

Chapter 6

Research Results

6.1 Introduction

This chapter is focused on peer relationships developed in the SAG. The following research questions are being examined:

- i) Will there be found mutuality of expressed feelings between children of the Social Art Group?
- ii) If yes, will there be found mutuality of expressed feelings between students with C.D. and their mainstream peers? and
- iii) Will the relationships being developed in the Social Art Group in primary school be maintained in secondary school?

Data analysis which will be presented in this chapter regarding these research questions took place in the following 2 ways:

- a) Comparing students' self-reports in 3 stages and
- b) Analyzing video-recording of group sessions

Participants' perspectives will be explored further more in the following chapter.

6.2 Comparing Students' Self-reports in 3 Stages

Students were asked to give information about their peer relationships 3 times in this research process:

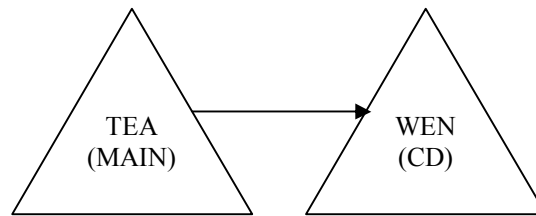
- in the beginning of SAG sessions in spring term (primary school),
- in the end of SAG sessions in summer term (primary school) and
- after the completion of the 3 SAG meetings in secondary school

In the beginning and in the end of SAG sessions in primary school students were asked to fill in the 'Peer Nomination Form' of Spence Test (1995). Therefore, they were asked to write the names of 2 children from the SAG under the following statements:

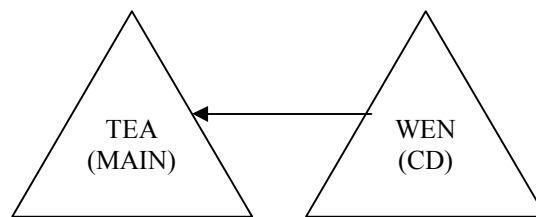
- "I would choose to play with these children:"

- “I would choose to work with these children.”
- “I would choose not to play with these children.”
- “I would choose not to work with these children.”

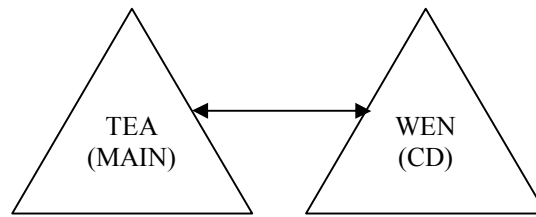
The answers of each student were compared in the beginning and in the end of SAG sessions in primary school. Student answers about peer interactions are depicted in sociograms (Fischer, 2006; Timasheff & Theodorson, 2005; Vrachliotis, 2004; Konstantinidis, 1997). Sociograms use a system of lines to demonstrate connections between students. A line ending in 2 arrows (having opposite direction) between 2 students indicates reciprocal choice. A line with an arrow indicates that one person chooses another person but this selection is one-sided. The arrow’s route starts from the person who chooses and ends in the person who is being chosen. For example, the following 3 figures would mean:



Teagan chooses Wen, but Wen has not chosen Teagan.



Wen chooses Teagan, but Teagan has not chosen Wen.



Teagan and Wen have chosen each other.

It should be noted that in sociograms male participants are illustrated with a triangle and female participants with a circle (Vrachliotis, 2004; Konstantinidis, 1997). However, in the sociograms of this report all participants, male and female, are being represented with a triangle because otherwise female participants could have become identifiable.

In the secondary school students were asked to fill in a questionnaire about transition which was created for this research project. More specifically they were asked to answer to the following questions:

- “Who is your favourite friend in secondary school?”
- “Do you keep contact with the other children from the SAG?”
- “Who are your favourite friends among children of the SAG?”
- “What activities do you share with these children in the new setting?”
- “How often are you with these children in the new school?”
- “Do you see these children outside the school?”

The analysis of data was based on the comparison of each student answers in the end of SAG sessions in primary school and in the end of SAG sessions in secondary school. Afterwards similarities and differences were found in the answers of all students in the end of SAG sessions in secondary school.

6.3 Beginning of SAG Sessions in Spring Term (Primary School) - Spence Test

In this part the results regarding the ‘Peer Nomination Form’, according to Spence Test (1995), will be presented. Students’ choices in the statement “I would choose to

play/not to play with these children” will be depicted in table 6.1. Afterwards there will be 3 figures which derive from table 6.1.

Table 6.1 Students’ choices in the statement “I would choose to play/not to play with these children” in the beginning of SAG sessions in spring term (primary school).

