

## Chapter 5

### Research Results

#### 5.1 Introduction

The research results will be addressed in relation to each research question in turn and through looking at each individual measure.

The author would like to clarify that some data are repeated because this will help the reader to understand easier and better the procedure of data analysis. As participants were not too many, data are treated mainly in a qualitative way (without statistical analysis) and they are presented rather analytically (Robson, 2002).

**Research Question:** Will there be any differences found in the assessment of children's concerns and expectations before and after each part of the approach, as these are reported by children themselves?

The results in this research question were found by the analysis of students' questionnaires 2a-2g (Appendices 37- 43). These were given in the beginning and in the end of the examination of each theme.

The themes examined in the sessions with the students were the following:

- Secondary school building (exterior)
- Relationship with peers
- The new uniform
- New teachers
- Lunch time
- Subjects
- Secondary school building (interior)

Students were asked to use the following scales:

**Table 5.1** Scale 1 (with words): “Please choose one word or phrase”

very excited (= very happy)
excited (=happy)
calm
mixed feelings (=happy and sad)
worried (=sad)
very worried (=very sad)

**Table 5.2** Scale 2 (with numbers): “Please choose one number”

10 Good
9
8
7
6
5
4
3
2
1
0 Bad

Similar scales created in order to facilitate students with autism express their feelings in individual and group activities were presented by Knott & Dunlop (2003).

### **Data Analysis**

The answers of each student were compared in the beginning and in the end. Afterwards it was examined what differences and similarities were identified in the students’ answers. Four subgroups were studied: boys, girls, children with communication difficulties and mainstream peers.

For example, for the theme “secondary school building (exterior)” 3 out of 5 (Wylie, Zaiden and Taylor) chose the answer “calm” in the beginning and the word “excited” in the end. They also chose the number 6 in the beginning and the number

9 in the end. Both boys (Brody and Addison) chose as their answer the phrase “mixed feelings” in the beginning and the word “excited” in the end. They also chose number 7 in the beginning and number 9 in the end.

### Students’ Records of Attendances

**Table 5.3** Primary Spring Term of SAG: Record of Attendances

Names of students	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 Students</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)	√	√	√	√	√	Having stopped taking part.				
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>	

**Table 5.4 Primary Summer Term: Record of Attendances**

Names of students		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 Students	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	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>

**Table 5.5 Secondary School Meetings: Record of Attendances**

Names of students		19	20	21
		Secondary School Session's		
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Students with C.D.	Ashley (ASH)	√	√	√
	Bailey (BAI)	√	√	√
	Cameron (CAM)	√	√	√
	Casey (CAS)	√	√	√
	Crane (CRA)	√	√	√
	Drew (DRE)	√	√	√
	Wen (WEN)	√	√	√
Mainstream Students	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
Total number of Mainstream Participants		4	4	4
<b>Total number of Participants</b>		<b>11</b>	<b>11</b>	<b>11</b>

## 5.2 Theme: Secondary School Building (Exterior)

Drew and Cameron had not started taking part in the project yet. All 5 mainstream students were present.

### *Students with Communication Difficulties*

There was a positive change in the assessment of all 5 children's concerns and expectations.

**Table 5.6** Answers of students with C.D. about secondary school building (exterior)

<b>Student's Name</b>	<b>Beginning</b>		<b>End</b>	
Ashley (ASH)	Mixed Feelings	5	Calm	6
Bailey (BAI)	Mixed Feelings	7	Very Excited	9
Casey (CAS)	Excited	9	Very Excited	10
Crane (CRA)	Mixed Feelings	7	Very Excited	9
Wen (WEN)	Mixed Feelings	7	Very Excited	9

Four students (Ashley, Bailey, Crane and Wen) chose in the beginning the phrase "mixed feelings" and in the end the phrase "very excited" (Table 5.6). The same students in the beginning chose number 7 and in the end number 9.

### *Mainstream Students*

There was a positive change in the assessment of all children's concerns and expectations.

**Table 5.7** Answers of mainstream students about secondary school building (exterior)

<b>Student's Name</b>	<b>Beginning</b>		<b>End</b>	
Addison (ADD)	Mixed Feelings	7	Excited	9
Brody (BRO)	Mixed Feelings	7	Excited	9
Taylor (TAY)	Calm	6	Excited	9
Wylie (WYL)	Calm	6	Excited	9
Zaiden (ZAI)	Calm	6	Excited	9

Three out of five (Wylie, Zaiden and Taylor) chose the answer "calm" in the beginning and the word "excited" in the end (Table 5.7). They also chose the number

6 in the beginning and the number 9 in the end. Brody and Addison chose as their answer the phrase “mixed feelings” in the beginning and the word “excited” in the end. They also chose number 7 in the beginning and number 9 in the end.

### 5.3 Theme: Relationship with Peers

Cameron had not started participating in the project, yet. All other students with communication difficulties were present. All mainstream students were present. Drew took part in the project for the first time.

#### *Students with Communication Difficulties*

There was a positive change in the self-assessment of all students with communication difficulties.

**Table 5.8** Answers of students with C.D. about relationship with peers

Student's Name	Beginning		End	
	Ashley	Mixed Feelings	6	Calm
Bailey	Mixed Feelings	6	Calm	7
Casey	Very Excited	10	Very Excited	10
Crane	Mixed Feelings	6	Calm	7
Drew	Excited	8	Very Excited	9
Wen	Worried	3	Mixed Feelings	5

Bailey and Ashley chose the phrase “mixed feelings” in the beginning and the word “calm” in the end (Table 5.8). They also chose number 6 in the beginning and number 7 in the end.

#### *Mainstream Students*

All 5 mainstream students presented a positive change in their self-assessment of their expectations.

**Table 5.9** Answers of mainstream students about relationship with peers

<b>Student's Name</b>	<b>Beginning</b>		<b>End</b>	
Addison (ADD)	Mixed Feelings	6	Calm	7
Brody (BRO)	Mixed Feelings	6	Calm	7
Taylor (TAY)	Worried	6	Mixed Feelings	7
Wylie (WYL)	Worried	6	Mixed Feelings	7
Zaiden (ZAI)	Worried	6	Mixed Feelings	7

Taylor, Wylie and Zaiden chose the answer “worried” in the beginning and the answer “mixed feelings” in the end (Table 5.9). They also chose number 6 in the beginning and the number 7 in the end. Addison and Brody selected the answer “mixed feelings” in the beginning and “calm” in the end. They also chose number 6 in the beginning and number 7 in the end.

#### **5.4 Theme: The new Uniform**

All students with communication difficulties participated and this was the first time that Cameron took part in the group. The second group of mainstream students started taking part apart from Brett who was absent.

#### *Students with Communication Difficulties*

There was a positive change in the self-assessment of all students with communication difficulties.

**Table 5.10** Answers of students with C.D. about the new uniform

<b>Student's Name</b>	<b>Beginning</b>		<b>End</b>	
Ashley (ASH)	Calm	5	Excited	7
Bailey (BAI)	Calm	5	Excited	7
Cameron (CAM)	Excited	9	Very Excited	10
Casey (CAS)	Very Excited	10	Very Excited	10
Crane (CRA)	Excited	8	Very Excited	10
Drew (DRE)	Excited	9	Very Excited	10
Wen (WEN)	Excited	8	Very Excited	10



Wen, Crane, Drew and Cameron chose in the beginning the word “excited” and in the end the phrase “very excited” (Table 5.10). The first two chose in the beginning number 8 and in the end number 10. The last two chose in the beginning number 9 and in the end number 10. Ashley and Bailey chose the word “calm” in the beginning and the word “excited” in the end. They also chose number 5 in the beginning and 7 in the end. Bailey gave the oral explanation that BAI was worried about the texture of the clothes.

### *Mainstream Students*

There was a positive change in the assessment of most students while some of them repeated the same answer and they gave an oral explanation about this.

**Table 5.11** Answers of mainstream students about the new uniform

Student’s Name	Beginning		End	
	Word	Number	Word	Number
Alexis (ALE)	Excited	9	Very Excited	10
Blair (BLA)	Calm	6	Calm	6
Coby (COB)	Calm	6	Calm	6
Jamie (JAM)	Calm	6	Calm	6
Jerry (JER)	Excited	9	Excited	9
Teagan (TEA)	Excited	9	Very Excited	10

Teagan and Alexis chose in the beginning the word “excited” and in the end the phrase “more excited” (Table 5.11). They also chose the numbers 9 in the beginning and 10 in the end. Blair, Coby and Jamie chose the word “calm” and the number 6 both in the beginning and in the end. Jerry gave the explanation that JER already knew about the school uniform from an older brother. The other boys said that they were not either worried or excited about this topic in general.

### **5.5 Theme: New teachers**

All students of the social art group were present.

### *Students with Communication Difficulties*

There was a positive change in the self-assessment of all students.

**Table 5.12** Answers of students with C.D. about the new teachers

Student's Name	Beginning		End	
	Ashley (ASH)	Mixed Feelings	5	Calm
Bailey (BAI)	Calm	6	Excited	7
Cameron (CAM)	Excited	8	Very Excited	9
Casey (CAS)	Excited	9	Very Excited	10
Crane (CRA)	Excited	7	Very Excited	8
Drew (DRE)	Excited	7	Very Excited	9
Wen (WEN)	Calm	6	Excited	7

Cameron, Casey, Crane and Drew chose in the beginning the word “excited” and in the end the phrase “very excited” (Table 5.12). Wen and Bailey made the same choices; in the beginning they selected the word “calm” and number 6 and in the end the word “excited” and number 7. Ashley made the most ‘reluctant’ choices of all children in this group, as ASH selected the phrase “mixed feelings” in the beginning and the word “calm” in the end. The numbers he selected were also the lower given in this group: 5 in the beginning and 6 in the end.

#### *Mainstream Students*

There was a positive change in the self-assessment of most students. Some of them repeated the same answer and they gave oral explanations about this.

