

## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

In this chapter the methodology of the present research study is presented and analysed. Information is given about the design of the study, the participants, the measures and the materials used. The procedure and the sessions of the Social Art Group are being described. Moreover research methods selected are being justified and it is clarified that this research project was being accepted by the Ethics Research Committee of the University of Strathclyde.

#### **3.2 Design**

According to the design of this study, 2 groups of students participated (one consisted by children with communication difficulties/ autism while the other included mainstream peers). The research project took place in a school setting. Children with communication difficulties who took part in this study attended 3 local primary schools; mainstream peers were students in the primary school where this project was accommodated. The activities of the programme were related to aspects of the forthcoming transition of these students from primary to secondary school. They also included art activities based on the topics under discussion which were about the transition to the secondary setting. Therefore, the activities were fact-finding, informative and explorative. There were also designed in this was as to support the socializing of students while they could have fun. Another important factor of this programme was that emphasis was given to find by children themselves what their difficulties were through a flexible, reflective and responsive programme. Overall, this research project involved a peer support intervention facilitated by an adult around art activities to address areas of concern about the impending transition of children from primary to secondary school and also social relationships; a vital

characteristic of this dynamic developing approach was the fact that it allowed for the inclusion of elements which arose from the group as the sessions progressed.

The measures used were the following: pre and post measures in the form of questionnaires and interviews including both standardized, standardized adopted and customized forms in order to assess progress and change in the children in relation to the areas of transition concerns and social relationships.

A pilot study took place during which 3 main questionnaires used in the project were filled in by 7 adults to ensure their suitability (See Appendices 10-12: 3 questionnaires for parents and Appendices 14-16: 3 questionnaires for practitioners ). More specifically the 'pilot group' consisted by 3 parents and 9 professionals (who attended a university course about autism in Aberdeen as part-time postgraduate students of the University of Strathclyde). By this group 2 parents and 5 professionals replied by returning the questionnaires.

### **3.3 Justification of Research Methods**

In the beginning of the research process, a semi-structured interview with parents was the preferred method so as a rich variety of data to be gathered. Later on, semi-structured questionnaires were used with parents so as not to put too much pressure on them. It was also preferred questionnaires to have a semi-structured form so that participants could express more analytically their opinion but at the same time a few interesting numerical data could be gathered and data could become more easily comparable in some cases (Mertens, 2005; Robson, 2002; Punch, 1998). Additionally visual material was used in the presentation of the transition topics, especially for pupils who had learning difficulties. Pupils were also provided the chance to express their opinion in a weekly diary, which was completed at home, so that they could feel more relaxed when they tried to answer the questions. However, this was optional and most students did not return this form completed. Emphasis was given on self-report measures for children which allow the researcher to understand the various roles they have in a peer group through anonymous inventories filled out by each student (Dubin, 2007).

Furthermore, 'The Pragmatics Profile of Everyday Communication Skills in Children' (Dewart & Summers, 1995) is a very informative, established research

instrument giving detailed information about the level and the way of participants' communication skills. Spence 's (1995) standardised questionnaires have been used in relevant research projects and provide a very holistic picture of pupils' social skills with their peers, as they are rather detailed and include questionnaires given not only to students but also to pupils' teachers and parents.

### 3.4 Participants

#### *School Participants*

There were some changes in the participants taking part during the whole research procedure, so participants would be mentioned in relation to 3 stages:

- a) Stage 1: First Primary School
- b) Stage 2: Second Primary School
- c) Stage 3: Senior School- Social Art Group

#### *Student Participants*

##### *a) Stage 1: First Primary School*

In this stage 12 students of Primary 7 participated.

**Table 3.1** Student participants in first primary school.

<i>Participants</i>			
<i>Students with C.D.</i>	<i>5</i>	<i>Male</i>	<i>4</i>
		<i>Female</i>	<i>1</i>
<i>Mainstream peers</i>	<i>7</i>	<i>Male</i>	<i>4</i>
		<i>Female</i>	<i>3</i>

These were supposed to be matched, but as 2 more mainstream girls had been invited by the deputy head teacher this was accepted with the expectation that this may be helpful for the girl with C.D. and because it was not judged to be positive to ask from some children to leave the group.

#### *Diagnosis of Children with Communication Difficulties*

The situation of the 4 boys participants was the following:

- One having diagnosis of autism

- One having diagnosis of Asperger Syndrome
- One being referred for diagnosis for autism
- One having the diagnosis of general developmental disorder (but his behaviour was very characteristic of Asperger Syndrome)
- The girl with C.D. taking part was going through referral, too, but her behaviour was also rather characteristic of a person with Asperger Syndrome.

In their school the educational needs model was followed and it was decided to follow this model in this research project, too. All these children attend the more specialised provision of their schools addressed to students with autism-communication difficulties.

***b) Stage 2: Second Primary School***

In this stage 14 students of Primary 7 participated.

**Table 3.2** Student participants in second primary school.

<b><i>Participants</i></b>			
<b><i>Students with C.D.</i></b>	7	<b><i>Male</i></b>	<b><i>6</i></b>
		<b><i>Female</i></b>	<b><i>1</i></b>
<b><i>Mainstream peers</i></b>	7	<b><i>Male</i></b>	<b><i>6</i></b>
		<b><i>Female</i></b>	<b><i>1</i></b>

*Justification of participants' choice*

Students were matched in gender.

