour has never given me cause for concern”; to, “Still late for class, slow to take off jacket, very unwilling to do much work”.

Please note that, whilst Q1 of the research tool specifically addresses RQ 2.1, responses from class teachers also span other aspects of RQ 2.

¹ In order to collate the responses for all cohorts, these categorisations were revised to incorporate the categories of 'very positive' and 'very negative'.

² by the author

Appendix 6.2.5

Class Teachers' Questionnaire (Cohort 2002): Summary of Content Analysis Question 1

Has there been any positive change in the pupil's attitude and behaviour?
Respondents: N = 227

Please note that categories were selected by class teachers via a Likert Scale. Comments under each category were classified according to 'behaviour related', 'learning related' and 'other'.

Summary of Responses (pertaining to 28 pupils)

Yes	22
Yes, with reservations	35
Not certain/It depends/Sometimes ¹	42
No, this was not problematic	33
No change	64
Deterioration	31
N =	227

Unable to comment upon question² 17

Categories:

Yes 22 Yes, with reservations 35

Behaviour Related

	No. of responses
more subdued/ quiet/ calmer	6
exemplary/ excellent behaviour	3
improvement in behaviour	3
general improvement but some lapses	3
developing self-control	3
improvement in behaviour – not sustained	2
behaviour erratic/ mood dependent	2
improvement latterly	1
less attention-seeking	1
pupil did not instigate bad behaviour	1
taking responsibility for poor behaviour	1
can be pro-active in trying to improve	1
more polite	1
can be reasoned with	1
arrogant on occasions	1

Learning Related

more motivated/ engaged in/ enjoyment of learning 6

¹ Respondents did not always distinguish between these categories, hence they have been amalgamated

² This may arise because of the pupil's absence, extraction from class for behaviour and/or learning support or because the class teacher may only see the class once per week

Appendix 6.2.5

Class Teachers' Questionnaire (Cohort 2002): Summary of Content Analysis Question 1

more tenacious	2
motivated by computer work	1
responds to encouragement	1

Other

improved attendance	1
developing trust and improved relationships	1

Category:

Not certain/It depends/Sometimes 42

Behaviour Related

erratic/mood dependent	4
more settled/quieter/relaxed	3
dependent upon the teacher's approach	1
responds +vely to firm discipline	1
responds to bribery	1
will respond -vely to teacher when 'hyper'	1
never too bad initially	1
sometimes makes an effort to improve	1
still insolent	1

Learning Related

requires extra attention to work well	1
can work but erratic	1
does little	1
needs encouragement to work	1

Categories:

No change, not problematic 33 No change 64 Deterioration 30

Behaviour Related

acceptable/excellent	4/1
some improvement/ can be reasoned with	2
erratic/ cannot sustain good behaviour	2/1
no improvement/ generally problematic	1/1
noisy/talking/interrupting/disruptive	10
insolent	4
aggressive	3
attention-seeking/showing-off	4/1
deterioration/ slight deterioration	3/1
unco-operative	2

Appendix 6.2.5

Class Teachers' Questionnaire (Cohort 2002): Summary of Content Analysis Question 1

major concern	1
obstinate	1
poor behaviour stands out	1

Learning Related

lack of effort/reluctant to work	3
slow to/refuses to follow instructions	1
not prepared for class/no materials	1/1

Some of the responses in the 'no change' category would have been more aptly placed in the 'not problematic' category.

Exemplification

Responses given by class teachers (N = 9) in respect of Stewart (CS1)

Table 1

	X =	Yes	Yes (res)	Mid-Cat	Not Prob.	No Change	Det	Cat	Comment
02F1b	9	2	2	1	2	2	0	Pos (res)	Only 2 -ve responses

Code

X =	No of responses from class teachers
Yes	Positive response
Yes (res)	Positive response, with reservations
Mid-Cat	Not certain/It depends/Sometimes
Not Prob.	Not problematic in the first instance
No Change	No change
Det	Deterioration
Cat	Holistic Categorisation (Pos (res) : positive, with reservations)

Table 2

	Cat	Comments
02F1b	Yes	Behaviour much improved on last year.

Only one teacher chose to expand upon the categorisation given in respect of this question.

Appendix 6.2.6

SgLS' Report to Parents: Exemplification of Content Analysis (cross-referenced to Research Questions)

Key

+ve	positive response/improvement noted
S	some improvement noted
L	a little improvement noted
V	variable/mixed response (improvements noted in some contexts but not in others)
-ve	no improvement noted/deterioration

Table 1

Summary of Focus of Research Questions 1 & 2	
1.1	Understanding of self (attitudes, beliefs, values and motivations)
1.2	Understanding of others (attitudes, beliefs, values and motivations)
1.3	Understanding of inter-personal relationships
2.1	The regulation of behaviour with good judgement in a range of contexts
2.2	The capacities for empathy and social-skills
2.3	The development of confidence and self-esteem
2.4	The development of more positive dispositions towards learning and school

Exemplification

Table 2

Research Questions						Comments
	+ve	S	L	V	-ve	
02F1b	2.1					has been thoughtful and most co-operative in Sg meetings. He quietly took an active part in all the activities. Throughout he has tried hard to avoid trouble in classes and has largely succeeded. Very positive reports have come back from class teachers. Well done!
	2.2					

Appendix 6.2.7

Parental Questionnaire: Summary of Content Analysis

Question 1

Do you think that the Support Group has helped your son or daughter to have a more positive attitude towards school?

Responses	No. of responses
+ positive response	15
S to some extent	5
D it depends	2
U uncertain	3
-ve negative response	1

Respondents: N = 23
(responses span more than one category)

Themes

	No. of responses
Improved relationship with SgL	2
Gains in confidence	2
“Bringing out”/less reticent	2
Greater enthusiasm/less reluctance for school	2
Children’s awareness of being given help	2
Variable response	2
Parental involvement in discussions about behaviour	1
Child’s greater awareness of behavioural difficulties	1
Child thinking more about behaviour	1
Developing self-control	1
Change in intention to leave school at the end of S4	1
Greater sense of belonging – not the only one to have problems	1
Awareness that teachers will respond positively to pupils’ efforts	1
Changes in perception of teachers’ views towards pupil	1
Gaining in understanding	1
Gaining greater insight into teachers and their motivations	1

Exemplification

Table 1

	Themes	Comment
02F1b	Awareness that teachers will respond positively to pupils’ efforts Changes in perception of teachers’ views towards pupil	.. has realised that everyone wasn’t against him and that, if he tries hard, the teachers will try with him.

Appendix 6.2.8

Reports of Individual Pupil Progress (Post-Intervention (S3)): Exemplification)

Comments compiled by Depute Head (S3)

Table 1

	Progress beyond intervention (S3)
02F1b	.. has continued to build upon progress made in S2. Although he is keen to dominate, carry-on and be argumentative, he is quick to calm down and wants to avoid trouble. His aunt (guardian) is a great resource. Attendance rate of 94%, which is a very positive indicator of progress.

(Should be read in conjunction with App. 10.2 – 10.4)

Appendix 6.3

Description of Research Tool

<p>Aims of Research Tool: Self-Assessment Questionnaires (pre- and post- intervention) (Semantic differential scale)</p> <ul style="list-style-type: none"> • to establish benchmark measures • to enable a comparison to be made between pupils' perceptions pre- and post-intervention • to enable a comparison to be made between the perceptions of the <i>Sgi</i> population and a comparator group (see below), thus helping to define the nature of the <i>Sgi</i> population.
<p>Target Group</p> <ul style="list-style-type: none"> • <i>Sgi</i> cohorts 2001 and 2002 (N = 57) • A comparator group of pupils (drawn from cohort 2002) who had not been referred to Senior Management for indiscipline (N = 110)
<p>Research Questions Addressed</p> <p>Research Questions 1.1, 1.2, 1.3; 2.1, 2.2, 2.3. and 2.4.</p>
<p>Development of Research Tool</p> <p>The research tool was first introduced in session 2001-2002. It was piloted initially with the author's own group at which point a few small adaptations were made to the categories. It was further adapted prior to being issued to the comparator group (lines drawn across the grid).</p> <p>Adaptations were also made to the post-intervention questionnaire (the insertion of 'no change' above the middle column) and clearer guidance given in the written instructions to <i>Sg</i>Ls for the administration of the questionnaire.</p> <p>An initial error (one of the positive responses was on the right-hand side) served a useful function in that it demonstrated that a blanket response was not being given to the questionnaire - the responses of the comparator group switched across and were in keeping with other similar item responses.</p>
<p>Administration of Research Tool</p> <p>Written instructions were issued to all <i>Sg</i>Ls and these were discussed at a meeting prior to administration of the questionnaire. One <i>Sg</i>L commented retrospectively about not being entirely clear about the administration of the post-intervention assessment. The adaptations described above were made in the light of this observation.</p>
<p>Other Issues</p> <p>The advantages of using a standardised tool, which has been validated in the field, had to be weighed against being able to apply a research tool which focusses specifically upon the research aims and questions. The latter was considered by the author to be a more important criterion. The questionnaires can also serve a useful purpose in helping pupils to reflect upon their learning.</p>

Appendix 6.4

Methodology Related

Case Study Related

Appendix 6.4.1

Information to aid selection of sample for Case Studies (CS 1)

Pupil	Pre-Intervention					Mid-Intervention					Diff		
-------	------------------	--	--	--	--	------------------	--	--	--	--	------	--	--

Table 1

Code	G Gr	Att	Ref	UM Ref	Susp ·	UM Susp	Att	Ref	UM Ref	Susp ·	UM Susp	Diff Ref	Diff Susp
021Fb	-	52.5	12	0.23	6	0.10	27.5	4	0.15	1	0.04	+0.08	+0.06

Code

Code	Code allocated to pupil
G Gr	✓ indicates pupil is in a group run by his/her Guidance/Pastoral Care Teacher
Att	Attendance (days)
Ref	Referrals to Senior Management for Indiscipline
UM/Ref	Unit Measure for Referrals
Susp	Total no. of days of Suspension
UM/Sus	Unit Measure for Suspensions (c.c. Introduction to Part 5)
Diff/Ref	The Differential between the pre- and mid-intervention unit measures for referrals (+ = improvement (ie. fewer); - = deterioration (ie. more))
Diff/Susp	The Differential between the pre- and mid-intervention unit measures for suspensions (+ = improvement (ie. fewer); - = deterioration (ie. more)).

Table 2

Code	BSB	JAT	SW	LS	TT	PI	Notes
02F1b	minimal	-	minimal	-	-	-	Tends to become involved in fights. In-class behaviour seems to have improved considerably. Whilst he missed some of the group sessions (hospital), he seems to have co-operated well.

Code

Code	Code allocated to pupil
BSB	Pupil has access to Behaviour Support Base
JAT	Pupil has been assessed by the Joint Assessment Team
SW	Social Work involvement with family
LS	Learning Support
TT	Involvement in community activity scheme
PI	Parent's attendance at briefing meeting for Sgi.

Appendix 6.4.2

Content Analysis of Case Studies

Appendix 6.4.2

Themes to Arise from Case Studies: Content Analysis

Table 1

Code	Themes
a	Reflecting upon behaviour and developing insight into it
b	Developing self-control and self-responsibility
c	The emergence of the development of understanding in the child for the need for change, having faith in his/her capacity to change and the self-motivation to do so
d	Relationships between pupils and teachers/Sg Leaders
e	Developing more positive learning dispositions; improved attendance at school
f	Related to group ethos and the capacity which the group affords to be able to reflect, develop trust, to be able to communicate in a 'safe' environment
g	The development of compassionate, caring and respectful relationships between teachers and pupils; teachers 'being there' for the child and persevering with the child
h	Learning related: poor attainment, low expectations, learning difficulties/ frustrations in learning
I	Curriculum and pedagogy related
j	Systems, policy and practice at the level of the school: transitions, rewards/ sanctions
k	Systems, policy and practice within and extending beyond school relating to LAAC and pupils with SEN/ ASN
l	Whole staff issues and the perceptions of the <i>Sgi</i> held within the school
m	Family/ community related
n	Home-school partnerships and the relationship between the <i>Sgi</i> and the home
o	Perceived deficits within the pupil
p	The effects of the peer-group/ labelling/ stigmatisation/ conflict in value systems between pupil and school
q	Discrepancies in stakeholder accounts
r	Positive effects upon pupil may not be fully attributable to <i>Sgi</i>

Appendix 6.4.2

Cross-Referencing of themes to arise from Case Studies with individual Case Studies

Table 2

Themes to emerge from Case Studies	Code	CS 1	CS 2	CS 3	CS 4	CS 5	CS 6
the development of the ability to reflect upon behaviour	a		✓	✓			
the development of insight into behaviour	a			✓		✓	✓
positive effects of target-setting in helping pupils gain self-control	b	✓	✓		✓		
the development of self-responsibility	b		✓	✓	✓		✓
recognition within the child of the need for change	c				✓		
pupils having faith in their ability to effect improvement in behaviour	c				✓		
self-motivation to improve behaviour and learning	c	✓					
the effect (positive or negative) of key personnel on outcome for pupils	d			✓	✓		✓
the quality of relationships formed between pupil and Sg leader (positive in each case)	d	✓	✓	✓	✓	✓	✓
the quality of relationships between pupil and class teachers (positive or negative)	d		✓				
the capacity to perceive long-term goals and to perceive the relationship with schooling	e		✓				
more +ve feelings about school/learning	e	✓			✓		✓
improved attendance	e	✓					
having the opportunity to reflect	f			✓	✓		
the importance of confidentiality/feeling safe/ being taken seriously within the group	f				✓	✓	✓

Appendix 6.4.2

Cross-Referencing of themes to arise from Case Studies with individual Case Studies

Table 2

Themes to emerge from Case Studies	Code	CS1	CS2	CS3	CS4	CS5	CS6
the positive effect of group ethos upon pupils	f						√
the issue of trust	f	√		√	√		
the issue of self-esteem	f	√			√		
the value which pupils placed on being able to discuss things of importance to them	f			√	√		
being listened to	f	√			√		√
sense of being cared for and about	g	√					
the issue of mutual respect between teachers and pupils	g		√		√		√
'teachers having faith in you'	g	√			√		
teachers 'being there' for pupils - not giving up on the child	g				√		
learning difficulties or frustrations in learning	h	√	√				
need for learning support/ paucity of resources	h					√	
difficulty in understanding concepts within <i>Sgi</i>	h		√				
the low perceptions <i>Sg</i> pupils have of themselves as learners	h	√	√		√		
low expectations of pupil achievement	h			√			
low level of attainment in National tests in relation to National targets	h	√		√	√	√	√

Appendix 6.4.2

Cross-Referencing of themes to arise from Case Studies with individual Case Studies

Table 2

Themes to emerge from Case Studies	Code	CS1	CS2	CS3	CS4	CS5	CS6
the need for differentiated and varied approaches to teaching	i				√		
the impact of the curriculum in affecting the outcome for disaffected students	i				√		
exclusion of disaffected students from potentially beneficial activities	j				√		
the issue of extrinsic rewards	j				√		
transition process from primary to secondary	j			√	√		
continuity of support from S2/S3	j				√		
the negative effects of a fragmented school experience	k			√			
referral to JAT/contextual issues (implications for National policy)	k	√					
'Education and Care away from home'	k			√			
support mechanisms for pupils moving from Special to mainstream schools	k			√			
issues of inclusivity - mainstream v special schooling	k			√			
communication within and between professional bodies	k			√			
the wider perceptions of staff not closely involved in the <i>Sgi</i>	l	√					
guidance teacher's lack of faith in the <i>Sgi</i>	l	√					
need for INSET in relation to working within disaffected students	l				√		

Appendix 6.4.2

Cross-Referencing of themes to arise from Case Studies with individual Case Studies

Table 2

Themes to emerge from Case Studies	Code	CS 1	CS 2	CS 3	CS 4	CS 5	CS 6
the effects of a disturbed home-background on schooling	m			√			
+ve influence of father/ male role model (within or outwith school)	m	√			√		√
anti-social behaviour within the community	m	√			√		
family support/wider family	m	√					
increased family stability	m						√
partnerships between home and school	n	√	√		√	√	
family expectations of <i>Sgi</i> low	n						√
the positive impact of the <i>Sgi</i> on family life	n	√	√				
the deficit model of addressing the needs of disaffected students	o	√			√		
inability to connect what was being taught in <i>Sgi</i> to personal life	o		√				
inability generally to relate personal goals to education process	o		√				
negative factors (perceived within pupil) hindering progress	o		√				
the negative effect of the establishment of poor reputation/labelling	p				√		
the negative effect of the peer group	p		√				
issue of disillusionment of staff	p				√		

Appendix 6.4.2

Cross-Referencing of themes to arise from Case Studies with individual Case Studies

Table 2

Themes to emerge from Case Studies	Code	CS 1	CS 2	CS 3	CS 4	CS 5	CS 6
conflict in value systems between pupil and school norms	p		✓				
potential dangers of pupils mixing with other difficult pupils within Sgi	p					✓	
reservations expressed about potential stigmatisation of pupils within Sgi	p					✓	
wide disparity between account of mother & son (poor communication?)	q					✓	
discrepancies in perceptions of child's difficulties held by different stakeholders	q			✓		✓	
disparity between the account of guidance teacher and other stakeholders	q	✓					
discrepancies between varied personal accounts of pupil	q		✓	✓			✓
discrepancies in the account of the guidance teacher	q	✓					
+ve effects on pupil may not be fully attributable to Sgi	r					✓	

Appendix 7

**Exemplification of Research Tools:
as illustrated by Stewart (CS1)**

Appendix 7.1 Support Group Checklist

Pupil Code: 02F1b

Please **tick** if completed, write **S** if already submitted, put in **comment** if a problem.