**Table 5.13** Answers of mainstream students about the new teachers

Student's Name	Beginning		End	
	Alexis (ALE)	Mixed Feelings	5	Calm
Blair (BLA)	Calm	6	Excited	7
Brett (BRE)	Calm	6	Excited	7
Coby (COB)	Calm	5	Calm	5
Jamie (JAM)	Calm	5	Calm	6
Jerry (JER)	Mixed Feelings	5	Calm	6
Teagan (TEA)	Calm	6	Excited	7

Teagan, Brett and Blair chose in the beginning the word “calm” and in the end the word “excited” (Table 5.13). They also chose number 6 in the beginning and 7 in the end. Jerry and Alexis chose the phrase “mixed feelings” in the beginning and the word “calm” in the end. They also chose number 5 in the beginning and number 6 in the end. Coby and Jamie chose the word “calm” in the beginning and in the end. Jerry gave the oral explanation about Jerry’s worries that teachers in the secondary school may be strict. Coby said that COB was going to study hard and that teachers would not really make any important difference. COB also said that they needed to get to know them personally.

### 5.6 Theme: Lunchtime

All students were present. This theme was suggested by students themselves.

#### *Students with Communication Difficulties*

There was a positive change in the self-assessment of concerns and expectations of all students.

**Table 5.14** Answers of students with C.D. about lunchtime

Student’s Name	Beginning		End	
	Word	Number	Word	Number
Ashley (ASH)	Mixed Feelings	5	Calm	7
Bailey (BAI)	Excited	7	Very Excited	8
Cameron (CAM)	Excited	8	Very Excited	9
Casey (CAS)	Very Excited	10	Very Excited	10
Crane (CRA)	Excited	7	Very Excited	8
Drew (DRE)	Excited	8	Very Excited	9
Wen (WEN)	Worried	3	Calm	5

Crane, Bailey, Drew and Cameron chose the word “excited” in the beginning and the phrase “very excited” in the end (Table 5.14). Crane and Bailey chose number 7 in the beginning and number 8 in the end. Drew and Cameron chose number 8 in the beginning and number 9 in the end.

### *Mainstream Students*

There was a positive change in the self-assessment of all students.

**Table 5.15** Answers of mainstream students about lunchtime

<b>Student's Name</b>	<b>Beginning</b>		<b>End</b>	
Alexis (ALE)	Calm	5	Excited	7
Blair (BLA)	Excited	9	Very Excited	10
Brett (BRE)	Excited	9	Very Excited	10
Coby (COB)	Calm	6	Excited	8
Jamie (JAM)	Calm	6	Excited	8
Jerry (JER)	Excited	8	Very Excited	10
Teagan (TEA)	Excited	8	Very Excited	10

Teagan, Jerry, Brett and Blair chose in the beginning the word “excited” and in the end the phrase “very excited” (Table 5.15). Teagan and Jerry chose number 8 in the beginning and number 10 in the end. Brett and Blair chose number 9 in the beginning and number 10 in the end. Alexis, Coby and Jamie chose the word “calm” in the beginning and the word “excited” in the end. Coby and Jamie chose number 6 in the beginning and number 8 in the end.

### **5.7 Theme: Subjects**

All students with communication difficulties were present. Brett was absent in the second session so there could not be any results about him in relation to this theme.

### *Students with Communication Difficulties*

All students with communication difficulties reported a positive change in their self-assessment of concerns and expectations.

**Table 5.16** Answers of students with C.D. about subjects

Student's Name	Beginning		End	
	Ashley (ASH)	Mixed Feelings	4	Calm
Bailey (BAI)	Excited	8	Very Excited	9
Cameron (CAM)	Very Worried	4	Worried	6
Casey (CAS)	Excited	8	Very Excited	9
Crane (CRA)	Excited	7	Very Excited	9
Drew (DRE)	Mixed Feelings	4	Calm	6
Wen (WEN)	Excited	7	Very Excited	9

Wen, Crane, Bailey and Casey chose in the beginning the word “excited” and in the end the phrase “very excited” (Table 5.16). The first 2 chose in the beginning number 7 and in the end number 9. Bailey and Casey chose in the beginning number 8 and in the end number 9. Ashley and Drew selected in the beginning the phrase “mixed feelings” and in the end the word “calm”. They also selected the first time number 4 and the second time number 6. Drew and Cameron expressed orally in the circle of friends their concerns about the new subjects. Cameron explained that subjects would become more difficult and that in secondary school teachers do not know students personally very well. Cameron also added that teachers in secondary school are less helpful than teachers in the elementary school.

#### *Mainstream Students*

Most students reported a positive change in relation to their concerns and expectations.

**Table 5.17** Answers of mainstream students about subjects

Student's Name	Beginning		End	
	Alexis (ALE)	Worried	5	Calm
Blair (BLA)	Calm	5	Excited	7
Coby (COB)	Calm	5	Excited	7
Jamie (JAM)	Excited	8	Excited	8
Jerry (JER)	Calm	5	Excited	7
Teagan (TEA)	Worried	5	Calm	6

Teagan and Alexis chose in the beginning the word “worried” and in the end the word “calm” (Table 5.17). Jerry, Blair and Coby selected the first time the word “calm” and the second time the word “excited”. All of them also chose the first time number 5 and the second time number 7.

### 5.8 Theme: Secondary School Building (Interior)

Ashley was absent in the first session and Coby was absent in the second session. Therefore there are no results for both of them.

#### *Students with Communication Difficulties*

Again there was a positive change in the self-assessment of all students.

**Table 5.18** Answers of students with C.D. about secondary school building (interior)

<b>Student’s Name</b>	<b>Beginning</b>		<b>End</b>	
Bailey (BAI)	Excited	9	Very Excited	10
Cameron (CAM)	Mixed Feelings	6	Very Excited	10
Casey (CAS)	Very Excited	10	Very Excited	10
Crane (CRA)	Excited	9	Very Excited	10
Drew (DRE)	Excited	9	Very Excited	10
Wen (WEN)	Excited	9	Very Excited	10

Wen, Crane, Bailey and Drew chose in the beginning the word “excited” and in the end the phrase “very excited” (Table 5.18). All of them selected in the beginning number 9 and in the end number 10.

#### *Mainstream Students*

There was a positive change in the self-assessment of all students.

**Table 5.19** Answers of mainstream students about secondary school building (interior)

Student's Name	Beginning		End	
	Alexis (ALE)	Calm	6	Very excited
Blair (BLA)	Excited	8	Very Excited	10
Brett (BRE)	Excited	7	Very Excited	9
Jamie (JAM)	Calm	7	Very Excited	10
Jerry (JER)	Excited	8	Very Excited	10
Teagan (TEA)	Excited	7	Very Excited	9

Teagan, Jerry, Brett and Blair chose the word “excited” the first time and the phrase “very excited” the second time (Table 5.19). Teagan and Brett selected number 7 the first time and number 9 the second time. Jerry and Blair chose number 8 the first time and number 10 the second time. Jamie and Alexis selected the word “calm” the first time and the phrase “very excited” the second time.

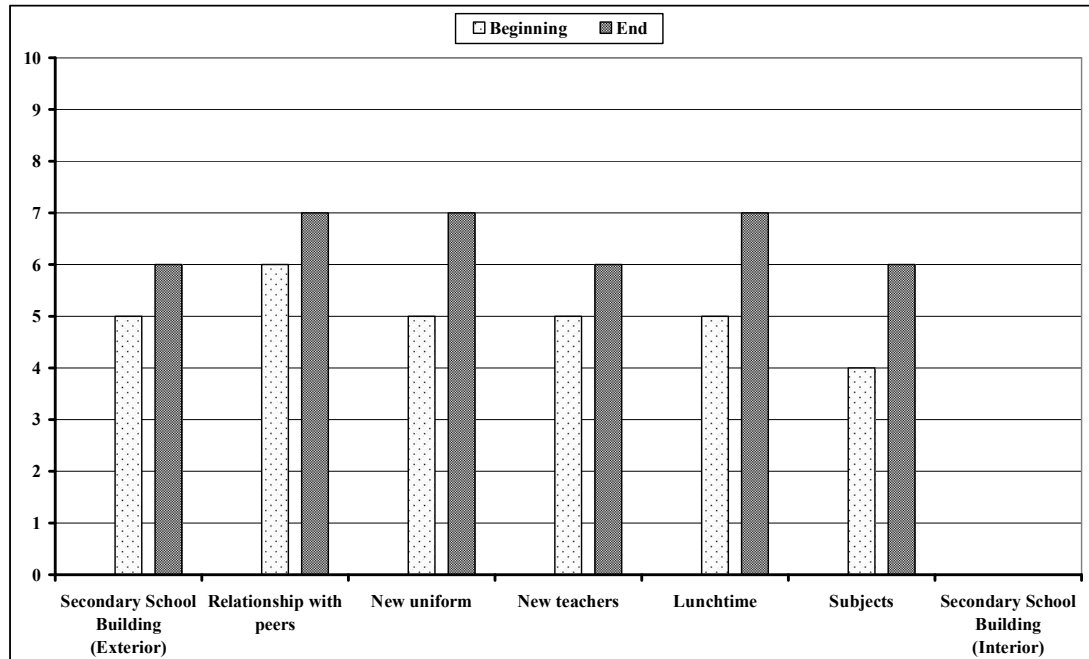
### **5.9 Overall Graph for Each Student**

An overall graph will be presented for each student who participated in the social art group. Students are divided in 3 groups: students with communication difficulties, mainstream students- first group, mainstream students- second group.

#### **5.9.1 Graphs of Students with Communication Difficulties**

The members of this subgroup are: Ashley, Bailey, Cameron, Casey, Crane, Drew and Wen.