		Students with Communication Difficulties (C.D.)						Mainstream							
		Ashley	Bailey	Casey	Crane	Drew	Wen	Addison	Brett	Brody	Jerry	Taylor	Wylie	Zaiden	
Students with C.D.	Ashley (ASH)				+1			+2							
	Bailey (BAI)				+1										
	Casey (CAS)	+2			+1										
	Crane (CRA)	+2		+1											
	Drew (DRE)		+1	+2											
	Wen (WEN)	+2			+1								-1	-2	
Mainstream	Addison (ADD)		-1		-2					+1				+2	
	Brett (BRE)							+2			+1				
	Brody (BRO)		-1		-2			+1				+2			
	Jerry (JER)							+2	+1						
	Taylor (TAY)						-1						+1	+2	
	Wylie (WYL)						-1					+2		+1	
	Zaiden (ZAI)						-1					+2	+1		
Votes	Positive	Total	3	1	2	4		0	4	1	1	1	3	2	3
		1 st Choice	0	1	1	4		0	1	1	1	1	0	2	1
		2 nd Choice	3	0	1	0		0	3	0	0	0	3	0	2
	Negative	Total	0	2	0	2		3	0	0	0	0	0	1	1
		1 st Choice	0	2	0	0		3	0	0	0	0	0	1	0
		2 nd Choice	0	0	0	2		0	0	0	0	0	0	0	1
Total		3	3	2	6		3	4	1	1	1	3	3	4	

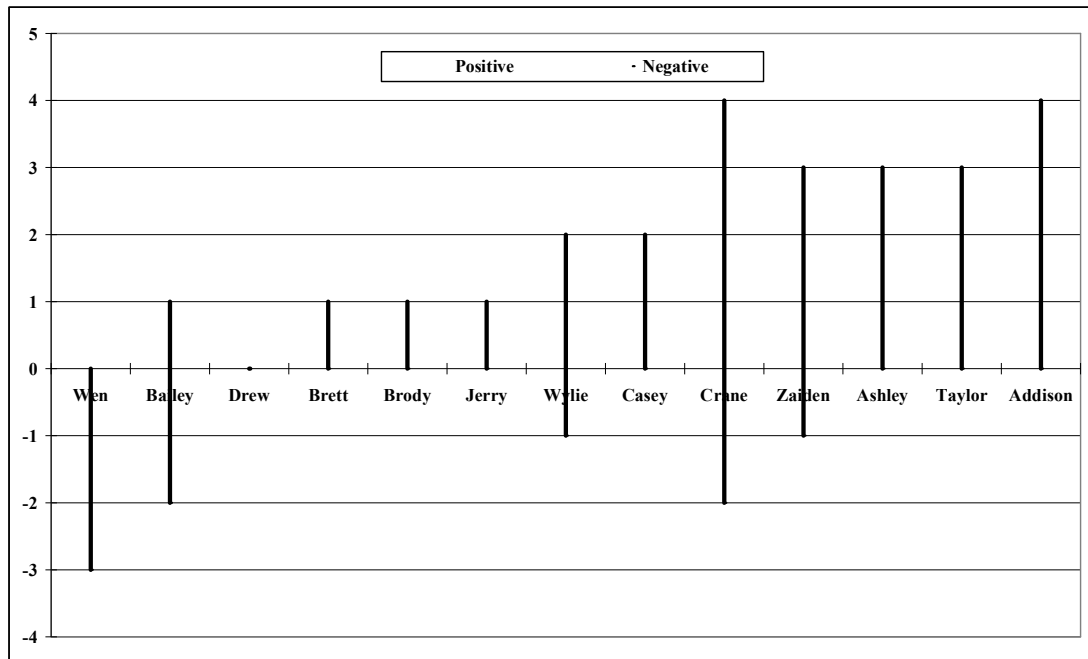


Figure 6.1 Students' choices in the statement "I would choose to play (positive scale) /not to play (negative scale) with these children" in the beginning of SAG sessions in spring term (primary school).

The most popular student is Addison (mainstream student) (Figure 6.1). The least popular student is Wen (student with C.D.). Taylor (mainstream student) and Ashley (student with C.D.) have the same level of popularity. Brett, Brody and Jerry (all mainstream students) also have an equal level of popularity.

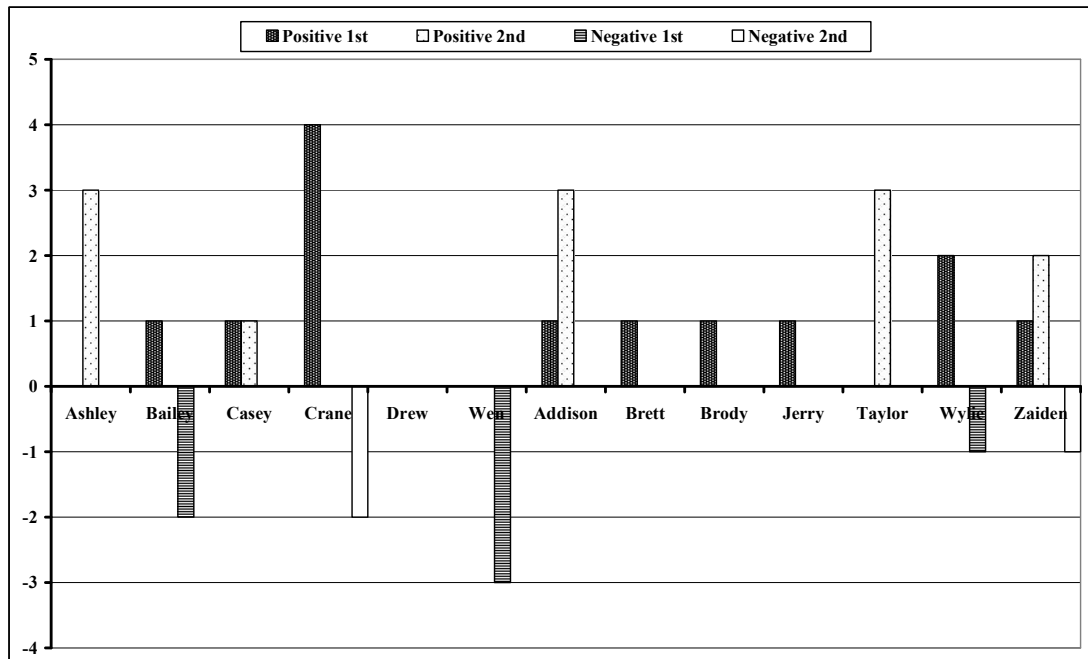


Figure 6.2 Students being chosen as 1st and 2nd choice in the statement “I would choose to play (positive scale) /not to play (negative scale) with these children” in the beginning of SAG sessions in spring term (primary school).

