

Chapter 7

Research Results

7.1 Introduction

In this part of the thesis the following 2 research questions will be examined.

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school according to children themselves, their parents and the involved practitioners?

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to the perspectives of children themselves, their parents and the involved practitioners?

This whole chapter is devoted on exploring participants' perspectives. In relation to research question 1, the perspectives of practitioners and parents will be analysed and presented. In relation to research question 2, the perspectives of all SAG students, their parents and all the involved practitioners will be presented.

7.2 Practitioners' Perspectives

7.2.1 Introductory Information

Both research questions will be examined consequently.

The practitioners who took part were the following:

- Main practitioner (who participated in the intervention with students in primary and secondary school)
- Deputy head teacher in the first primary school
- Deputy head teacher in the second primary school
- Principle teacher of pupil support in secondary school
- Educational psychologist in secondary school

Data by the main practitioner were gathered through the last questionnaire given in the last session of the SAG sessions in secondary school. Data by all other practitioners (deputy head teachers in both primary schools, principle teacher of

pupil support and educational psychologist in secondary school) were gathered through a semi-structured interview after the completion of the research project.

7.2.2 Data Analysis/ Presentation

i) Main Practitioner

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to the main practitioner?

In the last questionnaire the main practitioner was asked to reply to the first research question in an open-ended way. She reported that students with communication difficulties had formed a group in the secondary school. Therefore she believed that relationships remained between the members of this subgroup of SAG.

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to the main practitioner?

In the same questionnaire the main practitioner answered to the second research question in an open-ended way, too. In this case her exact words will be presented:

“There have been positives- Drew and Casey are better integrated than they would have been without their participation in the group. They have probably benefitted more than anyone else”.

ii) All Others Practitioners

In the final semi-structured interview, both research questions were made to practitioners. A synopsis of each practitioner’s reply is presented. In some cases practitioners’ exact words are presented.

Deputy head teacher (first primary school)

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to the deputy head teacher of the first primary school?

This deputy head teacher was able to watch students’ interactions in one of her visits to secondary school. She reported that during this visit students with

communication difficulties were together in their free time. Apart from that, she could not give any other information.

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to the deputy head teacher of the first primary school?

This practitioner was not in the position to give much information about this research question. However, she made the following comments for Drew:

“Drew was with them (children with communication difficulties), but parents preferred to put DRE in a mainstream class, because there they believed he would learn better. In Primary class DRE went better than I expected. The difficulties with friendships continued. Parents decided not to allow DRE in the feeding secondary school. For Drew the group was good, because it was a chance for DRE to meet children who would be going to the same secondary school”.

Deputy head teacher (second primary school)

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to the deputy head teacher of the second primary school?

She did not have any knowledge about students’ interactions in secondary school.

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to the deputy head teacher of the second primary school?

The deputy head teacher in the second primary school expressed the following personal opinion:

“I think that they definitely benefitted by it. And for me that group, and forming that group...by the time they were in Secondary, they already had an established group. They could built in that in Secondary obviously”.

Principle teacher of pupil support (secondary school)

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to the principle teacher of pupil support in secondary school?

She believed that relationships developed in primary school had been sustained between students of SAG with communication difficulties. But she expressed the opinion that the programme did not have any intense effect on mainstream peers. Her exact words were:

“They (children with communication difficulties) stick with each other. The mainstream students don’t look them up at all. Teagan has stuck Wen, but she may have done this”.

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to the principle teacher of pupil support in secondary school?

The principle teacher of pupil support stated that it was “really beneficial” for Drew and Casey that “they met each other before school”. She also added that “it was successful this year that many children came together with CD”. However, she believed that the peer support concept had not “worked”, because mainstream students did not have many interactions with students with CD. She attributed this to the following reason: “Children at this stage become selfish. They are interested about themselves”.

Educational Psychologist (Secondary School)

This practitioner made personal observation and personal interviews with almost all the students with communication difficulties of the SAG as part of her own effort to assist their transition from primary to secondary school. Due to this reason, she was in the position to give much information for most of the students with communication difficulties of the SAG. Therefore, during this semi-structured interview, peer relationships of each child with communication difficulties were examined separately apart from some more general questions addressed to the educational psychologist in the beginning of the interview (See Appendix 61- Interview Schedule 3). As these interviews are the most detailed source of information by a practitioner about the peer relationships of students with C.D. in secondary school, they will be presented analytically. The educational psychologist didn’t know very well the mainstream students of SAG.

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to the educational psychologist in secondary school?

Tables 7.1- 7.5 contain information relevant to the above research question. Among them, the most important table is table 7.5 where there are the answers of the educational psychologist in these questions: “Do you know if the child keeps contact with any other children by the Social Art Group in Secondary School? If yes, what kind of contact?”

► Psychologist’s answers to the following questions: “Do you have the opportunity to watch the child’s peer relationships in any circumstances? If yes, in what?”

Table 7.1 Psychologist’s answers to the following questions: “Do you have the opportunity to watch the child’s peer relationships in any circumstances? If yes, in what?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	lunch-time club, intervals, moving between classes
Bailey (BAI)	class, corridors, lunch-time, group-work, street area
Cameron (CAM)	No*
Casey (CAS)	class, corridors, lunch-time, group-work
Crane (CRA)	class, pupil support, intervals, lunch-time
Drew (DRE)	class, lunch-time, group-work, clubs
Wen (WEN)	class, corridors, lunch-time, group-work

* Cameron was being supported by a language support assistant and not by the educational psychologist.

► Psychologist’s answers to the following questions: “Are there any children who seem to be closer friends of this child or more often seen to be with him/her? If there is any, who are they?”

Psychologist’s answers are presented more analytically in Appendix 67.

Table 7.2 Psychologist’s answers to the following questions: “Are there any children who seem to be closer friends of this child or more often seen to be with him/her? If there is any, who are they?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	Crane (CRA), Bailey (BAI), Casey (CAS)
Bailey (BAI)	Casey (CAS), Crane (CRA), Ashley (ASH)
Cameron (CAM)	—
Casey (CAS)	Bailey (BAI), Drew (DRE)
Crane (CRA)	Ashley (ASH), Bailey (BAI)
Drew (DRE)	Drew wants to be on his own.
Wen (WEN)	WEN wants to have more relationships with mainstream children. During her own time she would rather be with some other girls. She probably has friends who are girls.

► Psychologist’s answers to the following questions: “Did you have the chance to speak with the child about his/her friendships in Secondary School?”

Table 7.3 Psychologist’s answers to the following question: “Did you have the chance to speak with the child about his/her friendships in Secondary School?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	review-meeting, settling-in meeting
Bailey (BAI)	interview, settling-in meeting
Cameron (CAM)	NO
Casey (CAS)	NO
Crane (CRA)	interview, settling-in meeting
Drew (DRE)	NO
Wen (WEN)	interview

► Psychologist’s answers to the following question: “Does the child have any friendships in secondary school?”