## Ashley

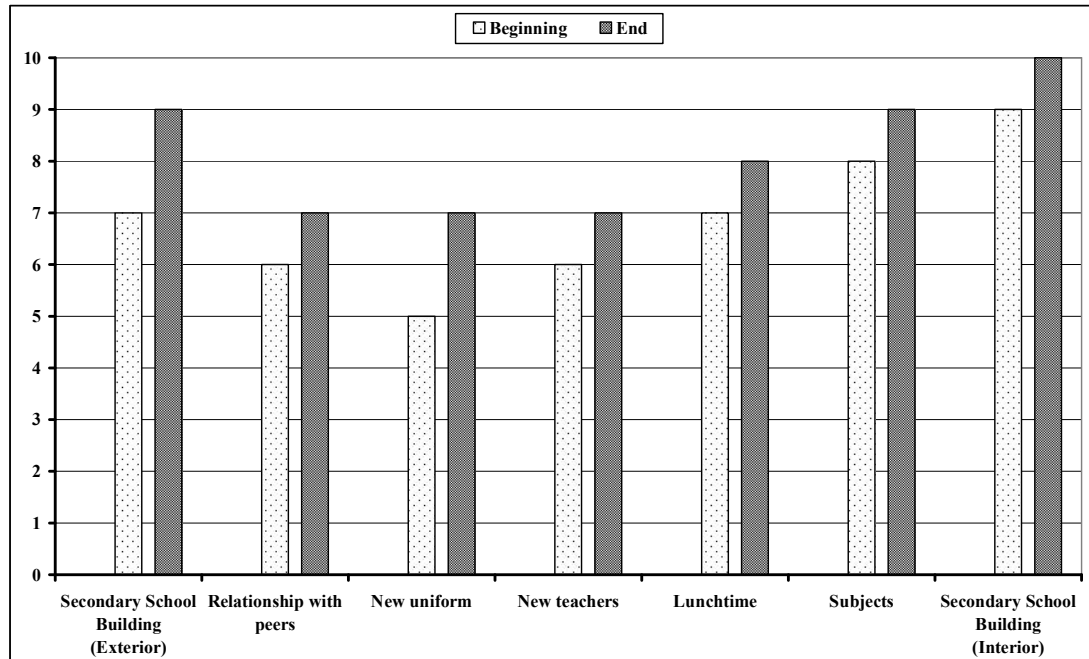


**Figure 5.1** Ashley's answers in all themes at the beginning and at the end

There are research data about Ashley in relation to the first 6 themes (Figure 5.1). In all cases there is a positive change in Ashley's self-assessment. In the following 3 topics there is a change of 1 level: secondary school building (exterior), relationship with peers, new teachers. Change of 2 levels is reported in 3 themes: new uniform, lunchtime and new subjects. The range of Ashley's choices is 4-7. Ashley was the only child who did not give a higher number than 7 in Ashley's answers regarding all themes.



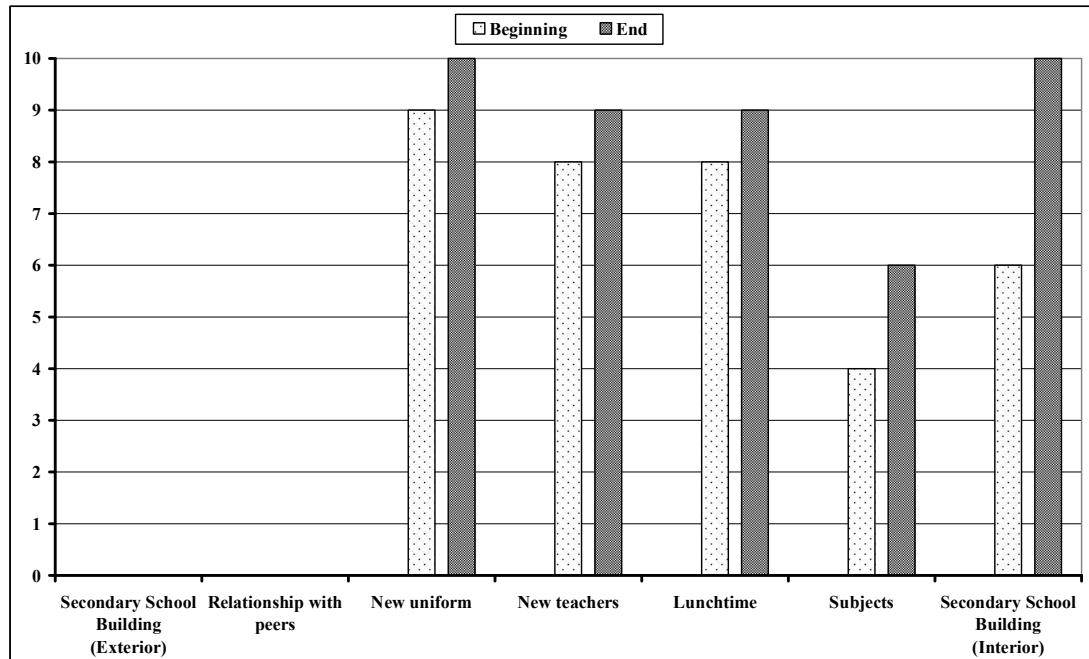
## Bailey



**Figure 5.2** Bailey's answers in all themes at the beginning and at the end

For Bailey there are research data about all themes (Figure 5.2). There is a positive change in Bailey's self-assessment of all themes. For 5 themes there is a change of 1 level (relationship with peers, new teachers, lunchtime, new subjects, secondary school building- interior). Change of 2 levels is reported in the following 2 themes: secondary school building- exterior, new uniform. The range of Bailey's choices is 5-10.

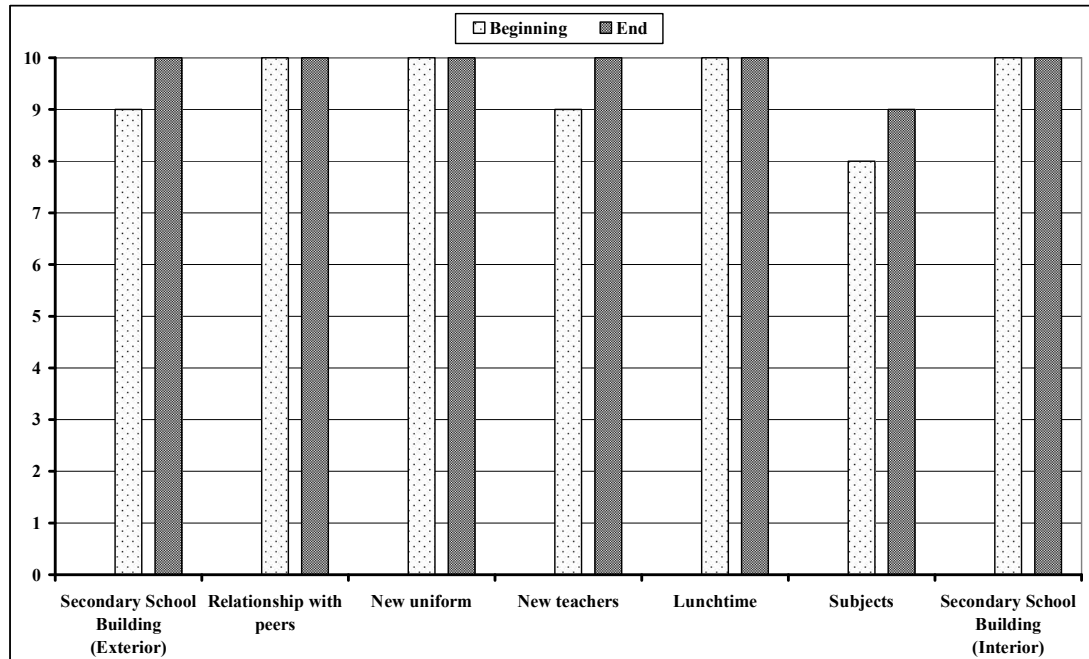
## Cameron



**Figure 5.3** Cameron's answers in all themes at the beginning and at the end

It was possible to make a comparison of Cameron's answers in the final 5 themes (Figure 5.3). In 3 themes there was a positive change of 1 level (new uniform, new teachers and lunchtime). In relation to 'new subjects' there was a positive change of 2 levels, while in the theme 'secondary school building-interior' there is a remarkable positive change of 4 levels. The range of Cameron's choices is 4-10. In 2 themes ('new uniform' and 'secondary school building-interior') Cameron's final choice is 10.

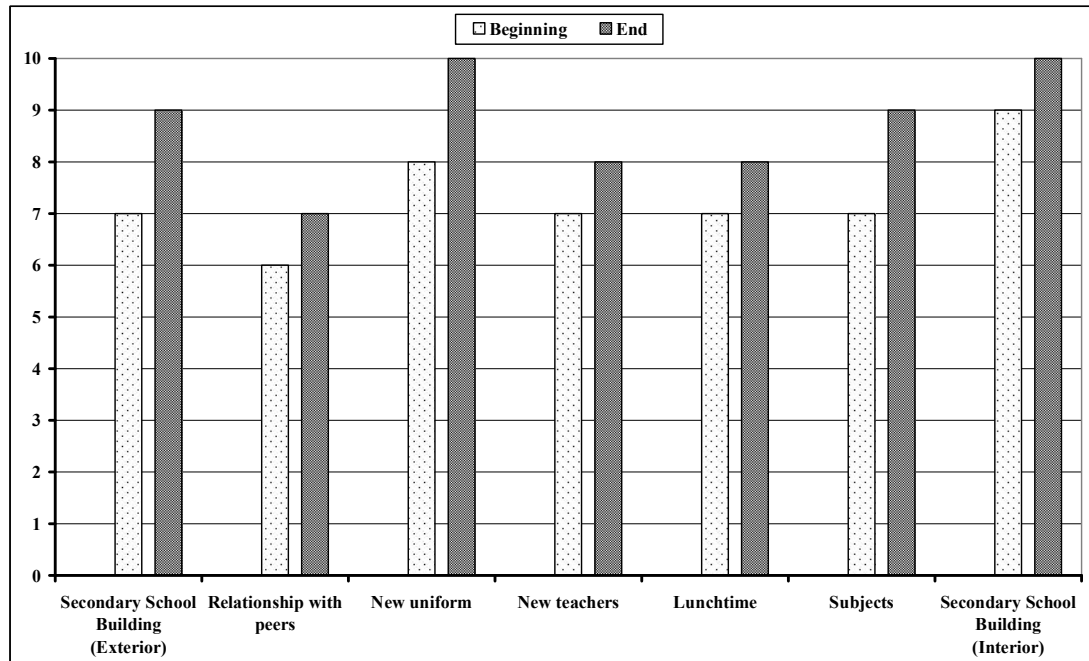
## Casey



**Figure 5.4** Casey's answers in all themes at the beginning and at the end

There are research data for Casey about all themes (Figure 5.4). In Casey's answers either there is a positive change of 1 level or there is not any change at all. Positive change of 1 level is reported in the following themes: secondary school building-exterior, new teachers and new subjects. In the topics 'relationship with peers', 'new uniform', 'lunchtime' and 'secondary school building-interior' Casey chose from the very beginning number 10 and Casey's answer remained the same at the second time. The range of Casey's choices is 8-10.