Pre-self assessment checklist	<input checked="" type="checkbox"/>
Post-self assessment checklist	<input checked="" type="checkbox"/>
Pupil interview report	<input checked="" type="checkbox"/>
Pupil diary (if completed in writing)	<input type="checkbox"/>
Sample of target booklets (beg/middle/end)	<input checked="" type="checkbox"/>
Collation of teachers' reports	<input checked="" type="checkbox"/>
Report to parents	<input checked="" type="checkbox"/>
Parental returns/evaluations	<input checked="" type="checkbox"/>
Your own report on the pupil's progress within the group	<input checked="" type="checkbox"/>

Signature of Group Leader :

Date:

National Testing

Reading		Writing		Maths	
Pr 7	S2	Pr 7	S2	Pr 7	S2
<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> C	<input type="checkbox"/> C

Learning Support/Toe-by-Toe	<input type="checkbox"/>
X Trust	<input type="checkbox"/>
JAT	<input type="checkbox"/>
Behaviour Support	minimal <input checked="" type="checkbox"/>
Social Work input/IT group	minimal <input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

Appendix 7.2.1

Referral to Sgi (Transcript: CS1)

Memo to Guidance Staff

I would be obliged if you would nominate S2 pupils from within your guidance groups whom you consider could benefit from participation within the Support Groups.

The criteria upon which selection to groups is made are as follows:-

- pupils who would be considered as experiencing Social, Emotional and Behavioural difficulties (SEBD)
- pupils who are at risk of developing SEBD.

As there are likely to be more pupils than places, it would be helpful if you could please give some indication as to the reason(s) for the referral by ticking the appropriate columns below and adding any other relevant information.

Pupil:

Class:

Table 1

<i>Criteria</i>	<i>rarely</i>	<i>sometimes</i>	<i>frequently</i>
loses temper			
argues with teachers			√
defies teachers and refuses to obey rules			√
deliberately does things to annoy other people			√
blames others for his/her own mistakes			
is touchy and easily annoyed by others			
is angry, resentful, spiteful or vindictive			√
swears or uses obscene language			
truanting			
stealing			
physical fights			√
aggression towards others			
other ...			
other ...			

Any other comments you would wish to make to support this referral?

Doesn't always co-operate with monitoring system.

No improvement despite parental interviews and assurances.

(please continue overleaf)

Signature of Guidance Teacher

Date

Please return to

by

Appendix 7.2.2

**Pupil Self-Assessment Questionnaire
Pre-Intervention
(Semantic-Differential Scale)
Stewart : CS1**

Appendix 7.2.2

Pupil Self-Assessment (Pre-Intervention) Guidelines

Pre-Intervention Self-Assessment

- ☐ Inform pupils of the purpose of the exercise:
 1. to provide information which may help in setting targets
 2. to establish a starting point
 3. to help to establish whether the approach works or not
- ☐ Ask pupils to put their names and the date on the questionnaire but assure them that the information will be treated as confidential and will not be abused.
- ☐ Give an example of how to complete the questionnaire:

eg. if you agree with the statement, 'I understand my behaviour', tick the left box
if you agree with the statement, 'I don't understand my behaviour', tick the right box
if you are uncertain or somewhere in the middle, tick the middle box.
- ☐ Ask pupils to respond to every statement and to respond honestly
- ☐ Ask pupils to carry out the exercise in silence and seat pupils away from each other
- ☐ If a pupil requires assistance, read out the statements to them, leaving time for them to respond
- ☐ Check that pupils have completed all the responses and have written their names and dated the form before filing it in their personal files.

Appendix 7.2.2

Pupil Self-Assessment (Pre-Intervention) (Exemplification: CS 1)

Please tick the box which most closely describes your thoughts and feelings.

Tick **one** box only in each question.

Please do not leave any questions unansweredⁱ.

1	I like being at school		✓		I don't like school
2	I make friends easily	✓			I find it hard to make friends
3	I get on well with my friends	✓			I frequently fall out with my friends
4	I am usually friendly towards other pupils		✓		I am often aggressive towards other pupils
5	Other pupils are usually friendly towards me		✓		Other pupils are often aggressive towards me
6	I get on well with my teachers		✓		I don't get on well with my teachers
7	Most of my teachers like me		✓		Most of my teachers don't like me
8	Most of my teachers try to be fair	✓			Most of my teachers are not fair
9	Most of my teachers give me a chance	✓			Most of my teachers pick on me
10	Most of my teachers care about me		✓		Most of my teachers don't care about me
11	I try to show respect towards my teachers	✓			I don't try to show respect towards my teachers
12	Most of my teachers show respect towards me		✓		Most of my teachers don't respect me
13	I can talk to some of my teachers	✓			I can't talk to any of my teachers
14	I am usually friendly towards my teachers	✓			I am often aggressive towards my teachers
15	Most of my teachers are friendly towards me	✓			My teachers are often aggressive towards me
16	I feel good about myself most of the time	✓			I don't feel good about myself most of the time
17	I consider myself to be a good learner		✓		I don't think of myself as a good learner
18	I think of myself as being quite intelligent		✓		I think of myself as being dumb
19	I can work at a problem until I get it right			✓	I get frustrated and give up
20	I ask for help when I get stuck		✓		I don't tell anyone when I get stuck
21	I behave well in school		✓		I don't behave well in school
22	I can control my behaviour when I want to			✓	I can't control my behaviour when I want to
23	I understand why I behave in the ways that I do		✓		I don't understand why I behave in the ways that I do
24	I can control my temper when under pressure			✓	I can't control my behaviour when under pressure
25	I am happy and relaxed about how I behave			✓	I am unhappy and anxious about how I behave
26	I am concerned about how my behaviour affects others	✓			I am not concerned about how my behaviour affects others
27	I want to improve my behaviour	✓			I don't want to improve my behaviour

ⁱ 1st column added to aid cross-referencing to other documents

Appendix 7.2.3

**Pupil Self-Assessment Questionnaire
Post-Intervention
(Semantic-Differential Scale)
Stewart : CS1**

Appendix 7.2.3

Pupil Self-Assessment (Post-Intervention) Guidelines

Post-Intervention Self-Assessment

- ☐ Inform pupils of the purpose of the exercise:
 1. to be able to check on progress
 2. to help to establish whether the approach works or not

- ☐ Follow the instructions as before but, on this occasion, ask pupils to complete the questionnaire as follows:
 1. go through each statement and tick the middle column if your opinion has not changed about it
 2. go through each statement and tick the left column if you now feel more positively about it
 3. go through each statement and tick the right column if you now feel more negatively about it

- ☐ Check that pupils have completed all of the responses and have written their names and dated the form before filing it in their personal files.

Appendix 7.2.3

Pupil Self-Assessment (Post-Intervention) (Exemplification: CS 1)

Please tick the box which most closely describes your thoughts and feelings.

Tick **one** box only in each question.

Please do not leave any questions unanswered.

No change



I like being at school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't like school
I make friends easily	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I find it hard to make friends
I get on well with my friends	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I frequently fall out with my friends
I am usually friendly towards other pupils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am often aggressive towards other pupils
Other pupils are usually friendly towards me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Other pupils are often aggressive towards me
I get on well with my teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't get on well with my teachers
Most of my teachers like me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most of my teachers don't like me
Most of my teachers try to be fair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most of my teachers are not fair
Most of my teachers give me a chance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most of my teachers pick on me
Most of my teachers care about me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most of my teachers don't care about me
I try to show respect towards my teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't try to show respect towards my teachers
Most of my teachers show respect towards me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most of my teachers don't respect me
I can talk to some of my teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can't talk to any of my teachers
I am usually friendly towards my teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am often aggressive towards my teachers
Most of my teachers are friendly towards me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My teachers are often aggressive towards me
I feel good about myself most of the time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't feel good about myself most of the time
I consider myself to be a good learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't think of myself as a good learner
I think of myself as being quite intelligent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I think of myself as being dumb
I can work at a problem until I get it right	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I get frustrated and give up
I ask for help when I get stuck	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't tell anyone when I get stuck
I behave well in school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't behave well in school
I can control my behaviour when I want to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can't control my behaviour when I want to
I understand why I behave in the ways that I do	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't understand why I behave in the ways that I do
I can control my temper when under pressure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can't control my behaviour when under pressure
I am happy and relaxed about how I behave	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am unhappy and anxious about how I behave
I am concerned about how my behaviour affects others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am not concerned about how my behaviour affects others
I want to improve my behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I don't want to improve my behaviour

Appendix 7.2.4

Exemplification of Pupil Target Card (CS 1)

Pupil Target Card

Date 1/3/02.

Target Try to get on with other pupils

	✓	Sub	Comment on progress towards target	Sig	Comment on work-attitude generally*
p1	✓	MA	did well today	AT	Worked hard
p2	✓	MATHS	Fine	GB	Worked hard.
p3	✓	PE	Fine	JS	
p4	✓	Sci	OK	AM	OK
p5	✓	GER.	OK	MF	Quite good! (WORKED HARDLY WELL)
p6	✓	Eng	V.G.	HD	V.G.

Tick if you consider that the pupil has succeeded in meeting target * Only comment if considered necessary

Teacher's comment
(teacher who issued card)

Pupil's comment

Parent's or Guardian's comment



Appendix 7.2.5

**Interview Schedule (Transcript)
Derived from Questionnaire
Pupil (Stewart (CS1))**

Notes for the Use of the Interview Schedule

Setting up the Interviews

- 1 Please allow approx. 1 period for each interview and inform both the pupil and the classroom teacher. Find somewhere to conduct the interview where you will not be disturbed.

Information to be given to pupils prior to interview

- 1 Please explain to each pupil the purpose of the interview as being:
 - to help to judge the progress of each pupil
 - to help us to work out what we can learn to improve the approach for pupils in the following session.
- 2 Explain to pupils that anything they say will be kept confidential ie. it will not be repeated to any other pupil, member of staff or parent with the exception of Mrs Mowat who is drawing the information together. When the report of the interviews is drawn together, names of individual pupils will not be identified.

Conduct of the Interview

- 1 After you have asked the basic question, you may supplement it with any of the prompts provided (ticking in the box to indicate). If you use any further prompts or probes, please take a note of them in the column marked *notes*.
- 2 Please record in writing, as best as you are able, the responses which pupils give you in the right hand column marked *notes*.
- 3 On completion, either read out the transcript to the pupil or ask the pupil to read it and ask the pupil to sign it as a true record of the interview.

Pupil Interview Schedule
(derived from Questionnaire)

- q1 To what extent, if any, do you consider that the Support Group has helped you to be more aware of your own behaviour?

Are you more able to understand how you are likely to react in different situations?

thinking more about your behaviour ☒

thinking more about what will happen if you behave badly ☐

more awareness of right and wrong ☐

thinking through behaviour more in difficult situations ☐

thinking more about how your behaviour affects others ☐

- q2 To what extent, if any, do you consider that the Support Group has helped you to understand yourself and your feelings better? - why you behave in the ways that you do?

Do you think you know yourself a bit better?

Do you understand better why you get into trouble?

understanding the consequences of your behaviour better ☒

understanding your feelings better & how they affect your behaviour ☐

understanding when to calm down ☒

learning difficulties related to behaviour? ☐

Notes

Thinks more about behaviour Think important to learn and that can only happen when well behaved.

A wee bit. Yes - understands consequences of behaviour better. Understands doesn't learn and get to do the same as others in the class. Get shouted at at home and sent to your room or go out.

More aware of when to calm down. Only looks temper on Tuesday with a certain teacher Taken out of that class

Pupil Interview Schedule
(derived from Questionnaire)

q3 To what extent, if any, do you consider that the Support Group has helped you to be more aware of how your behaviour affects others?

effects on learning for others ☐

greater awareness of needs of others ☐

adaptations to behaviour ☐

feelings of disappointment/hurt/anger in others ☐

q4 To what extent, if any, has the Support Group helped you to see things from the teacher's point of view?

Do you feel you can see where the teacher is coming from sometimes?

Do you understand better why the teacher might act in certain ways?

greater sense of self-responsibility ☐

understanding of the role of the teacher in meeting the needs of all pupils ☐

understanding of the role of the teacher in creating an effective climate for learning ☐

greater awareness of the feelings of the teacher ☐

Notes

Behaviour in class affects all the pupils as they are taken away from what they're doing.
Affected Mum and I had to go and stay with my Aunt. Aunt was very worried.
Affected teachers in that they couldn't help other pupils

Teachers help more when I am good. They just kick me out when I'm bad. They can spend more time with other people and can teach you more.

Seen more as humans (PROMPT)
- Yes!

Pupil Interview Schedule
(derived from Questionnaire)

q5 To what extent, if any, have the targets which you have set yourself with the help of your teacher helped you to think clearly about improving your behaviour?

improved focus on
behaviour

☐

making a difference to
behaviour

☐

improved focus on
learning

☐

making a difference to
learning

☐

increased motivation

☐

q6 To what extent, if any, has the discussion about your pupil diary helped you to make sense of the things which have happened to you?

Did writing your pupil diary make you think more about how you behaved? ☐

Did it help you to understand why you might have behaved as you did? ☐

Did it help you to understand the consequences of your behaviour for yourself and others? ☐

Did it help you to learn from the situation so that you could do better on another occasion? ☐

Notes

Yes helped because it was clearly said what you had to do and teacher could easily check.

Parents can see how bad or good you're doing
Stopped bunking.

Not present when most of this done.