Crane (student with C.D.) is the student who took the greater number of ‘votes’ as 1st positive choice (Figure 6.2). The second child in this category of being chosen as 1st positive choice is Wylie (mainstream student). In the category of 2nd positive choice have equal number of ‘votes’ Ashley (student with C.D.), Addison and Taylor (both mainstream students). These students have gathered the greater number of ‘votes’ as 2nd positive choice. Wen (student with C.D.) has gathered the greater number of ‘votes’ in the category of the 1st negative choice. Second in this category is Casey (student with C.D.) and third is Zaiden (mainstream student). Drew (student with C.D.) and Zaiden (mainstream student) have been voted as a negative 2nd choice.

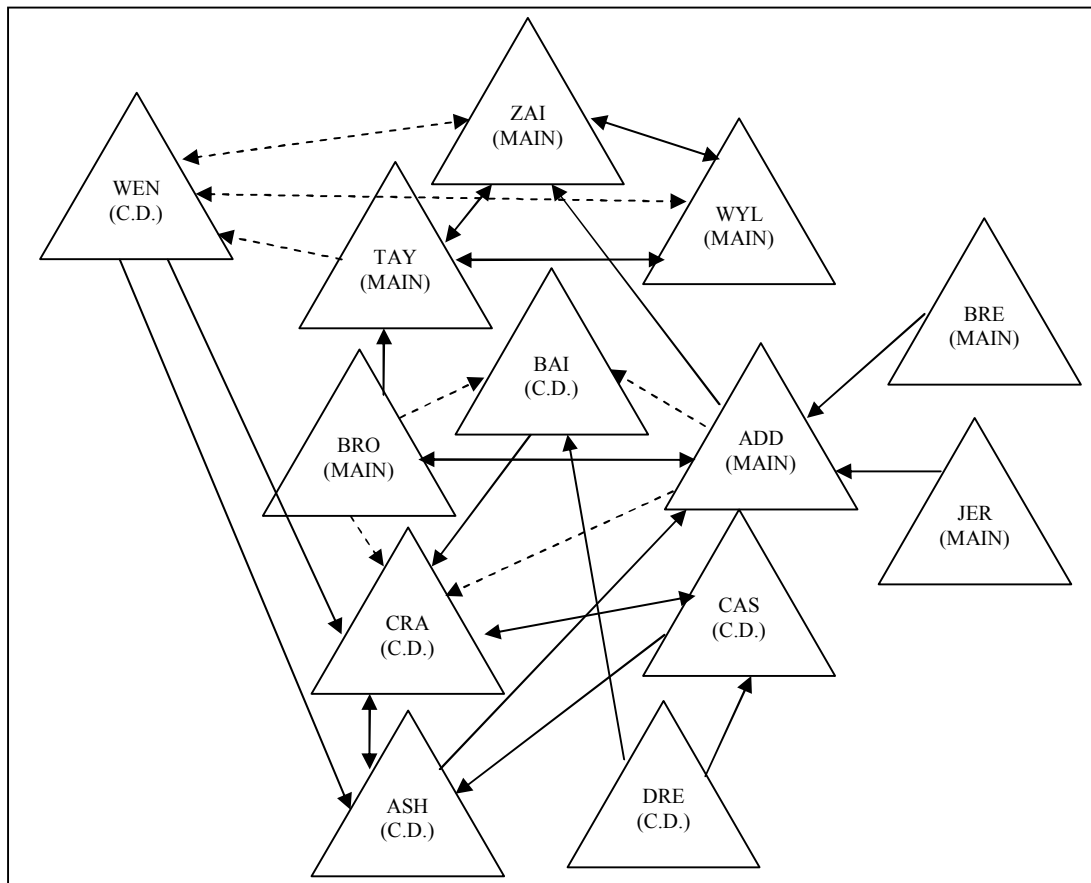


Figure 6.3 Sociogram based on students’ statement “I would choose to play (positive scale) /not to play (negative scale) with these children” in the beginning of SAG sessions in spring term (primary school).

There is a triangle formed by Zaiden, Wylie and Taylor (Figure 6.3). There is also a chain created by the interactions between Ashley- Crane and Crane- Casey. There are 2 couples: Brody- Addison and Brett- Jerry. However there are negative couples, too; these are Wen- Zaiden and Wen-Wylie.

In table 5.2 students’ choices in the statement “I would choose to work/not to work with these children” will be presented. As above, students gave these answers in the spring term of primary school, in the beginning of SAG sessions. After table 6.2 follow 3 figures which derive from the data of this table (6.4, 6.5 and 6.6).