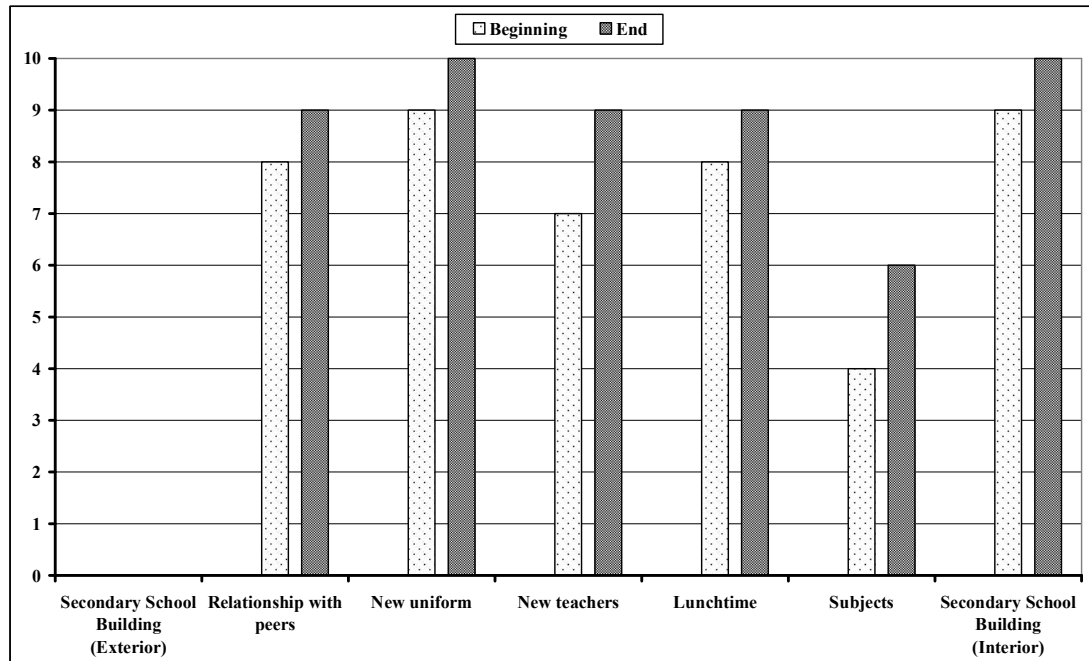
## Crane



**Figure 5.5** Crane's answers in all themes at the beginning and at the end

For Crane there are research data in relation to all themes (Figure 5.5). There is either a positive change of 1 or 2 levels. For the following 4 themes there is a positive change of 1 level: relationship with peers, new teachers, lunchtime and secondary school building- interior. While there is a positive change of 2 levels for the topics 'secondary school building- exterior', 'new uniform' and 'new subjects'. The range of Crane's answers is 6-10.

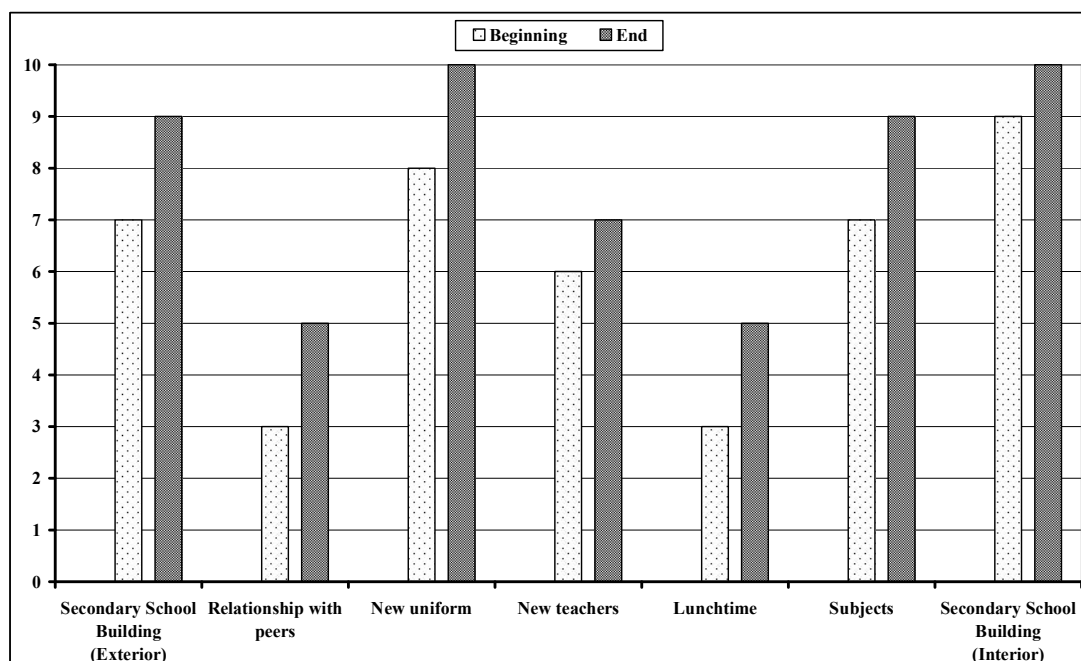
## Drew



**Figure 5.6** Drew's answers in all themes at the beginning and at the end

It was possible to compare Drew's answers in the final 6 themes (Figure 5.6). In 4 themes there was a positive change of 1 level ('relationship with peers', 'new uniform', 'lunchtime' and 'secondary school building-interior'). In relation to the themes 'new teachers' and 'new subjects' there was a positive change of 2 levels. Drew was most worried about new subjects. Drew's range of answers is 4-10.

## Wen



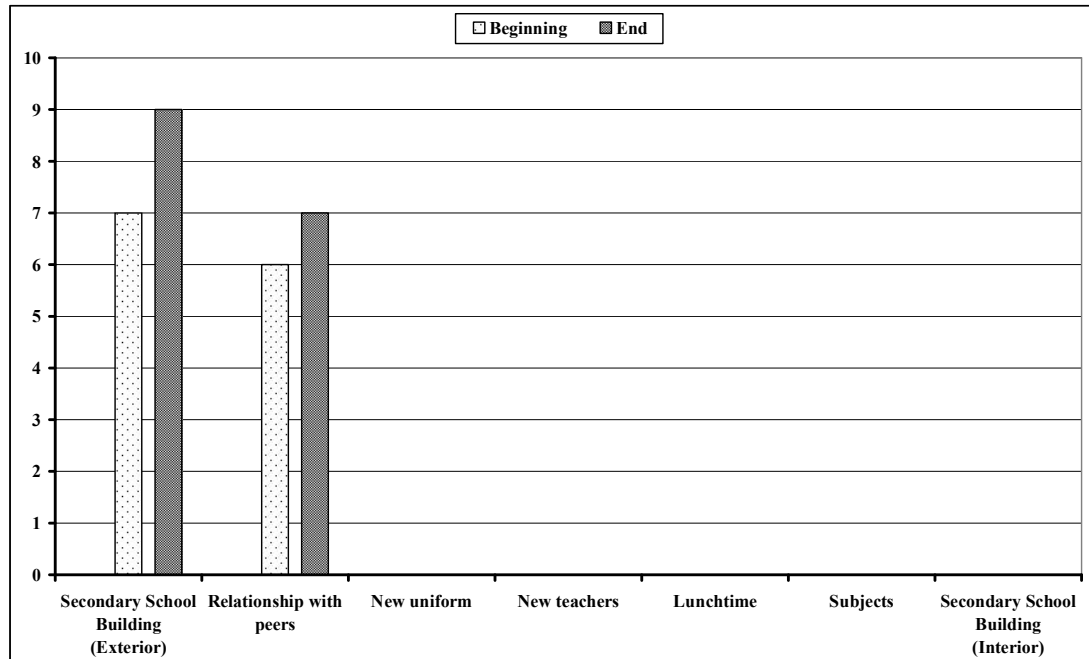
**Figure 5.7** Wen's answers in all themes at the beginning and at the end

There are research data about Wen regarding all themes (Figure 5.7). There is a positive change of 2 levels in 4 themes: secondary school- exterior, relationship with peers, new uniform, lunchtime and new subjects. Positive change of 1 level is reported in relation to 2 themes: 'new teachers' and 'secondary school building-interior'. Wen was most worried about relationship with peers and lunchtime. It is interesting to underline the fact that what worried this child about lunchtime were again peer relationships, according to Wen's oral explanations. Wen's range of answers is 3-10. Number 3 was the lower number which was selected in the whole research project and this choice was made only by Wen.

### 5.9.2 Graphs of Mainstream Students: First Group

The members of this subgroup are: Addison, Brody, Taylor, Wylie and Zaiden. For all of these children there are research data for the two first themes: ‘secondary school building- exterior’ and ‘relationship with peers’.

