

Appendix 17

Ashley (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

The interviewee was Ashley’s teaching assistant. The interview took place in the school.

A. Communicative Functions

Ashley (ASH) gets the attention of a teacher by putting a hand up. When ASH wants to draw the attention to an object, ASH will point to it and at the same time ASH might say “Mrs. G. look at that”. When ASH needs help with something, ASH will approach the other person. If ASH needs information, ASH will not ask for them. ASH would go on day-dreaming. ASH usually doesn’t take the initiative to give information. ASH is able to narrate without using gestures generally. ASH tries to tell jokes, for example ASH may say “I haven’t done my homework- oh, no joke!” ASH doesn’t like being hugged; if this happens, ASH becomes overexcited and sometimes noisy. However, ASH smiles or laughs, when ASH is pleased with something. In the opposite case, when ASH is hurt or upset, ASH becomes withdrawn and irritable.

B. Response to Communication

If someone wants to get the child’s attention, it is enough to say the child’s name. ASH doesn’t like being touched at all. ASH usually understands indirect requests, but ASH doesn’t comprehend idioms and sarcasm. ASH doesn’t make any kind of comments about the way other people talk. If another child is not going along with what ASH wants him/her to do, ASH doesn’t react at all. ASH doesn’t make any requests for clarification. ASH will try to do a task, even if ASH hasn’t understood exactly what is wanted, but ASH will soon give up.

C. Interaction and Conversation

ASH doesn’t seem to be interested in interacting with other children. In the playground ASH is alone. However ASH doesn’t seem to be bothered about this. In the classroom ASH tends to be passive in group discussion. Ashley’s behaviour with adults is being influenced by stress; for example, ASH acts appropriately with the teacher in the primary school class. But Ashley’s behaviour with new teachers in

secondary school may be unsuitable sometimes. If ASH is interested about a topic, Ashley is able to maintain an interaction or a conversation. ASH has the tendency to assume that the other person knows what ASH is talking about; therefore sometimes ASH presumes that the other person knows more than he really does. ASH may repeat a word or a phrase, in order to 'repair' a conversation. When ASH wants to join a conversation, ASH will not wait; instead ASH will start talking. If ASH wants to terminate a conversation, ASH will stop it rather abruptly. However, if the conversation is about school work, ASH will go on.

D. Contextual Variation

In the class there is a child who is particularly good with ASH, so they often talk. In the school ASH is similarly communicative all the time. ASH enjoys talking about favourite TV programmes and toys. ASH doesn't ask questions about abstract ideas such as God, death or how the world began. It is worth noting that ASH didn't make any such questions, not even when a relative died, which had happened very recently. ASH is not really interested in a lot of books. As far as peer interaction is concerned, at school ASH doesn't play at all with other students, ASH plays alone. Therefore, there is not a lot of talking during play-time. Regarding compliance with social conventions, on the whole ASH is able to be polite and fitting in with social conventions to do with talking. However, when ASH is stressed, ASH has the tendency to act inappropriately.

Appendix 18

Bailey (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

The interviewee was Bailey’s teacher. The interview was carried out in the school.

A. Communicative Functions

When Bailey (BAI) wants to draw the attention of a teacher, BAI uses the teacher’s name. BAI also reacts in the same way, when BAI wants to point something out to a teacher. If BAI needs help with something, BAI will say “Mr. B. I am a bit stuck”. In the class if BAI hears by the teacher a word which BAI doesn’t know, BAI will stop him and ask about it. BAI likes discussing the rules of a game, such as football, but BAI doesn’t understand very well the rules in relation to turn-taking. As a result BAI may complain that the others treat BAI unfairly or Bailey’s classmates may become a little annoyed by this child’s behaviour. Bailey’s teacher has not heard this student making a joke. When BAI is upset, BAI will express that by saying “Mr B. I am a bit annoyed.”

B. Response to Communication

If Bailey’s teacher wants to draw this child’s attention, he will just call Bailey’s name. BAI becomes puzzled with idioms and sarcasm. BAI usually doesn’t comment on the way people talk or why they use particular words or expressions. When BAI starts laughing, it is difficult for this child to control this, for example BAI may ask to go out of the classroom for a while in order to stop laughing. BAI can become rather fractious with the teacher, if he tells BAI that it is necessary to improve or redo a part of work. BAI draws the conclusion that the rest of the work is not good, as well. If BAI needs something to be clarified, BAI will say that BAI doesn’t understand it.

C. Interaction and Conversation

BAI prefers not to interact with other children in a group. BAI is very impatient waiting for group decisions. In this case, BAI will probably choose to go somewhere else and work alone. BAI relates to adults in a very similar way as BAI relates to other students. When Bailey’s teacher has a conversation with this child, this flows in a usual way. In a conversation BAI may assume that the other person knows more

than he does. Bailey's teacher also mentioned that just once BAI did deliberately mislead him about something which had happened in the playground. If the other person doesn't understand what BAI is saying, BAI is not bothered. BAI tries again. When BAI and Bailey's teacher want to end a discussion, they will probably both say "OK".

D. Contextual Variation

BAI likes to be with or to talk to more than others with the teacher. There are not any situations in which BAI is more communicative. Similarly BAI is not more communicative at any particular times of a day. BAI doesn't ask questions about abstract ideas such as God, death or how the world began. BAI just listens to group discussions in class, as the most of the rest students. There isn't anything unusual in Bailey's response to books, according to the child's teacher. As far as peer interaction is concerned, BAI will wait Bailey's turn to join in group activities. Regarding compliance with social conventions, BAI is very polite. But sometimes BAI doesn't understand what others are talking about and gives an answer or makes a contribution which isn't really suitable.

Appendix 19

Cameron (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

The interviewee was the deputy head teacher of the second primary school, who was also Cameron’s teacher. The interview was carried out in the primary school.

A. Communicative Functions

Cameron (CAM) usually draws the teacher’s attention by raising a hand. If CAM wants to point something out to the teacher, CAM does this verbally. When CAM wants to give instructions, CAM makes gestures and CAM gives verbal instructions, as well. CAM doesn’t make any jokes. CAM is very serious. CAM can become quite upset and CAM may cry. When CAM is pleased with something smiles.

B. Response to Communication

Cameron’s teacher can draw the attention of this child just by calling Cameron’s name. CAM is able to understand indirect requests such as “Isn’t it time you cleared up?” and CAM responds appropriately. CAM has difficulty understanding idioms and in this case CAM wouldn’t probably respond. CAM doesn’t comment on the way people talk or why they use particular words or expressions, for example CAM has never made such comments about a bilingual boy in the class. Even though CAM is very serious, CAM would laugh as part of an audience. If another child is not cooperating with CAM, CAM would react in a very quite way. CAM doesn’t usually requests clarification, even if CAM hasn’t really understood something. As a result CAM would probably respond in an erroneous way.

C. Interaction and Conversation

During Cameron’s interactions with other children in the group, CAM is rather quiet. CAM handles well 1:1 interactions but CAM remains usually silent in a group. CAM would probably speak to the person next to CAM rather to the whole group. Regarding Cameron’s interactions with adults, CAM doesn’t really approach adults unless CAM is upset. CAM waits until adults speak to CAM. In this case CAM may complain about other children becoming annoying. This happens rather often with

CAM. During a conversation CAM will answer to questions but CAM will not make questions. CAM doesn't initiate a conversation. When CAM is talking about something the other person doesn't know about, CAM doesn't give enough information to help the interlocutor understand. CAM has difficulty expressing personal perceptions. CAM doesn't always perceive things as other people, but CAM doesn't realise this. If another person doesn't comprehend what CAM is saying, CAM will respond in a calm way and CAM may frown. In class CAM would join a conversation by raising a hand. When a conversation between CAM and the teacher should be terminated, Cameron's teacher usually makes CAM aware that the discussion has ended by saying for example "You could go and sit down. Thank you for talking to me."