Pupil Interview Schedule
(derived from Questionnaire)

q7 To what extent, if any, has the Support Group made any difference to how you feel about yourself?

more confident	<input checked="" type="checkbox"/>	more anxious	<input type="checkbox"/>
more able to talk	<input type="checkbox"/>	less able to talk	<input type="checkbox"/>
happier	<input type="checkbox"/>	sadder	<input type="checkbox"/>
more motivation towards learning	<input type="checkbox"/>	less motivation towards learning	<input type="checkbox"/>
more sense of self-control	<input checked="" type="checkbox"/>	less sense of self-control	<input type="checkbox"/>

Why? Can you tell me more?

q8 To what extent, if any, has the Support group made any difference to your behaviour in school? Are you getting into trouble less often?

All classes? ☐ Some classes? ☒ None? ☐

Why do you think this is? - tell me more.

relationship with teacher	<input type="checkbox"/>	type of activity	<input type="checkbox"/>
other pupils in the class	<input type="checkbox"/>	confidence in ability to do the work	<input type="checkbox"/>
liking for subject	<input type="checkbox"/>	other	<input type="checkbox"/>

Not any difference. Notes

No to more confident
Just the same

Yes to more sense of self-control.

Able to keep calmer than before when annoyed.

Getting into trouble less often apart from one class where get incident report often (every week?)
Trying to behave better as it will help in later life when trying to get a job. Don't learn anything when bad and if don't learn anything won't get a job
Don't want to be a junkie or end up homeless. Uncle talked to him and showed him what might happen.

Pupil Interview Schedule
(derived from Questionnaire)

q9 To what extent, if any, has the Support Group made any difference to how you behave when you get into trouble?

Are you able to control your anger better? ☐

Are you able to accept blame when you are at fault? ☐

Are you able to think through your behaviour more? ☐

Do you regret losing your temper? ☐

Can you say sorry and genuinely mean it? ☐

Can you learn from your experiences? ☐

Notes

Don't answer back. - talking in support group helped to see this.
Send to 'Court to 10'.
Can see my own faults. Uncle has helped a lot

q10 To what extent, if any, have you succeeded in meeting your targets? Has the Support Group been a success for you?

More than you might have expected ☒ As you would have expected ☐ Less than you might have expected ☐

Why do you think this is? - tell me more.

Yes the support group has help along with Aunt and Uncle
Got involved with police and never want that to happen again.

Appendix 7.2.6

Collation of Class Teachers' Questionnaires (CS1)

Compiled by Support Group Leader from Class Teacher Questionnaires.

Name of Pupil:

Class:

1 Has there been any positive change in the pupil's attitude and behaviour?

Yes	2	
Yes, with reservations	2	
Not certain / It depends / Sometimes	1	
No, this was not problematic	2	
No change	2	
Deterioration	0	N = 9

Please comment

Behaviour improved.

2 Has there been any positive change in behaviour in relation to situations of conflict?

Yes	2	
Yes, with reservations	1	
Not certain / It depends / Sometimes	1	
No, this was not problematic	3	
No change	2	
Deterioration	0	N = 9

Please comment

Positive improvement in behaviour.

3 Has there been any positive change in the pupil's interactions with peers?

Yes	2	
Yes, with reservations	1	
Not certain / It depends / Sometimes	1	
No, this was not problematic	2	
No change	3	
Deterioration	0	N = 9

Please comment

Relates better.

4 Has there been any positive change in the way in which the pupil interacts with you?

Yes	2	
Yes, with reservations	0	
Not certain / It depends / Sometimes	0	
No, this was not problematic	4	
No change	3	
Deterioration	0	N = 9

Appendix 7.2.6

Collation of Class Teachers' Questionnaires (CS1)

Please comment

Certain positive change.

- 5 Do you consider that there has been any improvement in work attitude or attainment?

Yes	1	
Yes, with reservations	4	
Not certain/It depends/Sometimes	0	
No, this was not problematic	1	
No but the pupil's work was already good	2	
It has led to deterioration	1	N = 9

Please comment

Over-all improvement particularly in Modern Languages.

- 6 Do you consider that the pupil has benefited or not from participating in the group?

Yes	3	
Yes, with reservations	2	
Not certain/ It depends /Sometimes	1	
No, but the pupil's behaviour was not problematic	1	
No	1	
It has led to deterioration	0	
No response	1	N = 8

Please comment

Very beneficial overall.

Signature of Support Group Leader:

Date:

Appendix 7.2.6

Collation of Class Teachers' Questionnaires (CS1): Supporting Comments

Based upon the responses of nine class teachers.

Table 1

q1	Yes	Behaviour much improved on last year.
q2	Yes	Much more amenable with teachers/pupils
q3	Yes	Relates to them better
q4	-	
q5	Yes Yes Yes (with res.) Deterioration	First 10 minutes of a period always a problem but once settled he really focussed on class work and tried hard to do well in the language. On the support project he tried hard not to distract others. ... provides a much higher standard of work now. Generally I could not say what has led to a deterioration, but I feel absence has a lot to do with it.
q6	Yes Not certain	There is a big difference between now and last year or even the beginning of the year. I could not tell from my contact if the group had been beneficial.

Appendix 7.2.7

Sg Leaders' Questionnaire (CS1)

Name:

Class:

Over the period of time during which this pupil has been involved in Support Group work:

- 1 To what extent, if any, would you consider that the pupil has gained insight into his/her values, beliefs, attitudes and motivations?

Stewart now considers his behaviour more carefully. He is willing to stop and think. He is willing to consider as being potentially valid what is being said to him.

- 2 To what extent, if any, would you consider that there has been any positive change in relation to the pupil's self-esteem and confidence?

has always appeared quietly confident.

- 3 To what extent, if any, would you consider that there has been any positive change in relation to:

- motivation towards learning?
- the pupil's perception of his/her ability to learn?
- attitude towards school in general?

Now sees the longer term importance of what he is being asked to learn. He seems positive about his ability to learn. Has a positive attitude to school in general.

- 4 To what extent, if any, would you consider that the pupil has gained insight into how his/her actions affect others and has developed a sense of empathy towards others?

Genuinely realises that his behaviour can affect other pupils in their ability to learn in class. Also that his behaviour influences how the teachers react to him. Most importantly he realises the impact that can be made at home.

- 5 To what extent, if any, would you consider that the pupil has developed understanding such as he/she is able to:

- demonstrate self-discipline?
- apply insights gained within Support Group work to situations which arise, appropriately, and with good judgement?

now exercises considerable self-discipline in most classes. Most noteworthy is the improvement in Modern Languages. Insights gained in the support group have reinforced what has been said at home (very supportive).

Appendix 7.2.7

Sg Leaders' Questionnaire (CS1)

- 6 Are there any other factors which you would consider to be important in assessing the progress of this pupil?

The impact of a very positive family.

Signature of Sg Leader:

Date:

Appendix 7.2.8

Sg Leader's Report to Parents (CS1)

Name of Pupil:

Sg Leader:

General Progress

Has been thoughtful and most co-operative in the support group meetings. He quietly took an active part in all the activities. Throughout he has tried hard to avoid trouble in classes and has largely succeeded. Very positive reports have come back from the teachers. Well done!

Future Needs/Next Steps

Keep on working as at present.
If problems arise please come and see me for a chat.
I have every confidence in Stewart and can see no reason why he shouldn't be successful.

Signature of Sg Leader:

Date:

Support Group Report

Name of Pupil:

Please comment on the report

Signature of Parent/Guardian:

Date:

Please return this slip to:

Appendix 7.2.9

Parental Questionnaire (CS1)

- 1 Do you think that the Support Group has helped your son to have a more positive attitude towards school?

Yes/~~No/Don't Know~~
Please Explain your Answer

Stewart has realised that everyone wasn't against him and that if he tries hard, the teachers will try with him.

- 2 Do you think that the Support Group has helped your son to be more focussed upon what he needs to do to improve?

Yes/~~No/Don't Know~~
Please Explain your Answer

Stewart has seen the rewards in and out of school for his good behaviour and improvement in his school work and attitude.

- 3 Do you think that the Support Group has helped your son to have a better understanding of the reasons for his behaviour and how it affects others?

Yes/~~No/Don't Know~~
Please Explain your Answer

Stewart has seen the effects. Negative attitude lead (sic) to Negative attitude back which causes trouble.

- 4 How do you feel about the progress that he has made? – has it made any difference to his behaviour and/or learning?

Pleased/~~Not Pleased/Not Certain~~
Please Explain your Answer

We are delighted with the progress Stewart has made. Stewart has seen that the harder he tries the more positive encouragement he gets.

- 5 Do you think that the Support Group was worthwhile?

Yes/~~No/Don't Know~~
Please Explain your Answer

It gave Stewart a second chance at his education and didn't just give up as it is easy to do.

- 6 Are there any other comments you wish to make?

Stewart has been through a lot of changes in the past 6 months he has changed homes in with myself and my husband and a combination of home environment and school it has been a great benefit to Stewart.(sic)

Name of pupil:

Class:

Signature of parent:

Date:

Thank you for your help. Please return in the stamped addressed envelope provided.

Appendix 7.2.10

Pupil Retrospective Interview Transcript (CS 1)

Name :

Class:

This interview will ask you to look back to your involvement in the Support Group in S2 and to answer these questions as truthfully as you can:

1 To what extent, if any, would you say that the group helped you to:

- a) understand yourself and your behaviour better?
- b) understand how your behaviour affects others?
- c) understand the perspective (view) of the class teacher in trying to maintain order and discipline?

- a) Yes - a wee bit. You know what you were getting into trouble for and why.*
- b) It did - I saw that I annoyed other people in the group and in the classroom*
- c) Yes cos you had the sheets that told you how hard it was for the teacher when she was trying to get the class to work.*

2 Did involvement in the group help you to any extent to

- a) have more sense of control over your behaviour?
- b) think through the consequences of your behaviour?
- c) be able to behave in a more controlled and/or less aggressive way?

- a) Yes - you know what you were doing and why*
- b) Yes - you would get sent out & all that. It would upset my family. More aware of these things since being in the group.*
- c) Yes - less aggressive now. I would burst out in the classes.*

3 Did involvement in the group have any effect upon how you felt in relation to these things :

- a) a sense that someone cared about you?
- b) that you were listened to?
- c) anxiety or feelings of anger?
- d) being able to trust?
- e) feelings of self-worth?
- f) any other things you would wish to mention?

- a) A wee bit. (Did you think I cared about you?) - Yes, you wouldn't be doing it just to be good*
- b) Yes but it didn't really matter that much.*
- c) Didn't feel angry. Not really.*
- d) Yes. (Why?) because you told them why you were getting into trouble and they could tell you*
- e) Not really*
- f) No*

Appendix 7.2.10

Pupil Retrospective Interview Transcript (CS 1)

- 4 Did involvement in the group have any effect upon your relationships with:
- a) other pupils?
 - b) teachers?
 - c) parents?
- a) *Yes - you became aware that when you get into trouble they couldn't do their work - some of them felt it was pretty annoying. The situation got better.*
- b) *No. (With me?) - a wee bit.*
- c) *A wee bit - they would talk to us about it and that.*
- 5 Did involvement in the group have any effect upon:
- a) your ability to listen to and follow instructions?
 - b) your ability to stay on task/concentrate/cut out distractions?
 - c) your ability to learn new information or skills?
 - d) your motivation to want to learn?
- a) *Yes, because you had to listen more in the group. (Did it happen in classrooms?) Yes, because it was just like being in the group.*
- b) *Yes, you worked in pairs and sometimes also in classrooms - I can cope with that much better now.*
- c) *Yes*
- d) *Yes*
- 6 If the group worked or did not work for you, can you explain why?
- It worked for me - just the stuff we did.*
(Did you think they were good activities?)
Yes. I knew the people in the group and that helped me to get on better.
(Did target setting help?) Yes
- 7 Has involvement in the group led to any lasting change? - How have things been since your involvement in the group stopped?
- All right - not so good as when I was in the group. Another group would have helped me. Better though than before I was in the group.*
(What did you learn most?) About what teachers have to deal with. Not seeing things only from my own point of view.

This is a true account of what I said Signed :

Date:

Appendix 8.1

Synopsis of mid-intervention evaluation (June 2001)

Relationships/Development of Empathy

- The establishment of positive relationships between pupils within the groups and between SgL and pupils, enabling the pupils to see the SgL in a different role.
- Enabling pupils to understand the role of the teacher and to see their teachers in a more positive light.
- Pastoral Care link was felt to be of particular benefit and was felt to be a major contributory factor in the success of a group.
- The SgL often gained insight into the thinking processes of pupils helping him/her to understand 'where the pupil is coming from' and enabling him/her to build more effectively upon the pupil's learning.

Benefits to Pupils

- Pupils value the experience of being listened to and being able to talk in a safe environment.
- Building strong foundations upon which to build in the future.
- Pupils have generally become more co-operative over time through participation within the groups.
- The DHT joint role of welfare/discipline proved to be beneficial in that it enabled the author to draw upon the pupils' experiences of the groups in dealing with discipline matters, facilitating transfer of learning.

Management/Process Related

- The materials and methodologies were considered to be very successful in opening up meaningful discussion and fostering reflection in pupils.
- Target-setting helps pupils to focus in a positive ways on the improvements sought - the process of negotiation was considered to be valuable as was the daily contact with pupils.
- The target-setting process was considered most likely to succeed when carried out by the SgL. However, the register teachers who had assisted in this process had played a very valuable role.
- The pupil diary was considered to be a highly effective tool to encourage self-reflection, insight and problem-solving but needed a 1-2 mentor/pupil ratio to be successful.
- The mentoring of new staff to the approach was considered to be of value in developing confidence and insight into the approaches used.
- The involvement of other teaching staff in a mentoring role for pupils was also considered to be of value.

Development Needs

- To evaluate course materials and teachers' notes to see if they can be improved in the light of experience and to create new materials.
- To create a bank of targets which could be used as a reference for staff and pupils.
- To try to ensure greater continuity in Sg meetings (particularly relating to r25) and fewer interruptions - give consideration to where the groups meet and timetable issues.
- To give consideration to extending provision into S1 with some mixed S1/2 groups.

Appendix 8.2

Interview Schedule Support Group Leaders' Group Interview

Support Group Leaders' Joint Interview Schedule

Section A Background Information
Introductory Information to be read out to the interviewee

Section B	Pre-Intervention	p1
	Intervention	p2
	Management of the Intervention	p4
	Outcomes	p5
	Looking at the initiative as a whole	p8
	Placing the initiative within a wider political context/plenary	p10

Schedule Conventions

- section headings are in *Italics*
- questions are in normal print
- probes and prompts and in *italics*
- directions to the interviewer are in

italics

Support Group Leaders' Joint Interview Schedule

Background Information

Names of Interviewees

Location

Date

Time

Duration

Interviewer

Period of Involvement in Sgi

from

to

Statement to be read

Thank you very much for agreeing to be interviewed. As a researcher from SCRE and someone who is independent of the project, I have been invited to conduct interviews. The purpose is to evaluate the work of the Support Groups – the strengths and weaknesses within the approach – and to identify the variables which are of significance in terms of outcomes. Furthermore, it is hope to identify the significance of the approach for current educational imperatives such as raising achievement and social inclusion. It is important therefore that you respond as honestly as you can. All information which you give will be treated in confidence which means that, whilst it may be used in any aural or written accounts of the research, your identities will not be disclosed apart from to Joan Mowat.