Psychologist’s answers are presented more analytically in Appendix 68.

Table 7.4 Psychologist’s answers to the following question: “Does the child have any friendships in secondary school?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	Some children in computer club and chill-out club sometimes.
Bailey (BAI)	Seems happy and positive.
Cameron (CAM)	—
Casey (CAS)	Prefers being on his own.
Crane (CRA)	Seems very happy.
Drew (DRE)	Prefers being on his own.
Wen (WEN)	Seems having settled down.

► Psychologist’s answers to the following question: “Did you have the chance to speak with the child about difficulties with his/her peers in Secondary School? If yes, are there any?”

Psychologist’s answers are presented more analytically in Appendix 69.

Table 7.5 Psychologist’s answers to the following questions: “Did you have the chance to speak with the child about difficulties with his/her peers in Secondary School? If yes, are there any?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	Not such conversation.
Bailey (BAI)	Bailey (BAI) not speaking about any difficulties.
Cameron (CAM)	NO
Casey (CAS)	NO, but seems happy.
Crane (CRA)	Crane (CRA) is more likely to engage with other children. He started arguing with an older child. CRA seems a much happier child and Crane’s parents say that their child enjoys coming to school more than before.
Drew (DRE)	Not such interview but DRE seems happy.
Wen (WEN)	Speaking about difficulties. WEN is very aware of image and the need to fit in with others, for example WEN hates having red hair. WEN speaks about feeling that is not fitting in.

► Psychologist’s answers to the following question: “Do you know if the child keeps contact with any other children by the Social Art Group in Secondary School? If yes, what kind of contact?”

Psychologist’s answers are presented more analytically in Appendix 70.

Table 7.6 Psychologist’s answers to the following questions: “Do you know if the child keeps contact with any other children by the Social Art Group in Secondary School? If yes, what kind of contact?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	In school has contact with Crane (CRA) and the other children with C.D. in pupil support class. He also keeps contact with mainstream students, because in their classes there is a mixture of children and Ashley (ASH) is very good in sports and P.E.
Bailey (BAI)	With DRE talking in corridors, working together in class/group work, having lunch together.
Cameron (CAM)	Yes just by being in some of their classes.
Casey (CAS)	Keeps in touch with most of children with C.D. mostly in class, having lunch with them and going at clubs that they are set up at lunch time, when they are finished eating.
Crane (CRA)	Has contact with Casey (CAS), Drew (DRE), Wen (WES) and Alexis (ALE). They stay together in intervals, they tend to hang around together in general and also in some lunch-time clubs.
Drew (DRE)	Prefers being on his own.
Wen (WEN)	WEN is in contact with them constantly but WEN also has contact with other children from Primary School in intervals, lunch times and corridors.

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to the educational psychologist in secondary school?

When the educational psychologist was asked to answer to this question, she referred to the fact that students with communication difficulties had formed a bond with each other. This may not have been the ‘typical friendship’ but it was obvious that they were functioning as a group in the secondary school.

7.3 Parents' Perspectives

7.3.1 Introductory Information

Data were gathered by the relevant questionnaire given to parents after the completion of this research project in secondary school (Appendix 63- Questionnaire 6b for parents of students with CD, Appendix 64- Questionnaire 7b for parents of mainstream peers). The questionnaire given to parents of students with C.D. (Appendix 63- Questionnaire 6b) was more focused on peer relationships and it was more detailed, because more information were needed by parents about the relationships of students with C.D. All questions of these questionnaires are relevant to some research questions. Answers of all questions will be analysed but they are divided and being presented according to the research question they are relevant with.

The research questions which are being studied here are the following:

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to parents of children who participated in this group?

Research Question 2: Were these relationships helpful in the transition of children to secondary school, according to parents of children who participated in this group?

Results about each research question will be presented separately. For each research questions, answers will be divided into 2 groups: i) answers given by parents of children with C.D., ii) answers given by parents of mainstream students.

Apart from Cameron's parents all the others returned the questionnaire. Cameron's parents are not able to fill in questionnaires, as they have cognitive difficulties themselves, according to the deputy head teacher of the main primary school.

Data analysis

Main themes were identified in parents' answers in some cases, if this was necessary. In a few cases parents' extracts are also being presented.

7.3.2 Parents of Students with Communication Difficulties

Research Question 1: Were the relationships being developed in the SAG maintained in Secondary School, according to parents of students with C.D. who participated in this group?

Parents reported the names of ‘friends’ that their children mentioned spontaneously and also asked their children directly these questions at home.

It was not possible to have information by parents of Cameron, as they are individuals with special needs themselves, according to the deputy head teacher of the second primary school.

► Parents’ answers to the following question: “Who seem to be the child’s friends in the new school?”

Table 7.7 Parents’ answers to the following question: “Who seem to be the child’s friends in the new school?”

<i>Parents of :</i>	<i>Answer</i>
Ashley (ASH)	Bailey (BAI), Casey (CAS), 1 mainstream classmate
Bailey (BAI)	Ashley (ASH), Jerry (JER), 2 mainstream classmates not belonging to SAG
Cameron (CAM)	—
Casey (CAS)	Crane (CRA), Drew (DRE)
Crane (CRA)	Not real friends. Names of ‘friends’ change almost weekly.
Drew (DRE)	Crane (CRA), Casey (CAS)
Wen (WEN)	Teagan (TEA), 2 mainstream classmates not belonging to SAG

► Parents’ answers to the following questions: “Who seems to be the favourite friend of your child in the secondary school? Please elaborate your answer.”

Table 7.8 Parents’ answers to the following questions: “Who seems to be the favourite friend of your child in the secondary school? Please elaborate your answer.”

<i>Parents of :</i>	<i>Answer</i>
Ashley (ASH)	Bailey (BAI)
Bailey (BAI)	Bailey (BAI) couldn’t answer the question.
Cameron (CAM)	—
Casey (CAS)	Crane (CRA), Drew (DRE)
Crane (CRA)	Bailey (BAI), Cameron (CAM), 2 mainstream classmates
Drew (DRE)	Crane (CRA)
Wen (WEN)	1 mainstream classmate not belonging to SAG

► Parents’ answers to the following questions: “Do you know if your child keeps contact with other children from the Social Art Group? If yes, who are these children?”

Table 7.9 Parents’ answers to the following questions: “Do you know if your child keeps contact with other children from the Social Art Group? If yes, who are these children?”