D. Contextual Variation

CAM likes to be with 2 children in the class. There is a friendship with one particular child, but CAM doesn't have a lot of friends and CAM is aware of that. CAM is probably more communicative with Cameron's mother and more generally with Cameron's family, as CAM has younger brothers. CAM doesn't seem to be more communicative at a particular time of day. CAM mostly talks to the teacher about people annoying CAM. CAM describes what has happened but the perception this child has is not always completely accurate. Apart from this issue, CAM doesn't speak a lot. CAM doesn't ask questions about abstract ideas such as God and death. CAM likes reading books from the class library but CAM doesn't like talking about what CAM read. In group play, CAM has the tendency to play alongside other children and not to join them. Cameron's behaviour in this situation could be described as parallel play. CAM complies very much with social conventions all the time. However CAM may have a very intense behaviour; for example, according to the exact words of Cameron's teacher "CAM could stare instead of smile. But when you smile at CAM, CAM knows it is all right. CAM follows your lead".

Appendix 20

Casey (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

The interviewee was Casey’s mother. This interview was carried out in the first primary school, because this was more convenient for Casey’s mother.

A. Communicative Functions

Casey (CAS) draws the attention of Casey’s mother by saying “mum”. If CAS wants to point something out to Casey’s mother, CAS touches her on the shoulder and then CAS looks towards the object and speaks at the same time. If CAS needs assistance with something, CAS just asks for help. When CAS sees or hears something that CAS doesn’t know about, CAS makes lots of questions, for example “What is that, mum?”, “Why are they doing that?”. Generally, CAS doesn’t give a lot of information to Casey’s mother about Casey’s school experience. If CAS is being asked “how was your day?”, CAS would just reply “OK”. CAS doesn’t give a lot of feedback, unless CAS is being asked to answer to many specific questions. When CAS is trying to do something, CAS will explain to Casey’s mother what CAS is trying to do and CAS will ask her if CAS is doing it correctly. If CAS is telling about something that happened or telling a story, for example the plot of a book, film or TV programme, CAS will tell absolutely everything in great detail, especially if this narration is about something CAS really enjoys. CAS may repeat jokes that CAS has heard by Casey’s big brother. When CAS is really pleased with something, CAS will respond really enthusiastically with a lot of facial expressions. In the opposite case, when CAS is sad, CAS tends to cry quietly and this behaviour alerts Casey’s mother. Change worries CAS. CAS needs to be absolutely certain of what is happening next. Otherwise CAS can become rather anxious about it.

B. Response to Communication

Casey’s mother gains Casey’s attention by calling Casey’s name or tapping CAS, when CAS is agitated. According to Casey’s mother, CAS is able to understand indirect requests, such as “Would you like to wash your hands?”, but CAS may delay responding to them. However, CAS doesn’t understand idioms, for example when CAS hears the expression “it rains cats and dogs”, CAS will look for cats and dogs.

Similarly, CAS is not able to understand sarcasm. CAS may ask what another person is talking about or what a word means. Trivial things can make CAS laugh. Sometimes CAS laughs for not an apparent reason. CAS is amused playing funny games or watching Casey's younger siblings dancing. If another child is not going along with what CAS wants him/her to do, CAS doesn't seem too bothered, even though CAS becomes slightly anxious. In this case, CAS will probably start doing another activity. When CAS needs clarification about something, CAS will ask for help or reassurance about what CAS is meant to be doing.

C. Interaction and Conversation

CAS likes being near other children, but CAS will have a passive behaviour unless CAS is being told exactly what to do. CAS relates to adults in an appropriate way. CAS would just have a conversation without being too shy. CAS is able to maintain a conversation rather continually, especially if the discussion is about something CAS is interested in. Otherwise, he may give one word answers. CAS tends to presume that the other person knows more things than CAS is really aware of. This is rather confusing for CAS. If someone cannot understand what CAS says, CAS will react in a calm way and CAS will repeat his phrase. However, if CAS cannot still become understood, this will annoy CAS. CAS doesn't try to join in a conversation. CAS will probably wait until someone else draws CAS into a group discussion. However CAS is able to terminate a conversation in an appropriate way. It is more probable that CAS will stop a discussion. When a conversation is being terminated, CAS stops having eye-contact at the same time.

D. Contextual Variation

CAS likes to be with and talk to Casey's family and Casey's school friends. According to Casey's mother, CAS can name quiet a lot of boys CAS would be friendly with. CAS is more communicative when CAS is picked up from school in the car and during bath time. In these occasions CAS talks about everything that is going on around CAS. CAS likes to talk about Casey's favourite TV programmes, which are about dinosaurs and animals at the moment. CAS also likes to talk about Casey's siblings. CAS asks questions about abstract ideas. Birth and death seem to concern CAS, how and why they happen. CAS finds these topics confusing. CAS also becomes quiet upset, if CAS is watching news on TV, for example fighting or

earthquakes. CAS fears that these are going to happen to CAS. CAS likes very much books and CAS can spend hours looking through them, especially if they are relevant to Casey's favourite topics, such as dinosaurs and animals. CAS also likes a lot very factual books, such as encyclopaedias. When CAS is playing, CAS doesn't talk a lot. Sometimes CAS can make some questions, if imaginative things are being mentioned. During peer interactions, CAS will watch first the other children and then CAS will imitate them and follow what they are doing. CAS doesn't start the play. As far as compliance with social conventions is concerned, CAS tends to be very polite, because CAS has been taught to do this. CAS knows the words he shouldn't use. In case CAS learns an inappropriate word or phrase, CAS will inform Casey's mother about this.

Appendix 21

Crane (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

Interviewees were both parents of Crane. The interview was carried out in the second primary school.

A. Communicative Functions

When Crane (CRA) wants to gain the attention of Crane’s parents, CRA will approach them and make a question to them. If CRA is in another room, CRA will shout, in order to draw their attention. When CRA wants to point something out to them, CRA will just say “Dad/ mum look!” and CRA will point to something. CRA is capable of asking for assistance, when this is necessary, for example about the homework by Crane’s parents or by Crane’s older sibling. It is possible that CRA may use the following phrases: “I don’t understand that.”, “What does this mean?” or “Can you explain it?”. CRA doesn’t like giving information about the school, apart from very basic information, for example the list of lessons CRA attended in school. However, CRA likes talking about the school’s Communication Unit or about the Social Art Group, because CRA enjoys taking part in the involved educational activities. When CRA is giving instructions, CRA will mainly show the other person what to do by using gestures and acting something out. Similarly, when CRA narrates a story, CRA uses “lots of animation”. According to Crane’s parents, CRA has a good sense of humour. However, if jokes are very long, CRA may lose the plot. Sometimes CRA needs reassurance whether the other person is joking or not and then CRA will laugh. There are also some phrases which confuse CRA; for example in an instance when Crane’s mother used the expression “that’s charming”, CRA needed the elucidation by Crane’s mother that this was “all right”. CRA is not always able to express personal feelings, whether they are positive or negative. Sometimes Crane’s parents learn more information about what is happening to CRA in the school by other children rather than by CRA himself. CRA doesn’t have a high opinion of CRA and, when CRA is sad, CRA may cry. CRA is also upset, if something unpleasant happens to any of Crane’s classmates in the school.