Support Group Leaders' Joint Interview Schedule

Pre-Intervention

q1	How did you first become aware of the Sgi? <i>Can you tell me more?</i>	
q2	What was your attitude towards the Sgi before you became involved? <i>Why do you think that was?</i>	
q3	Why did you personally become involved in the Sgi? <i>Can you tell me a little more?</i>	
q3b	Did you have any concerns about becoming involved in the Sgi? <i>Why do you think this was?</i>	

Support Group Leaders' Joint Interview Schedule

During Intervention

q4	<p>Over the time that you have been involved in working with groups, how have pupils responded to the groups? Has it been as you would have expected?</p> <p><i>co-operative</i> <input type="checkbox"/> <i>non-cooperative</i> <input type="checkbox"/></p> <p><i>contributing to discussion</i> <input type="checkbox"/> <i>not contributing to discussion</i> <input type="checkbox"/></p> <p><i>taking account of others' views</i> <input type="checkbox"/> <i>ignoring others' views</i> <input type="checkbox"/></p> <p><i>making a genuine effort to improve</i> <input type="checkbox"/> <i>making little effort to improve</i> <input type="checkbox"/></p>	
q5	<p>How do you think others reacted to pupils being involved in the groups?</p> <p><i>family</i> <input type="checkbox"/> <i>teachers</i> <input type="checkbox"/></p> <p><i>friends</i> <input type="checkbox"/> <i>other pupils</i> <input type="checkbox"/></p> <p>Why do you think reacted like this?</p>	

Support Group Leaders' Joint Interview Schedule

q6	<p>To what extent do you consider that the approaches adopted within the Sgi reflect the aims and philosophies which underlie it? – is <i>Teaching for Understanding</i> actually happening?</p> <p>1) the promotion of understanding through activities which provide opportunities for deep learning and through on-going feedback on progress (David Perkins' 'Teaching for Understanding Framework') <input style="float: right;" type="checkbox"/></p> <p>Can you tell me a little more as to why you think this?</p> <p>2) the promotion of thinking skills? <input style="float: right;" type="checkbox"/></p> <p>Can you tell me a little more as to why you think this?</p> <p>3) the promotion of emotional intelligence (Goleman) and 'intra-personal' and 'inter-personal' intelligences (Gardner) <input style="float: right;" type="checkbox"/></p> <p>Can you tell me a little more as to why you think this?</p>	
q6b	<p>To what extent do you consider that the approaches adopted within the groups have been of value/ worth to pupils within the groups?</p> <p>target booklets <input type="checkbox"/> pupil diary <input type="checkbox"/> activities & discussions <input type="checkbox"/></p> <p>Can you tell me a little more about why you think this is?</p>	

Support Group Leaders' Joint Interview Schedule

Management Issues

q7a	<p>Were the structures put in place to support staff of value or not? Could they be improved?</p> <p><i>teachers' guide</i> <input type="checkbox"/></p> <p><i>provision of materials</i> <input type="checkbox"/></p> <p><i>regular meetings of staff</i> <input type="checkbox"/></p> <p><i>co-operative teaching with staff new to the approach</i> <input type="checkbox"/></p> <p><i>'pop-in' visits at the earlier stages</i> <input type="checkbox"/></p> <p><i>involvement of parents through initial meetings/</i> <input type="checkbox"/></p> <p><i>target-setting</i> <input type="checkbox"/></p> <p><i>In-Service training (internal and external)</i> <input type="checkbox"/></p> <p><i>trouble-shooting procedures (eg. related to target-setting)</i> <input type="checkbox"/></p> <p><i>provision of pupil folios, checklists of procedures, exemplars, discs and assistance in relation to collation of evidence</i> <input type="checkbox"/></p>	
q7b	<p>Were there any particular difficulties which have been encountered to which solutions have not been found?</p>	
q7c	<p>Are there any other issues relating to the management of the project which you would wish to raise?</p>	

Support Group Leaders' Joint Interview Schedule

Outcomes

q8a	<p>To what extent, if any, have pupils, in general, been able to develop and demonstrate the following:</p> <p><i>development of self-understanding (attitudes, values beliefs and motivations)</i> <input type="checkbox"/></p> <p><i>developing understanding of others' attitudes, values, beliefs and motivations</i> <input type="checkbox"/></p> <p><i>development of empathy and inter-personal skills</i> <input type="checkbox"/></p> <p><i>ability to reflect upon behaviour and exercise self-control</i> <input type="checkbox"/></p> <p><i>self-esteem</i> <input type="checkbox"/></p> <p><i>more positive perceptions of themselves as learners</i> <input type="checkbox"/></p> <p><i>more positive attitudes towards learning and school</i> <input type="checkbox"/></p> <p><i>other?</i> <input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>If any of the answers indicate positive change, go to q8b, 8c & 8d(i) otherwise go to 8d (ii) or 8d (iii)</i></p> </div>	
q8b	<p>You are saying that the Support Groups have made a difference for pupils. Can you give some examples of classroom situations or situations around the school in which pupils have been able to apply what has been learned in the groups?</p> <p><i>Tell me a little more about it? Why do you think he/she behaved differently?</i></p>	

Support Group Leaders' Joint Interview Schedule

q8c	<p>Has involvement in the groups made any difference in relation to attainment? Can you give any examples of pupils whose attainment has risen as a response to the intervention?</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">If positive</div> <p><i>Can you tell me a little more? Has it been within a particular context or generally? How might you account for it?</i></p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 80%;"> <p><i>improved concentration</i></p> <p><i>more evidence of homework being completed</i></p> <p><i>more interest being taken in work</i></p> <p><i>improved attitude and effort</i></p> <p><i>better prepared for class</i></p> </div> <div style="width: 15%; text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p><i>Depending upon the responses given to q8a, please select either 8d (i), 8d (ii) or 8d (iii)</i></p> </div>	
q8d	<ol style="list-style-type: none"> 1) Why do you think Support Groups have made a difference for pupils? 2) Why do you think Support Groups have made no difference for pupils? 3) Why do you think Support Groups have made things worse for pupils? 	

Support Group Leaders' Joint Interview Schedule

q9	<p>Are there any other things which might have made a difference to how things turned out for pupils in general?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Please inform the interviewees that any matters which are sensitive will not be detailed within the written report.</i></p> </div> <p>Toe-by-toe (reading intervention scheme) <input style="float: right;" type="checkbox"/></p> <p>r25 (pupil support base) <input style="float: right;" type="checkbox"/></p> <p style="padding-left: 100px;">Trust (a range of activities to support pupils eg. drama group/outward bound courses) <input style="float: right;" type="checkbox"/></p> <p>involvement in IT groups/Social work involvement <input style="float: right;" type="checkbox"/></p> <p>attitude/influence of others</p> <p>family <input style="margin-left: 10px;" type="checkbox"/> peers <input style="margin-left: 40px;" type="checkbox"/> teachers <input style="margin-left: 40px;" type="checkbox"/></p> <p>other <input style="margin-left: 10px;" type="checkbox"/></p> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p>If yes</p> </div> <p>Can you explain why these things might have made a difference?</p>	
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Support Group Leaders' Joint Interview Schedule

Looking at the initiative as a whole

q 10a	<p>Do you think that Support groups are of benefit or not to pupils?</p> <p><i>Why do you think this?</i></p> <p><i>If the interviewees state that the groups are of benefit for pupils, go to q10b, otherwise go to q11.</i></p>	
q10b	<p>Do you think that the groups work the same for all pupils or do you think that they work better for some pupils than for others?</p> <p><i>If the interviewees state that pupils respond differently, go to q10c, otherwise go directly to q11.</i></p>	
q10c	<p>You have said that the groups work better for some pupils than for others. Why do you think this is? What factors might you put forward to account for this?</p>	

Support Group Leaders' Joint Interview Schedule

q11a	<p>What impact generally has the Sgi made upon the school?</p> <p><i>Why do you think this is the case? Can you tell me more?</i></p>	
q11b	<p>If you were to make changes to the Support groups, what would they be and why would you suggest them?</p>	
q11c	<p>If the school or authority were to develop the initiative further, what would the implications be for management of the project?</p>	

Support Group Leaders' Joint Interview Schedule

Placing the initiative within a wider political context

q12	<p>How would you see the initiative in relation to the wider imperatives within Scottish education? Is there value or scope in extending the approach more widely?</p> <p><i>raising standards</i> <input type="checkbox"/></p> <p><i>'Better behaviour –better learning'</i> <input type="checkbox"/></p> <p><i>social inclusion – Community schools</i> <input type="checkbox"/></p> <p><i>citizenship and values</i> <input type="checkbox"/></p> <p><i>lifelong learning</i> <input type="checkbox"/></p>	
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Plenary

q13	<p>Are there any further issues you would wish to raise about Support Groups?</p> <p>Please continue on the sheets provided.</p>	
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Thank you for taking part in this interview.

Appendix 8.4
Unsolicited Letter from Parent

24/06/01

Dear Mr. Howat,

I would like to thank you very much for all your help and support with ³⁰ truly feel very grateful that you included him in your group.

He is less frustrated and angry, he is more calm and definitely more confident in himself, definitely a much happier boy.

I can only hope that in third year he will continue to get the help and support that you have given him.

I pray your good work continue, I hope that it will, to enable you to help other children with similar problems.

From a very thankful
Parent,

Appendix 9

**Analysis of Quantitative Data
in relation to Benchmark Measures:
Attendance
Discipline Measures
Attainment in National Tests**

Appendix 9.1

Chi-Squared Analysis of Attendance and Unauthorised Absence

Appendix 9.1.1: Chi-Squared Analysis of Attendance and Unauthorised Absence **Tables 1-3: Comparison between National, Local Authority & School Cohorts (S1) (Sgi cohorts 2001 & 2002)**

Table 1

S1: National/LA	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+square	-square	+Exp	+Exp	Chi sq	Sig
All other LA Local Authority Cohort	10123192	823911	10947103			#####	#####	2596	-2596	#####	#####	1	8	425	<.001
	211624	20090	231714			#####	17494	-2596	2596	#####	#####	31	385		-ve
	10334816	844001	11178817	92	8										
Unauthorised Absence	77024	10870079	10947103			76630	#####	394	-394	#####	#####	2	0	98	<.001
	1228	230486	231714			1622	#####	-394	394	#####	#####	96	1		+ve
	78252	11100565	11178817	1	99										

Observations were calculated from % attendance rates

Table 2

S1: National/School	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+square	-square	+Exp	+Exp	Chi sq	Sig
All other schools School Cohort	10297067	840498	11137565			#####	#####	388	-388	#####	#####	0	0	53	<.001
	37749	3503	41252			38137	3115	-388	388	#####	#####	4	48		-ve
	10334816	844001	11178817	92	8										
Unauthorised Absence	77959	11059606	11137565			77963	#####	-4	4	18	18	0	0	0	
	293	40959	41252			289	40963	4	-4	18	18	0	0		
	78252	11100565	11178817	1	99										

Table 3

S1: LA/School	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+square	-square	+Exp	+Exp	Chi sq	Sig
All other LA schools School Cohort	173875	16587	190462			#####	16513	-74	74	5420	5420	0	0	2	
	37749	3503	41252			37675	3577	74	-74	5420	5420	0	2		
	211624	20090	231714	91	9										
Unauthorised Absence	935	189527	190462			1009	#####	-74	74	5532	5532	5	0	31	<.001
	293	40959	41252			219	41033	74	-74	5532	5532	25	0		-ve
	1228	230486	231714	1	99										

Source: School Handbooks 2001-2002 & 2002-2003

Appendix 9.1.1: Chi-Squared Analysis of Attendance and Unauthorised Absence

Tables 4-6: Comparison between National, Local Authority & School Cohorts (S2) (Sgi cohorts 2001 & 2002)

Table 4

S2: National/LA	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	-square	-square	+Exp	+Exp	Chi sq	Sig
All other LAs	10048406	1058508	11106914			#####	#####	5516	-5516	#####	#####	3	29	1455	<.001
Local Authority Cohort	217637	29159	246796			#####	23643	-5516	5516	#####	#####	136	1287		-ve
	10266043	1087667	11353710	90	10										
Unauthorised Absence	133134	10973780	11106914			#####	#####	-148	148	22040	22040	0	0	8	<.01
	3110	243686	246796			2962	#####	148	-148	22040	22040	7	0		-ve
	136244	11217466	11353710	1	99										

Observations were calculated from % attendance rates

Table 5

S2: National/School	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	-square	-square	+Exp	+Exp	Chi sq	Sig
All other schools	10226321	1082460	11308781			#####	#####	903	-903	#####	#####	0	1	210	<.001
School Cohort	39722	5207	44929			40625	4304	-903	903	#####	#####	20	189		-ve
	10266043	1087667	11353710	90	10										
Unauthorised Absence	135426	11173355	11308781			#####	#####	-279	279	77760	77760	1	0	147	<.001
	818	44111	44929			539	44390	279	-279	77760	77760	144	2		-ve
	136244	11217466	11353710	1	99										

Table 6

S2: LA/School	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	-square	-square	+Exp	+Exp	Chi sq	Sig
All other schools within LA	177915	23952	201867			#####	23851	-101	101	10276	10276	0	0	3	
School Cohort	39722	5207	44929			39621	5308	101	-101	10276	10276	0	2		
	217637	29159	246796	88	12										
Unauthorised Absence	2292	199575	201867			2544	#####	-252	252	63417	63417	25	0	139	<.001
School Cohort	818	44111	44929			566	44363	252	-252	63417	63417	112	1		-ve
	3110	243686	246796	1	99										

Source: School Handbooks 2001-2002 & 2002-2003

Appendix 9.1.2: Chi-Squared Analysis of Attendance and Unauthorised Absence

Tables 1-2: Cross-Tabulation of Chi-Squared Values: National/LA/School (Sgi Cohorts 2001 & 2002)

Table 1

Attendance				Un. Absence			
	Chi-Squared Values				Chi-Squared Values		
S1	National	LA	School Cohort	S1	National	LA	School Cohort
National	-	425 -ve	53 -ve	National	-	98 +ve	0
LA	425 -ve	-	2	LA	98 +ve	-	31 -ve
School Cohort	53 -ve	2	-	School Cohort	0	31 -ve	-

Table 2

Attendance				Un. Absence			
	Chi-Squared Values				Chi-Squared Values		
S2	National	LA	School Cohort	S2	National	LA	School Cohort
National	-	1455 -ve	210 -ve	National	-	8 -ve	147 -ve
LA	1455 -ve	-	3	LA	8 -ve	-	139 -ve
School Cohort	210 -ve	3	-	School Cohort	147 -ve	139 -ve	-

-ve means that the smaller population is performing poorly in comparison to the larger.

+ve means that the smaller population is performing better in comparison to the larger.