Table 6.2 Students’ choices in the statement “I would choose to work/not to work with these children” in the beginning of SAG sessions in spring term (primary school).

		Students with Communication Difficulties (C.D.)						Mainstream							
		Ashley	Bailey	Casey	Crane	Drew	Wen	Addison	Brett	Brody	Jerry	Taylor	Wylie	Zaiden	
Students with C.D.	Ashley (ASH)				+1			+2							
	Bailey (BAL)				+1		+2								
	Casey (CAS)	+2			+1										
	Crane (CRA)	+2		+1											
	Drew (DRE)		+1	+2											
	Wen (WEN)		+2		+1							-2	-1		
Mainstream	Addison (ADD)									+1				+2	
	Brett (BRE)							+2			+1				
	Brody (BRO)							+1				+2			
	Jerry (JER)							+2	+1						
	Taylor (TAY)						-1						+1	+2	
	Wylie (WYL)						-1					+2		+1	
	Zaiden (ZAI)						-1					+2	+1		
Votes	Positive	Total	2	2	2	4	0	1	4	1	1	1	3	2	3
		1 st Choice	0	1	1	4	0	0	1	1	1	1	0	2	1
		2 nd Choice	2	1	1	0	0	1	3	0	0	0	3	0	2
	Negative	Total	0	0	0	0	0	3	0	0	0	0	1	1	0
		1 st Choice	0	0	0	0	0	3	0	0	0	0	0	1	0
		2 nd Choice	0	0	0	0	0	0	0	0	0	0	1	0	0
Total		2	2	2	4	0	4	4	1	1	1	4	3	3	

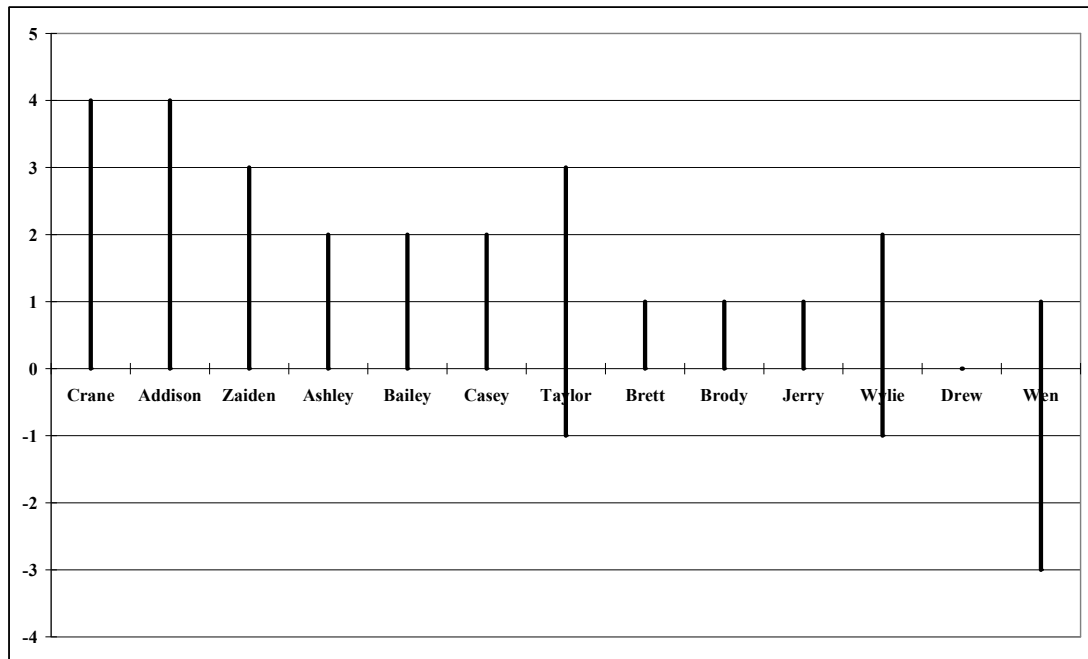


Figure 6.4 Students' choices in the statement "I would choose to work (positive scale) /not to work (negative scale) with these children" in the beginning of SAG sessions in spring term (primary school).

Crane (student with C.D.) and Addison (mainstream student) are the most popular students (Figure 6.4). On the contrary Wen (student with C.D.) is the least popular student. Ashley, Bailey and Casey (all students with C.D.) have the same level of popularity. Brett, Brody and Jerry (all mainstream students) also have an equal level of popularity.