*Diagnosis of Children with Communication Difficulties*

There were 2 more student participants with C.D.:

- 1 with diagnosed Asperger Syndrome
- 1 not having autism (but with rather obvious behavioural difficulties) (This boy was added to the group because it was believed that he could benefited, too. Both of his parents have learning difficulties).

**c) Stage 3: Senior School- Social Art Group**

In this stage 14 students of Secondary 1 participated.

**Table 3.3** Student participants in senior school.

<i>Participants</i>			
<i>Students with C.D.</i>	7	<i>Male</i>	<i>6</i>
		<i>Female</i>	<i>1</i>
<i>Mainstream peers</i>	7	<i>Male</i>	<i>6</i>
		<i>Female</i>	<i>1</i>

*Justification of participants' choice*

Students were matched in gender.

**3.5 Measures and Materials**

**A) Measures and Materials for Students**

**Table 3.4** Measures for students used on January 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
First Meeting with children	Questionnaire 1a (coping with changes)	Information used to choose topics under discussion in the Social Art Group sessions which will follow
First session about secondary school building (exterior)	Questionnaire 2a (secondary school building- exterior) Video data Personal Notes	A, C

**Table 3.5** Measures for students used on February 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Second session about secondary school building (exterior)	Questionnaire 2a (secondary school building) Video data Personal Notes Personal weekly diary of students	A, C
First session about peer relationships	Questionnaire 2b (peer relationships) Video data Personal Notes	A, C
Second session about peer relationships	Questionnaire 2b (peer relationships) Video data Personal Notes Personal weekly diary of students	A, C
Spence Test	Spence Questionnaires to students Video data	A, B

**Table 3.6** Measures for students used on March 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
First session about the new uniform	Questionnaire 2c (new uniform) Video data Personal Notes Personal weekly diary of students	A, C
Second session about the new uniform	Questionnaire 2c (new uniform) Video data Personal Notes Personal weekly diary of students	A, C
First session about new teachers	Questionnaire 2d (new teachers) Video data Personal Notes Personal weekly diary of students	A, C
Second session about new teachers	Questionnaire 2d (new teachers) Video data Personal Notes Personal weekly diary of students	A, C
Spring Term Evaluation	Evaluation Procedure <sup>1</sup> Video data Personal notes	A, C

<sup>1</sup> Children having for each topic a card with their name and the name of the topic and then putting their cards on the “island of feeling” they preferred giving at the same time a number for each topic (0-10)

**Table 3.7** Measures for students used on April 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
April 2006: First session about lunch time	Questionnaire 2e (lunch time) <sup>1</sup> Video data Personal Notes	A, C
April 2006: Second session about lunch time	Questionnaire 2e (lunch time) <sup>1</sup> Video data Personal Notes Personal weekly diary	A, C

<sup>1</sup> In this case children had to write their answers in small papers and leave them on the floor in the appropriate card for each question.

**Table 3.8** Measures for students used on May 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Spence Test	Spence Questionnaires to students Video data	A, B
First session about new subjects	Questionnaire 2f (new subjects) <sup>1</sup> Video data Personal Notes	A, C
Second session about new subjects	Questionnaire 2f (new subjects) <sup>1</sup> Video data Personal Notes	A, C
First session about new building (interior)	Questionnaire 2g (new building- interior) <sup>1</sup> Video data Personal Notes	A, C

<sup>1</sup> In this case children had to write their answers in small papers and leave them on the floor in the appropriate card for each question.

**Table 3.9** Measures for students used on June 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Second session about new building (interior)	Questionnaire 2g (new building- interior) <sup>1</sup> Video data Personal Notes Personal weekly diary of students	A, C
Final session in Primary School	Peer Nomination Form Evaluation Procedure <sup>2</sup> Questionnaire about their experience of taking part Video data Personal notes	A, B, C, D
Questionnaires given to mainstream children who are in their first year in Secondary School about their transition from primary to secondary school.	Questionnaire 3a (transition from primary to secondary school)	Information about the specific context of transition to this specific secondary school.  This could be used to inform the approach of students in the secondary setting.
Questionnaires given to children with C.D. who are in their first and second year in Secondary School about their transition from primary to secondary school.	Questionnaire 3a (transition from primary to secondary school)	Information about the specific context of transition to this specific secondary school.  This could be used to inform the approach of students in the secondary setting.

<sup>1</sup> In this case children had to write their answers in small papers and leave them on the floor in the appropriate card for each question.

<sup>2</sup>Children having for each topic a card with their name and the name of the topic and then putting their cards on the “island of feeling” they preferred giving at the same time a number for each topic (0-10). Children were asked about all topics discussed during both terms.

**Table 3.10** Measures for students used on October 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
First Social Art Group Session in Senior School	Video Data Personal Notes	A
Second Social Art Group Session in Senior School	Video Data Personal Notes	A
Third Social Art Group Session in Senior School	Questionnaire 4 (experience of participating in SAG) Video Data Personal Notes	Feedback about approach A
Questionnaires given to mainstream children who are in their first year in Senior School	Questionnaire 3 (transition from primary to secondary school)	Information to put in context the SAG children answers
Before October break: Questionnaires given by staff to children with C.D.	Questionnaire 5 (peer relationships)	B

**Table 3.11** Measures for students used on November 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
November 2006: Group Interviews with all children of SAG <sup>1</sup>	Interview Schedule (Group Interview)	A, B

<sup>1</sup> Mainly exploring the attitude of all children towards the other members of the group.