Observations in relation to change patterns between S1 and S2

Attendance

Widening in Significance

National/LA	425 - 1455
National/School	53 - 210

Unauthorised Absence

Widening in Significance

National/School	0 - 147
LA/School	31-139

National/LA Change in orientation (98 (+ve) - 8 (-ve))

Appendix 9.1.3: Chi-Squared Analysis of Attendance and Unauthorised Absence (Sgi cohorts 2000, 2001 & 2002)

Tables 1-3: Comparison between Sgi cohort and 'other' (pre (S1)-/post (S2)-intervention)

Table 1

Attendance	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	÷Exp	÷Exp	Chi sq	Sig
S1: Sg cohort	8023	2322	10345			9463.27	881.73	-1440.27	1440.27	#####	#####	219.20	2352.60	2828	<.001
S1: 'other'	96276	7396	103672			#####	8836.27	1440.27	-1440.27	#####	#####	21.87	234.76		
	104299	9718	114017	91.48	8.52										
S2 (post-int): Sg cohort	2151	752	2903			2575.80	327.20	-424.80	424.80	#####	#####	70.06	551.52	682	<.001
S2 (post-int): 'other'	26756	2920	29676			#####	3344.80	424.80	-424.80	#####	#####	6.85	53.95		
	28907	3672	32579	88.73	11.27										

Table 2

Comparison pre-post Attendance

Sgi cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	÷Exp	÷Exp	Chi sq	Sig
S1	8023	2322	10345			7944.60	2400.40	78.40	-78.40	6146.92	6146.92	0.77	2.56	15	<.001
S2 (post-int)	2151	752	2903			2229.40	673.60	-78.40	78.40	6146.92	6146.92	2.76	9.13		det
	10174	3074	13248	76.80	23.20										
'other'	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	÷Exp	÷Exp	Chi sq	Sig
S1	96276	7396	103672			#####	8020.22	624.22	-624.22	#####	#####	4.07	48.58	237	<.001
S2 (post-int)	26756	2920	29676			#####	2295.78	-624.22	624.22	#####	#####	14.23	169.72		det
	123032	10316	133348	92.26	7.74										

Table 3

Comparison against total absences

Unauthorised Absence	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	÷Exp	÷Exp	Chi sq	Sig
S1: Sg cohort	416	1906	2322			181.35	2140.65	234.15	-234.15	#####	#####	302.31	25.61	431	<.001
S1: 'other'	344	7052	7396			577.65	6818.35	-234.15	234.15	#####	#####	94.91	8.04		
	759	8959	9718	7.81	92.19										

S2 (post-intervention): the period towards the end of/immediately following intervention

Appendix 9.2

Chi-Squared Analysis of Discipline Measures

Appendix 9.2.1: Chi-Squared Analysis of Discipline Measures (raw data)
Table 1: Comparison between Sg and 'other' cohorts (Pre-intervention (S2))

Table 1

Raw Data	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Referrals (Sg coh 2000 & 2002)	456	13974	14430			50.94	14379	405	-405	164070	164070	3221	11.41	3543	p <.001
(non-Sg cohort)	124	149732	149856			529.06	149327	-405	405	164070	164070	310	1.10		Sg > other
S2 (1)	580	163706	164286	0.35	99.65										
Referrals (Sg cohort 2001)	210	8670	8880			29.27	8851	181	-181	32664	32664	1116	3.69	1205	p <.001
(non-Sg cohort)	204	116520	116724			384.73	116339	-181	181	32664	32664	85	0.28		Sg > other
S2 (1)	414	125190	125604	0.33	99.67										
Frequency of Susp. (Sg cohort)	123	3885	4008			12.16	3996	111	-111	12286	12286	1011	3.07	1105	p <.001
(non-Sg cohort)	24	44430	44454			134.84	44319	-111	111	12286	12286	91	0.28		Sg > other
S2 (1)	147	48315	48462	0.30	99.70										
Duration of Susp. (Sg cohort)	347	4008	4355			39.36	4316	308	-308	94642	94642	2404	21.93	2664	p <.001
(non-Sg cohort)	95	44454	44549			402.64	44146	-308	308	94642	94642	235	2.14		Sg > other
S2 (1)	442	48462	48904	0.90	99.10										

Observations = Raw Data

		Level of Significance		
Key		0.05	0.01	<.001
chi-sq value		3.841	6.635	10.827
		<i>df1 (1 degree of freedom)</i>		
Taken from Fisher (1932); Table 111				

		Totals
Referrals		Actual Attendance x 6 (periods in day)
Freq. of Susp		Actual Attendance + 1st day of each suspension
Dur. of Susp		Actual Attendance + Days of Suspension

Appendix 9.2.1: Chi-Squared Analysis of Discipline Measures (raw data)
Table 2: Comparison between Sg and 'other' cohorts (Post-intervention (S2))

Table 2

Raw Data	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	÷Exp	÷Exp	Chi sq	Sig
Referrals (Sg cohorts 2000 & 2002)	215	8599	8814			26.20	8788	189	-189	35647	35647	1361	4.06	1481	p <.001
(non-Sg cohort)	120	103782	103902			308.80	103593	-189	189	35647	35647	115	0.34		Sg > other
S2 (3)	335	112381	112716	0.30	99.70										
Referrals (Sg cohort 2001)	213	7905	8118			29.38	8089	184	-184	33717	33717	1148	4.17	1229	p <.001
(non-Sg cohort)	256	121226	121482			439.62	121042	-184	184	33717	33717	77	0.28		Sg > other
S2 (2 & 3)	469	129131	129600	0.36	99.64										
Frequency of Susp. (Sg cohort)	62	2158	2220			8.03	2212	54	-54	2912	2912	362	1.32	394	p <.001
(non-Sg cohort)	43	26751	26794			96.97	26697	-54	54	2912	2912	30	0.11		Sg > other
S2 (3)	105	28909	29014	0.36	99.64										
Duration of Susp. (Sg cohort)	141	2172	2313			17.46	2296	124	-124	15262	15262	874	6.65	957	p <.001
(non-Sg cohort)	79	26750	26829			202.54	26626	-124	124	15262	15262	75	0.57		Sg > other
S2 (3)	220	28922	29142	0.75	99.25										

Observations = Raw Data

		Level of Significance		
Key		0.05	0.01	<.001
chi-sq value		3.841	6.635	10.827
		<i>df1 (1 degree of freedom)</i>		
Taken from Fisher (1932); Table 111				

Totals	
Referrals	Actual Attendance x 6 (periods in day)
Freq. of Susp	Actual Attendance + 1st day of each suspension
Dur. of Susp	Actual Attendance + Days of Suspension

Appendix 9.2.2 : Analysis of Discipline (raw data)
Table 1: Pre-/Post-Intervention Comparison (Sgi cohort)

Table 1

Raw Data (Sg)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Referrals coh 2000 & 2002 (pre) S2 (1) (post) S2 (3)	456	13974	14430			416.56	14013	39.44	-39.44	1555.5	1555.5	3.73	0.11	10.14	p < 0.01
	215	8599	8814			254.44	8559.6	-39.44	39.44	1555.5	1555.5	6.11	0.18		Imp
	671	22573	23244	2.89	97.11										
Referrals cohort 2001 (pre) S2 (1) (post) S2 (2 & 3)	210	8670	8880			220.98	8659.0	-10.98	10.98	120.59	120.59	0.55	0.01	1.17	
	213	7905	8118			202.02	7916.0	10.98	-10.98	120.59	120.59	0.60	0.02		
	423	16575	16998	2.49	97.51										
Frequency of Susp. (pre) S2 (1) (post) S2 (3)	123	3885	4008			119.06	3888.9	3.94	-3.94	15.56	15.56	0.13	0.00	0.38	
	62	2158	2220			65.94	2154.1	-3.94	3.94	15.56	15.56	0.24	0.01		
	185	6043	6228	2.97	97.03										
Duration of Susp. (pre) S2 (1) (post) S2 (3)	347	3885	4232			315.54	3916.5	31.46	-31.46	989.67	989.67	3.14	0.25	9.59	p < 0.01
	141	2172	2313			172.46	2140.5	-31.46	31.46	989.67	989.67	5.74	0.46		Imp
	488	6057	6545	7.46	92.54										

Observations = Raw Data

Key chi-sq value	Level of Significance		
	0.05	0.01	<.001
	3.841	6.635	10.827

df1 (1 degree of freedom)

Taken from Fisher (1932); Table 111

Totals	
Referrals	Actual Attendance x 6 (periods in day)
Freq. of Susp	Actual Attendance + 1st day of each suspension
Dur. of Susp	Actual Attendance + Days of Suspension

Appendix 9.2.2: Chi-Squared Analysis of Discipline (raw data)

Table 2: Pre-/post-intervention Comparison ('other')

Table 2

Raw Data (Other)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	-Exp	Chi sq	Sig
Referrals coh 2000 & 2002 (pre) S2 (1)	124	149732	149856			144.09	149712	-20.09	20.09	403.75	403.75	2.80	0.00	6.85	p < 0.01
	(post) S2 (3)	120	103782	103902		99.91	103802	20.09	-20.09	403.75	403.75	4.04	0.00		Det
		244	253514	253758	0.10	99.90									
Referrals cohort 2001 (pre) S2 (1)	204	116520	116724			225.41	116499	-21.41	21.41	458.21	458.21	2.03	0.00	3.99	p < 0.05
	(post) S2 (2 & 3)	256	121226	121482		234.59	121247	21.41	-21.41	458.21	458.21	1.95	0.00		Det
		460	237746	238206	0.19	99.81									
Frequency of Susp. (pre) S2 (1)	24	44430	44454			41.80	44412	-17.80	17.80	316.97	316.97	7.58	0.01	20.18	p < .001
	(post) S2 (3)	43	26751	26794		25.20	26769	17.80	-17.80	316.97	316.97	12.58	0.01		Det
		67	71181	71248	0.09	99.91									
Duration of Susp. (pre) S2 (1)	95	44430	44525			108.58	44416	-13.58	13.58	184.31	184.31	1.70	0.00	4.53	p < 0.05
	(post) S2 (3)	79	26750	26829		65.42	26764	13.58	-13.58	184.31	184.31	2.82	0.01		Det
		174	71180	71354	0.24	99.76									

Observations = Raw Data

Key	Level of Significance		
	0.05	0.01	<.001
chi-sq value	3.841	6.635	10.827
df1	(1 degree of freedom)		

Totals	
Referrals	Actual Attendance x 6 (periods in day)
Freq. of Susp	Actual Attendance + 1st day of each suspension
Dur. of Susp	Actual Attendance + Days of Suspension

Appendix 9.2.2: Chi-Squared Analysis of Discipline (raw data)

Tables 3: Pre-(S2 (1))/Post (S3)-Intervention Comparison (Sg cohort)

Table 3

Raw Data (Sg)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Frequency of Susp. (pre) S2 (1)	123	3885	4008			123.81	3884.2	-0.81	0.81	0.65	0.65	0.01	0.00	0.01	
	(post S3)	210	6562	6772		209.19	6562.8	0.81	-0.81	0.65	0.65	0.00	0.00		
		333	10447	10780	3.09	96.91									
Duration of Susp. (pre) S2 (1)	347	3885	4232			315.59	3916.4	31.41	-31.41	986.49	986.49	3.13	0.25	5.40	p < 0.05
	(post S3)	495	6564	7059		526.41	6532.6	-31.41	31.41	986.49	986.49	1.87	0.15		Imp
		842	10449	11291	7.46	92.54									

Observations = Raw Data

	Level of Significance		
Key	0.05	0.01	<.001
chi-sq value	3.841	6.635	10.827
<i>df1 (1 degree of freedom)</i>			
Taken from Fisher (1932); Table 111			

Totals	
Freq. of Susp	Actual Attendance + 1st day of each suspension
Dur. of Susp	Actual Attendance + Days of Suspension

Appendix 9.2.2: Chi-Squared Analysis of Discipline (raw data) **Table 4: Pre (S2 (1))-/Post (S3)- Intervention Comparison ('other')**

Table 4

Raw Data (Other)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Frequency of Susp. (pre) S2 (1)	24	44430	44454			60.40	44394	-36.40	36.40	1325	1325	21.94	0.03	32	p <.001
	(post S3)	170	98152	98322			133.60	98188	36.40	-36.40	1325	1325	9.92	0.01	Det
		194	142582	142776	0.14	99.86									
Duration of Susp. (pre) S2 (1)	95	44430	44525			164.08	44361	-69.08	69.08	4772	4772	29.08	0.11	42	p <.001
	(post S3)	433	98322	98755			363.92	98391	69.08	-69.08	4772	4772	13.11	0.05	Det
		528	142752	143280	0.37	99.63									

Observations = Raw Data

		Level of Significance		
Key		0.05	0.01	<.001
chi-sq value		3.841	6.635	10.827
		<i>df1 (1 degree of freedom)</i>		
Taken from Fisher (1932); Table 111				

		Totals
Freq. of Susp		Actual Attendance + 1st day of suspension
Dur. of Susp		Actual Attendance + Days of Suspension

Appendix 9.2.3: Tables 1-3: Chi-Squared Analysis of Discipline Measures (by cohort)

Table 1

Referrals	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Cohort 2000 pre: S2 (1) post: S2 (3)	63	2019	2082			56.37	2025.6	6.63	-6.63	43.93	43.93	0.78	0.02	2.14	
	27	1215	1242			33.63	1208.4	-6.63	6.63	43.93	43.93	1.31	0.04		
	90	3234	3324	2.71	97.29										
Cohort 2001 pre: S2 (1) post: S2 (2 & 3)	210	8670	8880			220.98	8659.0	-10.98	10.98	120.59	120.59	0.55	0.01	1.17	
	213	7905	8118			202.02	7916.0	10.98	-10.98	120.59	120.59	0.60	0.02		
	423	16575	16998	2.49	97.51										
Cohort 2002 pre: S2 (1) post: S2 (3)	393	11955	12348			360.15	11988	32.85	-32.85	1079.1	1079.1	3.00	0.09	8.12	p <.01
	188	7384	7572			220.85	7351.1	-32.85	32.85	1079.1	1079.1	4.89	0.15		Imp
	581	19339	19920	2.92	97.08										

Obs = no. of occasions referred within time period; total = no. of days (x 6 periods of each day)

Table 2

Frequency of Suspensions	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Cohort 2000 pre: S2 (1) post: S2 (3)	18	347	365			13.33	351.7	4.67	-4.67	21.80	21.80	1.64	0.06	4.65	p <.05
	3	207	210			7.67	202.3	-4.67	4.67	21.80	21.80	2.84	0.11		Imp
	21	554	575	3.65	96.35										
Cohort 2001 pre: S2 (1) post: S2 (3)	35	1480	1515			31.48	1483.5	3.52	-3.52	12.41	12.41	0.39	0.01	1.28	
	11	688	699			14.52	684.5	-3.52	3.52	12.41	12.41	0.85	0.02		
	46	2168	2214	2.08	97.92										
Cohort 2002 pre: S2 (1) post: S2 (3)	70	2058	2128			73.04	2055.0	-3.04	3.04	9.23	9.23	0.13	0.00	0.34	
	48	1262	1310			44.96	1265.0	3.04	-3.04	9.23	9.23	0.21	0.01		
	118	3320	3438	3.43	96.57										

Obs = no. of occasions referred within time period; total = no. of days of attendance + 1st day of each suspension

Table 3

Duration of Suspensions	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Cohort 2000 pre: S2 (1) post: S2 (3)	57	347	404			45.45	358.6	11.55	-11.55	133.40	133.40	2.94	0.37	8.97	p <.01
	15	221	236			26.55	209.4	-11.55	11.55	133.40	133.40	5.02	0.64		Imp
	72	568	640	11.25	88.75										
Cohort 2001 pre: S2 (1) post: S2 (3)	86	1480	1566			76.26	1489.7	9.74	-9.74	94.94	94.94	1.25	0.06	4.18	p <.05
	25	688	714			34.74	678.8	-9.74	9.74	94.94	94.94	2.73	0.14		Imp
	111	2168	2280	4.87	95.13										
Cohort 2002 pre: S2 (1) post: S2 (3)	204	2058	2262			190.32	2071.7	13.68	-13.68	187.14	187.14	0.98	0.09	2.86	
	101	1262	1363			114.68	1248.3	-13.68	13.68	187.14	187.14	1.63	0.15		
	305	3320	3625	8.41	91.59										

Obs = no. of occasions referred within time period; total = no. of days of attendance + days of suspension

Appendix 9.2.3: Table 4: Chi-Squared Analysis of Referrals (by group)

obs = no. of occasions referred within time period; total = no. of days (x6 periods of each day)