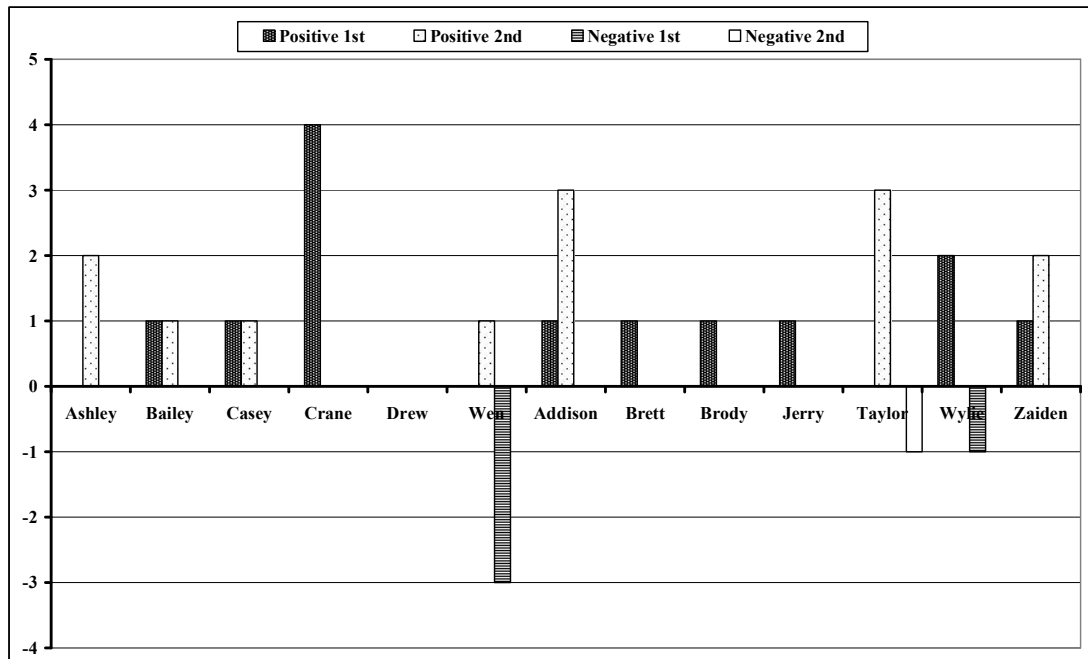


Figure 6.5 Students being chosen as 1st and 2nd choice in the statement “I would choose to work (positive scale) /not to work (negative scale) with these children” in the beginning of SAG sessions in spring term (primary school).

Crane (student with C.D.) is the child who gathered the greater number of ‘votes’ as the 1st positive choice (Figure 6.5). Second in this category is Wylie (mainstream student). Addison and Taylor (both mainstream students) have gathered the same number of ‘votes’ as the 2nd positive choice. Ashley (student with C.D.) and Zaiden (mainstream student) have been selected as 2nd positive choice too. They have equal number of ‘votes’ but they are less popular than Addison and Taylor (both mainstream students). Apart from Wen (student with C.D.), Wylie and Zaiden (both mainstream students), all other children have been given only positive ‘votes’. Wen (student with C.D.) has been given the greater number of ‘votes’ as the 1st negative choice. Second in this category is Zaiden (mainstream student). Wylie (mainstream student) is the only child who has been selected as a 2nd negative choice.