<i>Parents of :</i>	<i>Answer</i>
Ashley (ASH)	Bailey (BAI), Casey (CAS), Crane (CRA)
Bailey (BAI)	Ashley (ASH), Casey (CAS)
Cameron (CAM)	—
Casey (CAS)	Crane (CRA), Drew (DRE)
Crane (CRA)	Casey (CAS), Ashley (ASH), Cameron (CAM), Bailey (BAI)
Drew (DRE)	Crane (CRA), Casey (CAS)
Wen (WEN)	Teagan (TEA), Crane (CRA), Bailey (BAI)

Parents confirmed contact between the following students: Casey- Crane, Drew- Crane, Bailey- Ashley.

► Parents’ answers to the following questions: “Does he/she meet them outside the school?”

It was not feasible to have information about Cameron. Parents of all other students with C.D. gave a negative answer.

Research Question 2: Were these relationships helpful in the transition of students to secondary school, according to parents of students with C.D. who participated in this group?

► Parents’ answers to the following question: “Do you think that this programme is helpful during his/her transition from primary to secondary school?”

Again it was not possible to have information by parents of Cameron. Parents of all other children with C.D. replied in a positive way.

► Parents’ answers to the following questions: “Which are the things that are helpful? And why?”

Parents’ answers are presented more analytically in Appendix 71.

Table 7.10 Parents’ answers to the following questions: “Which are the things that are helpful? And why?”

<i>Parents of :</i>	<i>Answer</i>
Ashley (ASH)	Opportunity for discussion about changes
Bailey (BAI)	Opportunity for social interaction
Cameron (CAM)	—
Casey (CAS)	Opportunity for social interaction
Crane (CRA)	Opportunity for discussion and social interaction
Drew (DRE)	Opportunity for discussion about changes and feelings
Wen (WEN)	Opportunity for discussion- reflection and social interaction

7.3.3 Parents of Mainstream Students

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to parents of mainstream students who participated in this group?

► Parents’ answers to the following questions: “Do you know if your child keeps contact with the other children from the Social Art Group? If yes, who are these children?”

Table 7.11 Parents’ answers to the following questions: “Do you know if your child keeps contact with the other children from the Social Art Group? If yes, who are these children?”

<i>Parents of :</i>	<i>Answer</i>
Alexis (ALE)	Not knowing
Blair (BLA)	Yes- with Coby (COB)
Brett (BRE)	Not knowing
Coby (COB)	Yes- with Blair (BLA)
Jamie (JAM)	Not knowing
Jerry (JER)	Yes- with Bailey (BAI), Brett (BRE)
Teagan (TEA)	Yes- with WEN, Blair (BLA), Coby (COB), Brett (BRE), Jerry (JER)

► Parents’ answers to the following question: “Does he/she meet them outside the school?”

Table 7.12 Parents’ answers to the following question: “Does he/she meet them outside the school?”

<i>Parents of :</i>	<i>Answer</i>
Alexis (ALE)	No
Blair (BLA)	Yes, meeting Coby (COB)
Brett (BRE)	No
Coby (COB)	Yes, meeting Blair (BLA)
Jamie (JAM)	No
Jerry (JER)	
Teagan (TEA)	

Research Question 2: Were these relationships helpful in the transition of students to secondary school, according to parents of mainstream students who participated in this group?

Parents in this case were not in the position to give much information about this research question, as mainstream teenagers become more autonomous in their peer relationships. However, parents of 3 students highlighted the factor of social interactions/meeting new children as beneficial regarding the activities of the SAG.

► Parents’ answers to the following question: “Do you think that this programme is helpful during his/her transition from primary to secondary school?”

Parents’ answers are presented more analytically in Appendix 72.

Table 7.13 Parents’ answers to the following question: “Do you think that this programme is helpful during his/her transition from primary to secondary school?”

<i>Parents of :</i>	<i>Answer</i>
Alexis (ALE)	Yes
Blair (BLA)	Yes, but not necessary
Brett (BRE)	Yes
Coby (COB)	Not necessary
Jamie (JAM)	Yes
Jerry (JER)	
Teagan (TEA)	

► Parents’ answers to the following questions: “Which are the things that are helpful? And why?”

Table 7.14 Parents’ answers to the following questions: “Which are the things that are helpful? And why?”

<i>Parents of :</i>	<i>Answer</i>
Alexis (ALE)	Discussion about changes and opportunity for social interaction.
Blair (BLA)	Discussion about changes and having fun.
Brett (BRE)	Discussion about changes and meeting new children
Coby (COB)	Opportunity to relax and have fun.
Jamie (JAM)	Discussion about changes
Jerry (JER)	Opportunity for social interactions, meeting new people and having fun
Teagan (TEA)	Discussion about changes

7.4 Students’ Perspectives

7.4.1 Data Regarding Research Question 1

Research Question 1: Were the relationships being developed in the SAG maintained in secondary school, according to the perspectives of children themselves?

Introductory Information

Research data were gathered by 2 sources.

- i) By a questionnaire given to all SAG students to be completed in their home before October break (Appendix 49- Questionnaire 5). This questionnaire refers to transitional difficulties and to peer relationships.
- ii) By a questionnaire given to all SAG students to be completed in their home after the end of the research project (Appendix 51- Questionnaire 6). This questionnaire refers to peer relationships.

Data Analysis

i) The first part of this questionnaire was about transitional difficulties (questions 1-5). The second part was about peer relationships (questions 6-13). In this part of the thesis students' answers about peer relationships will be presented. The analysis of data in most questions (questions 6-12) is qualitative. Main themes are identified in students' answers, if this is necessary. Extracts of students' answers are being presented, as well. In question 13 data analysis is quantitative. Students were asked to use two scales, one with words and one with numbers.

Table 7.15 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 7.16 Scale 2 (with numbers) “Please choose one number”

1 (Very anxious)
2
3
4
5
6
7
8
9
10 (Very happy)

It is presented how many times each answer (either a word/phrase or a number) was selected. Afterwards, more information is given about the answers of the following subgroups: boys, girls, children with communication difficulties, mainstream peers.

ii) All the questions of the second questionnaire are related to peer relationships. They will all be analysed and presented in the same way, as mentioned above.

Data Presentation

i) Data by Questionnaire 5 (Appendix 49)

► Students’ answers to the following question: “Who are the children you like more to be with in your secondary school?”

Students’ answers are presented more analytically in Appendix 73.

Students with Communication Difficulties

Ashley and Bailey replied that they don’t know. Casey, Crane and Drew selected peers with C.D. from the SAG. Cameron selected a mainstream boy from the SAG and another boy, who did not belong to the SAG. WEN chose a child not belonging to the SAG.

Mainstream Students

Blair and Coby chose each other. All the other mainstream peers of the SAG did not choose children from the SAG.

► Students' answers to the following question: "Who is your favourite friend in your secondary school?"