Referrals	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig	
Group 00A	pre: S2 (1)	63	2019	2082			56.37	2025.63	6.63	-6.63	43.93	43.93	0.78	0.02	2.14	
	post: S2 (3)	27	1215	1242			33.63	1208.37	-6.63	6.63	43.93	43.93	1.31	0.04		
		90	3234	3324	2.71	97.29										
Group 01A	pre: S2 (1)	51	1953	2004			59.49	1944.51	-8.49	8.49	72.14	72.14	1.21	0.04	2.61	
	post: S2 (2 & 3)	63	1773	1836			54.51	1781.49	8.49	-8.49	72.14	72.14	1.32	0.04		
		114	3726	3840	2.97	97.03										
Group 01C	pre: S2 (1)	101	1741	1842			96.17	1745.83	4.83	-4.83	23.34	23.34	0.24	0.01	0.54	
	post: S2 (2 & 3)	81	1563	1644			85.83	1558.17	-4.83	4.83	23.34	23.34	0.27	0.01		
		182	3304	3486	5.22	94.78										
Group 01D	pre: S2 (1)	27	2199	2226			34.96	2191.04	-7.96	7.96	63.37	63.37	1.81	0.03	3.85	p < .05 Det
	post: S2 (2 & 3)	40	2000	2040			32.04	2007.96	7.96	-7.96	63.37	63.37	1.98	0.03		
		67	4199	4266	1.57	98.43										
Group 01E	pre: S2 (1)	31	2777	2808			31.17	2776.83	-0.17	0.17	0.03	0.03	0.00	0.00	0.00	
	post: S2 (2 & 3)	29	2569	2598			28.83	2569.17	0.17	-0.17	0.03	0.03	0.00	0.00		
		60	5346	5406	1.11	98.89										
Group 02A	pre: S2 (1)	8	1108	1116			10.07	1105.93	-2.07	2.07	4.30	4.30	0.43	0.00	1.54	
	post: S2 (3)	6	429	435			3.93	431.07	2.07	-2.07	4.30	4.30	1.09	0.01		
		14	1537	1551	0.90	99.10										
Group 02B	pre: S2 (1)	86	1498	1584			79.33	1504.67	6.67	-6.67	44.44	44.44	0.56	0.03	1.77	
	post: S2 (3)	33	759	792			39.67	752.33	-6.67	6.67	44.44	44.44	1.12	0.06		
		119	2257	2376	5.01	94.99										
Group 02C	pre: S2 (1)	108	1236	1344			88.26	1255.74	19.74	-19.74	389.63	389.63	4.41	0.31	12.07	p <.001 Imp
	post: S2 (3)	37	827	864			56.74	807.26	-19.74	19.74	389.63	389.63	6.87	0.48		
		145	2063	2208	6.57	93.43										
Group 02D	pre: S2 (1)	23	2263	2286			34.80	2251.20	-11.80	11.80	139.24	139.24	4.00	0.06	10.16	p < 0.01 Det
	post: S2 (3)	35	1489	1524			23.20	1500.80	11.80	-11.80	139.24	139.24	6.00	0.09		
		58	3752	3810	1.52	98.48										
Group 02E	pre: S2 (1)	37	1175	1212			36.73	1175.27	0.27	-0.27	0.07	0.07	0.00	0.00	0.01	
	post: S2 (3)	19	617	636			19.27	616.73	-0.27	0.27	0.07	0.07	0.00	0.00		
		56	1792	1848	3.03	96.97										
Group 02F	pre: S2 (1)	48	1440	1488			38.79	1449.21	9.21	-9.21	84.83	84.83	2.19	0.06	6.17	p < .05 Imp
	post: S2 (3)	13	839	852			22.21	829.79	-9.21	9.21	84.83	84.83	3.82	0.10		
		61	2279	2340	2.61	97.39										
Group 02G	pre: S2 (1)	29	1351	1380			24.69	1355.31	4.31	-4.31	18.58	18.58	0.75	0.01	2.19	
	post: S2 (3)	9	735	744			13.31	730.69	-4.31	4.31	18.58	18.58	1.40	0.03		
		38	2086	2124	1.79	98.21										
Group 02H	pre: S2 (1)	45	1413	1458			49.96	1408.04	-4.96	4.96	24.57	24.57	0.49	0.02	1.33	
	post: S2 (3)	36	870	906			31.04	874.96	4.96	-4.96	24.57	24.57	0.79	0.03		
		81	2283	2364	3.43	96.57										

Appendix 9.2.3: Table 5: Chi-Squared Analysis of Duration of Suspensions (by group)

obs = no. of days of suspension within time period; total = no. of days of attendance + days of suspension

Duration of Suspensions	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Group 00A	pre: S2 (1)	57	347	404		45.45	358.55	11.55	-11.55	133.40	133.40	2.94	0.37	8.97	p < .01 Imp
	post: S2 (3)	15	221	236		26.55	209.45	-11.55	11.55	133.40	133.40	5.02	0.64		
		72	568	640	11.25	88.75									
Group 01A	pre: S2 (1)	9	334	343		9.95	333.05	-0.95	0.95	0.91	0.91	0.09	0.00	0.28	
	post: S2 (3)	6	168	174		5.05	168.95	0.95	-0.95	0.91	0.91	0.18	0.01		
		15	502	517	2.90	97.10									
Group 01C	pre: S2 (1)	73	307	380		62.50	317.50	10.50	-10.50	110.35	110.35	1.77	0.35	7.50	p < .01 Imp
	post: S2 (3)	14	135	149		24.50	124.50	-10.50	10.50	110.35	110.35	4.50	0.89		
		87	442	529	16.45	83.55									
Group 01D	pre: S2 (1)	3	371	374		3.42	370.58	-0.42	0.42	0.18	0.18	0.05	0.00	0.17	
	post: S2 (3)	2	170	172		1.58	170.42	0.42	-0.42	0.18	0.18	0.11	0.00		
		5	541	546	0.92	99.08									
Group 01E	pre: S2 (1)	1	468	469		2.73	466.27	-1.73	1.73	2.99	2.99	1.10	0.01	3.47	
	post: S2 (3)	3	216	218		1.27	217.23	1.73	-1.73	2.99	2.99	2.35	0.01		
		4	684	688	0.58	99.42									
Group 02A	pre: S2 (1)	4	186	190		2.90	187.10	1.10	-1.10	1.22	1.22	0.42	0.01	1.55	
	post: S2 (3)	0	72	72		1.10	71.40	-1.10	1.10	1.22	1.22	1.10	0.02		
		4	258	262	1.52	98.48									
Group 02B	pre: S2 (1)	43	264	307		41.56	265.44	1.44	-1.44	2.08	2.08	0.05	0.01	0.18	
	post: S2 (3)	19	132	151		20.44	130.56	-1.44	1.44	2.08	2.08	0.10	0.02		
		62	396	458	13.54	86.46									
Group 02C	pre: S2 (1)	68	224	292		61.43	230.07	6.57	-6.57	43.11	43.11	0.70	0.19	2.38	
	post: S2 (3)	30	144	174		36.57	136.93	-6.57	6.57	43.11	43.11	1.18	0.31		
		98	367	465	21.08	78.92									
Group 02D	pre: S2 (1)	2	381	383		7.10	375.90	-5.10	5.10	26.05	26.05	3.67	0.07	9.16	p < .01 Det
	post: S2 (3)	10	254	264		4.90	259.10	5.10	-5.10	26.05	26.05	5.32	0.10		
		12	635	647	1.85	98.15									
Group 02E	pre: S2 (1)	5	202	207		10.22	196.78	-5.22	5.22	27.27	27.27	2.67	0.14	7.77	p < .01 Det
	post: S2 (3)	11	106	117		5.78	111.22	5.22	-5.22	27.27	27.27	4.72	0.25		
		16	308	324	4.94	95.06									
Group 02F	pre: S2 (1)	12	248	260		16.83	243.17	-4.83	4.83	23.37	23.37	1.39	0.10	3.94	p < 0.05 Det
	post: S2 (3)	15	142	157		10.17	146.83	4.83	-4.83	23.37	23.37	2.30	0.16		
		27	390	417	6.47	93.53									
Group 02G	pre: S2 (1)	45	230	275		33.99	241.01	11.01	-11.01	121.16	121.16	3.56	0.50	12.70	p < .001 Imp
	post: S2 (3)	5	124	130		16.01	113.49	-11.01	11.01	121.16	121.16	7.57	1.07		
		50	354	404	12.36	87.64									
Group 02H	pre: S2 (1)	21	243	264		22.10	241.90	-1.10	1.10	1.22	1.22	0.05	0.01	0.16	
	post: S2 (3)	15	151	166		13.90	152.10	1.10	-1.10	1.22	1.22	0.09	0.01		
		36	394	430	8.37	91.63									

Appendix 9.3

Chi-Squared Analysis of National Tests in English

Appendix 9.3.1

**Chi-Squared Analysis of National Tests in
English at \geq level D (Pr 7) and at \geq level E
(S2): Wider Populations**

Appendix 9.3.1.1: Chi-Squared Analysis of Attainment at \geq level D (Pr 7) (Sgi Cohorts 2001 & 2002) Tables 1-3: Comparison between National and L Authority (LA)/School/ Sgi Cohorts (1999 & 2000)

Table 1

National/LA		Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading	All other LAs	78415	41925	120340			78389	41951	26	-26	690	690	0	0	1	
	LA	1668	933	2601			1694	907	-26	26	690	690	0	1		
		80083	42858	122941	65	35										
Writing	All other LAs	60367	59973	120340			60245	60095	122	-122	14913	14913	0	0	23	<.001
	LA	1180	1421	2601			1302	1299	-122	122	14913	14913	11	11		
		61547	61394	122941	50	50										

Table 2

National/School Cohort		Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading	All other schools	79836	42626	122462			79771	42691	65	-65	4227	4227	0	0	39	<.001
	LA	247	232	479			312	167	-65	65	4227	4227	14	25		
		80083	42858	122941	65	35										
Writing	All other schools	61346	61116	122462			61307	61155	39	-39	1505	1505	0	0	13	<.001
	School cohort	201	278	479			240	239	-39	39	1505	1505	6	6		
		61547	61394	122941	50	50										

Table 3

National/Sgi Cohort		Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading	All other pupils	80070	42815	122885			80047	42838	23	-23	551	551	0	0	43	<.001
	prospective Sgi cohort	13	43	56			36	20	-23	23	551	551	15	28		
		80083	42858	122941	65	35										
Writing	All other pupils	61539	61346	122885			61519	61366	20	-20	401	401	0	0	29	<.001
	prospective Sgi cohort	8	48	56			28	28	-20	20	401	401	14	14		
		61547	61394	122941	50	50										

Appendix 9.3.1.1: Chi-Squared Analysis of Attainment at \geq level D (Pr 7) (Sgi Cohorts 2001 & 2002)
Tables 4-6: Comparison between L Authority (LA)/School/ Sgi Cohorts (1999 & 2000)

Table 4

LA/School Cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading other schools within LA School cohort	1421	701	2122			1361	761	60	-60	3621	3621	3	5	40	<.001
	247	232	479			307	172	-60	60	3621	3621	12	21		
	1668	933	2601	64	36										
Writing other schools within LA School cohort	979	1143	2122			963	1159	16	-16	266	266	0	0	3	
	201	278	479			217	262	-16	16	266	266	1	1		
	1180	1421	2601	45	55										

Table 5

LA/Sgi Cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading other pupils within LA prospective Sgi cohort	1655	890	2545			1632	913	23	-23	525	525	0	1	42	<.001
	13	43	56			36	20	-23	23	525	525	15	26		
	1668	933	2601	64	36										
Writing other pupils within LA prospective Sgi cohort	1172	1373	2545			1155	1390	17	-17	303	303	0	0	22	<.001
	8	48	56			25	31	-17	17	303	303	12	10		
	1180	1421	2601	45	55										

Table 6

School Cohort/Sgi Cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading other pupils within Pr 7 prospective Sgi cohort	234	189	423			218	205	16	-16	252	252	1	1	20	<.001
	13	43	56			29	27	-16	16	252	252	9	9		
	247	232	479	52	48										
Writing other pupils within Pr 7 prospective Sgi cohort	193	230	423			178	245	15	-15	240	240	1	1	20	<.001
	8	48	56			23	33	-15	15	240	240	10	7		
	201	278	479	42	58										

Appendix 9.3.1.2: Chi-Squared Analysis of Attainment at \geq level E (S2) (Sgi Cohorts 2001 & 2002)
Tables 1-3: Comparison between National and L Authority (LA)/School/ Sgi Cohorts

Table 1

National/LA		Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading	All other LAs	69415	50817	120232			69303	50929	112	-112	12546	12546	0	0	20	<.001
	LA	1393	1218	2611			1505	1106	-112	112	12546	12546	8	11		
		70808	52035	122843	58	42										
Writing	All other LAs	60422	59908	120330			60240	60090	182	-182	33169	33169	1	1	52	<.001
	LA	1125	1486	2611			1307	1304	-182	182	33169	33169	25	25		
		61547	61394	122941	50	50										

Table 2

National/School Cohort		Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading	All other schools	70584	51780	122364			70532	51832	52	-52	2714	2714	0	0	23	<.001
	school	224	255	479			276	203	-52	52	2714	2714	10	13		
		70808	52035	122843	58	42										
Writing	All other schools	61373	61089	122462			61307	61155	66	-66	4329	4329	0	0	36	<.001
	school	174	305	479			240	239	-66	66	4329	4329	18	18		
		61547	61394	122941	50	50										

Table 3

National/Sgi Cohort		Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading	All other pupils	70802	51985	122787			70776	52011	26	-26	691	691	0	0	51	<.001
	prospective Sgi cohort	6	50	56			32	24	-26	26	691	691	21	29		
		70808	52035	122843	58	42										
Writing	All other pupils	61544	61341	122885			61519	61366	25	-25	627	627	0	0	45	<.001
	prospective Sgi cohort	3	53	56			28	28	-25	25	627	627	22	22		
		61547	61394	122941	50	50										

Appendix 9.3.1.2: Chi-Squared Analysis of Attainment at \geq level E (S2) (Sgi Cohorts 2001 & 2002)
Tables 4-6: Comparison between L Authority (LA)/School/ Sgi Cohorts

Table 4

LA/School Cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading All other LA schools	1169	963	2132			1137	995	32	-32	996	996	1	1	10	<0.01
School cohort	224	255	479			256	223	-32	32	996	996	4	4		
	1393	1218	2611	53	47										
Writing All other LA schools	951	1181	2132			919	1213	32	-32	1049	1049	1	1	11	<.001
School cohort	174	305	479			206	273	-32	32	1049	1049	5	4		
	1125	1486	2611	43	57										

Table 5

LA/Sgi Cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading All other LA pupils	1387	1168	2555			1363	1192	24	-24	570	570	0	0	42	<.001
prospective Sgi cohort	6	50	56			30	26	-24	24	570	570	19	22		
	1393	1218	2611	53	47										
Writing All other LA pupils	1122	1433	2555			1101	1454	21	-21	446	446	0	0	33	<.001
prospective Sgi cohort	3	53	56			24	32	-21	21	446	446	19	14		
	1125	1486	2611	43	57										

Table 6

School Cohort/Sgi Cohort	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
Reading All other S2 pupils	218	205	423			198	225	20	-20	408	408	2	2	33	<.001
prospective Sgi cohort	6	50	56			26	30	-20	20	408	408	16	14		
	224	255	479	47	53										
Writing All other S2 pupils	171	252	423			154	269	17	-17	301	301	2	1	26	<.001
prospective Sgi cohort	3	53	56			20	36	-17	17	301	301	15	8		
	174	305	479	36	64										

Appendix 9.3.1.3: Tables 1-4: Cross Tabulation of Chi-Squared Values for National Tests in English at \geq level D & \geq level E for Comparator Groups

\geq level D

Table 1

\geq level D Reading	National	L.A.	School Cohort	Sgi Cohort
National	-	1	39	43
L.A.	1	-	40	42
School Cohort	39	40	-	20
Sgi Cohort	43	42	20	-

Table 2

\geq level D Writing	National	L.A.	School Cohort	Sgi Cohort
National	-	23	13	29
L.A.	23	-	3	22
School Cohort	13	3	-	20
Sgi Cohort	29	22	20	-