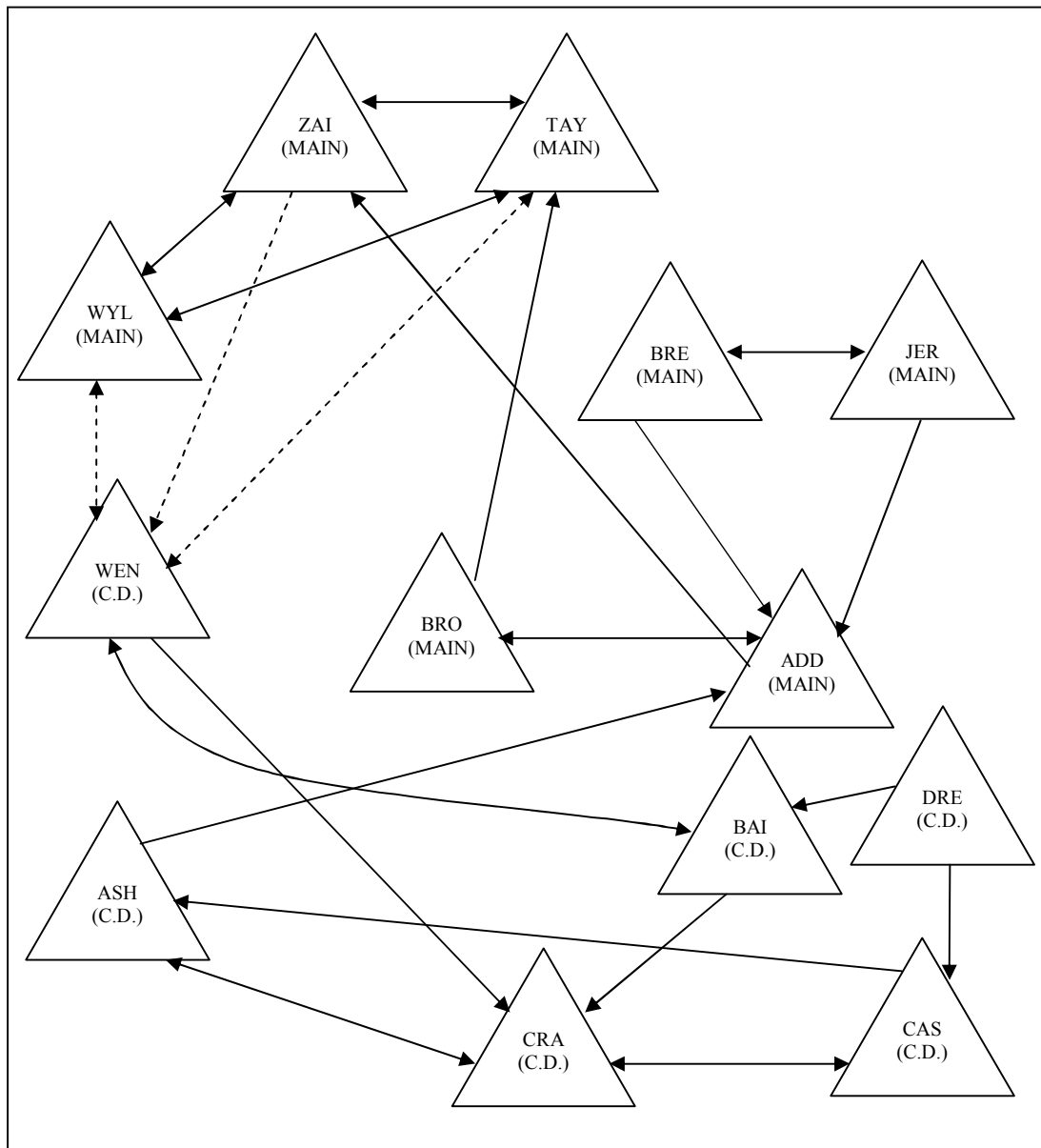


Figure 6.6 Sociogram based on students' statement "I would choose to work (positive scale) /not to work (negative scale) with these children" in the beginning of SAG sessions in spring term (primary school).

In the above figure there is a triangle formed by Zaiden, Wylie and Taylor (Figure 6.6). Furthermore, there is the following chain: Ashley-Crane-Casey. Positive couples are Bailey- Wen, Brody-Addison and Brett- Jerry. There are also 2 negative couples: Wen- Taylor and Wen- Wylie.

Comments

There are many cases of mutual selection in the two subgroups. However, most of the times there was not reported selection of students belonging to the other subgroup, apart from Ashley who chose Addison. The pattern of choices in the first and second question (about choosing other children to play and work with) is either similar or exactly the same. Students with communication difficulties did not give any negative answer, apart from Wen. Again the pattern of choices in the third and fourth question is either similar or the same. Brody (Mainstream Group) and Addison (Mainstream Group) were more open to work with children with C.D. than to play with them.

6.4 Final SAG Meeting in Summer Term (Primary School) - Spence Test

The following data have been collected through the 'Peer Nomination Form' of Spence test (1995). In table 6.3 will be presented students' choices in the statement "I would choose to play/not to play with these children" in the final SAG meeting in summer term of primary school. Afterwards will follow 3 figures which derive from this table: 6.6- 6.8.

Table 6.3 Students' choices in the statement "I would choose to play/not to play with these children" in the final SAG meeting in summer term (primary school).

		Students with Communication Difficulties (C.D.)							Mainstream							
		Ashley	Bailey	Cameron	Casey	Crane	Drew	Wen	Alexis	Blair	Brett	Coby	Jamie	Jerry	Teagan	
Students with C.D.	Ashley (ASH)					+1	+2									
	Bailey (BAI)					+1								+2		
	Cameron (CAM)							+1	+2							
	Casey (CAS)					+1	+2									
	Crane (CRA)	+2			+1											
	Drew (DRE)	+1			+2											
	Wen (WEN)					+1									+2	
Mainstream	Alexis (ALE)									+2		+1				
	Blair (BLA)										+1			+2		
	Brett (BRE)									+2				+1		
	Coby (COB)									+1				+2		
	Jamie (JAM)								+1							
	Jerry (JER)		+1								+2					
	Teagan (TEA)							+1			+2					
Votes	Positive	Total	2	1	0	2	4	2	2	2	2	3	1	1	3	2
		1 st Choice	1	1	0	1	4	0	2	1	1	0	1	1	1	0
		2 nd Choice	1	0	0	1	0	2	0	1	1	3	0	0	2	2
	Negative	Total														
		1 st Choice														
		2 nd Choice														
Total																