B. Response to Communication

If someone wants to gain Crane's attention, he can just call Crane's name or shout Crane's name, if CRA is absorbed in something. CRA is able to understand indirect requests, such as 'Can you help put things away?' or 'Isn't it time you cleared up?'. If these requests are being made by a person who is not a member of Crane's family, CRA will respond to them right away. Otherwise CRA may postpone Crane's response, but in the end CRA will fulfil the request. As far as idioms are concerned, CRA has still the tendency to take them literally. However Crane's understanding of idioms has been improved recently, mainly due to the work of the school's Communication Unit. He is still not able to understand sarcasm most of the time. CRA does not comment on the way people talk or why they use particular words or expressions. But CRA is inclined to imitate and to adopt quickly accents, the way of talking and also mannerisms of other people; for instance CRA may start speaking in a babyish way. In this case it is essential to explain to CRA that CRA should not do that. According to Crane's parents, CRA laughs at bodily functions and rude words. CRA also finds funny the TV show "You have been framed." CRA is not able to negotiate with other children what group game they could play all together. If Crane's suggestion about a group game is not being accepted by other children in the playground, CRA will return home and will be rather upset about this. If CRA has been asked to carry out an activity and CRA hasn't understood exactly what is wanted, CRA will ask for clarification, but at the same time CRA will be rather disappointed, because of the fact that CRA needed more explanations.

C. Interaction and Conversation

CRA interacts appropriately with other children in a group, if they are playing the game CRA has chosen. CRA behaves more aptly in 1:1 interactions or in team activities of small groups. In a bigger group CRA tends to be left on the sidelines. During interactions with adults CRA responds properly; CRA is cooperative with Crane's parents and obedient to teachers. CRA is able to maintain a conversation, if CRA finds the topic of the discussion interesting. When CRA is talking about something the other person doesn't know about, CRA struggles to give enough information to help the interlocutor understand CRA. If Crane's story is not comprehensible, CRA may "start acting it out". If people are having a conversation, CRA tries to join in but CRA may do this not at the right time. Most of the times a

conversation with CRA draws to a close naturally. However, sometimes it can be terminated by CRA rather abruptly; for instance CRA may say: "I have had enough of this."

D. Contextual Variation

CRA likes to be with and talk to Crane's parents. CRA has got a couple of friends, not too many. There are not any specific situations in which CRA is more communicative. Similarly, there are not specific times of day when CRA is more talkative, according to Crane's father. Crane's mother agreed with that but she also added that CRA may be more communicative in the evening or at weekends, when all the members of the family are at home. Crane's favourite topics for discussion are particular films, TV programmes and computing games. CRA also likes talking about Crane's comics and magazines. CRA most of the time will not make questions about abstract ideas such as God or how the world began. However CRA has asked how dinosaurs started living and furthermore CRA has made some queries about death, because CRA was upset by the grandmother's death. But these conversations are not in depth and they are not often. Regarding books as a context for communication, CRA likes other people reading books to CRA at night. When CRA is playing, CRA will create a story in which Crane's heroes will talk to each other. According to Crane's mother, CRA has good imagination in a world of Crane's own though. As far as peer interaction is concerned, CRA takes part in basketball clubs, where CRA has a nice time, but CRA becomes bored after a while. Concerning compliance with social conventions, CRA is a polite child, although CRA has difficulty understanding when CRA should join in a conversation.

Appendix 22

Drew (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

Interviewees were both parents of Drew. The interview was carried out in their house.

A. Communicative Functions

Drew (DRE) gains his parents’ attention orally and can be rather persistent in order to make them focus their concentration on DRE and to retain their focus. Similarly, when DRE wants to point something out to them, DRE achieves this through vocal communication. When DRE gives instructions, DRE can become very descriptive. However DRE is willing to give detailed instructions only around topics of Drew’s own interest, such as computers and play-stations. Otherwise, DRE doesn’t give much information. When DRE is telling about something that happened or telling a story, DRE uses vocal descriptions. DRE is able to narrate a story from the beginning until the end. However, according to Drew’s parents, DRE has the tendency to “edit the story in terms of Drew’s own interest. DRE will cut the boring bits.” Regarding Drew’s sense of humour Drew’s parents reported that DRE makes jokes which are typical of Drew’s age group. More specifically they mentioned that DRE has “toilet humour” and “slapstick humour”. DRE is able to ask for assistance by Drew’s parents in relation to homework or any other difficulties DRE may be facing. If DRE sees or hears something DRE doesn’t know about, for example on TV or in a book, DRE will discuss this with another person and during this discussion DRE will also express Drew’s personal opinion about it. In this instance, DRE may point to TV or show a picture of a book, as DRE is talking about the things DRE doesn’t know. If DRE is asked to give information about Drew’s day in school, DRE needs a lot of encouragement to describe Drew’s school experience with details. If DRE is pleased about something, DRE seems excited, DRE becomes more energetic and DRE speaks louder. When DRE is upset or hurt, DRE describes to Drew’s parents how DRE is feeling and DRE often cries. In this case Drew’s parents try to help DRE clarify what has happened.

B. Response to Communication

Sometimes Drew's parents should shout at DRE, in order to get Drew's attention. DRE is easily distracted and DRE may "switch off", if DRE decides that DRE doesn't want to do something. They report that they have to be very forceful in an attempt to focus Drew's attention on the tasks DRE has been asked to do. DRE is able to understand indirect requests such as "Would you like to wash your hands?" or "Can you help put things away?", but DRE responds reluctantly to them. DRE needs a lot of encouragement in a rather dynamic way so as to continue doing Drew's tasks. DRE has been taught to understand some idiomatic expressions. However, if these are used in a different context, DRE may be confused. In this case these expressions are being explained again to DRE and after that DRE comprehends them. DRE doesn't understand sarcasm and as a consequence DRE doesn't react to sarcastic comments. DRE has the tendency to talk about comments made by other students, because DRE is often afraid that these may be insulting for DRE. DRE is not able to discern when DRE is just being teased in a playful and friendly way. DRE responds with amusement not only to slapstick but also to graphic humour. If other children are not going along with what DRE wants them to do, DRE will come out of the situation. If DRE has been asked to carry out an activity and DRE hasn't understood exactly what is wanted, DRE will not make any attempt to do it. DRE may do whatever DRE wants.

C. Interaction and Conversation

Drew's interactions with other children in a group depend on the size of the group. Favourable ratio for DRE is 1:1. In a group of 3 or more, DRE may withdraw and be absorbed in a solitary activity. With adults DRE is able to make a conversation in a rather appropriate way, even though any kind of communication with DRE is dominated by Drew's favourite topics of discussion. Drew's father reported that during Drew's interaction with an adult, DRE can be rather manipulative. More specifically Drew's father said that "DRE fakes Drew's way with an adult, DRE is very friendly, DRE is best pal, but provided Drew thinks there is a pay-back for DRE in the end." When Drew is talking about something the other person doesn't know about, DRE will explain everything clearly provided, if DRE likes the topic of conversation. Otherwise, DRE will not be talkative. School life and friendships are not included in Drew's preferred issues for discussion. If someone cannot understand

something DRE says, DRE will repeat it with patience until DRE becomes comprehensible. When people are having a discussion, DRE tries to join the conversation by interrupting them frequently. A conversation with DRE generally ends with the parents of this child being “exhausted and exasperated”, according to Drew’s mother. Drew’s father explained about this that DRE doesn’t always understand what DRE is being told; however, if DRE is being asked whether DRE understood, DRE will reply in a positive way. Therefore, the only way they have to be certain that DRE achieved to reach an adequate level of understanding is to ask this child many detailed questions. If DRE really comprehends the topic of discussion, the conversation can be terminated rather naturally.