**Table 3.12** Measures for students used on December 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Questionnaires given by staff to children with C.D. of SAG	Questionnaire 6a (peer relationships and experience of participating in the SAG)	B, D Feedback about approach
Questionnaires given by staff to mainstream SAG students	Questionnaire 7 (experience of participating in the SAG)	D Feedback about approach



## B) Measures for Parents/Practitioners

**Table 3.13** Measures for parents/ practitioners used on February 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Spence Test	Spence Questionnaires to parents, teachers Video data	A, B
Questionnaire to parents, practitioners about children skills	Questionnaire 1b and 1c (coping with changes and transition secondary school)	Information about the profile of each child.

**Table 3.14** Measures for parents/ practitioners used on March 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Interviews with parents of 3 children with C.D.	Dewart & Summers (1995) Interview Schedule	Information about the profile of each child.
Interview with deputy head teacher about one boy with C.D. <sup>1</sup>	Dewart & Summers (1995) Interview Schedule	Information about the profile of each child.
Spring Term Evaluation	Spring Term Evaluation Form	Feedback about the approach

<sup>1</sup> Instead of his parents giving the interview, because they have learning difficulties themselves.

**Table 3.15** Measures for parents/ practitioners used on May 2006

PROCEDURE	MEASURES	RELATION TO R. Q.
May 2006: Spence Test	Spence Questionnaires to parents, teachers	A, B

**Table 3.16** Measures for parents/ practitioners on June 2006

PROCEDURE	MEASURES	RELATION TO RESEARCH QUESTION
Final session in Primary School	Summer Term Evaluation Form (for practitioners present in the classroom)	A, B, C Feedback about the approach
Questionnaire given to parents of mainstream children	Questionnaire 8 based on the Interview Schedule of Dewart & Summers (1995) with some additional questions	Information about the profile of each child
Interviews for 2 students with C.D. by one practitioner who knows them well <sup>1</sup>	Dewart & Summers (1995) Interview Schedule	Information about the profile of each child
Interview with mother of a child with C.D.	Dewart & Summers (1995) Interview Schedule	Information about the profile of child
Questionnaires given to parents and teachers of children with C.D. who are in their first and second year in Secondary School	Questionnaire 3b and 3c (transition from primary to secondary school)	Information about the specific context of transition to this specific secondary school. This could be used to inform the approach of students in the secondary setting.
Questionnaires given to parents of children with C.D. of SAG	Questionnaire 6b (peer relationships and experience of participating in the SAG)	B, D Feedback about approach
Questionnaires given to parents of mainstream students of SAG	Questionnaire 7b (experience of participating in the SAG)	D Feedback about approach

<sup>1</sup> A teacher in the first case and a teaching assistant in the second case instead of their parents who did not come to the school to give an interview.

**Table 3.17** Measures for parents/ practitioners on November 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
November 2006: Interview with the Deputy Head Teacher in the first Primary School <sup>1</sup>	Interview Schedule (CU)	A, D Feedback about the approach
November 2006: Interview with the Deputy Head Teacher in the second Primary School <sup>1</sup>	Interview Schedule (Main Primary School)	A, D Feedback about the approach
November 2006: Interview with the principle support teacher in the Secondary School <sup>1</sup>	Interview Schedule (Secondary School)	A, D Feedback about the approach

<sup>1</sup> About her experience in relation to organizing this effort

**Table 3.18** Table of measures for parents/ practitioners on December 2006

PROCEDURE	MEASURES	RELATION TO R. QUESTION
Interview with the educational psychologist	Interview Schedule (Ed. Psychologist)	A, D
Questionnaires given to parents of children with C.D. of SAG	Questionnaire 6b (peer relationships and experience of participating in the SAG)	B, D Feedback about approach
Questionnaires given to parents of mainstream students of SAG	Questionnaire 7b (experience of participating in the SAG)	D Feedback about approach

### 3.6 Social Art Group Sessions

The structure of these 2 sessions for each topic was as follows:

Session A:

- *Initial 15 min:* showing visual material- group discussion about the topic of art activities in the form of ‘circle of friends’
- *Afterwards 10 min:* Children filling a short questionnaire about each topic e.g. new building
- *Next 40 min:* Art activities
- *Final 10 min:* Tidying-Up