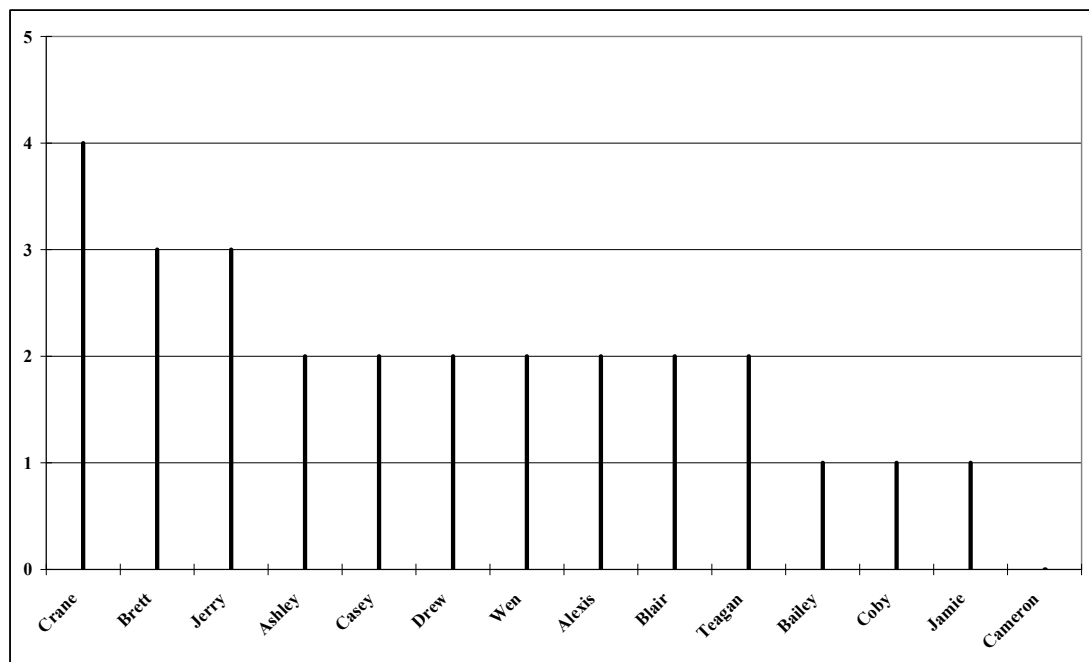


Figure 6.7 Students’ choices in the statement “I would choose to play (positive scale)/not to play with these children” in the final SAG meeting in summer term (primary school).

Crane is the most popular student (Figure 6.7). Cameron has not been selected by any student either in a positive or negative way. Brett and Jerry have gathered the same number of positive ‘votes’. Seven (7) students are at exactly the same level of popularity having gathered 2 positive ‘votes’ each; these are: Ashley, Casey, Drew, Wen (all students with C.D.), Alexis, Blair and Teagan (the last 3 are mainstream students). Bailey (student with C.D.), Coby and Jamie (both mainstream students) have all been given 1 positive vote. There were not any negative votes.

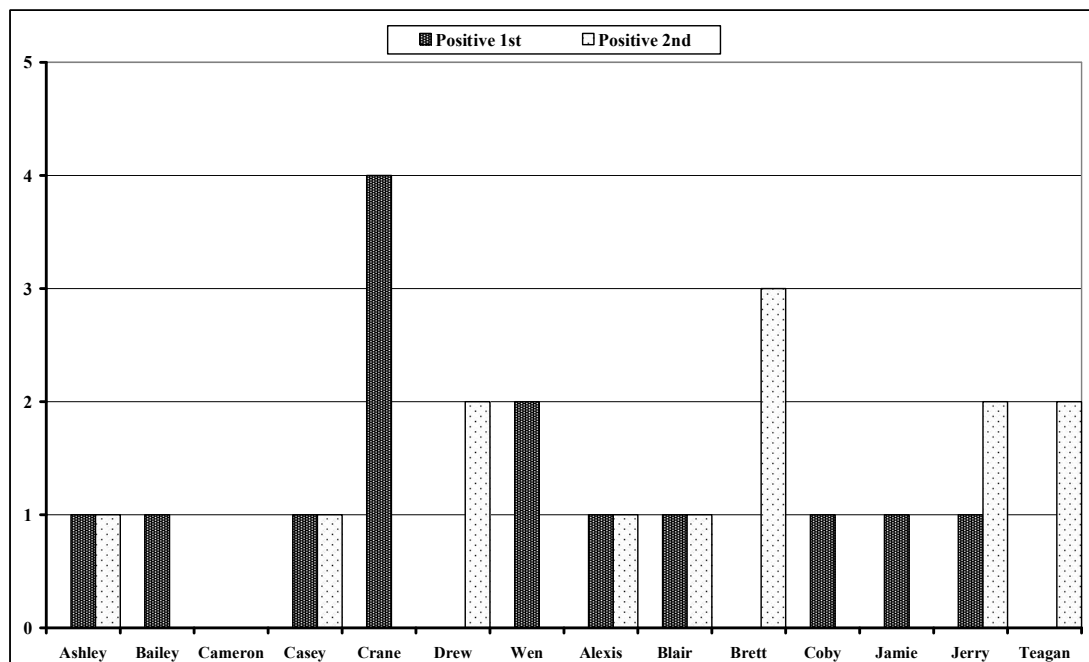


Figure 6.8 Students being chosen as 1st and 2nd choice in the statement “I would choose to play (positive scale) /not to play with these children” in the final SAG meeting in summer term (primary school).

Crane (student with C.D.) was the child who gathered the greater number of positive votes as the 1st positive choice (Figure 6.8). Wen (student with C.D.) was the second in this category. Eight (8) students have been given 1 vote as 1st positive choice; these are Ashley, Bailey, Casey (all students with C.D.), Alexis, Blair, Coby, Jamie and Jerry (the last 5 are mainstream students). Brett (mainstream student) was the child who selected the greater number of ‘votes’ as the 2nd positive choice. Drew (student with C.D.), Jerry and Teagan (both mainstream students) were given 2 ‘votes’ as a 2nd positive choice. Four (4) students were given 1 ‘vote’ as a second positive choice. These were: Ashley, Casey (students with C.D.), Alexis and Blair (both mainstream students).