D. Contextual Variation

DRE prefers speaking to adults and DRE also talks to other children in 1:1 interactions, if DRE has things in common with them. DRE is more communicative, when DRE is doing something that DRE enjoys, such as shopping or watching a movie DRE likes. DRE is most likely to be talkative in breakfast, half an hour after being awakened, and at the end of week, on Friday and weekends. According to Drew’s parents, DRE likes talking about DRE, toys, games, music and songs. Moreover, Drew’s mother reported that DRE has the tendency to refer to “people at school DRE would perceive to be not nice to DRE”. When religious matters are being discussed at school, DRE sometimes asks questions about God, such as “Who is God?”, “Where is God?”, “Is God a good person?” DRE understands that Jesus is the Son of God and that Mary is the mother of Jesus. However, DRE doesn’t comprehend entirely the concept of God. Regarding books as a context for communication, DRE is interested in the books which stir Drew’s imagination or are related to Drew’s interests. Otherwise, Drew becomes distracted and bored very easily. Drew’s father added that when they read together a story, DRE has sometimes difficulty understanding “what part of a story has an effect on another”. Regarding Drew’s use of language in play, DRE is able to talk in a way appropriate for different characters. Again this is influenced by the size of the peer group. DRE is more extroverted and cooperative at 1:1 level. During peer interaction, if DRE doesn’t have common interests with other peers, DRE “switches off”, according to both of Drew’s parents. DRE is usually very well mannered. However, DRE doesn’t understand that it is impolite to interrupt a conversation.

Appendix 23

Wen (Summary Sheet in “The Pragmatics Profile of Everyday Communication Skills in Children”)

The interviewee was Wen’s mother. The interview was carried out in the second primary school.

A. Communicative Functions

Wen (WEN) up to a year ago was quiet demanding in order to draw attention to WEN. But recently Wen’s behaviour has improved a lot. Wen can go away and return after a while. Wen has become more considerate and can “read more the signs now” in the other person’s behaviour. Wen’s mother attributes this change to the fact that Wen is older and to the work of the school’s Communication Unit. When Wen wants to point something out to Wen’s mother, Wen would say “Look at that” and Wen will continue speaking. Wen will not point. If Wen wants to ask for help, she will say “Can you come and help me?”. Wen seems to believe that when Wen needs something, this is always very important, even if it is not so vital. When Wen needs information about something Wen sees or hears, Wen will just ask this to be explained to WEN, for example Wen may say “What does that mean?” or “I don’t understand that”. When Wen gives information about something, Wen doesn’t want to be interrupted. Otherwise, Wen is annoyed. After interruptions, Wen has the tendency to speak very quickly. When Wen gives instructions, Wen can be rather bossy, as Wen wants to be in charge. Wen doesn’t accept alternative suggestions. If Wen is telling about something that happened or telling a story, for example, the plot of a book, film or TV programme, Wen will speak very quickly and Wen will describe everything with too many details. Wen can narrate a story for a long time. Wen repeats jokes WEN has heard from school, but sometimes Wen does not remember them well and they are incomprehensible. When Wen is pleased about something, Wen becomes overexcited about it and hyperactive. Wen’s behaviour has been improved by the work in the Communication Unit of the primary school. When Wen is hurt or upset, Wen usually cries, in order to gain others’ attention, according to Wen’s mother. When Wen is asked about the reason WEN is crying, Wen will describe a long story.

B. Response to Communication

The most usual way of gaining Wen's attention is by calling Wen's name. Wen is able to understand indirect requests, such as "Isn't it time you cleared up?" or "Can you help put things away?" However Wen is not always willing to fulfil them. Wen has difficulty understanding idioms but Wen is able to ask for clarifications about them. Wen may ask for example "What does that mean?" According to the mother of this child, Wen is also capable of recognizing sarcasm and Wen is annoyed by it. Wen comments on the way other people talk, for instance Wen makes comments about speech problems of other students in the Communication Unit of the school. These speech problems include stuttering, weird accent and high-pitched voice. Trivial things make Wen laugh. Wen's mother describes Wen as a bubbly person who could laugh at anything. When Wen was younger, Wen was not able to negotiate with other children. Wen's behaviour was very domineering. However, recently more friends come at home and Wen may ask them "What do you want to do then?" If Wen is asked to carry out an activity and Wen hasn't understood exactly what is wanted, Wen will ask for explanations about it. Sometimes clarifications should be given many times, because Wen tends to be very talkative and forgets what is wanted.

C. Interaction and Conversation

Wen used to have more intense difficulty interacting with other children, when Wen was younger. Now Wen's behaviour has been improved. Generally, Wen tries to gain the attention of other children and if Wen doesn't achieve this, Wen is annoyed. With adults Wen is very friendly. Wen is more confident with adults and Wen feels more comfortable with them. Wen prefers speaking to adults than other children. Wen's behaviour sometimes resembles the behaviour of an adult. When Wen is having a discussion with another person, Wen is inclined "to take over the conversation". The other person has to find an opportunity to interrupt Wen. However, lately Wen has been taught in the Communication Unit of the primary school to ask the other person what he wanted to say. Generally, Wen's participation in the educational programme of the school's Communication Unit has helped Wen to become more polite and to empathise more with other people. When Wen is talking about something the other person doesn't know about, Wen makes WEN understood, as Wen describes very thoroughly everything; Wen's descriptions are usually very detailed and lengthy. If another person cannot understand something Wen is saying,

Wen becomes irritated; Wen attributes this to lack of attention. When Wen tries to join a conversation, Wen interrupts it and then Wen attempts to “take over the conversation”, according to Wen’s mother. Wen doesn’t seem to be capable of terminating a discussion. Wen’s mother should make clear when a discussion should be stopped. When Wen was younger, Wen’s teacher complained that Wen was talking too much to her. But now Wen has stopped doing this with Wen’s present teacher.

D. Contextual Variation

Wen’s favourite friend is R. They have been classmates and friends for many years. Wen is recently sad, because in the secondary school R. went to another classroom, but R. still visits Wen at home. Wen is annoyed, when other children play with R. and Wen is not accepted to join them. Wen becomes very worried and Wen overreacts to incidents having to do with R. Wen is also very sensitive to teachers’ comments. Wen is more communicative, when Wen is interested in something or when something involves WEN; for example Wen is more communicative, when Wen talks to peers about Wen’s holidays. However, according to Wen’s mother, “Wen is a chatterbox all day... first thing in the morning with pyjamas. Wen cannot be dressed in time. Dressed. Right. Then starts again.” Wen’s favourite topics for discussion are TV programmes, school issues and everything that has happened the whole day. There are times when Wen asks questions about abstract ideas, such as God and death. For example Wen has made the following questions in the Christian religious group: “How old is God now? Is God still with us?” When Wen’s hamster died, Wen was devastated to learn by the teacher that there is not a paradise for animals and that they just dissolve in the ground. Up to 7 years old, Wen believed that ‘Mickey Mouse’ in costumes was truly ‘Mickey Mouse’. Wen’s mother thinks that Wen is “a couple years behind in maturation”. Wen likes books and Wen reads them a lot. However Wen prefers magazines, which have articles about well-known people. When Wen is playing with other children, Wen still dominates the conversations Wen has with them. However, Wen has been trying to be more polite lately, because Wen has become more mature. Similarly Wen likes to be in charge of group games. One or two years ago Wen would leave, if other students wouldn’t accept to play the games Wen suggested. Recently Wen has become more willing to participate in games suggested by other students. Work in the Communication Unit of the primary school has contributed to that. Regarding compliance with social conventions, Wen is polite.

Wen says often “please” and “thank you”. Sometimes Wen even corrects Wen’s parents; for example, if they are watching TV and Wen speaks to them, Wen tells them “You are not looking at me, this is not polite”. Wen repeats often what Wen is learning in the Communication Unit of the primary school.