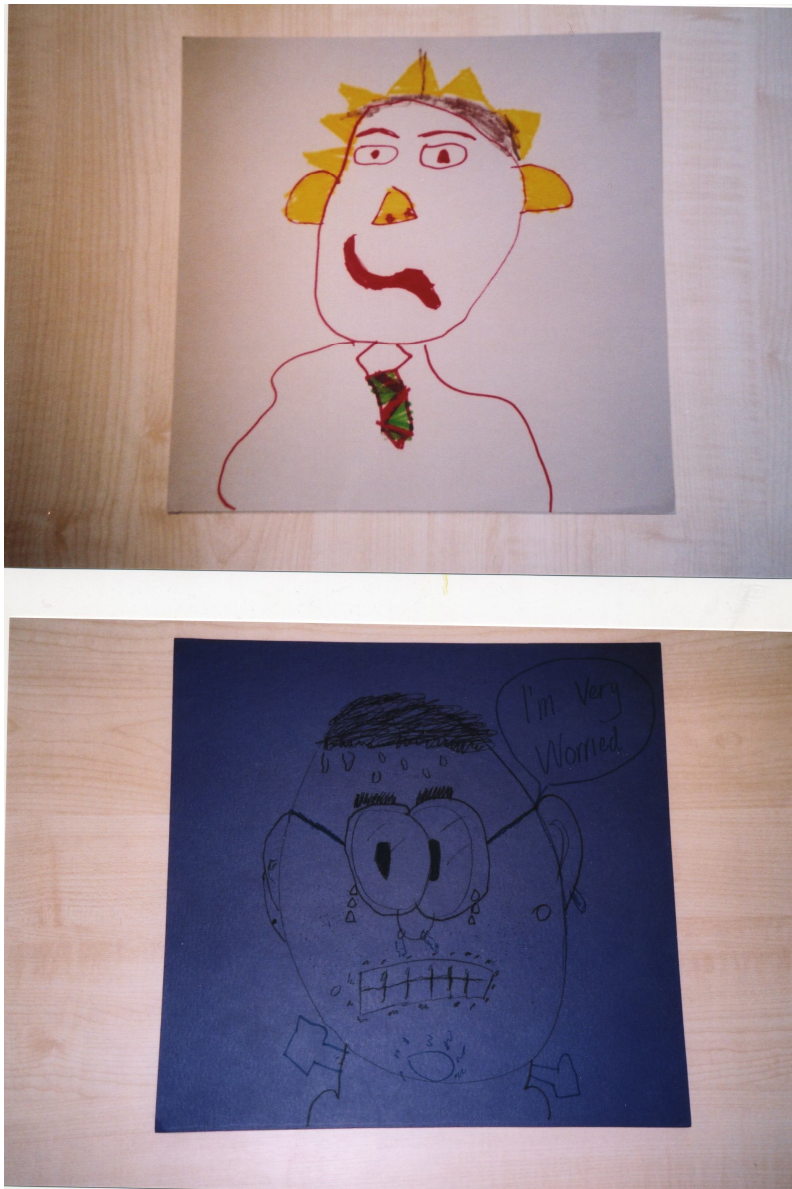
Session B:

- *Initial 40 min:* Art Activities
- *Afterwards 15 min:* group discussion- ‘circle of friends’
- *Next 10 min:* Children filling the same questionnaire about each topic
- *Final 10 min:* Tidying-Up

It should be noted that there was great effort a new art activity to take place in each session introducing some new materials, too. Of course there were always some more familiar materials and children were not forced to use anything, but the aim was to try to develop the creativity of all students and to attract their interest until the end. In some cases, art activities were also enriched with group games and group role-plays.

Questionnaires were aimed to enhance the expression of feelings and the organization of thinking and problem- solving e.g. if the child felt confused, he could have been prompted to create as an art activity a small symbol with the word help so that he could become familiar with the idea of asking help in this case. However, this idea was not used in practice because all students with communication difficulties were functioning in a much higher level.

In the summer term the filling in of the questionnaire was substituted by a group activity. Children could write their answers in self-adhesive small papers (post-its) and they could stick their answer to the appropriate card, according to the question being asked or the “island of feeling” they wanted to choose. “Islands of feelings” were 6 cards which were made during social art group activities. Each one of them was made by 2 children together and they depicted the facial expression of someone having/being: very worried-sad, worried-sad, mixed feelings, calm, excited, very excited. So, these 6 cards created a ‘scaled representation’ of emotions. It is remarkable that all children worked in a very nice way, while making these depictions and they also managed to make very characteristic sketches of the emotional state they were asked to represent.



**Figure 3.1** Photograph of 2 cards: “Mixed feelings” and “Very worried”

‘Circle of friends’ has been described as a way of providing practical and emotional support for the student with autism during work and leisure activities within and outside school. It is considered to be a beneficial approach for all participants (having or not communication difficulties) while having minimal costs and drawbacks (Jordan & Jones, 1999).

Overall, there were 22 meetings with the children of the Social Art Group:  
In the primary school:

- 2 introductory (autumn term)
- 9 (spring term)
- 7 (summer term)

In the secondary school:

- 3 (autumn term)
- 1 final (group interviews)

### **3.7 Ethics**

The rationale and the measures of this research project were being accepted by the Ethics Research Committee of the University of Strathclyde before coming in contact with students, parents and practitioners being involved in this research effort. Therefore everything was carried out in accordance to the Ethics Code of the University of Strathclyde in relation to research projects in social sciences.

### **3.8 Procedure**

#### ***Social Art Group***

##### ***Initial Stage***

The author visited the first primary school in the beginning of August 2005 for the first time and was advised to attend weekly the programme addressed for children with communication difficulties from September 2005. These children were gathered there from nearby schools each Friday in the Communication Unit of this primary school. The educational programme in this school focused on behavioural issues but also on the development of self-perception and recognition of feelings. The author was advised to attend the programme of these children weekly so that they could feel familiar with me, which was a good point taking into account that children with autism may have greater difficulty feeling at ease with unknown individuals. The attendance of the programme of children lasted throughout the whole first term until the break for Christmas Holidays.

At the same time parents of children who could take part in this procedure were gradually approached. In the beginning a short letter was sent to parents and they were asked if they would be interested to learn more about this project. If the answer was positive, parents were sent a more detailed description of SAG programme and

they were asked to sign a consent form that they were willing to allow their children to take part. In the consent form it was highlighted that children or their parents could stop taking part at any time of this procedure (See Appendices 3 and 5).