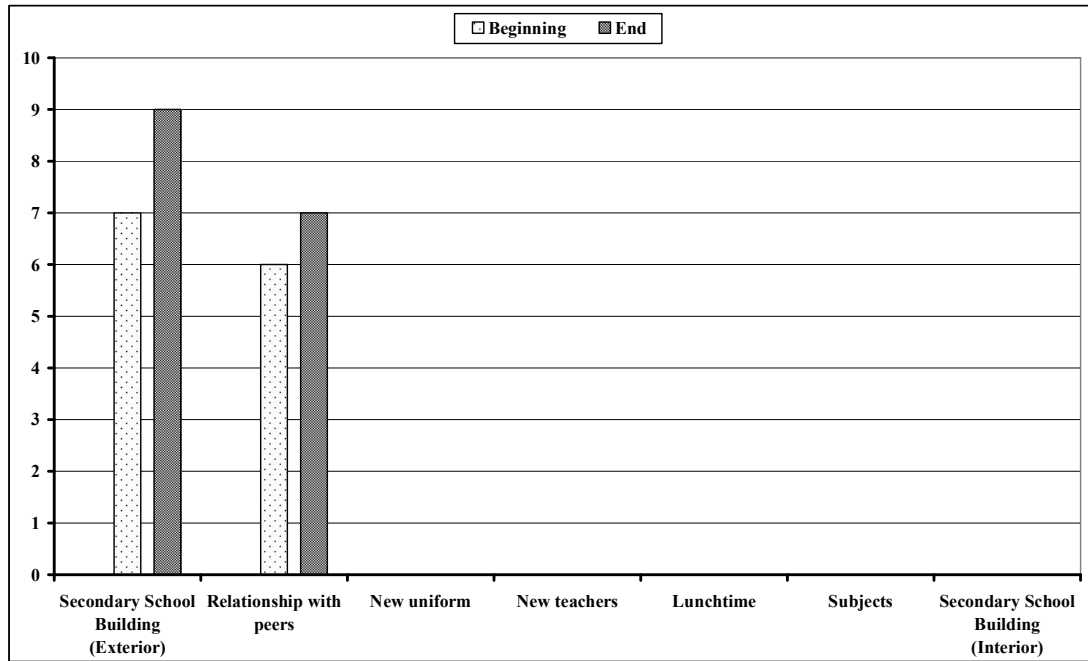
#### Addison



**Figure 5.8** Addison’s answers in all themes at the beginning and at the end

For both themes there is a positive change (Figure 5.8). Regarding the theme ‘secondary school building-interior’ there is a change of 2 levels, while for the theme ‘relationship with peers’ there is a change of 1 level. The range of answers is 6-9.

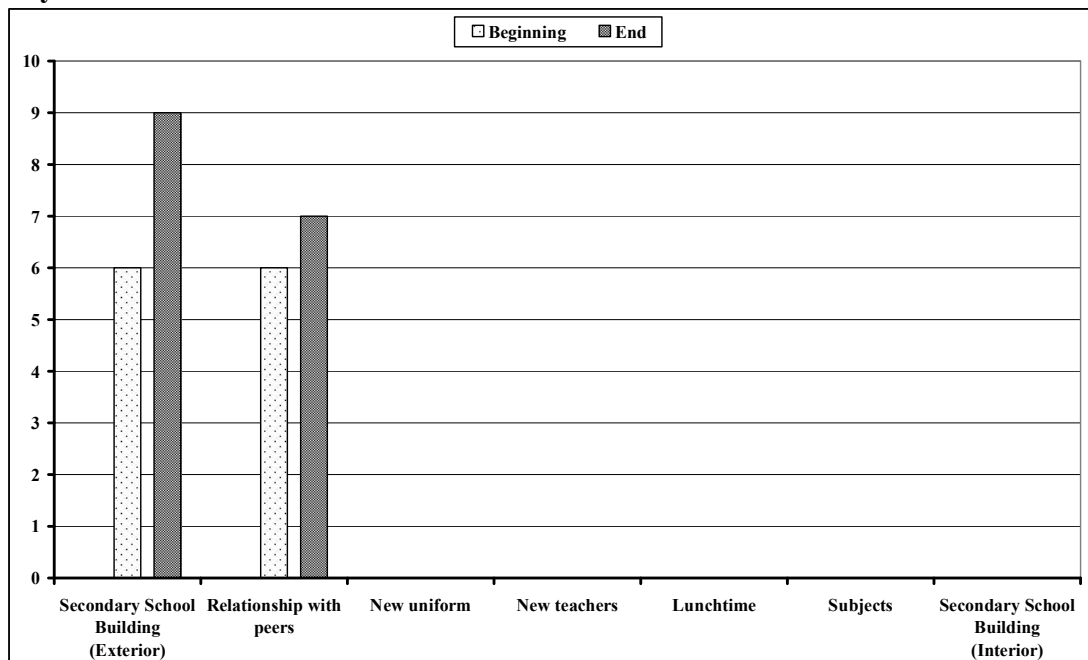
## Brody



**Figure 5.9** Brody's answers in all themes at the beginning and at the end

Brody gave exactly the same answers as Addison (Figure 5.9).

## Taylor



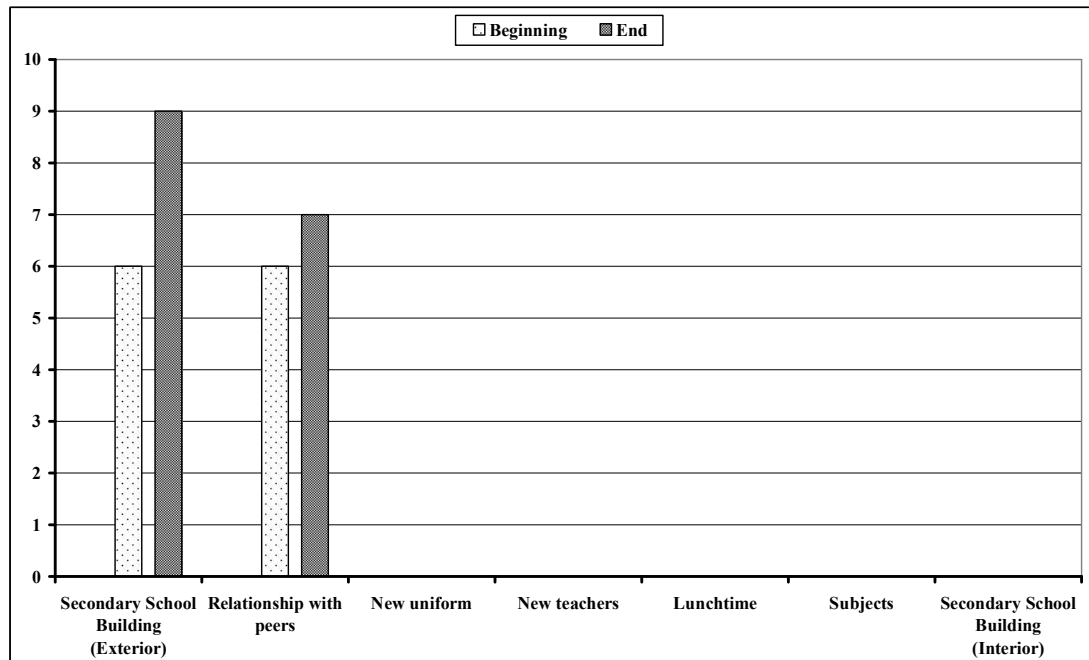
**Figure 5.10** Taylor's answers in all themes at the beginning and at the end

There is a positive change regarding both themes (Figure 5.10). For the first theme ('secondary school building- exterior') there is a remarkable change of 3



levels. For the second theme ('relationship with peers') there is a change of 1 level. The range of Taylor's answers is 6-9.

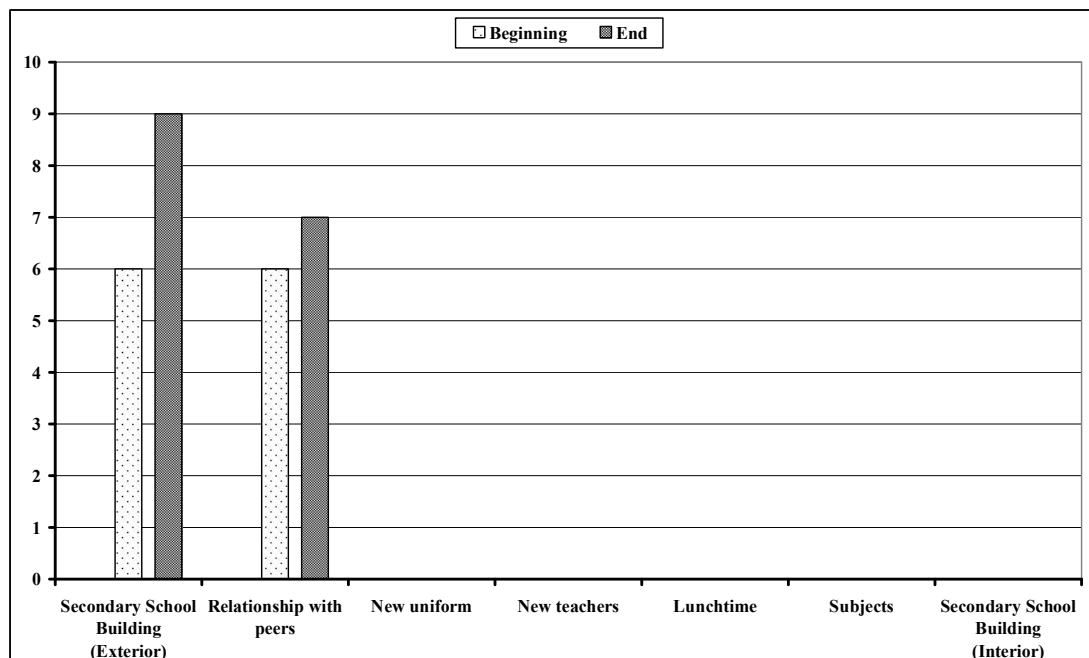
### Wylie



**Figure 5.11** Wylie's answers in all themes at the beginning and at the end

Wylie gave exactly the same answers as Taylor (Figure 5.11).