Appendix 24

“The Pragmatics Profile of Everyday Communication Skills in Children”- Data for mainstream students

In the following table, it is recorded whether adults participants gave a positive or a negative answer to questions 1-16 and what number they selected in question 17.

Table: Data for mainstream students collected through questionnaire based on “The Pragmatics Profile of Everyday Communication Skills in Children”.

	Students' Names													
	ALE		BLA		BRE		COB		JAM		JER		TEA	
	PAR	TEA	PAR	TEA	PAR	TEA	PAR	TEA	PAR	TEA	PAR	TEA	PAR	TEA
1*	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No
7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
13	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
14	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
15	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
17	7	8	7	10	9	10	10	9	9	10	8	10	9	10

* The numbers in the first column of the above table correspond to the following questions:

1. Is your child able to communicate clearly when he/she needs to ask for your help with something he/she is doing?
2. Is your child able to communicate clearly when he/she needs to ask for information about something?
3. Is your child able to communicate clearly when he/she gives information to you or to his/her teachers?
4. Is your child able to communicate clearly when he/she gives instructions to you about how to play a game or how to make something?
5. Is your child able to communicate clearly when he/she is telling about something that happened or telling a story?
6. Has your child any kind of difficulty when he/she tries to tell or to understand a joke?

7. Is your child able to communicate clearly in expressing feelings of joy or sadness?
 8. Is your child able to understand easily when you use an idiom, such as ‘keep your hair on’ or ‘pull your socks up’?
 9. Is your child able to understand easily that someone is being sarcastic?
 10. Is your child readily able to negotiate with other children when they want something different?
 11. If you and your child are talking together and you can’t understand something he/she says, is your child able to explain to you easily?
 12. Is your child readily able to interact with other children in a group?
 13. Is your child readily able to join into a conversation that other people are having?
 14. Are there people that your child likes to be with or to talk to more than others?
 15. Are there any situations in which your child is more communicative than others?
 16. Is your child readily able to understand social conventions to do with talking, such as needing to be polite?
 17. To what extent you think your child is an effective communicator in general?
- 1 2 3 4 5 6 7 8 9 10

Additional data for mainstream students collected through the above questionnaire (regarding questions 1-17)

Introductory Comments

In this part of the chapter the data deriving from open-ended questions of the above questionnaire are being presented.

A) Regarding questions 1-17

Alexis

Parent

Alexis’s mother reported that ALE is not able to communicate clearly when ALE gives information to her or to teachers, because ALE “goes into a lot of unnecessary detail but eventually gets to the point”. Due to the same reason ALE is not able to communicate clearly when ALE is telling about something that happened or telling a story.

Teacher

According to the teacher of the child, ALE is able to understand easily that someone is being sarcastic “*at times*”. ALE is also able to interact with other children in a group “*at times but at other times ALE can be withdrawn.*” The people that ALE likes to be with or to talk to more than others are “*children/peers*”. Similarly, ALE is more communicative in situations “*with peers*”.

Blair

Parent

According to the mother of the child, BLA prefers to be with or to talk to people BLA is familiar with. BLA is more communicative, when BLA has news to impart or when BLA is excited about something. In relation to Blair’s understanding of social conventions to do with talking, BLA is “*listening when spoken to*” and BLA is “*answering in an appropriate manner*”.

Teacher

The persons that Blair prefers to be with or to talk to are “*friends/peers*”. Similarly, BLA is more communicative in situations “*with friends/peers/other children*”. Blair’s teacher also highlighted the fact that BLA is “*very aware*” of social conventions to do with talking and that BLA is “*competent in all social communication/interaction*”, as BLA behaves and speaks in a suitable way.

Brett

Parent

Not any additional answer given.

Teacher

Brett’s teacher reported that BRE prefers to be with peers and that BRE tends to be more communicative in “*social/play times*”.

Coby

Parent

According to Coby’s mother, the situations in which COB is more communicative than others are “*parties and family gatherings*”.

Teacher

Not any supplementary reply given.

Jamie

Parent

Not any additional comment made.

Teacher

Jamie's teacher reported that JAM prefers to be with or to talk to "*friends*" and that JAM is more communicative in "*play/free time*". Furthermore, he replied that JAM is capable of understanding all social conventions to do with talking.

Jerry

Parent

To question 6, Jerry's mother was the only parent to report that her child has difficulty telling or understanding a joke. More specifically she gave the following answer:

"JER often forgets the punch-line when telling a joke. Occasionally, we have to explain jokes to JER."

To question 14, she added that Jerry prefers to be with or to talk to Jerry's brother, who is 15 years old, and to Jerry's cousins, who are 10 and 12 years old. Jerry is generally more communicative, "*when he is with people that he knows & feels comfortable with*". During Jerry's interactions JER is able to understand social conventions to do with talking, such as needing to be polite. In particular JER "*says 'please' & 'thank you'*" and "*JER asks to leave the dining table*".

Teacher

According to Jerry's teacher, JER prefers to be with or to talk to "*classroom group of friends*" and JER is more extroverted in "*play/free time with peers*". Moreover, Jerry's teacher described JER as able to understand all social conventions to do with talking, such as needing to be polite.

Teagan

Parent

Teagan's mother reported that the people TEA likes to be with or to talk to more than others are some of Teagan's friends. To question 15, Teagan's mother answered that TEA is more communicative when they "discuss about books that TEA has read". In question 16, which addresses social conventions to do with talking, TEA was delineated as a child who is able to differentiate the use of language appropriately in various circumstances; for example, Teagan's mother mentioned that TEA speaks in a dissimilar way to Teagan's brothers than to Teagan's parents.

Teacher

Teagan prefers to be with and to talk to Teagan's "*friends/peers*". The situations in which TEA is more communicative are "*social times with peers & friends*". In question 16, which is related to social conventions to do with talking, Teagan's teacher gave the following answer:

"Teagan has a very good understanding of all social conventions & behaves /interacts appropriately".

Appendix 25

Spence Test

Question 1: Social and Perceptual Abilities of Students with Communication Difficulties.

The participants in Teachers Spence Test questionnaires (1st time) were the following:

- The teacher/teachers of the subsequent students with C.D.: Andrew, Vera, Brandon, Daniel, Clement, Clive, Chandler
- The teacher/teachers of the subsequent mainstream students: Connor, Joseph, Benjamin, Tiffany, Alex, Jason, Barnaby

The following table shows the results of teachers Spence tests questionnaires.

Table: Results of Teachers Spence Test questionnaires (1st time).

Questionnaire		SCPQ-Teacher	SSQ-Teacher	SWQ-Teacher
Questions		9	30	8
Students with C.D	Number of students, n_1	7	7	7
	Average score, \bar{x}_1	5.000	34.286	6.286
	Standard Deviation, s_1	4.163	6.576	5.794
Mainstream students	Number of students, n_2	7	7	7
	Average score, \bar{x}_2	14.286	51.857	2.571
	Standard Deviation, s_2	5.964	16.406	3.823

Comments

According to the above table, the mean score of mainstream students, \bar{x}_2 , is higher than that of C.D. students, \bar{x}_1 , in SCPQ-Teacher and SSQ-Teacher questionnaires, taking into account their standard deviations, too. However, the mean score of mainstream students, \bar{x}_2 , is close to that of C.D. students, \bar{x}_1 , in SWQ-Teachers questionnaire, taking also into consideration their standard deviations.

The participants in parents' Spence Test questionnaires (1st time) were the following:

- Parents of the subsequent students with C.D.: Andrew, Vera, Brandon, Daniel, Clement, Clive
- Parents of the subsequent mainstream students: Connor, Joseph, Tiffany, Alex, Barnaby

The next table shows the results of parents Spence Test questionnaires.