At the same time, as one of the goals of this study was to prepare children for their transition from a specific primary to a specific secondary school with the participation of mainstream peers, the head-teacher of the communication unit in the first primary school suggested this programme taking place in a nearby primary school, because there the participation of mainstream peers who would go to the same secondary school would have been easier to be accomplished in practice. So, the head-teacher came in contact with the debut head teacher of the second primary school and it was decided that this programme could start there after Christmas Holidays and run weekly until the end of the school year. The duration of the meeting was arranged to be 1.15min and all the involved children would meet in the Social Art Group once a week. It was interesting that in SAG was going to take part a boy with autism who attended the first primary school but did not come in the Communication Unit (C.U.) and also another boy with high-functioning autism who was attending the first primary school. From the whole group of children taking part in the Communication Unit were selected only the 3 children who were going to make the transition to the specific senior school which took part in the research project. Therefore, they were in total 5 children with autism and communication difficulties making the transition from Primary 7 to this specific senior school. One of them was a girl and all the others were boys. Mainstream children who were going to take part were selected in the second primary school, where the programme took place and again these were all children who were going to make the transition to this specific senior school.

The deputy head teacher who was in principle at that time selected 5 mainstream children, who were supposed to be willing to take part in this programme after having been informed about SAG. Even though it was asked children to be matched in sex, this did not happen; there were 2 boys and 3 girls but this was accepted as it would contribute to a better balance regarding the number of boys and girls. Before Christmas there was the first meeting with children who lasted only 45min and it was the opportunity for children to meet for the first time with each other and

to see what the whole project involved. Mainstream children were given at that time an envelope containing a colourful A4 poster addressed to them describing the aim and the activities of the SAG (See Appendix 2), a letter for their parents and 2 consent forms to be signed by their parents (See Appendix 5). One of them was for the parents to keep.

After Christmas 2 more boys were added to the team so that the boys with communication difficulties could be matched with mainstream boys. Unfortunately, the initial group of 5 mainstream children after one month of participation stopped taking part. These children were substituted right away by other mainstream peers who participated much better in this effort without creating difficulties. These children were selected by the new deputy head teacher, who went into primary 7 classrooms, explained orally what the SAG was about, made a list of children who volunteered to take part and in the end she chose herself the children who regarded as more suitable to participate. The new deputy head teacher asked me if I wanted one more child who had learning and communication difficulties to become member of our team, without having autism, and this was accepted as part of the group of children who needed greater support. Most mainstream peers who were selected the second time were mainly children considered to be having good communication skills and responsibility. There was also one mainstream child who was selected as being rather introverted with the thought that he needed some support himself. This child was part of the mainstream peer group as well. In one of the initial sessions after Christmas holidays one more child with diagnosed Asperger Syndrome was added to SAG. He attended a nearby primary school (which will be called in the thesis “third primary school”). This happened due to the contact of the Communication Unit head-teacher in the first primary school with the head-teacher of the third primary school. This boy was going to make the transition to the same senior school, as well. Therefore, after many months of arrangements a valuable co-operation between 3 elementary schools had been achieved.

### ***Main Stage in the Second Primary School***

The main stage in the second primary school could be divided in 2 terms (spring and summer), which are described below in the form of short reports with the most



important information included in the relevant tables. Information is also included about the introductory session which took place before Christmas Holidays.

**Table 3.19** Activities and materials in 2 introductory sessions (Primary Autumn Term)

<b>Dates</b>	<b>Activities- Materials</b>
8/12/2005	<b><i>Initial meeting with children: Explaining the purpose of Social Art Group</i></b> Art Activity: “Making a drawing on a wooden board. Instructions: “Please draw anything that comes first into your mind about your new beginning in the secondary school” Materials for art activity: wooden board, coloured pencils, coloured pens
12/1/2005	<b><i>Initial meeting with children (gathering information about coping with changes)</i></b> Art Activity: “Please choose a card you like, write a wish that you would like to come true in your secondary school and afterwards decorate your card”. Children were given the chance to make drawings and to use a variety of stickers” Materials for art activity: cards, stickers, coloured pencils, coloured pens, glitter glue

### ***Spring Term***

Subjects under discussion:

- Secondary School Building (Exterior)
- Relationship with peers in the new school
- New Uniform
- New teachers

**Table 3.20** Activities and materials in 2 sessions about secondary school building (exterior) (Primary Spring Term)

<b>Dates</b>	<b>Activities- Materials</b>
19/1/2006	<b><i>1st session about secondary school building</i></b> Circle of friends (Visual material: Pictures of how W. School Building will look like, when the construction work is completed) Art Activity: “Please make a drawing of your secondary school building. Afterwards make a model of your secondary school building using clay” Materials for art activity: paper, pencils, self-drying clay
2/2/2006	<b><i>2nd session about secondary school building</i></b> Art Activity: “Please paint your clay models”. Acrylic paints and brushes were provided to children. Or “Make a drawing of how you imagine your new secondary building” (for 2 new boys and a child absent the previous time). Circle of friends Materials for art activity: Self-drying clay, acrylic paint, brushes

**Table 3.21** Activities and materials in 2 sessions about peer relationships (Primary Spring Term)

<b>Dates</b>	<b>Activities- Materials</b>
9/2/2006	<p><b><i>1st session about relationship with peers</i></b>            Circle of friends            Art Activity: “Imagine what kind of activities you would like to share with your friends at your Secondary School during lessons or free time and then in pairs or small groups make a drawing of such activities”.            Materials for art activity: coloured cards, chalks in different colours, fixative spray            Comment: Coloured cards and chalks were provided to children. In the end their drawings were stabilized with a fixative spray.</p>
16/2/2006	<p><b><i>2nd session about relationship with peers</i></b>            Art Activity: Children were asked to make an anti-bullying poster in groups of 3-4. In the beginning they could make a sketch and then a collage based on this test.            Circle of friends            Materials for art activity: white and coloured paper, colouring pencils, colouring pens, scissors, glue</p>