### Zaiden



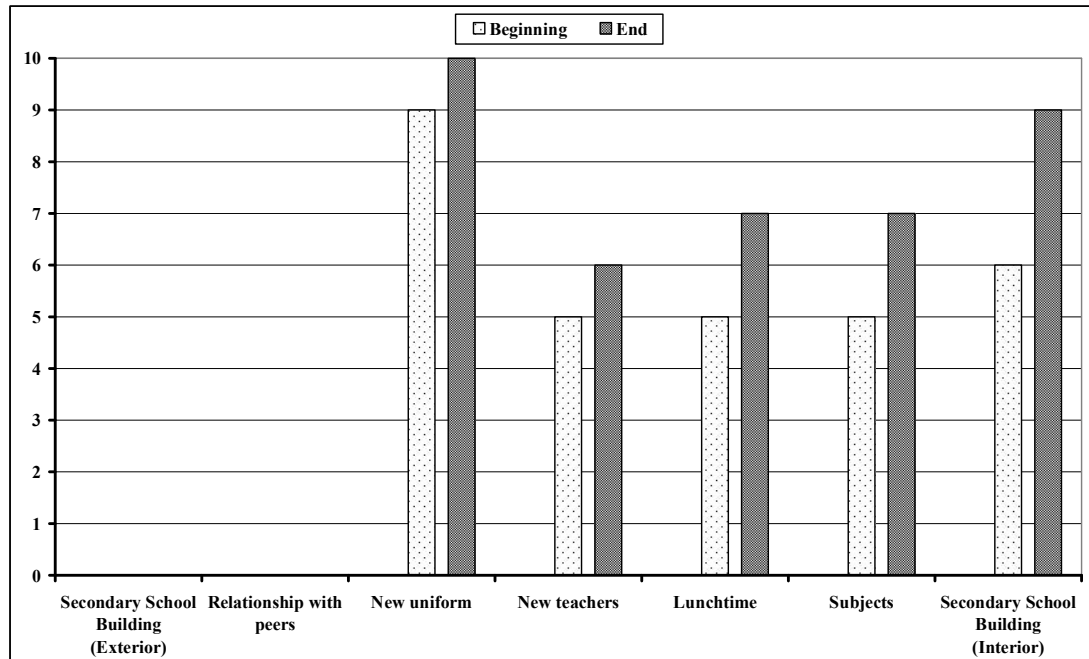
**Figure 5.12** Zaiden's answers in all themes at the beginning and at the end

Zaiden gave exactly the same answers as Taylor and Wylie (Figure 5.12).

### 5.9.3 Graphs of Mainstream Students: Second Group

Members of this subgroup are: Alexis, Blair, Brett, Jamie, Jerry and Teagan.

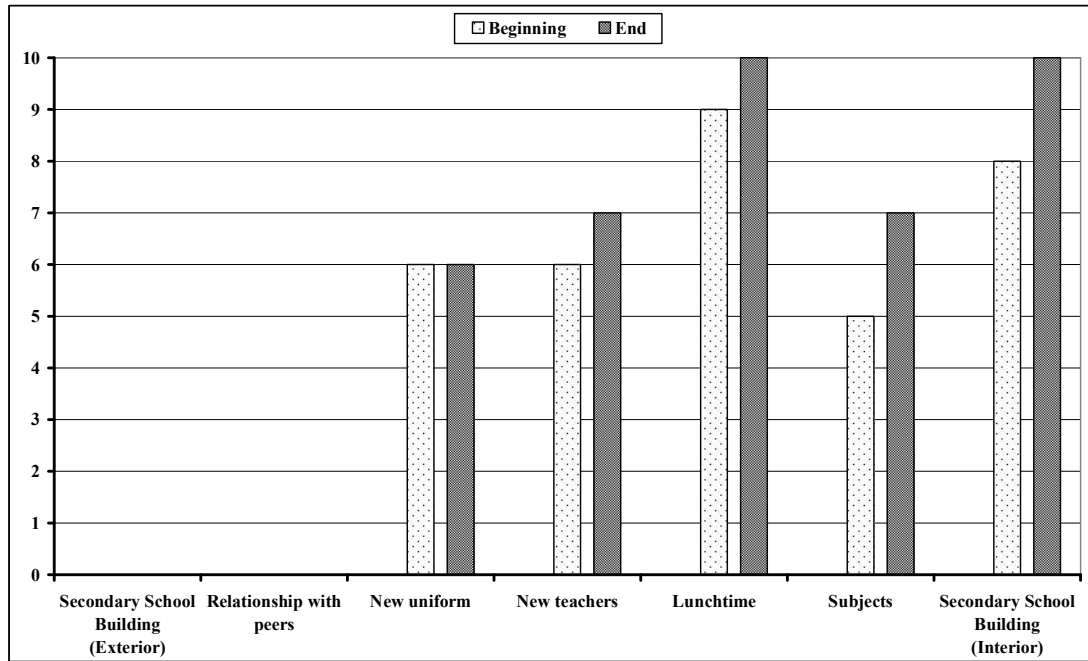
#### Alexis



**Figure 5.13** Alexis's answers in all themes at the beginning and at the end

There are research data about Alexis in relation to all final five themes (Figure 5.13). For 2 themes there was a positive change of 1 level ('new uniform', 'new teachers'). For the themes 'lunchtime' and 'new subjects' there was a positive change of 2 levels and for the theme 'secondary school building- interior' there was a positive change of 3 levels. Alexis was looking forward to wearing the new uniform. The range of this child's answers is 5-10.

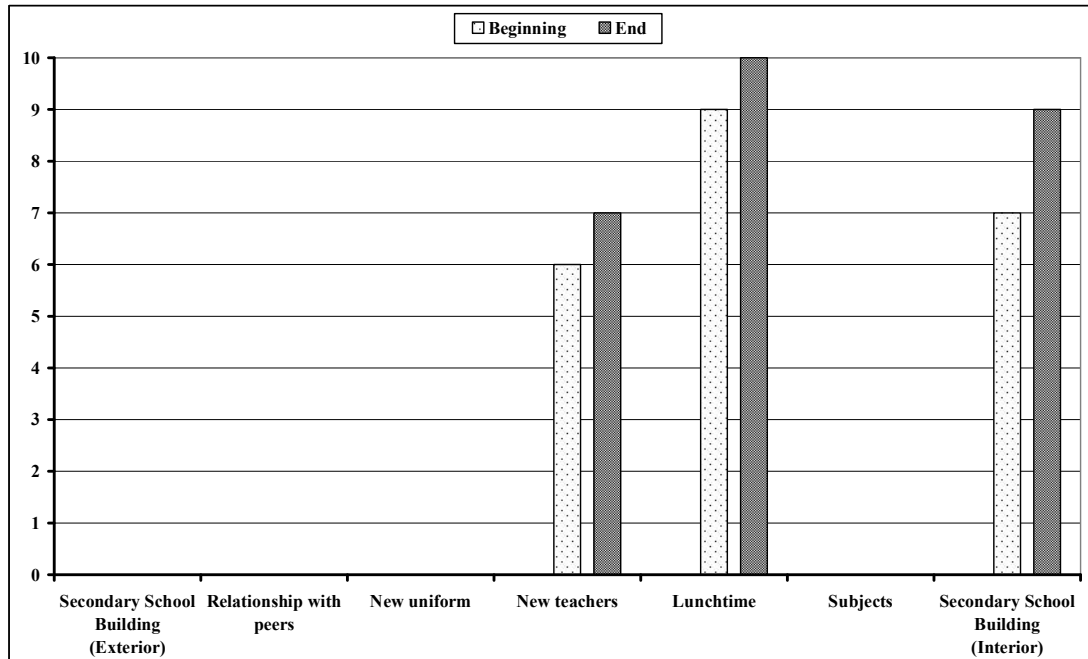
## Blair



**Figure 5.14 Blair's answers in all themes at the beginning and at the end**

For Blair there are research data about all five final themes (Figure 5.14). For 3 themes ('new uniform', 'new teachers' and 'lunchtime') there is a positive change of 1 level. For the 2 final themes ('new subjects' and 'secondary school building-interior') there is a positive change of 2 levels. Blair was more worried about new subjects and was more excited about lunchtime. The range of Blair's answers is 5-10.

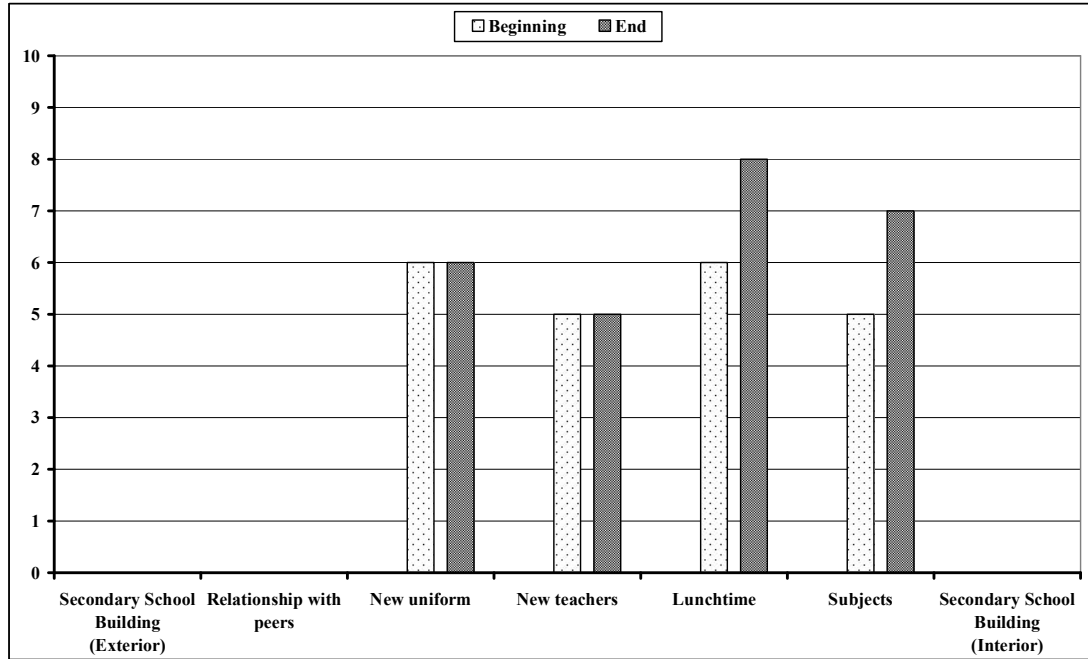
## Brett



**Figure 5.15** Brett's answers in all themes at the beginning and at the end

There are enough research data about 3 themes in relation to Brett (Figure 5.15). These themes are 'new teachers', 'lunchtime' and 'secondary school building-interior'. Regarding the first 2 themes there was a positive change of 1 level. On the topic of the secondary school building there was a positive change of 2 levels. Brett was more worried about new teachers and was more excited about lunchtime. The range of Brett's answers is 6-10.