Students' answers are presented more analytically in Appendix 74.

Students with Communication Difficulties

Ashley, Casey, Crane and Drew chose students with C.D. from the SAG. Bailey chose one mainstream peer belonging to SAG and another boy, who was not a member of SAG. Wen selected 2 children who did not belong in the SAG. Bailey chose a boy who didn't belong in the SAG. However, John has special needs, as he is a blind child.

Mainstream Students

There was a mutual selection between Blair and Coby. All other mainstream peers did not choose children from the SAG.

► Students' answers to the following question: "Do you keep contact with the other children from the Social Art Group?"

Table 7.17 Students’ answers to the following question: “Do you keep contact with the other children from the Social Art Group?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Sometimes
	Bailey (BAI)	Probably
	Cameron (CAM)	Yes, with Alexis (ALE) and Crane (CRA)
	Casey (CAS)	Sometimes
	Crane (CRA)	Yes
	Drew (DRE)	Sometimes in the classes
	Wen (WEN)	Sometimes with Teagan
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Sometimes
	Brett (BRE)	
	Coby (COB)	
	Jamie (JAM)	
	Jerry (JER)	
	Teagan (TEA)	Sometimes with WEN, Coby (COB) and Blair (BLA)

Students with Communication Difficulties

All students reported that they keep contact with the other children from the SAG occasionally (Table 7.17). More specifically, Cameron mentioned the names of 2 students, one mainstream boy and a boy with C.D.

Mainstream Students

Mainstream peers also reported that they keep contact with the other children from the SAG occasionally (Table 7.17). More specifically, Teagan mentioned Wen, the girl with C.D., and 2 mainstream boys of the group, Coby and Blair.

► Students' answers to the following question: "Who are your favourite friends among these children from the Social Art Group?"

Table 7.18 Students' answers to the following question: "Who are your favourite friends among these children from the Social Art Group?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	None
	Bailey (BAI)	Crane (CRA)
	Cameron (CAM)	Alexis (ALE), Crane (CRA), Drew (DRE) and Casey (CAS).
	Casey (CAS)	Drew (DRE) and Crane (CRA).
	Crane (CRA)	Casey (CAS), Drew (DRE) and Ashley (ASH).
	Drew (DRE)	Casey (CAS)
	Wen (WEN)	Teagan (TEA)
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby (COB)
	Brett (BRE)	Jerry (JER)
	Coby (COB)	Blair (BLA)
	Jamie (JAM)	Alexis (ALE)
	Jerry (JER)	Brett (BRE), Bailey (BAI).
	Teagan (TEA)	WEN

Students with Communication Difficulties

Ashley gave a completely negative answer (Table 7.18). There was a mutual selection between the 2 girls of the group. All other students with C.D. selected peers with C.D. However, Cameron selected Alexis, as well, a mainstream boy of the group.

Mainstream Students

There was a mutual selection between Blair and Coby (Table 7.18). One more mutual selection was between Jerry and Brett. Jerry and Teagan were the 2 mainstream peers who selected students with C.D., Bailey and Wen respectively.

► Students’ answers to the following question: “What activities do you share with these children in the new school?”

Students’ answers are presented more analytically in Appendix 75.

Table 7.19 Students’ answers to the following question: “What activities do you share with these children in the new school?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Computer, art and mathematics
	Bailey (BAI)	Not knowing
	Cameron (CAM)	Lunchtime
	Casey (CAS)	Computer games and lunchtime
	Crane (CRA)	
	Drew (DRE)	Computer games
	Wen (WEN)	Lunch-time
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Break-time and lunch-time
	Brett (BRE)	Lunch-time
	Coby (COB)	Break-time and lunch-time
	Jamie (JAM)	Computer games and lunchtime
	Jerry (JER)	Lunch-time
	Teagan (TEA)	

Comments

The most common answers given by both subgroups were: lunch-time, break-time and computer games (Table 7.19).

► Students' answers to the following question: "How often are you with them in the new school?"

Table 7.20 Students' answers to the following question: "How often are you with them in the new school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Not appropriate answer.
	Bailey (BAI)	Not appropriate answer.
	Cameron (CAM)	Every day.
	Casey (CAS)	
	Crane (CRA)	Very often.
	Drew (DRE)	During lunch time
	Wen (WEN)	Every second day
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Very often.
	Brett (BRE)	Often.
	Coby (COB)	Very often.
	Jamie (JAM)	Sometimes.
	Jerry (JER)	Often.
	Teagan (TEA)	Sometimes.

Students with Communication Difficulties

Ashley and Bailey gave not appropriate answers (Table 7.20). According to the answers of the other students with C.D. they are together very often in secondary school.

Mainstream Students

Mainstream peers have also reported that they are rather or very often with their favourite friends from SAG in secondary school (Table 7.20).

► Students' answers to the following question: "Do you see these children outside the school?"

Table 7.21 Students' answers in the following question: "Do you see these children outside the school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Sometimes
	Bailey (BAI)	No
	Cameron (CAM)	
	Casey (CAS)	
	Crane (CRA)	
	Drew (DRE)	Rarely when walking to and from school.
	Wen (WEN)	Sometimes
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Yes
	Brett (BRE)	No
	Coby (COB)	Yes
	Jamie (JAM)	No
	Jerry (JER)	
	Teagan (TEA)	Sometimes

Students with Communication Difficulties

Four (4) students gave a negative answer (Table 7.21). Ashley and Wen replied 'sometimes'.

Mainstream Students

Blair and Coby gave a positive answer (Table 7.21). On the contrary, Brett, Jamie and Jerry replied in a negative way. Only Teagan among mainstream peers gave the answer "sometimes".

► Students' answers to the following question: "How do you feel when you are with them?"

Table 7.22 Students’ answers to the following question: “How do you feel when you are with them?”

	Student’s Name	Emotional Level	
Students with C.D.	Ashley (ASH)	Calm	8
	Bailey (BAI)	Excited	9
	Cameron (CAM)	Calm	9
	Casey (CAS)	Very Excited	10
	Crane (CRA)		
	Drew (DRE)	Excited	9
	Wen (WEN)	Calm	9
Mainstream peers	Alexis (ALE)		
	Blair (BLA)		
	Brett (BRE)		
	Coby (COB)		
	Jamie (JAM)		
	Jerry (JER)		
Teagan (TEA)			

Students with Communication Difficulties

In this question (“How do you feel when you are with other children from SAG?) 3 students chose the word “calm”, 2 the word “excited” and 2 the phrase “very excited” (Table 7.22). In the same question 4 students chose the number 9, 2 students selected the number 10 and 1 selected the number 8.