**Table 3.22** Spence Test (Primary Spring Term)

<b>Dates</b>	<b>Activities- Materials</b>
23/2/2006	<p><b><i>Spence Test</i></b>            Art Activity: Children could draw their sketches or continue their collage (see pervious session, anti-bullying poster)            Materials for art activity: white and coloured paper, colouring pencils, colouring pens, scissors</p>

**Table 3.23** Activities and materials in 2 sessions about new uniform (Primary Spring Term)

<b>Dates</b>	<b>Activities- Materials</b>
2/3/2006	<p><b><i>1st session about the new uniform</i></b>            Circle of friends (Visual material: photograph of the new uniform)            Art Activity: “Make a drawing of the W. badge on the polytile and then we will ‘print’ together your sketch on coloured cards. We will do this together step by step” (Press printing using water colours)            Materials for art activity: polytile, pens, block printing water colours, rollers</p>
9/3/2006	<p><b><i>2nd session about the new uniform</i></b>            Art Activity: “Make a badge for you! On the one side of your badge write your name and in the other make a drawing of W. symbol. You could also make any other drawings that you would like and give your badge the shape that you prefer”. Pieces of felt in different colours were provided to children. (Visual material: senior school symbol).            They also made in pairs the drawings of the “island of feelings” cards which we have started using in the circle of friends from that day.            Circle of friends            Materials for art activity: coloured felt, coloured pens, scissors, pastel card (for the “island of feelings” cards)</p>

**Table 3.24** Activities and materials in 2 sessions about new teachers (Primary Spring Term)

<b>Dates</b>	<b>Activities- Materials</b>
16/3/2006	<p><b><i>1st session about the new teachers</i></b></p> <p>Circle of friends (Visual material: photographs of new teachers)</p> <p>Game: “Guess who” (First children made questions to main practitioner, which could be only answered with yes/no and then they became 2 teams and continued the game in the same way).</p> <p>Art Activity: Children were asked to blow a balloon, cut small pieces of a newspaper and use wallpaper paste to stick the newspaper pieces on the balloon. (First stage to create “masks” depicting facial expressions).</p> <p>Materials for art activity: balloons, newspaper, wallpaper paste</p>
23/3/2006	<p><b><i>2nd session about the new teachers</i></b></p> <p>Art Activity: The previous activity was continued (paper mashing on balloons)</p> <p>Materials for art activity: newspaper, wallpaper paste</p>
30/3/2006	<p><b><i>3rd session about the new teachers</i></b></p> <p>Two activities about new teachers</p> <p>a) Children were asked to match certain photographs and pictures related to the subject/role of members of the staff with these members, e.g. teachers of specific subjects, teachers of pupil support, school support assistant, teaching assistants and the head teacher.</p> <p>b) Children were asked to describe the expression of some members of the staff.</p> <p>Then children were asked to describe the expression of Attwood’s (1991) balloon “faces”, which were provided to them (15x2, selected to be the most relevant and not too subtle).</p> <p>Art activity: Children were asked to draw a simple face on their masks, choosing the facial expression they would like. Children made drawings of facial expressions without making any holes on the “mask”.</p> <p>Circle of friends: Review of all spring term subjects-Visual material :everything used in spring term</p> <p>Materials for art activity: acrylic paint, brushes, balloon “faces” (15x2)</p>

**Table 3.25** Record of attendances in SAG sessions (Primary Spring Term)

		1	2	3	4	5	6	7	8	9	10
		Secondary School Building (Exterior)		Relationship with peers		Spence Test 1 <sup>st</sup> Time	New Uniform		New Teachers		
		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Students with C.D.</b>	Ashley (ASH)	√	√	√	√	√	√	√	√	√	√
	Bailey (BAI)	√	√	√	√	√	√	√	√	√	√
	Cameron (CAM)	Not taking part yet.					√	√	√	√	√
	Casey (CAS)	√	√	√	√	√	√	√	√	√	√
	Crane (CRA)	√	√	√	√	√	√	√	√	√	√
	Drew (DRE)	Not taking part yet.		√	√	√	√	√	√	√	√
	Wen (WEN)	√	√	√	√	√	√	√	√	√	√
<b>Mainstream</b>	Addison (ADD)	√	√	√	√	√	Having stopped taking part.				
	Alexis (ALE)	Not taking part yet.					√	√	√	√	√
	Blair (BLA)	Not taking part yet.					√	√	√	√	—
	Brett (BRE)	Not taking part yet.				√	—	—	√	√	√
	Brody (BRO)	√	√	√	√	√	Having stopped taking part.				
	Coby (COB)	Not taking part yet.					√	√	√	√	√
	Jamie (JAM)	Not taking part yet.					√	√	√	√	√
	Jerry (JER)	Not taking part yet.				√	√	√	√	√	√
	Taylor (TAY)	√	√	√	√	√	Having stopped taking part.				
	Teagan (TEA)	Not taking part yet.					√	√	√	√	√
	Wylie (WYL)	√	√	√	√	√	Having stopped taking part.				
	Zaiden (ZAI)	√	√	√	√	√					
Total number of Participants with CD	5	5	6	6	6	7	7	7	7	7	
Total number of Mainstream Participants	5	5	5	5	7	6	6	7	7	6	
<b>Total number of Participants</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>14</b>	<b>13</b>	

**Spring Term Evaluation:** In the end of the spring term a spring term evaluation form was given to the 3 practitioners being present some or most of the times in the social art group sessions (please see attached form). They were kindly asked to fill them in right away but they could return the questionnaire later on, if they preferred this.