Table: Results of parents according to Spence Test questionnaires (1st time).

Questionnaire		SCPQ-Parents	SSQ-Parents	SWQ-Parents
Questions		9	30	10
Students with C.D.	Number of students, n_1	6	6	6
	Average score, \bar{x}_1	6.000	43.000	10.000
	Standard Deviation, s_1	4.817	4.472	2.966
Mainstream students	Number of students, n_2	5	5	5
	Average score, \bar{x}_2	15.000	55.000	3.200
	Standard Deviation, s_2	3.317	3.162	1.304

Comments

According to the above table, the mean score of mainstream students, \bar{x}_2 , is higher than that of C.D. students, \bar{x}_1 , in SCPQ-Parents and SSQ-Parents questionnaires, taking into consideration their standard deviations, too. However, the mean score of mainstream students, \bar{x}_2 , is lower than that of C.D. students, \bar{x}_1 , in SWQ-Parents questionnaire, taking also into account their standard deviations.

The participants in pupils' Spence Test questionnaires (1st time) were the following:

- Students with C.D.: Andrew, Vera, Brandon, Daniel, Clement, Clive, Chandler
- Mainstream students: Connor, Joseph, Benjamin, Tiffany, Alex, Jason, Barnaby

The subsequent table shows the results of pupils' Spence Test questionnaires.

Table: Results of pupils according to Spence Test questionnaires (1st time).

Questionnaire		SCPQ- Pupils	SSQ- Pupils	SWQ- Pupils	SSC- Pupils	APEFE & PC-Pupils
Questions		10	30	13	60	48
Students with C.D.	Number of students, n_1	7	7	7	7	7
	Average score, \bar{x}_1	13.429	38.429	9.286	31.143	41.429
	Standard Deviation, s_1	4.117	13.685	7.521	10.383	9.235
Mainstream students	Number of students, n_2	7	7	7	7	7
	Average score, \bar{x}_2	14.714	48.714	5.000	45.000	42.143
	Standard Deviation, s_2	1.704	5.964	2.828	11.075	6.793

Comments

According to the above table, the mean score of mainstream students, \bar{x}_2 , is higher than that of C.D. students, \bar{x}_1 , in SSC-Pupils questionnaire, taking into account their standard deviations, too. However, the mean score of mainstream students, \bar{x}_2 , is close to that of C.D. students, \bar{x}_1 , in all the rest questionnaires, taking also into consideration their standard deviations.

The participants in pupils' Spence Test questionnaires (2nd time) were the following:

- Students with C.D.: Andrew, Vera, Brandon, Daniel, Clement, Clive, Chandler
- Mainstream students: Connor, Joseph, Benjamin, Tiffany, Alex, Jason, Barnaby

The following table shows the results of pupils' Spence Test questionnaires.

Table: Results of pupils according to Spence Test questionnaires (2nd time).

Questionnaire		SCPQ- Pupils	SSQ- Pupils	SWQ- Pupils	SSC- Pupils	APEFE & PC-Pupils
Questions		10	30	13	60	48
Students with C.D	Number of students, n_1	7	7	7	7	7
	Average score, \bar{x}_1	12.571	39.286	9.286	33.143	43.857
	Standard Deviation, s_1	4.504	11.339	6.993	17.724	5.728
Mainstream students	Number of students, n_2	7	7	7	7	7
	Average score, \bar{x}_2	16.143	52.000	4.000	49.714	45.714
	Standard Deviation, s_2	1.676	5.292	3.109	9.604	2.289

Comments

According to the above table, the mean score of mainstream students, \bar{x}_2 , is higher than that of C.D. students, \bar{x}_1 , in SSQ-Pupils questionnaire, taking into account their standard deviations, too. However, the mean score of mainstream students, \bar{x}_2 , is close to that of C.D. students, \bar{x}_1 , in all the rest questionnaires, taking also into consideration their standard deviations.

Question 2: Gain from intervention for mainstream students and students with communication difficulties.

The participants in pupils' Spence Test questionnaires (1st and 2nd time) were the following:

- Students with C.D.: Andrew, Vera, Brandon, Daniel, Clement, Clive, Chandler
- Mainstream students: Connor, Joseph, Benjamin, Tiffany, Alex, Jason, Barnaby

The following table shows the results of students with communication difficulties to pupils Spence tests questionnaires (1st and 2nd time).

Table: Results of pupils with C.D. according to Spence Test questionnaires (1st and 2nd time).

		Students with Communication Difficulties				
Questionnaire		SCPQ-Pupils	SSQ-Pupils	SWQ-Pupils	SSC-Pupils	APEFE & PC-Pupils
Questions		10	30	13	60	48
1 st time	Number of students, n_1	7	7	7	7	7
	Average score, \bar{X}_1	13.429	38.429	9.286	31.143	41.429
	Standard Deviation, s_1	4.117	13.685	7.521	10.383	9.235
2 nd time	Number of students, n_2	7	7	7	7	7
	Average score, \bar{X}_2	12.571	39.286	9.286	33.143	43.857
	Standard Deviation, s_2	4.504	11.339	6.993	17.724	5.728

Comments

According to the above table, the mean score of mainstream students, \bar{x}_1 , is close to that of C.D. students, \bar{x}_2 , in all the questionnaires, taking into account their standard deviations, too.

The next table shows the results of mainstream students to pupils' Spence Test questionnaires (1st and 2nd time).

Table: Results of mainstream pupils according to Spence Test questionnaires (1st and 2nd time).

		Mainstream Students				
Questionnaire		SCPQ-Pupils	SSQ-Pupils	SWQ-Pupils	SSC-Pupils	APEFE & PC-Pupils
Questions		10	30	13	60	48
1 st time	Number of students, n_1	7	7	7	7	7
	Average score, \bar{X}_1	14.714	48.714	5.000	45.000	42.143
	Standard Deviation, s_1	1.704	5.964	2.828	11.075	6.793
2 nd time	Number of students, n_2	7	7	7	7	7
	Average score, \bar{X}_2	16.143	52.000	4.000	49.714	45.714
	Standard Deviation, s_2	1.676	5.292	3.109	9.604	2.289

Comments

According to the above table, the mean score of mainstream students, \bar{x}_1 , is close to that of C.D. students, \bar{x}_2 , in all the questionnaires, taking into account their standard deviations, too.

Question 3 (Regarding Spence Test): How the social difficulties of students with C.D. are perceived by their parents, their teachers and students themselves?

Participants to Parents' Questionnaires were the parents of the following students with C.D.: Andrew, Vera, Brandon, Daniel, Clement, Clive.

Participants to Teachers' Questionnaires were the teacher/teachers of all the students with C.D. (Andrew, Vera, Brandon, Daniel, Clement, Clive, Chandler).

Participants to Pupils' Questionnaires were all the children with C.D. (Andrew, Vera, Brandon, Daniel, Clement, Clive, Chandler).

The following table shows the results of teachers, parents and pupils Spence tests questionnaires.

Table: Results of Teachers, Parents and pupils with C.D. according to Spence Test questionnaires (1st time)

Questionnaire		SSQ		SSQ
Questions		30		30
n_1	Pupils	7	Pupils	7
Mean, \bar{x}_1		38.429		38.429
Standard Deviation, s_1		13.685		13.685
n_2	Teachers	7	Parents	6
Mean, \bar{x}_2		34.286		43.000
Standard Deviation, s_2		6.576		4.472

Comments

According to the above table, the mean score of pupils with C.D., \bar{x}_1 , is close to that of teachers and parents, \bar{x}_2 , respectively in both questionnaires, taking into account their standard deviations, too.

Table: Results of Teachers and Parents according to Spence Test questionnaires (1st time).