Mainstream Students

In the same question (“How do you feel when you are with other children from SAG?) 5 students chose the word “calm” and 2 the word “excited” (Table 7.22). In the same question 5 students chose the number 9 and 2 students selected the number 10.

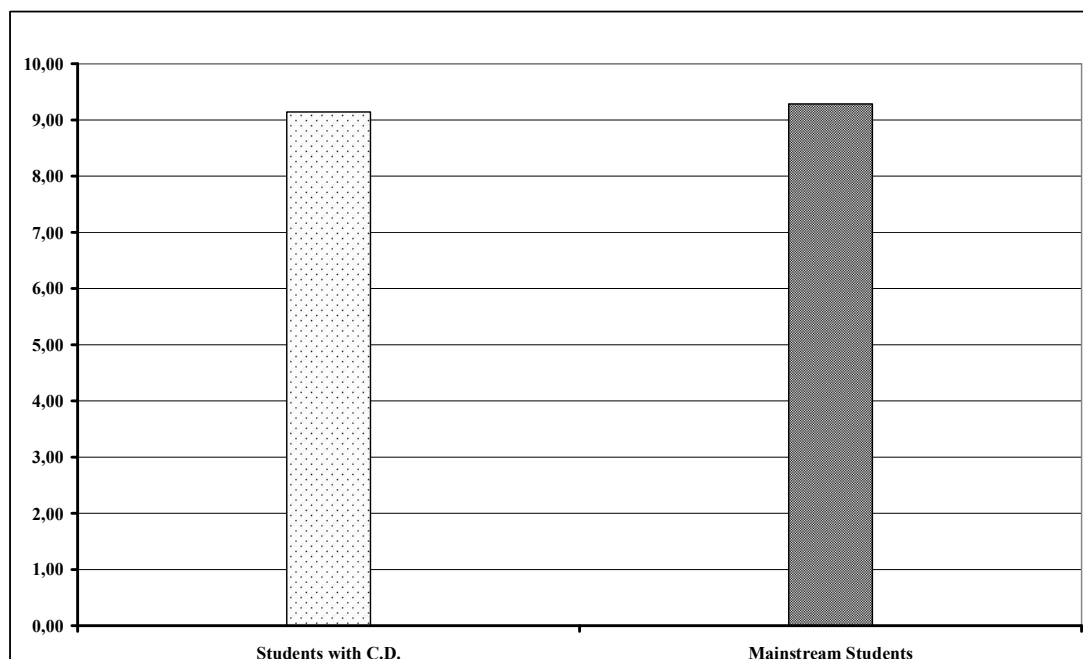


Figure 7.1. Averages of emotional level for students with C.D and mainstream students.

The average of the emotional level for mainstream peers is slightly higher than the average for students with C.D (Figure 7.1). However both averages are very close and they are both greater than 9, therefore they constitute a positive indication about the emotional climate of the group.

ii) *Data by Questionnaire 6 (Appendix 51)*

► Students’ answers to the following question: “Who are the children you like more to be with in your secondary school?”

Students’ answers are presented more analytically in Appendix 76.

Students with Communication Difficulties

Ashley, Casey and Crane selected students from SAG. Bailey chose one child with C.D. from SAG, one mainstream child not belonging to SAG and one child with special needs (blindness) not belonging to SAG. Drew selected 2 students with C.D. belonging to SAG and one mainstream boy not belonging to SAG. Wen chose 2 mainstream children not belonging to SAG.

Mainstream Students

Blair and Coby chose each other. All other students selected mainstream peers not belonging to SAG.

- ▶ Students' answers to the following question: "Who is your favourite friend in your secondary school?"

Students' answers are presented more analytically in Appendix 77.

Students with Communication Difficulties

Ashley, Casey and Crane selected students with C.D. belonging to the SAG. Bailey selected a boy with special needs not belonging to the SAG. Cameron chose a mainstream boy of the SAG and a mainstream boy not belonging to the SAG. Drew and Wen selected students not belonging to the SAG.

Mainstream Students

There was a mutual selection between Blair and Coby. All other students selected mainstream peers not belonging to the SAG.

- ▶ Students' answers to the following question: "Do you keep contact with the other children from the Social Art Group?"

Table 7.23 Students’ answers to the following question: “Do you keep contact with the other children from the Social Art Group?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Yes, in school.
	Bailey (BAI)	Not being certain.
	Cameron (CAM)	Yes, with Crane.
	Casey (CAS)	Yes
	Crane (CRA)	Sometimes
	Drew (DRE)	Yes, in school.
	Wen (WEN)	Sometimes with Teagan (TEA) and Jerry (JER).
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Sometimes
	Brett (BRE)	
	Coby (COB)	
	Jamie (JAM)	Yes, in school.
	Jerry (JER)	
	Teagan (TEA)	“Sometimes with WEN, Blair (BLA), Coby (COB), Brett (BRE) and Jerry (JER).”

Students with Communication Difficulties

Six students gave a positive answer. The girl with C.D. selected the mainstream girl of SAG and a mainstream boy of SAG (Table 7.23).

Mainstream Students

All mainstream students gave a positive reply (Table 7.23). Teagan referred more specifically to the girl with C.D. of the group and to 4 mainstream boys of the group.

► Students’ answers to the following questions: “Do you have classmates from the Social Art Group? If yes, who are they?”

Students’ answers are presented more analytically in Appendix 78.

Students with Communication Difficulties

Children with C.D. mentioned the names of other students with C.D. of the SAG.

Mainstream Students

Teagan and Jamie gave a negative reply. The other mainstream children mentioned the name of one mainstream classmate who belonged to the SAG.

► Students’ answers to the following question: “Who are your favourite friends from the Social Art Group?”

Table 7.24 Students’ answers to the following question: “Who are your favourite friends from the Social Art Group?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Drew (DRE)
	Bailey (BAI)	Casey (CAS)
	Cameron (CAM)	Crane (CRA), Drew (DRE) and Casey (CAS).
	Casey (CAS)	Drew (DRE) and Crane (CRA).
	Crane (CRA)	Casey (CAS), Drew (DRE) and Ashley (ASH)
	Drew (DRE)	Ashley (ASH)
	Wen (WEN)	Teagan (TEA)
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby (COB)
	Brett (BRE)	Jerry (JER), Blair (BLA)
	Coby (COB)	Blair (BLA)
	Jamie (JAM)	Alexis (ALE)
	Jerry (JER)	Brett (BRE), Bailey (BAI)
	Teagan (TEA)	WEN, Blair (BLA)

Students with Communication Difficulties

All boys with C.D. of the SAG selected other boys with C.D. from the SAG (Table 7.24).