In the end of spring term a mini chunky stamp was given to each student as a small present.

**Summer Term**

Subjects under discussion:

- Lunch Time
- New subjects
- New Building: Interior

Unfortunately during summer term some sessions were lost because on 1/6/2006 and 8/6/2006 there was a planned school excursion and on 29/6/2006, which was the last school day, children left earlier (our meeting always took place from 2.00-3.15 pm, which was the time when children could return to their home or join after school groups).

**Table 3.26** Activities and materials in 2 sessions about lunch time (Primary Summer Term)

<b>Dates</b>	<b>Activities- Materials</b>
20/4/2006	<p><b><i>First session about lunch time</i></b>            Circle of friends (Visual material: menu of the lunch available in Secondary School)            Art Activity: “Please create a dish you are going to enjoy in your secondary school! You can use a plastic plate and all the other provided materials!”            Materials for art activity: paper plates, coloured crepe paper, coloured corrugated carton, stick glue, plastecine            Comment: This subject was chosen because some children seemed to be interested in it or worried about it during “circle of friends” in the final meeting of the spring term.</p>
27/4/2006	<p><b><i>2nd session about lunch time</i></b>            Art Activity: “Please list the dishes available in your new school and their prices”.            1) Choose your preferred colour card.            2) Fold your card into equal half.            3) Then create a nice menu for your new school!            Write the available dishes and their prices and make drawings or small collages about the dishes.            4) You can also decorate your menu in whatever way you like”            Circle of friends (Visual material: menu of the lunch available in Secondary School)            Materials for art activity: white paper, A3 coloured cards, pencils, coloured pens, coloured pencils, crepe paper, scissors, glue</p>

**Table 3.27** Spence Test (Primary Summer Term)

<b>Dates</b>	<b>Activities- Materials</b>
4/5/2006	<b><i>Spence Test</i></b>

**Table 3.28** Activities and materials in 2 sessions about lunch time (Primary Summer Term)

<b>Dates</b>	<b>Activities- Materials</b>
11/5/2006	<p><b><i>1st session about new subjects</i></b></p> <p>Circle of friends (Visual material: handouts of subjects by Secondary School)</p> <p>Art Activity: “Please make sketches about 3 of your new subjects in pairs and then see if the other groups of children will guess the subject you had in your mind, when you were making your sketch.</p> <p>Then describe the new subject with a small role-play in pairs. This could be the conversation between a teacher and a student during this subject. See if the other groups could guess what subject you are talking about”</p> <p>Materials for art activity: white and coloured cards, coloured pens, coloured pencils</p>
18/5/2006	<p><b><i>2nd session about the new subjects</i></b></p> <p>Art Activity: “1) Please in groups of 2 or 3 choose a sugar paper of your preferred colour. Then choose a subject you will have in your Secondary School and make as many drawings about this subject as you can. In the end we will see which team has made the most number of drawings.</p> <p>2) Think of a subject you will have in your Secondary School and then make a model with plastecine about anything that could be related to this subject. Show your model to the other members of the team and see whether they will be able to guess which is the subject that you have in your mind”</p> <p>Circle of friends: (Visual material: handouts of subjects by Secondary School)</p> <p>Materials for art activity: A3 coloured sugar paper, coloured pens, coloured pencils, plastecine</p>

**Table 3.29** Activities and materials in 2 sessions about new building (interior) (Primary Summer Term)

<b>Dates</b>	<b>Activities- Materials</b>
25/5/2006	<p><b><i>1st session about the new building (interior)</i></b></p> <p>Circle of friends (Visual material: posters and map of the new school)</p> <p>Art Activity: “Please draw a map of your new school. You can also use other kind of materials, such as sequins or crepe paper, if you would like”</p> <p>Materials for art activity: linen cloth, acrylic paint, brushes glue, sequins, scoubidou special silver lined mixed colours, scissors</p>
15/6/2006	<p><b><i>2nd session about the new building (interior)</i></b></p> <p>Art Activity: “Please choose a map of your new school or just a part of it. Then try to represent it by cutting tissue paper of different colours in different sizes or shapes and sticking them on the provided plastic”</p> <p>Circle of friends (Visual material: posters and map of the new school)</p> <p>Materials for art activity: coloured tissue paper, scissors, PVA adhesive, brushes, transparent plastic, coloured crepe paper</p>

**Table 3.30** Activities and materials in the final session of Primary Summer Term

Dates	Activities- Materials
22/6/2006	Circle of friends: General discussion about the perspective change. Art Activity: “Please draw anything that comes first into your mind about your new beginning in the secondary school. You could use sugar paper and also stick pieces of sparkle foam in your drawings. Alternatively, you could make a model by plastecine” Materials for art activity: A3 coloured sugar paper, coloured pens, coloured pencils, scissors, self-adhesive sparkle foam