\geq level E

Table 3

\geq level E Reading	National	L.A.	School Cohort	Sgi Cohort
National	-	20	23	51
L.A.	20	-	10	42
School Cohort	23	10	-	33
Sgi Cohort	51	42	33	-

Table 4

\geq level E Writing	National	L.A.	School Cohort	Sgi Cohort
National	-	52	36	45
L.A.	52	-	11	33
School Cohort	36	11	-	26
Sgi Cohort	45	33	26	-

Appendix 9.3.2: Chi-Squared Analysis of National Tests (Reading): pre (Pr7)- & post (S2)- intervention
Tables 1 & 2: Comparison between 'other' & Sgi cohorts (2001 & 2002)
(in respect of minimum levels achieved)

Table 1

Reading (Pr 7)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
≥ level B ('other')	375	48	423			369.13	53.87	5.87	-5.87	34.44	34.44	0.09	0.64	6.27	<0.05
≥ level B (Sgi)	43	13	56			48.87	7.13	-5.87	5.87	34.44	34.44	0.70	4.83		
	418	61	479	87.27	12.73										
≥ level C ('other')	351	72	423			339.11	83.89	11.89	-11.89	141.46	141.46	0.42	1.69	17.99	<.001
≥ level C (Sgi)	33	23	56			44.89	11.11	-11.89	11.89	141.46	141.46	3.15	12.74		
	384	95	479	80.17	19.83										
≥ level D ('other')	234	189	423			218.12	204.88	15.88	-15.88	252.07	252.07	1.16	1.23	20.41	<.001
≥ level D (Sgi)	13	43	56			28.88	27.12	-15.88	15.88	252.07	252.07	8.73	9.29		
	247	232	479	51.57	48.43										
≥ level E ('other')	41	382	423			37.09	385.91	3.91	-3.91	15.29	15.29	0.41	0.04	3.87	<0.05
≥ level E(Sgi)	1	55	56			4.91	51.09	-3.91	3.91	15.29	15.29	3.11	0.30		
	42	437	479	8.77	91.23										

Total = all pupils within respective cohorts (2001 & 2002)

Table 2

Reading (S2)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
≥ level C ('other')	394	29	423			391.21	31.79	2.79	-2.79	7.79	7.79	0.02	0.25	2.27	
≥ level C (Sgi)	49	7	56			51.79	4.21	-2.79	2.79	7.79	7.79	0.15	1.85		
	443	36	479	92.48	7.52										
≥ level D ('other')	322	101	423			302.90	120.10	19.10	-19.10	364.82	364.82	1.20	3.04	36.28	<.001
≥ level D (Sgi)	21	35	56			40.10	15.90	-19.10	19.10	364.82	364.82	9.10	22.94		
	343	136	479	71.61	28.39										
≥ level E ('other')	218	205	423			197.81	225.19	20.19	-20.19	407.55	407.55	2.06	1.81	33.10	<.001
≥ level E(Sgi)	6	50	56			26.19	29.81	-20.19	20.19	407.55	407.55	15.56	13.67		
	224	255	479	46.76	53.24										
≥ level F ('other')	29	394	423			25.61	397.39	3.39	-3.39	11.49	11.49	0.45	0.03	4.09	<0.05
≥ level F(Sgi)	0	56	56			3.39	52.61	-3.39	3.39	11.49	11.49	3.39	0.22		
	29	450	479	6.05	93.95										

Total = all pupils within respective cohorts (2001 & 2002)

Appendix 9.3.2: Chi-Squared Analysis of National Tests (Writing): pre (pr7)- & post (S2)- intervention
Tables 3 & 4: Comparison between 'other' & Sgi cohort (2001 & 2002)
(in respect of minimum levels achieved)

Table 3

Writing (Pr 7)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
≥ level B ('other')	402	21	423			393.86	29.14	8.14	-8.14	66.29	66.29	0.17	2.27	20.90	<.001
≥ level B (Sgi)	44	12	56			52.14	3.86	-8.14	8.14	66.29	66.29	1.27	17.18		
	446	33	479	93.11	6.89										
≥ level C ('other')	342	81	423			324.09	98.91	17.91	-17.91	320.63	320.63	0.99	3.24	36.19	<.001
≥ level C (Sgi)	25	31	56			42.91	13.09	-17.91	17.91	320.63	320.63	7.47	24.49		
	367	112	479	76.62	23.38										
≥ level D ('other')	193	230	423			177.50	245.50	15.50	-15.50	240.22	240.22	1.35	0.98	19.95	<.001
≥ level D (Sgi)	8	48	56			23.50	32.50	-15.50	15.50	240.22	240.22	10.22	7.39		
	201	278	479	41.96	58.04										
≥ level E ('other')	41	382	423			37.97	385.03	3.03	-3.03	9.16	9.16	0.24	0.02	2.27	
≥ level E(Sgi)	2	54	56			5.03	50.97	-3.03	3.03	9.16	9.16	1.82	0.18		
	43	436	479	8.98	91.02										

Total = all pupils within respective cohorts (2001 & 2002)

Table 4

Writing (S2)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
≥ level C ('other')	360	63	423			350.59	72.41	9.41	-9.41	88.61	88.61	0.25	1.22	12.63	<.001
≥ level C (Sgi)	37	19	56			46.41	9.59	-9.41	9.41	88.61	88.61	1.91	9.24		
	397	82	479	82.88	17.12										
≥ level D ('other')	280	143	423			259.63	163.37	20.37	-20.37	415.00	415.00	1.60	2.54	35.40	<.001
≥ level D (Sgi)	14	42	56			34.37	21.63	-20.37	20.37	415.00	415.00	12.07	19.19		
	294	185	479	61.38	38.62										
≥ level E ('other')	171	252	423			153.66	269.34	17.34	-17.34	300.76	300.76	1.96	1.12	26.29	<.001
≥ level E(Sgi)	3	53	56			20.34	35.66	-17.34	17.34	300.76	300.76	14.78	8.43		
	174	305	479	36.33	63.67										
≥ level F ('other')	0	423	423			0.00	423.00	0.00	0.00	0.00	0.00	#DIV/0!	0.00	#DIV/0!	
≥ level F(Sgi)	0	56	56			0.00	56.00	0.00	0.00	0.00	0.00	#DIV/0!	0.00		
	0	479	479	0.00	100.00										

Total = all pupils within respective cohorts (2001 & 2002)

Appendix 9.3.3: Chi-Squared Analysis of Progression in National Tests (Reading): Pr 7 - S2
Table 1: Comparison between Sgi cohort and 'other' (measurement of change)
(cohorts 2001 & 2002)

Table 1

Reading (Pr 7 - S2)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
no change ('other')	180	203	383			187.03	195.97	-7.03	7.03	49.36	49.36	0.26	0.25	4.91	<0.05
no change (Sgi)	29	16	45			21.97	23.03	7.03	-7.03	49.36	49.36	2.25	2.14		
	209	219	428	48.83	51.17										
+ 1 level ('other')	188	195	383			179.87	203.13	8.13	-8.13	66.15	66.15	0.37	0.33	6.60	<0.01
+ 1 level (Sgi)	13	32	45			21.13	23.87	-8.13	8.13	66.15	66.15	3.13	2.77		
	201	227	428	46.96	53.04										
+ 2 levels ('other')	43	340	383			40.27	342.73	2.73	-2.73	7.46	7.46	0.19	0.02	1.97	
+ 2 levels (Sgi)	2	43	45			4.73	40.27	-2.73	2.73	7.46	7.46	1.58	0.19		
	45	383	428	10.51	89.49										
≥ 3 levels ('other')	28	355	383			25.95	357.05	2.05	-2.05	4.20	4.20	0.16	0.01	1.65	
≥ 3 levels (Sgi)	1	44	45			3.05	41.95	-2.05	2.05	4.20	4.20	1.38	0.10		
	29	399	428	6.78	93.22										

Totals = all pupils for whom comparisons were possible

Appendix 9.3.3: Chi-Squared Analysis of Progression in National Tests (Writing): Pr 7 - S2
Table 2: comparison between Sgi cohort and 'other' (measurement of change)
(cohorts 2001 & 2002)

Table 2

Writing (Pr 7 - S2)	Obs+	Obs-	Tot	%+	%-	Exp+	Exp-	+ diff	-diff	+squared	-squared	+Exp	+Exp	Chi sq	Sig
no change ('other')	145	243	388			159.50	228.50	-14.50	14.50	210.28	210.28	1.32	0.92	21.54	<.001
no change (Sgi)	33	12	45			18.50	26.50	14.50	-14.50	210.28	210.28	11.37	7.93		
	178	255	433	41.11	58.89										
+ 1 level ('other')	221	167	388			208.79	179.21	12.21	-12.21	149.20	149.20	0.71	0.83	14.89	<.001
+ 1 level (Sgi)	12	33	45			24.21	20.79	-12.21	12.21	149.20	149.20	6.16	7.18		
	233	200	433	53.81	46.19										
+ 2 levels ('other')	21	367	388			18.82	369.18	2.18	-2.18	4.76	4.76	0.25	0.01	2.56	
+ 2 levels (Sgi)	0	45	45			2.18	42.82	-2.18	2.18	4.76	4.76	2.18	0.11		
	21	412	433	4.85	95.15										
≥ 3 levels ('other')	1	387	388			0.90	387.10	0.10	-0.10	0.01	0.01	0.01	0.00	0.12	
≥ 3 levels (Sgi)	0	45	45			0.10	44.90	-0.10	0.10	0.01	0.01	0.10	0.00		
	1	432	433	0.23	99.77										

Total = all pupils for whom comparisons were possible

Appendix 10

Case Studies Related

Appendix 10.1

Summary of Sources for Case Studies

The following use of research tools/ data applied only to the sample of six pupils who had been selected from cohort 2001-2002 (c.c. 6.4.1)

- scheduled interviews (devised by the author but trialled and conducted by an independent professional researcher) with the following stakeholders:-
 - ◊ six pupils involved in the *Sgi* (based upon a stratified random sample)
 - ◊ the parent(s)/ guardian(s) of the above
 - ◊ the Support Group Leaders (*SgLs*) of the above
 - ◊ the Pastoral Care teachers of the above (if different from the *SgL*).
- transition reports from the S1 Depute Head as pupils progressed into S2.

The documentation from which the case studies draw is as follows:

- minutes of meetings for the initial referral to the Joint Assessment Team (JAT) and of subsequent reviews
- any records of involvement of the family with Social Work
- record of participation in Intermediate Treatment (IT) group and/ or other Social Work interventions
- reports to and findings from the Children's Panel
- referrals to and reports from Psychological Services
- referrals to and reports from the Psychiatric Unit at the local hospital dealing with Children's Services
- referrals to and responses from the Local Authority Education Department
- Individualised Educational Plans (IEPs)
- record of involvement in paired-reading scheme within school
- record of any other form of learning support within school
- record of participation in other activities and interventions such as the X Trust (a charitable organisation serving the needs of youngsters within the Local Community)
- any other relevant information relating to home circumstances held by Pastoral Care staff.

Other research tools/ data from which the case studies draw are as described for the *Sgi* population as a whole (c.c. Fig. 6.3.2)

Appendix 10.2

Case Studies: Summary of Attainment and Attendance

Table 1: 5-14 Attainment in National Tests

			Reading		Writing		Mathematics	
			Pr 7	S2	Pr 7	S2	Pr 7	S2
Stewart	CS1	02F1b	C	D	B	C	C	C
Linda	CS2	02D4g	D	E	E	E	D	D
Alastair	CS3	02H1b	-	C	-	C	-	C
Thomas	CS4	02C5b	C	C	B	B	C	C
Alexander	CS5	02G3b	C	C	B	B	B	D
Jonathan	CS6	02H4b	B	C	B	C	C	C

Table 2: % Attendance Rate

			S1			S2 (pre)			S2 (post 1)			S2 (post2)			S3		
			Act	%	Pot	Act	%	Pot	Act	%	Pot	Act	%	Pot	Act	%	Pot
Stewart	CS1	02F1b	102	53.7	190	52.5	65.6	80	27.5	50.9	54	44.5	79.5	56	161	94.2	171
Linda	CS2	02D4g	175.5	92.4	190	61	87.1	70	59.5	93.0	64	47	83.9	56	92	53.8	171
Alastair	CS3	02H1b	163	85.8	190	49.5	61.9	80	46.5	86.1	54	36.5	65.2	56	-	-	-
Thomas	CS4	02C5b	127	66.8	190	35.5	50.7	70	41.5	64.8	64	34.5	61.6	56	95.5	55.8	171
Alexander	CS5	02G3b	156.5	82.4	190	64	91.4	70	46.5	72.7	64	40	71.4	56	142	83.0	171
Jonathan	CS6	02H4b	153.5	80.8	190	66.5	95.0	70	45.5	71.1	64	30	53.6	56	112	65.5	171

Key: Act Actual Attendance; Pot Potential Attendance (in days)

Table 3: % Rate of Unauthorised Absence

			S1			S2			S3		
			Un. Ab.	%	Pot	Un. Ab.	%	Pot	Un. Ab.	%	Pot
Stewart	CS1	02F1b	0.5	0.3	190	7	3.7	190	2	1.2	171
Linda	CS2	02D4g	9	4.7	190	5.5	2.9	190	70	40.9	171
Alastair	CS3	02H1b	10	5.3	190	30	15.8	190	-	-	-
Thomas	CS4	02C5b	48	25.3	190	45	23.7	190	62	36.3	171
Alexander	CS5	02G3b	0.5	0.3	190	0	0.0	190	1	0.6	171
Jonathan	CS6	02H4b	6	3.2	190	11	5.8	190	13	7.6	171

Appendix 10.2

Case Studies: Summary of Attainment and Attendance

Table 4: % of Absences accounted for by Un. Absenc

			S1			S2			S3		
			Un. Ab.	%	Abs	Un. Ab.	%	Abs	Un. Ab.	%	Abs
Stewart	CS1	02F1b	0.5	0.6	88	7	10.7	65.5	2	20.0	10
Linda	CS2	02D4g	9	62.1	14.5	5.5	24.4	22.5	70	88.6	79
Alastair	CS3	02H1b	10	37.0	27	30	5.2	575	-	-	-
Thomas	CS4	02C5b	48	76.2	63	45	57.3	78.5	62	81.6	76
Alexander	CS5	02G3b	0.5	1.5	33.5	0	0.0	39.5	1	3.4	29
Jonathan	CS6	02H4b	6	16.4	36.5	11	22.9	48	13	22.0	59

Appendix 10.3

Case Studies: Summary of Discipline Measures

Table 1: Frequency of Referrals

Stewart	CS1	02F1b
Linda	CS2	02D4g
Alastair	CS3	02H1b
Thomas	CS4	02C5b
Alexander	CS5	02G3b
Jonathan	CS6	02H4b

S2 (pre)		S2 (post 1)		S2 (post2)	
Ref	UM	Ref	UM	Ref	UM
12	0.23	4	0.15	4	0.09
4	0.07	8	0.13	12	0.26
24	0.49	18	0.39	14	0.39
30	0.85	9	0.22	8	0.23
1	0.02	3	0.07	3	0.08
7	0.11	9	0.20	8	0.27

Code
UM = Unit Measure

Please note that the first day of suspension is added to attendance in calculating the UM measure for the table below

Table 2: Frequency of suspensions

			S1		S2 (pre)		S2 (post 1)		S2 (post2)		S3	
			Sus	UM	Sus	UM	Sus	UM	Sus	UM	Sus	UM
Stewart	CS1	02F1b	0	0.00	3	0.05	1	0.04	0	0.00	2	0.01
Linda	CS2	02D4g	3	0.02	0	0.00	1	0.02	1	0.02	9	0.09
Alastair	CS3	02H1b	5	0.03	4	0.07	3	0.06	4	0.10	-	-
Thomas	CS4	02C5b	13	0.09	9	0.20	2	0.05	1	0.03	11	0.10
Alexander	CS5	02G3b	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Jonathan	CS6	02H4b	3	0.02	0	0.00	3	0.06	1	0.03	6	0.05