Mainstream Students

There was a mutual selection between Blair and Coby (Table 7.24). But Blair was also chosen by Brett and Wen. Another mutual selection was between Jerry and Brett. It is remarkable that Jerry selected not only Brett but also a boy with C.D. of the group. There was also a mutual selection between the 2 girls of the group. Jamie selected Alexis, even though ALE had stopped taking part in the SAG in secondary school.

► Students' answers to the following question: "What activities do you share with your favourite friends from the Social Art Group in the new school?"

Students' answers are presented more analytically in Appendix 79.

Students with Communication Difficulties

Bailey and Cameron were not certain how to reply to this question. The other students with C.D. referred to computer games and lunch-time.

Mainstream Students

Mainstream students gave similar answers with the students with C.D. of the SAG. They mentioned computer games and generally activities during break-time and lunch-time.

► Students' answers to the following question: "How often are you with your favourite friends from the Social Art Group in the new school?"

Students' answers are presented more analytically in Appendix 80.

Students with Communication Difficulties

Apart from Cameron, all other students with C.D. replied to this question. Bailey answered only 'a couple of times'. The other students with C.D. reported that they are regularly with their favourite friends from the SAG in the school.

Mainstream Students

Mainstream students of the SAG replied that they are sometimes or regularly with their favourite friends from the SAG in the school.

► Students’ answers to the following question: “Do you see your favourite friends from the Social Art Group outside the school?”

Table 7.25 Students’ answers to the following question: “Do you see your favourite friends from the Social Art Group outside the school?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	No
	Bailey (BAI)	
	Cameron (CAM)	
	Casey (CAS)	
	Crane (CRA)	
	Drew (DRE)	Sometimes
	Wen (WEN)	
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Yes
	Brett (BRE)	Sometimes
	Coby (COB)	Yes
	Jamie (JAM)	No
	Jerry (JER)	Sometimes
	Teagan (TEA)	

Students with Communication Difficulties

Drew and Wen answered that they sometimes see these children outside the school (Table 7.25). All other students with C.D. replied that they don’t see these children outside the school.

Mainstream Students

Only Jamie gave a negative reply in this question (Table 7.25). All other mainstream students answered in a positive way. In this case there is a difference between the 2 subgroups of students; the majority of students with C.D. replied in a negative way, while the majority of mainstream peers gave a positive answer.

► Students’ answers to the following question: “How do you feel when you are with your favourite friends from the Social Art?”

Table 7.26 Students’ answers to the following question: “How do you feel when you are with your favourite friends from the Social Art Group?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Calm
	Bailey (BAI)	Alright
	Cameron (CAM)	Happy
	Casey (CAS)	Very happy
	Crane (CRA)	Happy
	Drew (DRE)	Calm
	Wen (WEN)	OK
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Happy
	Brett (BRE)	Calm
	Coby (COB)	Happy
	Jamie (JAM)	Calm
	Jerry (JER)	Happy
	Teagan (TEA)	Nice

Comments

All students gave a positive reply (Table 7.26).

7.4.2 Data Regarding Research Question 2

Research Question 2: Will these relationships be helpful in the transition of children to secondary school, according to the perspectives of children themselves?

Introductory Information

Data were gathered by a questionnaire which was given to students in the last session of SAG in primary school (Appendix 47- Questionnaire 3b). This questionnaire explored how students felt about their forthcoming transition to secondary school. Students were not asked to reply directly to this research question. But they could refer spontaneously to peer relationships, if they wanted.

Data analysis

Main themes have been identified in students' answers. However, at this part of the thesis emphasis will be given on student extracts, because this is very interesting by a research point of view.

Presentation of Results

► Students' answers to the following question: "Do you think that SAG will help you during your transfer from primary to secondary school?"

Students with Communication Difficulties

Apart from Ashley, all other students with C.D. gave a positive reply.

Mainstream Students

Apart from Brett, who did not reply at all, all other mainstream students gave a positive answer.

► Students' answers to the following questions: "If you think that SAG will help you during your transfer to secondary school, in which things will SAG help you? And why?"

Students' answers are presented more analytically in Appendix 81.

Table 7.27 Students’ answers to the following questions: “If you think that SAG will help you during your transfer to secondary school, in which things will SAG help you? And why?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	—
	Bailey (BAI)	Learning about the new school
	Cameron (CAM)	Learning about classes in the school
	Casey (CAS)	Learning about the new people
	Crane (CRA)	Learning about the new school
	Drew (DRE)	Learning about the new school, meeting other students
	Wen (WEN)	Learning about the new school, learning information about lunches, socialising
Mainstream peers	Alexis (ALE)	Learning about the new school, meeting other students
	Blair (BLA)	Helpful regarding art
	Brett (BRE)	—
	Coby (COB)	Helpful regarding art
	Jamie (JAM)	Meeting other students
	Jerry (JER)	Learning about the new school, knowing more students
	Teagan (TEA)	Learning about the new school building

Students with Communication Difficulties

In these questions, 2 students with communication difficulties (Casey and Drew) gave the answer that they met new people going to the same secondary school (Table 7.27). Furthermore, Wen highlighted the opportunity for socializing which was given through the SAG. All these 3 children believed that this would help them during their transfer from primary to secondary school.

Mainstream Students

Three (3) mainstream students referred to the fact that they met new people in the SAG, Alexis, Jamie and Jerry (Table 7.27). Again these 3 students believed that this would support their transition from primary to secondary school.

► Students' answers to the following questions: "If you think that SAG will not help you during your transfer to secondary school, in which things will SAG not help you? And why?"

Students with Communication Difficulties

There was not any answer given by any student with C.D.

Mainstream Students

Similarly, there was not any answer given by any mainstream student.

7.4.3 Data Regarding Research Question 3

Research Question 3: Were these relationships helpful in the transition of children to secondary school, according to the perspectives of children themselves?

Introductory information- Data analysis

Research data were gathered by 2 sources.

i) Firstly, by the questionnaire given to students in the last session of SAG in secondary school (Appendix 47- Questionnaire 3b).

Data analysis: As above, in students' answers main themes are identified and in some cases, their exact words are presented. Especially, for students with C.D. it is interesting by a research point of view their exact answers to be presented.

ii) Secondly, research data were collected by group interviews which took place in the secondary school after the end of SAG sessions. The group interviews' schedule can be found in Appendix 50. All SAG students were divided into 4 groups. These groups were arranged by the principle teacher of pupil support. These groups of students were the following:

First Group

- Jamie (Mainstream)
- Jerry (Mainstream)
- Teagan (Mainstream)

Second Group

- Blair (Mainstream)

- Brett(Mainstream)
- Coby (Mainstream)

Third Group

- Bailey (C.D.)
- Cameron (C.D.)
- Casey (C.D.)
- Drew (C.D.)

Fourth Group

- Alexis (Mainstream)
- Ashley (C.D.)
- Crane (C.D.)
- Wen (C.D.)