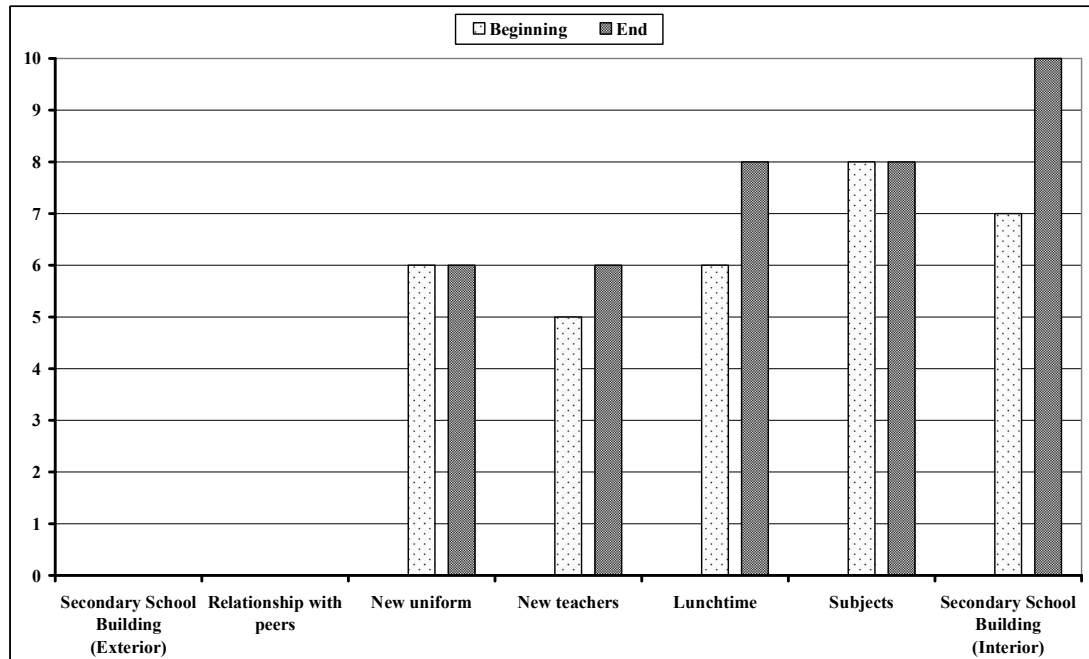
## Coby



**Figure 5.16** Coby's answers in all themes at the beginning and at the end

There are enough research data about 4 themes in relation to Coby: new uniform, new teachers, lunchtime and new subjects (Figure 5.16). Regarding two themes Coby's answer was the same at the beginning and at the end. These themes were 'new uniform' and 'new teachers'; and the numbers COB selected in these themes were not high, 6 and 5 respectively. Concerning the next two themes ('lunchtime' and 'new subjects') there was a positive change of 2 levels. Coby's range of answers was 6-8 and it was a rather low range in comparison with the range of answers of most participants.

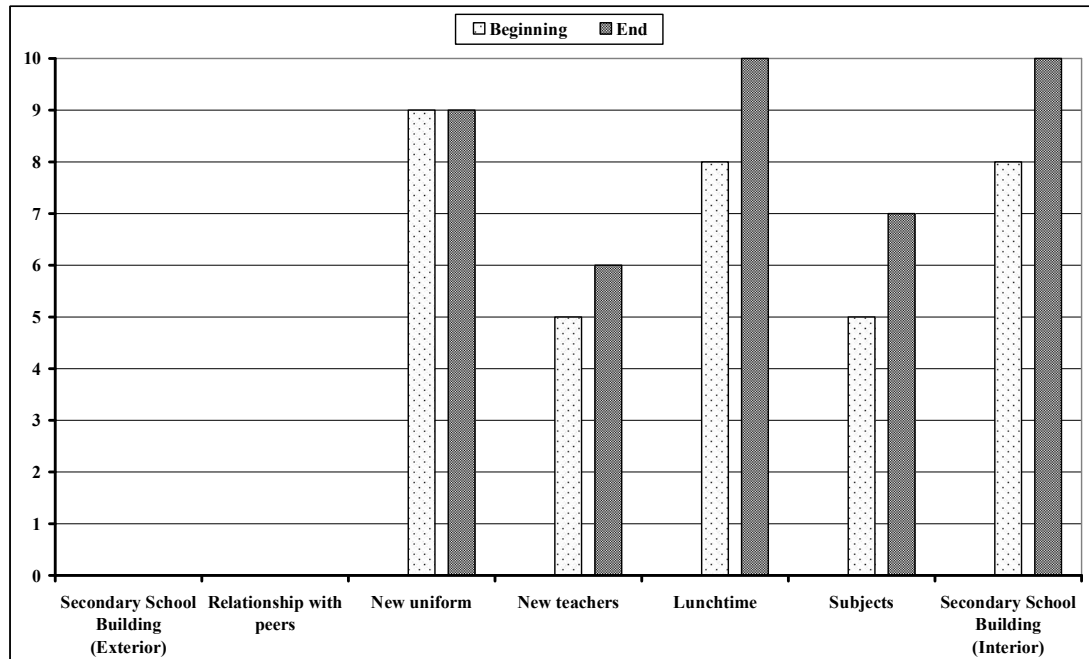
## Jamie



**Figure 5.17** Jamie's answers in all themes at the beginning and at the end

There are research data about all five final themes in relation to Jamie (Figure 5.17). In 2 themes Jamie gave the same answer at the beginning and at the end. These themes were: the new uniform and the new subjects. There was a positive change of 1 level regarding the theme 'new teachers', a positive change of 2 levels in relation to the theme 'lunchtime' and a positive change of 3 levels concerning the theme secondary school building (interior). Therefore there is a remarkable variation in Jamie's responses. The range of Jamie's answers is 6-10.

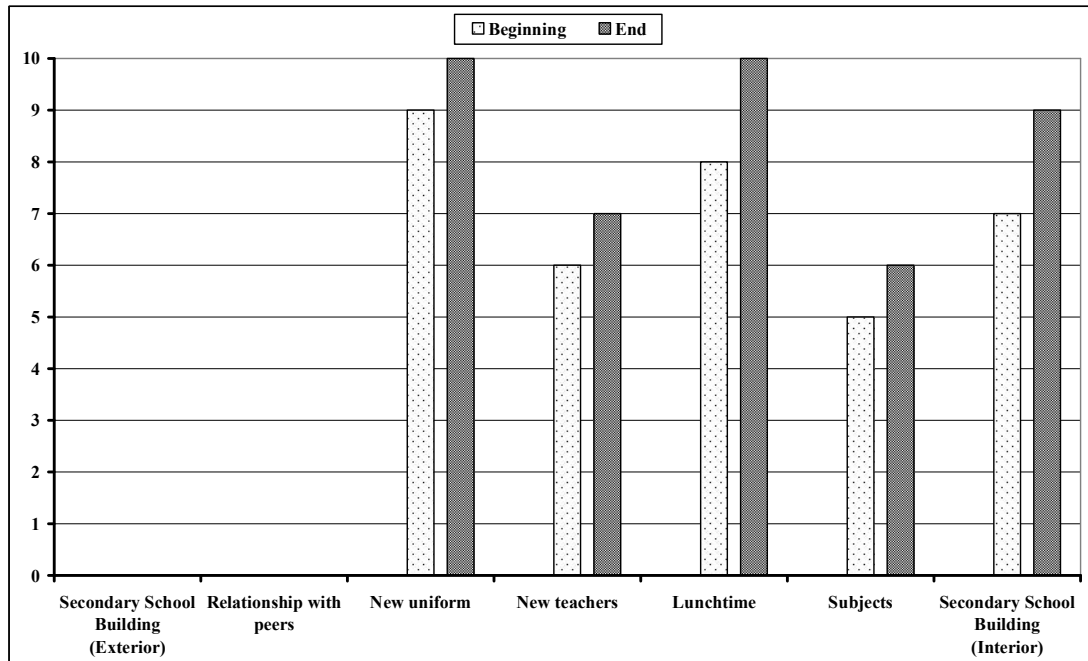
## Jerry



**Figure 5.18** Jerry's answers in all themes at the beginning and at the end

There are research data about all five final themes regarding Jerry (Figure 5.18). In the theme of 'new uniform' Jerry's final answer was the same as Jerry's initial. There was a positive change of 1 level regarding the theme of 'new teachers'. There was also a positive change of 2 levels concerning the final 3 themes: lunchtime, new subjects and secondary school building (interior). The range of Jerry's answers was 5-10.