**Table 3.31** Record of attendances in SAG sessions (Primary Summer Term)

		11	12	13	14	15	16	17	18
		Lunch Time		Spence Test 2 <sup>nd</sup> Time	New Subjects		Secondary School Building (Interior)		Final Session in Primary School
		1 <sup>st</sup>	2 <sup>nd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	
Students with C.D.	Ashley (ASH)	√	√	√	√	√	—	√	—
	Bailey (BAI)	√	√	√	√	√	√	√	√
	Cameron (CAM)	√	√	√	√	√	√	√	√
	Casey (CAS)	√	√	√	√	√	√	√	√
	Crane (CRA)	√	√	√	√	√	√	√	—
	Drew (DRE)	√	√	√	√	√	√	√	√
	Wen (WEN)	√	√	√	√	√	√	√	√
Mainstream	Addison (ADD)	Having stopped taking part							
	Alexis (ALE)	√	√	√	√	√	√	√	√
	Blair (BLA)	√	√	√	√	√	√	√	√
	Brett (BRE)	√	√	√	√	—	√	√	—
	Brody (BRO)	Having stopped taking part							
	Coby (COB)	√	√	√	√	√	√	—	√
	Jamie (JAM)	√	√	√	√	√	√	√	—
	Jerry (JER)	√	√	√	√	√	√	√	√
	Taylor (TAY)	Having stopped taking part							
	Teagan (TEA)	√	√	√	√	√	√	√	√
	Wylie (WYL)	Having stopped taking part							
	Zaiden (ZAI)	Having stopped taking part							
Total number of Participants with CD		7	7	7	7	7	6	7	5
Total number of Mainstream Participants		7	7	7	7	6	7	6	5
<b>Total number of Participants</b>		<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>10</b>

### **Dewart and Summers (1995) Schedule Interview for Mainstream Student Participants (Adapted Questionnaire)**

In order to facilitate the parents of mainstream students the Dewart and Summers Interview was substituted by a questionnaire based on this interview schedule (Appendix 58: Questionnaire 8). This was sent to parents of mainstream students by the school and they were asked to return it to the school through their children in one week time.

**Summer Term Evaluation:** This procedure took place in exactly the same way a spring term evaluation (please see above).


In the end of summer term a mini pack of colour pencils /colour pens/ wax colours was given to each student as a small present.

### **Secondary School**

In the following table there is a description of the procedure which was followed in the secondary school sessions of the SAG. These meetings could last only for 20 minutes, because they took place during the lunch break. Because of this reason, some initial suggestions such as drama play or word games were omitted due to lack of time.



**Table 3.32** Activities and materials in the 3 sessions of secondary school

Dates	Activities- Materials
9/10/2006	<p><b>First Session: Halloween mask</b></p> <p>1) Draw a jack-o'-lantern's face on the back of a paper plate.            2) Cut out the eyes, nose, and mouth. Decorate the rest of the jack-o'-lantern.            Materials for art activity: Pencils, erasers, scissors, card plates (white and brown on the back surface), coloured crayons, fibre pens, felt tip pens, stamper paulers, jumbo coloured pens.            Comment: A variety of materials was offered to children. It was also provided the following picture of a Halloween jack-o'-lantern mask as an example (one picture in front of each pair of children)</p>  <p>A juice and a sandwich were given to each child. There were also plates with “Halloween” chips on tables.</p>
23/10/2006	<p><b>Second Session: Halloween mask</b></p> <p>1) Decorate the jack-o'-lantern mask.            2) Punch a hole in each side of the mask.            Materials for art activity: scissors, card plates (white and brown on the back surface), coloured crayons, fibre pens, felt tip pens, stamper Paulers, jumbo coloured pens, glue (paper glue, glue pen, glue stick), glitter in 4 colours (golden, silver, red, green), crepe paper (orange), feathers (red, white, bird like), hole-puncher            Comments: Again a variety of materials was provided to children and this contributed to a nice variety of masks being created by children.            A juice and a sandwich were given to each child. There were also plates with “Halloween” chips on tables.</p>
30/10/2006	<p><b>Third Session: Halloween mask</b></p> <p>Tie a length of elastic to each side of the mask.            Materials for art activity: scissors, card plates (white and brown on the back surface), coloured crayons, fibre pens, felt tip pens, stamper Paulers, jumbo coloured pens, glue (paper glue, glue pen, glue stick), glitter in 4 colours (golden, silver, red, green), crepe paper (orange), feathers (red, white, bird like), elastic, hole-puncher            Comments: In the end of this final session a mini chunky stamp was given to each student as a small present. Children could select the stamp they liked by a variety of stamps which were associated with Halloween.            A juice and a sandwich were given to each child. There were also plates with “Halloween” chips on tables.</p>

**Table 3.33** Record of attendances in SAG sessions (secondary school)

		19	20	21
		Secondary School Session's		
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Students with C. D.</b>	Ashley (ASH)	√	√	√
	Bailey (BAI)	√	√	√
	Cameron (CAM)	√	√	√
	Casey (CAS)	√	√	√
	Crane (CRA)	√	√	√
	Drew (DRE)	√	√	√
	Wen (WEN)	√	√	√
<b>Mainstream</b>	Addison (ADD)	Having stopped taking part		
	Alexis (ALE)	—		
	Blair (BLA)	—		
	Brett (BRE)	√	√	√
	Brody (BRO)	Having stopped taking part		
	Coby (COB)	√	√	√
	Jamie (JAM)	—		
	Jerry (JER)	√	√	√
	Taylor (TAY)	Having stopped taking part		
	Teagan (TEA)	√	√	√
	Wylie (WYL)	Having stopped taking part		
	Zaiden (ZAI)	—		
Total number of Participants with CD	7	7	7	
Total number of Mainstream Participants	4	4	4	
<b>Total number of Participants</b>	<b>11</b>	<b>11</b>	<b>11</b>	