Two students were absent:

- Brett (mainstream)- second group
- Crane (C.D.)- fourth group

It should be noted that Alexis (mainstream) did take part in the group interview, even though he didn't participate in the SAG in secondary school.

Data analysis

In students' answers main themes are identified and in some cases, their exact words are presented.

Presentation of results

i) Data by Questionnaire 3b (Appendix 47)

► Students' answers to the following questions: "Do you think that the Social Art Group has helped you during your transfer from primary to secondary school?"

Students' answers are presented more analytically in Appendix 82.

Students with Communication Difficulties

Ashley answered that ASH didn't know if SAG had helped ASH during transfer from primary to secondary school. However, all the other students with C.D. replied in a positive way.

Mainstream Students

Four (4) mainstream students replied in this question and all gave a positive answer. Two (2) mainstream students, Blair and Coby, were absent.

► Students' answers to the following questions: "What are the things in the programme that have helped you? And why?"

Students' answers are presented more analytically in Appendix 83.

Table 7.28 Students' answers to the following questions: "What are the things in the programme that have helped you? And why?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Inappropriate answer
	Bailey (BAI)	Improving art skills, making new friends
	Cameron (CAM)	Having information about the school building and lunch-time
	Casey (CAS)	Acquiring art skills
	Crane (CRA)	Improving art and reading skills, making new friends
	Drew (DRE)	Having information about the new school, making new friends
	Wen (WEN)	Having information about the new school, the staff, making new friends, improving self-awareness
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Being absent.
	Brett (BRE)	Being more encouraged
	Coby (COB)	Being absent.
	Jamie (JAM)	Having fun.
	Jerry (JER)	Learning information about new school, knowing more people.
	Teagan (TEA)	Having fun

Students with Communication Difficulties

Ashley's answer was irrelevant (Table 7.28). Most students with CD mentioned that they had more information about the new school and that they made new friends. Remarkable is Wen's answer, because WEN highlights the improvement of self-awareness skills, too.

Mainstream Students

Answers reported by mainstream students included: learning information about the new school, knowing more people and making new friends (Table 7.28). Brett's reply is remarkable, as BRE referred to the fact that the group has helped BRE to have more courage regarding transition to secondary school.

► Students' answers to the following questions: "What are the things in the programme that are not helpful to you? And why?"

Students with Communication Difficulties

Apart from Wen, all the other students with C.D. didn't mention anything in the programme as not helpful to them. Wen gave a more general answer that sometimes SAG could be boring.

Mainstream Students

Similarly, mainstream students did not mention any part of the programme or any activity included in the programme as not helpful. Blair and Coby were absent.

ii) Data by Group Interviews' Schedule (Appendix 50)

► Students' answers to the following question: "Do you believe that you could help children of this group, if they had a problem, such as homework or finding a room?"

Students' answers are presented more analytically in Appendix 84.

Table 7.29 Students’ answers to the following question: “Do you believe that you could help children of this group, if they had a problem, such as homework or finding a room?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Maybe. Especially Wen, who is usually late
	Bailey (BAI)	Giving information, if necessary.
	Cameron (CAM)	
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	Not knowing.
	Wen (WEN)	Willing to be helpful with all SAG members
Mainstream peers	Alexis (ALE)	Willing to give explanations about homework and generally to be helpful
	Blair (BLA)	Willing to be helpful
	Brett (BRE)	Being absent.
	Coby (COB)	Willing to be helpful
	Jamie (JAM)	
	Jerry (JER)	Giving the advice to ask information by teachers
	Teagan (TEA)	Giving information, if necessary.

Students with Communication Difficulties

Casey and Drew said that they didn’t know if they could help other children of the SAG group, if this was necessary (Table 7.29). Ashley, Bailey, Cameron and Wen gave positive answers. In Ashley’s answer it was interesting that ASH referred especially to Wen.

Mainstream Students

All mainstream students replied in a positive way, apart from Brett who was absent (Table 7. 29)

► Students’ answers to the following question: “Do you believe that you could help children of this group, if they were bullied?”

Students’ answers are presented more analytically in Appendix 85.

Table 7.30 Students’ answers to the following question: “Do you believe that you could help children of this group, if they were bullied?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	No, because there would be danger for ASH, too.
	Bailey (BAI)	Yes
	Cameron (CAM)	Yes, and also informing the pupil support teacher.
	Casey (CAS)	Ignoring bullies
	Crane (CRA)	Being absent.
	Drew (DRE)	Yes, trying to stop this orally.
	Wen (WEN)	Yes, in an oral or physical, according to the age of bullies.
Mainstream peers	Alexis (ALE)	Yes, in an oral way, if bullies were younger and by informing an adult, if bullies were older.
	Blair (BLA)	Not being certain.
	Brett (BRE)	Being absent.
	Coby (COB)	Yes, by assisting them to find adult help.
	Jamie (JAM)	Not knowing.
	Jerry (JER)	Yes, by giving the advice to inform their parents.
	Teagan (TEA)	Yes, by giving the advice to inform the pupil support teacher.

Students with Communication Difficulties

Ashley’s answer is very interesting (Table 7.30); ASH replies in a very sincere way that ASH would not do anything, because this would protect ASH from becoming a victim of bullying as well. Casey answers again in a very sincere way that CAS would ignore such incidents. Bailey, Cameron, Drew and Wen gave a positive answer. It is remarkable that each student gave a different answer.

Mainstream Students

Blair and Jamie reported that they were not certain what they were going to do (Table 7.30). All other present mainstream students (Alexis, Coby, Jerry and Teagan) gave positive answers. It is interesting that all these 4 students mentioned in their reply that, if a student is being bullied, then an adult should be informed. This adult

can be any teacher, the pupil support teacher or the parents of the child who is being bullied.

► Students’ answers to the following question: “Would it be easier to help a child from the Social Art Group than any child in your school?”

Students’ answers are presented more analytically in Appendix 86.

Table 7.31 Students’ answers to the following question: “Would it be easier to help a child from the Social Art Group than any child in your school?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Duty to do what the teacher says
	Bailey (BAI)	Not knowing.
	Cameron (CAM)	No
	Casey (CAS)	Duty to do what the teacher says
	Crane (CRA)	Being absent.
	Drew (DRE)	Not any answer given.
	Wen (WEN)	Being helpful in any case.
Mainstream peers	Alexis (ALE)	Yes
	Blair (BLA)	Yes, knowing them better
	Brett (BRE)	Being absent.
	Coby (COB)	It depends on how easy is to communicate with each SAG child
	Jamie (JAM)	Yes
	Jerry (JER)	Yes, knowing them better
	Teagan (TEA)	Yes, knowing them better and the others also knowing you better

Students with Communication Difficulties

Ashley and Casey focused on the matter of obedience to teachers, even though this answer was not very relevant (Table 7.31). The most positive reply was given by Wen.