Questionnaire		SCPQ		SSQ
Questions		9		30
n_1	Teachers	7	Teachers	7
Mean, \bar{x}_1		5.000		34.286
Standard Deviation, s_1		4.163		6.576
n_2	Parents	6	Parents	6
Mean, \bar{x}_2		6.000		43.000
Standard Deviation, s_2		4.817		4.472

Comments

According to the above table, the mean score of parents, \bar{x}_2 , is higher than that of teachers, \bar{x}_1 , in SSQ questionnaire, taking into account their standard deviations, too. However, the mean score of teachers, \bar{x}_1 , is close to that of parents, \bar{x}_2 , in SCPQ questionnaire, taking also into consideration their standard deviations.

Appendix 26

► Students' answers to the following question: "Which are the changes that make you feel excitement and enthusiasm? Why?"

Student's Name		Answers	
		Changes	Why
Students with C.D.	Ashley (ASH)	"None"	Not applicable.
	Bailey (BAI)	1) "New art lessons" & 2) "New school"	1) —, 2) "It's not far from the house."
	Cameron (CAM)	"New subjects"	New interests.
	Casey (CAS)	"The school building"	Not any answer given.
	Crane (CRA)	1) "Science" & 2) "Dance studio"	1) "So I can mix chemicals", 2) "So I can dance"
	Drew (DRE)	"Holidays"	Not any answer given.
	Wen (WEN)	"...when I get a trip to the fair ground."	"...I like to go on Roller coaster."
Mainstream peers	Addison (ADD)	"More PE, science, home EC"	Not any answer given.
	Alexis (ALE)	"...when I go on holidays."	Not any answer given.
	Blair (BLA)	A journey	Having fun.
	Brett (BRE)	"School holidays"	Relaxing and having fun with friends.
	Brody (BRO)	"More PE, science"	Not any answer given.
	Coby (COB)	A journey	Having fun.
	Jamie (JAM)	"Good P.E."	Not any answer given.
	Jerry (JER)	"...holidays to different countries"	"Because I like exploring."
	Taylor (TAY)	1) "Art" & 2) "Science"	1) "will be good and fun", 2) "will be interesting"
	Teagan (TEA)	"School holidays"	Relaxing and having fun.
	Wylie (WYL)	"P.E., art, home ec, tec."	Not any answer given.
	Zaiden (ZAI)	"P.E., home ec, art, tec."	

Appendix 27

► Students' answers to the following questions: "Which are the good things you expect in your secondary school? Please give explanations for your answers."

	Student's	Answers	
	Name	Positive Expectations	Why
Students with C.D.	Ashley (ASH)	<i>"None"</i>	Not any answer given.
	Bailey (BAI)	<i>"Writing, gym and reading"</i>	
	Cameron (CAM)	<i>"New subjects"</i>	New interests.
	Casey (CAS)	<i>"Subjects"</i>	Not any answer given.
	Crane (CRA)	<i>"Science"</i>	
	Drew (DRE)	<i>"Art"</i>	
	Wen (WEN)	<i>"Singing, drama"</i>	<i>"When I am older, I want to be a receptionist, but I would like to do drama and singing. I would like to be a D.J. as well."</i>
Mainstream peers	Addison (ADD)	<i>"Good PE"</i>	<i>"Because I've heard so much about it."</i>
	Alexis (ALE)	<i>"Art"</i>	Having fun.
	Blair (BLA)	<i>"New subjects"</i>	New interests.
	Brett (BRE)	<i>"Football Pitches"</i>	<i>"For playing football."</i>
	Brody (BRO)	<i>"PE"</i>	Enjoy playing football.
	Coby (COB)	<i>"New subjects"</i>	New interests.
	Jamie (JAM)	<i>"Football"</i>	Not any answer given.
	Jerry (JER)	<i>"Football Pitch"</i>	<i>"Because I like football."</i>
	Taylor (TAY)	<i>"Art"</i>	Having fun.
	Teagan (TEA)		
	Wylie (WYL)	<i>"New gym hall and new equipment"</i>	Not any answer given.
	Zaiden (ZAI)	<i>"Gym hall and ash pitches also Athletics"</i>	

Appendix 28

► Parents' answers to the following question: "What are the changes that your child seems to look forward to with excitement/ enthusiasm?"

	Parents' of:	Answer
Students with C.D.	Ashley (ASH)	<i>"He is looking forward to getting a puppy"</i>
	Bailey (BAI)	<i>"Going places, visiting relatives, travelling by trains etc"</i>
	Cameron (CHA)	Not possible having data by parents.
	Casey (CAS)	<i>"New books, videos"</i>
	Crane (CRA)	<i>"Holidays, going to C. primary school (communication unit), going to other children's homes when invited"</i>
	Drew (DRE)	<i>"School holidays"</i>
	Wen (WEN)	<i>"Going on holiday"</i>
Mainstream peers	Addison (ADD)	Having stopped taking part.
	Alexis (ALE)	<i>"Making new friends & trying new things e.g. cooking, science, music etc."</i>
	Blair (BLA)	<i>"Holidays, weekends"</i>
	Brett (BRE)	School holidays
	Brody (BRO)	Having stopped taking part.
	Coby (COB)	<i>"Meeting new teachers and new people"</i>
	Jamie (JAM)	School holidays
	Jerry (JER)	<i>"JER is enthusiastic about changing schools. He is excited at the concept of being one of the first pupils to attend the new W. from S1 to S6."</i>
	Taylor (TAY)	Having stopped taking part.
	Teagan (TEA)	<i>"Being in the secondary school."</i>
	Wylie (WYL)	Having stopped taking part.
	Zaiden (ZAI)	

Appendix 29

► Parents' answers to the following question: "Why do you believe that your child shows this kind of attitude in relation to these specific changes?"

	Parents' of:	Answer
Students with C.D.	Ashley (ASH)	<i>"It's something he wants."</i>
	Bailey (BAI)	<i>"Fascinated by stations, trains, timetables etc"</i>
	Cameron (CAM)	Not possible having data by parents.
	Casey (CAS)	Not any answer given.
	Crane (CRA)	<i>"In C. (Communication Unit) he appears to be very relaxed."</i>
	Drew (DRE)	<i>"Freedom to do as he chooses."</i>
	Wen (WEN)	<i>"She has been going on family holidays since a baby. Expects it now almost like a routine."</i>
Mainstream peers	Addison (ADD)	Having stopped taking part.
	Alexis (ALE)	<i>"Needs encouragement/ guidance/ suggestions as to what to do."</i>
	Blair (BLA)	Not any answer given.
	Brett (BRE)	To relax and have fun.
	Brody (BRO)	Having stopped taking part.
	Coby (COB)	<i>"Has always enjoyed company of others."</i>
	Jamie (JAM)	Not any answer given.
	Jerry (JER)	<i>"JER likes the thought of being 'a big boy' ...JER believes that he will be with his brother and his friends in W..."</i>
	Taylor (TAY)	Having stopped taking part.
	Teagan (TEA)	<i>"A sign of growing up."</i>
	Wylie (WYL)	Having stopped taking part.
	Zaiden (ZAI)	

Appendix 30

► Parents' answers to the following question: "Could you describe any personal expectations about your child's transition to secondary school?"