Please note that days of suspension are added to attendance in calculating the UM measure for the table below

Table 3: Duration (total no of days) of suspensions

			S1		S2 (pre)		S2 (post 1)		S2 (post2)		S3	
			Sus	UM	Sus	UM	Sus	UM	Sus	UM	Sus	UM
Stewart	CS1	02F1b	0	0.00	6	0.10	1	0.04	0	0.00	2	0.01
Linda	CS2	02D4g	9	0.05	0	0.00	2	0.03	3	0.06	38	0.29
Alastair	CS3	02H1b	10	0.06	16	0.24	9	0.16	5	0.12	-	-
Thomas	CS4	02C5b	35	0.22	23	0.39	7	0.14	4	0.10	24	0.20
Alexander	CS5	02G3b	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Jonathan	CS6	02H4b	6	0.04	0	0.00	6	0.12	2	0.06	11	0.09

Appendix 10.4

Case Studies: Summary of responses to pre- and post- Self-Assessments

Table 1

Case Study Responses	CS	1	CS	2	CS	3	CS	4	CS	5	CS	6
Positive categorisations	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
I like being at school	mid		-	<	+		mid	>	-	>	+	>
I make friends easily	+		+		+		mid	>	mid	>	+	>
I get on well with my friends	+		+		+	>	mid	>	+		+	>
I am usually friendly towards other pupils	mid		+		mid		mid		+	>	+	>
Other pupils are usually friendly towards me	mid	>	+		+	>	mid		+		+	>
I get on well with my teachers	mid	>	mid	<	mid		-	<	mid	>	mid	<
Most of my teachers like me	mid	>	mid	<	+	>	mid		mid	>	mid	<
Most of my teachers try to be fair	+		+	<	+	>	+		+	>	+	<
Most of my teachers give me a chance	+		mid		+	>	-		+	>	+	<
Most of my teachers care about me	mid	>	mid		mid		mid		+	>	-	<
I try to show respect towards my teachers	+		-	<	mid		+	>	+	>	+	>
Most of my teachers show respect towards me	mid	>	-	<	+	>	mid		+	>	+	<
I can talk to some of my teachers	+		+		mid	>	-	>	+	>	+	
I am usually friendly towards my teachers	+		-	>	mid	>	mid	>	+	>	mid	
Most of my teachers are friendly towards me	+		mid	<	+	>	mid		+	>	mid	<
I feel good about myself most of the time	+		mid		mid		mid	>	mid		+	>
I consider myself to be a good learner	mid	>	-	<	-		-	>	mid		+	>
I think of myself as being quite intelligent	mid	>	mid		-		-	>	mid		+	>
I can work at a problem until I get it right	-		-	<	mid	>	mid		mid		+	>
I ask for help when I am stuck	mid		mid		mid		+	<	+	>	mid	<
I behave well in school	mid		-		-	<	-	<	mid	>	mid	<
I can control my behaviour when I want to	-		-	<	mid		-		+		mid	<
I understand why I behave in the ways I do	mid	>	-		mid		-		+	>	mid	<
I can control my temper when under pressure	-	>	-	<	-	<	-	<	mid	>	mid	<
I am happy and relaxed about how I behave	-		mid		-	<	-		mid		+	<
I am concerned about how my behaviour affects others	+		+	<	mid		mid	>	+	>	mid	>
I want to improve my behaviour	+		+	>	+	>	+	>	+	>	+	>

Key (pre): + pos response; mid mid response; - negative response

Key (post): > more positive perceptions; < more negative perceptions; blank no change

Appendix 10.5

Interview Schedule (Transcript (CS1)) Individual Case Studies Support Group Leader

Please note that Q1-3 were not relevant to this specific interview as the Support Group Leader had had no previous pastoral care involvement with the pupil. These questions were directed towards the Pastoral Care Teacher.

Schedule Format

Section A	Background Information Introductory information to be read out to the interviewee	
Section B	Pre-Intervention	p1
	Intervention	p2 & 3
	Outcomes	p4 & 5
	Looking at the Initiative as a whole	p6 & 7
	Plenary	p7

Schedule Conventions

- Section Headings are in *Italics*
 - Questions are in normal print*
 - Probes and prompts are in *italics*
 - Directions to the interviewer are in *italics*
- * Please insert the child's name when reading out questions (as indicated by).

Background Information

Name of Interviewee: ... Location: Interview Room Date: 30/5/02
Time: 11:20 Duration: 40 mins Interviewer: SH
Name of child under discussion: ..
Period of Intervention: (from) (to)

Statement to be Read

Thank you very much for agreeing to be interviewed. As a researcher from S.C.R.E. and someone who is independent of the project, I have been invited to conduct interviews. The purpose is to evaluate the work of the Support groups - the strengths and weaknesses within the approach - and to identify the variables which are of significance in terms of outcomes. Furthermore, it is hoped to identify the significance of the approach for current educational imperatives such as raising achievement and social inclusion. It is important therefore that you respond as honestly as you can. All information which you give will be treated in confidence which means that, whilst it may be used in any aural or written accounts of the research, your identity will not be disclosed apart from to Joan Mowat.

Individual Case Studies Group Leader Interview Schedule

During Intervention

q4 How did respond within the group? Was it as you expected?
Can you tell me a little more?/Why did you think he/she responded in that way?

co-operative ☒

non-cooperative ☐

contributing to discussion ☒

not contributing to discussion ☐

taking account of other's views ☒

ignoring other's views ☐

making a genuine effort to improve ☒

making little effort to improve ☐

q5 How do you think others reacted to being involved in the group?

family ☒

teachers ☒

friends ☒

other pupils ☒

Why do you think reacted like this?

Notes

Extremely cooperative. Always very +ve. Got a terrible fright involving the police. Result was he was very amenable. Wanted to improve.

Active and thoughtful participant in group. Surprised how mature he was in waiting to speak. More sensitive than I would have imagined. Doesn't fit the stereotype of troublesome pupil.

Family - Mother was in despair. Delighted with change in him. 100% behind school. School reinforcing the home message.

Teachers - half +ve and half neutral feedback from staff. In many cases Richard had not been misbehaving in classes so nothing to improve on.

Still problems with one teacher (she has her own problems). He ^(RICHARD) reports some success with her in defusing the situations (crisis).
- Nothing to report about other pupils + friends reactions.

Individual Case Studies Group Leader Interview Schedule

During Intervention

q6a To what extent do you think that the approaches adopted within the Support group were helpful to or a waste of time?

target-booklets ☒ pupil diary ☒ activities & discussion ☒

Can you tell me a little more as to why you think this?

q6b Did co-operate with target-setting?
Yes/No/Sometimes

If no, proceed to q6c

q6c Why do you think this was?

Were there any particular aspects which were problematic?

Notes

Target booklets - useful, concrete activity. No quibble, in relation to meeting targets. Gives pupils (Richard) something to aim for. He responded well.

Diaries - time consuming. In principle good but not enough time to explore.

Discussion - very keen to take part in these.

Lessons - Some lessons difficult for pupils to understand. They vary, some need to be more concrete (many need more experience).

Absolutely! Have all his weekly booklets signed by parent & teacher.

lot of parental support & Richard keen to cooperate. He had a real fight.

Individual Case Studies Group Leader Interview Schedule

Outcomes

q7a To what extent, if any, has been able to demonstrate the 'understanding goals' and 'performances' as defined within the project?

development of self-understanding (attitudes, values, beliefs and motivations) ☒

developing understanding of others' attitudes, values, beliefs and motivations ☐

development of empathy and inter-personal skills ☐

ability to reflect upon behaviour and exercise self-control ☐

self-esteem ☐

more positive perceptions of himself/herself as a learner ☐

more positive attitudes towards learning and school ☐

other? ☐

If any of the answers indicate positive change, go to q7b, 7c & 7d(i), otherwise go to 7d(ii) or 7d(iii)

q7b You are saying that the Support Group has made a difference for Can you give an example of a classroom situation in which he/she has been able to apply what has been learned in the group?

Tell me a little more about it. Why do you think he/she behaved differently?

* one or two teachers (maximum)

Notes

Self understanding, ~~has~~ gained quite an insight. more likely to see teachers as human. ~~helps~~ Informality of grp. has helped.

Follows on from above. Now sees the point of school. Deeper understanding of where school fits into his life

not a great change - always got on well with others.

Understanding of how his actions impact on other pupils ability to learn. Feels he has let some of his family members down.

Always lots of self-esteem, quietly content.

lot of change. Family have also impacted on this, encouraging him to get on and stick in at school.

Grp has had a strong impact.

Can see ^{that} comments from teachers are changing, now more true towards him. ~~has~~

Big part of success is the ~~new~~ relationship with the teacher. Strong and true, allows you to have more influence on them. Many of these kids need the security of work with *

Individual Case Studies Group Leader Interview Schedule

Outcomes

q7c Has involvement in the groups made any difference in relation to attainment? Can you give any examples of improved grades or other indications of academic improvement? if positive

Can you tell me a little more? Has it been within a particular context or generally? What might account for it?

- more able to concentrate in class ☐
- more evidence of homework being completed ☐
- more interest being taken in work ☐
- improved reports from class teachers ☒
- better prepared for class ☐

Depending upon the responses given to q7a, please select either 7d(i), 7d(ii) or 7d(iii)

- q7d (i) Why do you think the Support Groups have made a difference for?
- (ii) Why do you think the Support Groups have made no difference for?
- (iii) Why do you think the Support Groups have made things worse for?

Notes

Cooperating with German - very positive comment! Says so much, given that many pupils have difficulties with German. For many of these pupils foreign languages is a real ~~big~~ difficulty. He is the only one to have received such a +ve report.

→ ~~Work with~~ Rooted in relationship with teacher. Need to form stable relationship with one teacher. If this is the case it is a pointer to future work with such pupils. Materials ~~are~~ also good for structuring the approach.

Individual Case Studies Group Leader Interview

Outcomes

q8 Are there any other things which might have made a difference to how things turned out for pupils in general? ...?

Please inform the interviewee that any matters which are sensitive will not be detailed in the written report.

Toe-by-toe (reading intervention scheme)

☐

→ DK

r25 (Pupil Support base)

☐

→ No

Tullochan Trust (a range of activities to support pupils eg. drama group/outward bound courses)

☐

→ DK

Involvement in I.T. groups/Social Work involvement

☐

→ DK

attitude/influence of others:

family

☒

peers

☐

teachers

☐

other

☐

If yes

Can you explain why these things might have made a difference.

Notes

Attitude of family, and uncle in particular, important. Didn't have a father. Needed some male role model This brought some stability (uncle involvement)

Individual Case Studies
Group Leader Interview Schedule

Looking at the initiative as a whole

q9a Do you think that the Support groups are of benefit or not for pupils?

Why do you think this?

If the interviewee states that the groups are of benefit for pupils to go to q9b, otherwise go to q10.

q9b Do you think that the groups work the same for all pupils or do you think that they work better for some pupils than for others?

If the interviewee states that other pupils respond differently go to q9c, otherwise to directly to q10

q9c You have said that the groups work better for some pupils than for others, why do you think this is? What factors might you put forward to account for this?

Notes

Yes for certain types. Have to be at least cooperative. Three who cooperated (out of four) obviously trusted the teacher. Some degree of maturity helps. Have to see the need for change + want to cooperate. Behind desperate to change.

Some pupils beyond help of this kind of approach. With more deep seated psychological problems may need other support.

Having a cooperative home important. Means we are pulling in the same direction. Linked to some degree of maturity in pupils.

Individual Case Studies
Group Leader Interview Schedule

Looking at the initiative as a whole

- q10 If you were to make any changes to the Support groups, what would they be and why would you suggest them?

Notes

I need more experience. Not in position to pass judgement on this yet.

Getting the target cards back everything is a real bind. Should be able to improve on this but can't think how.

Overall a very positive thing for me to be involved in.

Plenary

- q11 Are there any other issues you would wish to raise about Support Groups?

Nothing comes to mind.

Would like to see programme extended, covering more years with greater continuity between years. ~~It~~ It will be difficult to convince more teachers to become involved.

Thank you very much for taking part in this interview.

Teaching for Understanding within the Affective Field

Glossary

Glossary of Terms

ACTS	Activating Children's Thinking Skills
ADHD	Attention Deficit Hyper-activity Disorder
AERS	Applied Education Research Scheme
AHT	Assistant Head Teacher
ASL	Additional Support for Learning
ASN	Additional Support Needs
BERJ	British Educational Research Journal
BESD	Behavioural, Emotional and Social Difficulties
CAME	Cognitive Acceleration in Mathematics Education
CASE	Cognitive Acceleration in Science Education
CREID	Centre for Research in Education and Diversity
CS	Case Study
CSIE	Centre for Studies in Inclusive Education
CSP	Co-ordinated Support Plan
DfE	Department for Education
DfES	Department for Education and Skills
EBD	Emotional and Behaviour Difficulties
ECER	European Conference on Educational Research
EENET	Enabling Education Network
ESRC	Economic and Social Research Council
g	General Intelligence
GTC	General Teaching Council
HGIOS	How Good is Our School
HMI	Her Majesty's Inspectorate
HMIE	Her Majesty's Inspectorate of Education
HMSCI	Her Majesty's Senior Chief Inspector
HMSO	Her Majesty's Stationery Office
IEP	Individualised Educational Plans
IT	Intermediate Treatment
JAT	Joint Assessment Team
LA	Local Authority
LAAC	Looked After and Accommodated Children
LPAD	Learning Potential Assessment Device

Glossary of Terms

LTS	Learning Teaching Scotland
MI	Multiple Intelligences(s)
N	Number
NEET	Not in Education, Employment or Training
NFER	National Foundation for Educational Research
NP	National Priorities
NUT	National Union of Teachers
OFSTED	Office for Standards in Education
$p <$	probability is less than
Pop	Population
Pr 7	Primary 7
RA	Research Aim
RoN	Record of Needs
RQ	Research Question
S	Secondary
SCCC	Scottish Consultative Council on the Curriculum
SCRE	Scottish Council for Research in Education
SEAL	Social and Emotional Aspects of Learning
SEBD	Social and Emotional Behavioural Difficulties
SED	Scottish Education Department
SEED	Scottish Executive Education Department
SEEMIS	Strathclyde's Educational Establishments' Management Information System
SEN	Special Educational Needs
SENSP	Scottish Executive National Statistics Publication
SER	Scottish Educational Review
SERA	Scottish Educational Research Association
Sg	Support Group
<i>Sgi</i>	Support Group Initiative
<i>SgL</i>	Support Group Leader
SHPSU	Scottish Health Promoting Schools Unit
SIMD	Scottish Index of Multiple Deprivation
SNAP	Scottish Network of Able Pupils
SOED	Scottish Office Education Department

Glossary of Terms

SOEID	Scottish Office Education and Industry Department
SQA	Scottish Qualifications Authority
<i>TfU</i>	Teaching for Understanding
TLRP	Teaching and Learning Research Programme
<i>ToM</i>	Theory of Mind
UA	Unauthorised Absence
UM	Unit Measure
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Emergency Fund
UPIAS	Union of Physically Impaired against Segregation
χ^2	chi-squared value
ZPD	Zone of Proximal Development

Teaching for Understanding within the Affective Field

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¹ For reasons of economy:

- 1) secondary references are attributed within the text to the source from which they derive rather than listed within the references
- 2) all texts, with the exception of those in red, constitute both the reference list and bibliography. Those in red are references only (and are not secondary references).
- 3) newspaper articles are cited within the text rather than the bibliography.

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