Mainstream Students

Alexis, Blair, Jamie, Jerry and Teagan replied in a positive way (Table 7.31). Coby answered that Coby’s response would be influenced by the character of each child, if he/she was easy-going or not.

► Students’ answers to the following question: “Was being part of this group made it easier for you to feel that you can seek help from other children?”

Students’ answers are presented more analytically in Appendix 87.

Table 7.32 Students’ answers to the following question: “Was being part of this group made it easier for you to feel that you can seek help from other children?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	Not knowing.
	Bailey (BAI)	Yes
	Cameron (CAM)	
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	Maybe
	Wen (WEN)	Yes
Alexis (ALE)		
Mainstream peers	Blair (BLA)	Not knowing.
	Brett (BRE)	Being absent.
	Coby (COB)	Yes
	Jamie (JAM)	
	Jerry (JER)	
	Teagan (TEA)	

Students with Communication Difficulties

Ashley and Casey replied that they didn’t know (Table 7.32). Bailey and Wen gave a positive answer. Drew and Cameron said that maybe they could ask easier help from other children. Cameron also mentioned that the role of the pupil support teacher is to provide help.

Mainstream Students

Only Blair answered that he didn't know. All the other present mainstream peers gave a positive answer (Table 7.32).

► Students' answers to the following question: "In what ways has the SAG encouraged you to feel that you can seek help from other children?"

Students' answers are presented more analytically in Appendix 88.

Table 7.33 Students' answers to the following question: "In what ways has the SAG encouraged you to feel that you can seek help from other children?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Not knowing.
	Bailey (BAI)	By improving art skills
	Cameron (CAM)	By developing the skill to understand more people in the context of a different school
	Casey (CAS)	By learning information about new people and making new friends
	Crane (CRA)	Being absent.
	Drew (DRE)	Not knowing how SAG helped me.
	Wen (WEN)	By meeting different people and talking about different topics
Mainstream peers	Alexis (ALE)	By having some friends in the group
	Blair (BLA)	Not applicable.
	Brett (BRE)	Being absent.
	Coby (COB)	By getting used to people from different schools, when I was in primary school.
	Jamie (JAM)	Not any answer given.
	Jerry (JER)	By helping me to make new friends
	Teagan (TEA)	By knowing the other people

Students with Communication Difficulties

Ashley and Drew answered that they didn't know (Table 7.33). Drew's answer is characteristic revealing difficulties in metacognitive abilities. Bailey focused on art skills and activities, as BAI was a child very gifted in drawing; however, Bailey's

reply was not very relevant with the question. Cameron, Casey and Wen gave relevant answers with the question. Cameron's answer is remarkable, as CAM mentioned that this group helped CAM to perceive how to understand other people.

Mainstream Students

Jamie did not give any answer (Table 7.33). Alexis, Coby, Jerry and Teagan referred to peer relationships. Coby's answer is very characteristic, as COB describes with Coby's reply one of the goals of the SAG.

► Students' answers to the following question: "Would it make any difference for your transition to secondary school if you haven't been part of the Social Art Group?"

Students' answers are presented more analytically in Appendix 89.

Table 7.34 Students’ answers to the following question: “Would it make any difference for your transition to secondary school if you haven’t been part of the Social Art Group?”

	Student’s Name	Answer
Students with C.D.	Ashley (ASH)	No
	Bailey (BAI)	Being glad for having taken part in SAG
	Cameron (CAM)	Yes, because information was being given through weekly sessions
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	Yes
	Wen (WEN)	Yes, because you get introduced to the staff and there was information about the new school
Mainstream peers	Alexis (ALE)	No, because teachers of secondary school did not participate in SAG sessions in Primary School
	Blair (BLA)	Yes, because information was being given about the new school building, the staff and the lunch-time
	Brett (BRE)	Being absent.
	Coby (COB)	Not being sure, as having been part of it.
	Jamie (JAM)	Being helpful, because of having made more friends, but not necessary because JAM already had friends.
	Jerry (JER)	Yes, because of having made more friends and feeling more optimistic
	Teagan (TEA)	Being helpful, because you are given more information about the new school , but not necessary, because in class teachers prepare students for this

Students with Communication Difficulties

Casey answered that CAS didn’t know (Table 7.34). All the other present students with C.D. replied in a positive way (Bailey, Cameron, Drew and Wen).

Mainstream Students

Blair and Jerry gave a positive answer (Table 7.34). Jerry’s reply is characteristic: “it helped me a lot to feel a bit better”. Coby replied that COB was not certain whether the SAG had made any difference for Coby’s transition to secondary school.

Jamie and Teagan answered that the SAG was a positive experience, but they didn't really need it in order to settle in secondary school. And finally Alexis gave a negative answer, because teachers of secondary school had not taken part in SAG sessions.

► Students' answers to the following question: "What best piece of advice you could give to another child, if they were preparing to make that transition from primary to secondary school?"

Students' answers are presented more analytically in Appendix 90.

Table 7.35 Students' answers to the following question: "What best piece of advice you could give to another child, if they were preparing to make that transition from primary to secondary school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Not knowing yet.
	Bailey (BAI)	Not any answer given.
	Cameron (CAM)	Transferring information discussed in SAG
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	Work hard, in order to get a better job.
	Wen (WEN)	Giving the advice to ask the pupil support teacher
Mainstream peers	Alexis (ALE)	Giving information about the new school
	Blair (BLA)	Ask for information, when this is necessary
	Brett (BRE)	Being absent.
	Coby (COB)	Not being anxious about getting lost in the new school, because teachers show understanding
	Jamie (JAM)	Getting information by staff.
	Jerry (JER)	Ask for information, when this is necessary. Ask information by the researcher / the main practitioner.
	Teagan (TEA)	Getting information by staff.

Students with Communication Difficulties

Ashley and Casey said that they didn't know (Table 7.35). Bailey didn't give any reply at all. Cameron, Drew and Wen gave some pieces of advice. Cameron's answer was related to the work of the SAG group.

Supplementary Comments about Students with Communication Difficulties

Bailey and Drew said in this group discussion that they may have already been bullied in the secondary school. This happened even though the author did not make any such direct question.

The author believes that this happened because Bailey and Drew felt familiar with the other members of the group and because they had already been used to sharing their feelings and their thoughts with the other members of this team. Additionally, the author believes that students still needed help to clarify in their mind what exactly is bullying and what it is not.

Mainstream Students

In this case all mainstream students gave some pieces of advice, which were all relevant to the question being asked (Table 7.35). Jerry's reply was associated with the work of the SAG.