	Parents' of:	Answer
Students with C.D.	Ashley (ASH)	Not any answer given.
	Bailey (BAI)	<i>"Social skills could improve- develop ability to mix with larger groups of children"</i>
	Cameron (CAM)	Not possible having data by parents.
	Casey (CAS)	<i>"Just hope that he settles well and is happy"</i>
	Crane (CRA)	<i>"A bigger mix of children with the same ability"</i>
	Drew (DRE)	Good for him to go to Secondary school.
	Wen (WEN)	<i>"I don't think that she's worried about it."</i>
Mainstream peers	Addison (ADD)	Having stopped taking part.
	Alexis (ALE)	<i>"Hope he'll take up new interests & make new friends with similar interests".</i>
	Blair (BLA)	Not any answer given.
	Brett (BRE)	To cope with new subjects and to make new friends.
	Brody (BRO)	Having stopped taking part.
	Coby (COB)	Not any answer given.
	Jamie (JAM)	<i>"To settle well."</i>
	Jerry (JER)	<i>"JOS loves to try new things... He is currently unhappy with his fellow classmates as many of them are "bad boys"....I also believe this will be a chance for him to make new friends."</i>
	Taylor (TAY)	Having stopped taking part.
	Teagan (TEA)	<i>"More challenging learning experiences...better opportunities available-career and academic."</i>
	Wylie (WYL)	Having stopped taking part.
	Zaiden (ZAI)	

Appendix 31

► Parents' answers to the following question: "How would you explain your child's positive attitude?"

	Parents' of:	Answer
Students with C.D.	Ashley (ASH)	Not applicable.
	Bailey (BAI)	<i>"Reasonable confidence"</i>
	Cameron (CAM)	Not possible having data by parents.
	Casey (CAS)	Not any answer given.
	Crane (CRA)	<i>"A brave face"</i>
	Drew (DRE)	Not any answer given.
	Wen (WEN)	<i>"Happy"</i>
Mainstream peers	Addison (ADD)	Having stopped taking part.
	Alexis (ALE)	<i>"He is not generally worried about the progression & sees it as part of growing up."</i>
	Blair (BLA)	<i>"As older brother setting example."</i>
	Brett (BRE)	Generally optimistic child.
	Brody (BRO)	Having stopped taking part.
	Coby (COB)	As part of growing up.
	Jamie (JAM)	Not being too worried about transition.
	Jerry (JER)	<i>"We have discussed the transition for a long time & always in a positive way."</i>
	Taylor (TAY)	Having stopped taking part.
	Teagan (TEA)	<i>"Quite healthy."</i>
	Wylie (WYL)	Having stopped taking part.
	Zaiden (ZAI)	

Appendix 32

► Parents' answers to the following question: "Do you believe that these negative feelings of your child regarding secondary school are well founded?"

	Parents' of:	Answer
Students with C.D.	Ashley (ASH)	Yes
	Bailey (BAI)	<i>"Can be resolved by obtaining map/timetable"</i>
	Cameron (CAM)	Not possible having data by parents.
	Casey (CAS)	Not any answer given.
	Crane (CRA)	<i>"Yes, I feel he will fall through the system like as in the past."</i>
	Drew (DRE)	Yes
	Wen (WEN)	<i>"Yes, but have reassured her. This happened, when I was in her age and was just stories. Never happened in reality."</i>
Mainstream peers	Addison (ADD)	Having stopped taking part.
	Alexis (ALE)	<i>"I recognize that it can be very daunting and how cruel children can be towards each other. Yes."</i>
	Blair (BLA)	Not any answer given.
	Brett (BRE)	No
	Brody (BRO)	Having stopped taking part.
	Coby (COB)	Not applicable.
	Jamie (JAM)	
	Jerry (JER)	
	Taylor (TAY)	Having stopped taking part.
	Teagan (TEA)	Not applicable.
	Wylie (WYL)	Having stopped taking part.
	Zaiden (ZAI)	

Appendix 33

► Practitioners’ answer to the following question: “What are the changes that your pupil seems to look forward to with excitement/ enthusiasm?”

	Teacher of:	Answer
Students with C.D.	Ashley (ASH)	<i>“P.E., computing”</i>
	Bailey (BAI)	<i>“Art lessons”</i>
	Cameron (CAM)	<i>“Computer times – social art group”</i>
	Casey (CAS)	<i>“Studying at C. (Communication Unit) for lunch on Thursdays”</i>
	Crane (CRA)	<i>“Computing”</i>
	Drew (DRE)	<i>“Christmas Holidays etc ”</i>
	Wen (WEN)	<i>“Interval/ lunchtime but at other times worries about friendships at these times. Looks forward to SAG & going to S.F.L.”</i>
Mainstream peers	Addison (ADD)	<i>“Challenge of secondary, making new friends”</i>
	Alexis (ALE)	<i>“Seasons for growth, social art group”</i>
	Blair (BLA)	Daily timetable changes.
	Brett (BRE)	
	Brody (BRO)	
	Coby (COB)	
	Jamie (JAM)	
	Jerry (JER)	
	Taylor (TAY)	
	Teagan (TEA)	
	Wylie (WYL)	
	Zaiden (ZAI)	

Appendix 34

► Practitioners’ answer to the following question: “Why do you believe that your pupil looks forward to these specific changes with excitement/ enthusiasm?”

	Teacher of:	Answer
Students with C.D.	Ashley (ASH)	<i>“Enjoys them”</i>
	Bailey (BAI)	<i>“He likes drawing.”</i>
	Cameron (CAM)	<i>“Particularly enjoys doing this.”</i>
	Casey (CAS)	<i>“Probably prefers the smaller school & familiar faces”</i>
	Crane (CRA)	<i>“Enjoys computing.”</i>
	Drew (DRE)	Not any answer given.
	Wen (WEN)	<i>“Keen on being involved with others on a social basis but once in situation finds social interactions with peers difficult. Behaviour can be inappropriate.”</i>
Mainstream peers	Addison (ADD)	<i>“Ready for this challenge.”</i>
	Alexis (ALE)	<i>“ALE can express himself at seasons for growth.”</i>
	Blair (BLA)	Changes motivate them and increase their participation.
	Brett (BRE)	Changes increase motivation.
	Brody (BRO)	
	Coby (COB)	Changes motivate them and increase their participation.
	Jamie (JAM)	Changes increase motivation.
	Jerry (JER)	
	Taylor (TAY)	Changes motivate them and increase their participation.
	Teagan (TEA)	
	Wylie (WYL)	Changes increase motivation.
	Zaiden (ZAI)	

Appendix 35

Secondary School - Questionnaire about Transition

Students' choices in question "Did you have any kind of difficulties in your first months in the senior school with...?"

		New Building		Subjects		School Programme		Teachers		Other Students		Free/play Time		Food/lunch Time		Noise		
		Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	
Students with C.D.	Ashley (ASH)		√		√		√		√		√		√		√		√	
	Bailey (BAI)		√	√		√		√	√		√	√		√		√		
	Cameron (CAM)		√	√		√		√	√		√	√		√		√		
	Casey (CAS)		√		√		√		√		√		√		√		√	
	Crane (CRA)	√		√		√		√		√		√	√		√		√	
	Drew (DRE)		√		√		√		√	√		√		√		√		√
	Wen (WEN)	√			√	√		√	√		√		√		√		√	√
Mainstream Students	Alexis (ALE)	√		√		√		√	√		√		√		√		√	
	Blair (BLA)	√		√		√		√		√		√	√		√		√	
	Brett (BRE)		√		√		√		√		√	√		√		√		
	Coby (COB)		√	√		√		√		√		√		√		√		
	Jamie (JAM)		√		√		√	√		√		√	√		√		√	
	Jerry (JER)	√		√		√		√		√		√		√		√		√
	Teagan (TEA)	√		√		√		√		√		√	√		√		√	
Total		6	8	8	6	4	10	1	13	5	9	2	12	7	7	3	11	
Total with CD		2	5	3	4	3	4	0	7	4	3	1	6	3	4	1	6	
Mainstream Total		4	3	5	2	1	6	1	6	1	6	1	6	4	3	2	5	