## Teagan



**Figure 5.19** Teagan's answers in all themes at the beginning and at the end

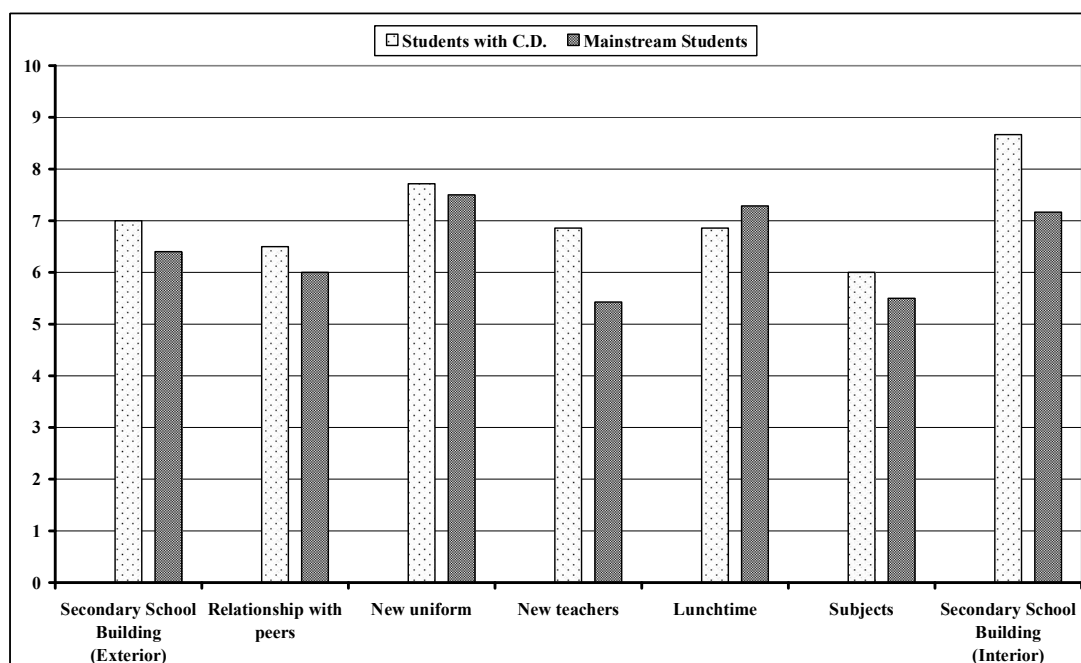
There are research data about all five final themes in relation to Teagan (Figure 5.19). There was a positive change in all these themes. In 3 themes there was a positive change of 1 level; these themes were: new uniform, new teachers and new subjects. Furthermore, there was a positive change of 2 levels regarding 2 themes: lunchtime and secondary school building (interior). Teagan was more worried about the new subjects and was more excited about the new uniform. Teagan's range of answers was 5-10.



## 5.10 Overall Graphs for All Students

In the following graphs students are being divided in 2 categories: students with communication difficulties/ autism and mainstream peers.

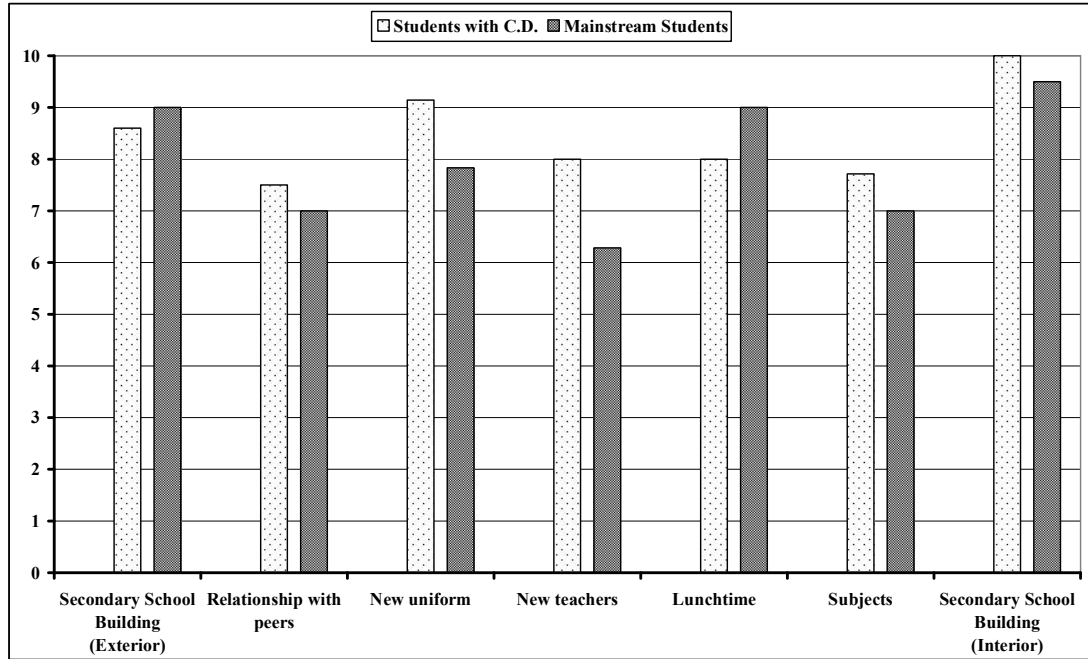
### *Beginning Emotional Level*



**Figure 5.20** Averages of beginning emotional level for students with C.D. and mainstream students in relation to each theme.

In 6 topics students with C.D. have a higher average emotional level than mainstream students (Figure 5.20). These topics are: ‘secondary school building (exterior)’, ‘relationship with peers’, ‘new uniform’, ‘new teachers’, ‘subjects’ and ‘secondary school building (interior)’. Only in the topic ‘lunchtime’ the average emotional level of mainstream peers is higher than the average emotional level of students with C.D. The differences in the averages of these 2 groups are not great. The greater differences have been found in 2 topics: ‘secondary school building (interior)’ and ‘new teachers’. Averages vary from 5.43 to 8.67.

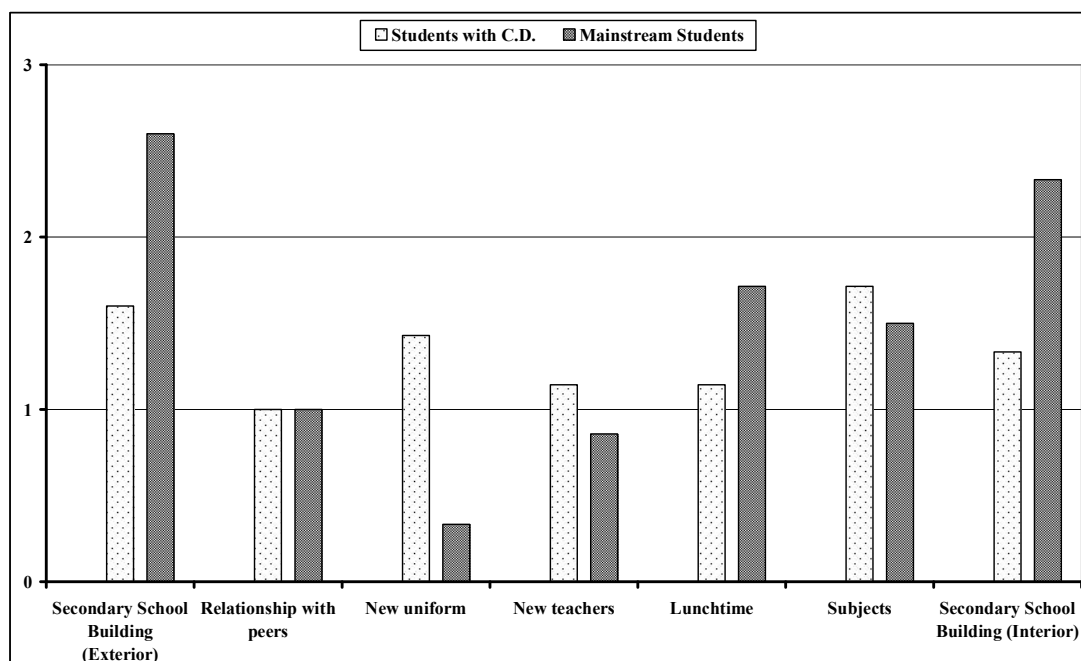
### *Final Emotional Level*



**Figure 5.21** Averages of final emotional level for students with C.D. and mainstream students in relation to each theme.

Again in most topics students with C.D. have a higher average emotional level than mainstream students; these 5 topics are: ‘relationship with peers’, ‘new uniform’, ‘new teachers’, ‘subjects’ and ‘secondary school building (interior)’ (Figure 5.21). In 2 topics the average emotional level of mainstream peers is higher than the equivalent emotional level of students with C.D.; these 2 topics are the following: ‘secondary school building (exterior)’ and ‘lunchtime’. It is worth noting that the averages of the final emotional level are higher than the equivalent averages of the beginning emotional level for both groups in relation to all topics. Averages vary in this case from 6.29 to 10.

## Extent of Emotional Change



**Figure 5.22** Average extent of emotional change for students with C.D. and mainstream students in relation to each theme.

In 1 topic, ‘relationship with peers’, the average extent of emotional change was exactly the same for both groups (Figure 5.22). In 3 topics, the average extent of emotional change was greater for students with C.D. than their mainstream peers; these 3 topics were the following: ‘new uniform’, ‘new teachers’ and ‘subjects’. On the contrary, in 3 topics the average extent of emotional change was greater for mainstream students than students with C.D.: these 3 topics were ‘secondary school building (exterior)’, ‘lunchtime’ and ‘secondary school building (interior)’. The greater differences between the equivalent averages for students with C.D. and mainstream students have been found in relation to 4 topics: ‘new uniform’ (1.1), ‘secondary school building (exterior)’ (1), ‘secondary school building (interior)’ (1) and ‘lunchtime’ (0.57).

### 5.11 Overall and Comparative Comments

There was a positive change in the answers given by all students almost in all cases. Mostly students’ choices show a rise of 1 ‘level’ in the scale. In some cases there is a rise of 2 or more levels. The bigger change between the first and the second answer was given in the question about the interior of the school building. In that

case there was a change of 3 levels in 3 students and of 4 levels in 1 student. There was not any negative change reported in relation to students' concerns and expectations but in few cases there was not any change at all. Furthermore, it could be noted that students chose a number which was relevant to the word or phrase they selected. So they achieved to understand properly the use of these 'scales'.

Other remarks which could be made are the following:

- For most students peer relationships seemed to be a matter of concern. All girls (3 mainstream and 1 with communication difficulties) expressed in their written comments their fear about bullying. In relation to the lunch time the girl with communication difficulties expressed intense concern about peer relationships. She shared her worries with the group orally, too.
- New teachers and new subjects caused the concern of some students in both groups, as they were afraid that secondary school may be much more difficult than elementary school. However the majority of students with communication difficulties had more positive expectations about their new teachers than their mainstream peers.
- In relation to the group of students with communication difficulties Casey gave systematically very positive answers while Ashley gave systematically less positive answers.
- In the first group of mainstream students it was obvious that in all cases all girls gave the same answer and that both boys chose the same answer.
- All students were very interested to learn how they could buy their lunch in the secondary school.
- About the topic of the school uniform it is worth noting that one high functioning student with autism raised the matter of the texture of the uniform. The sensory sensitivity of this child was also obvious by the fact that he needed gloves in order to use some materials during art activities.