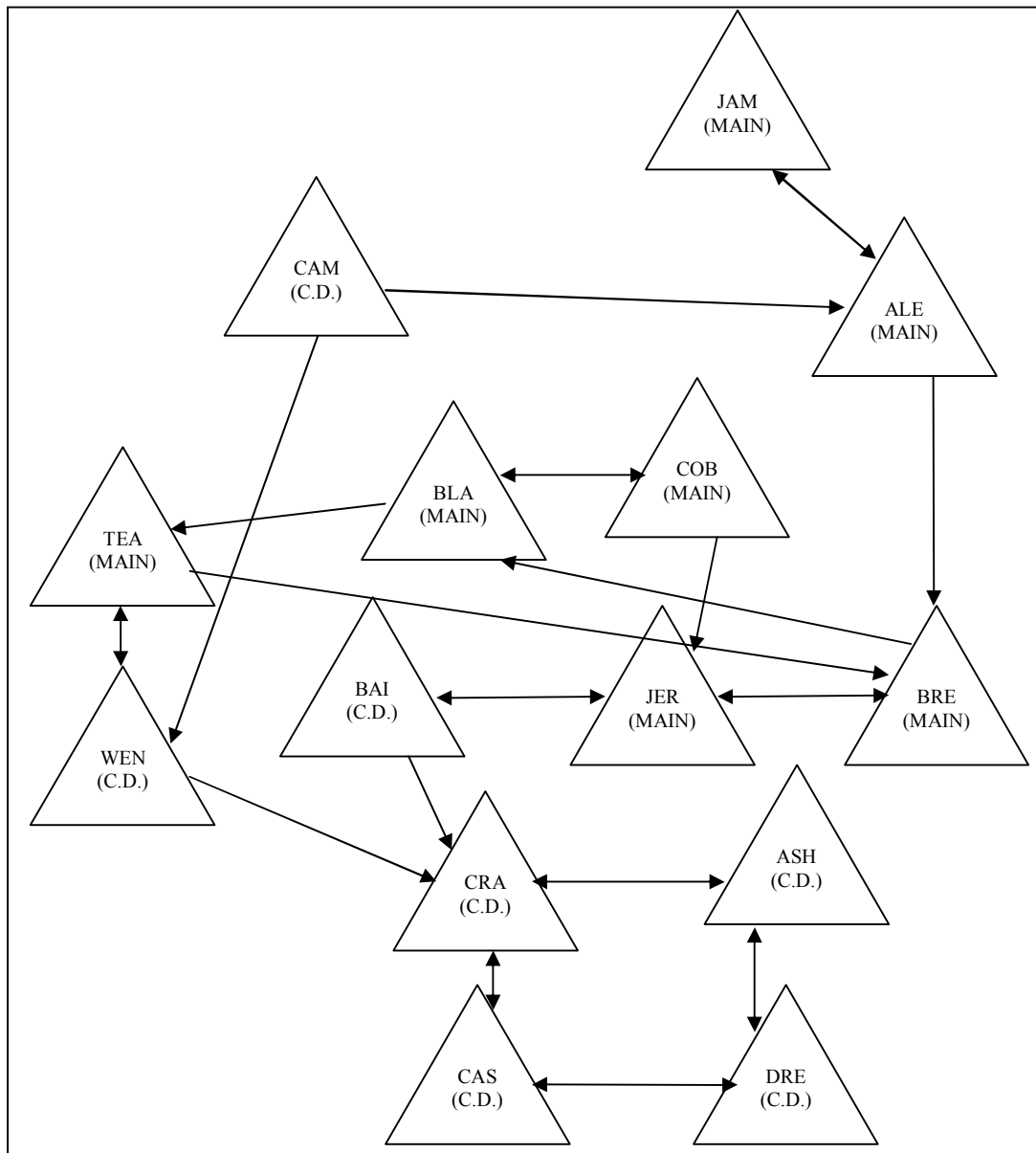


Figure 6.9 Sociogram based on students’ choices in the statement “I would choose to play/not to play with these children” in the final SAG meeting in summer term (primary school).

In the above figure there are 2 chains (Figure 6.9). The first is formed by Casey, Drew and Crane. The second is formed by Bailey, Jerry and Brett. In this figure there are only positive couples, 3 in number; these are: Wen-Teagan, Blair- Coby and Jamie- Alexis.

In the table 5.4 will be presented students’ choices in the statement “I would choose to work/not to work with these children” in the final SAG meeting in summer

term of primary school. Afterwards will follow 3 figures which derive from this table: 6.9- 6.11.

Table 6.4 Students’ choices in the statement “I would choose to work/not to work with these children” in the final SAG meeting in summer term (primary school).

		Students with Communication Difficulties (C.D.)							Mainstream							
		Ashley	Bailey	Cameron	Casey	Crane	Drew	Wen	Alexis	Blair	Brett	Coby	Jamie	Jerry	Teagan	
Students with C.D.	Ashley (ASH)					+1	+2									
	Bailey (BAI)					+1								+2		
	Cameron (CAM)								+1							
	Casey (CAS)					+1	+2									
	Crane (CRA)	+2			+1											
	Drew (DRE)	+1			+2											
	Wen (WEN)					+1									+2	
Mainstream	Alexis (ALE)										+2		+1			
	Blair (BLA)											+1			+2	
	Brett (BRE)									+2				+1		
	Coby (COB)									+1				+2		
	Jamie (JAM)								+1	+2						
	Jerry (JER)		+1									+2				
	Teagan (TEA)							+1				+2				
Votes	Positive	Total	2	1	0	2	4	2	1	2	3	2	2	1	3	2
		1 st Choice	1	1	0	1	4	0	1	2	1	0	1	1	1	0
		2 nd Choice	1	0	0	1	0	2	0	0	2	2	1	0	2	2
	Negative	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1 st Choice														
		2 nd Choice														
Total																

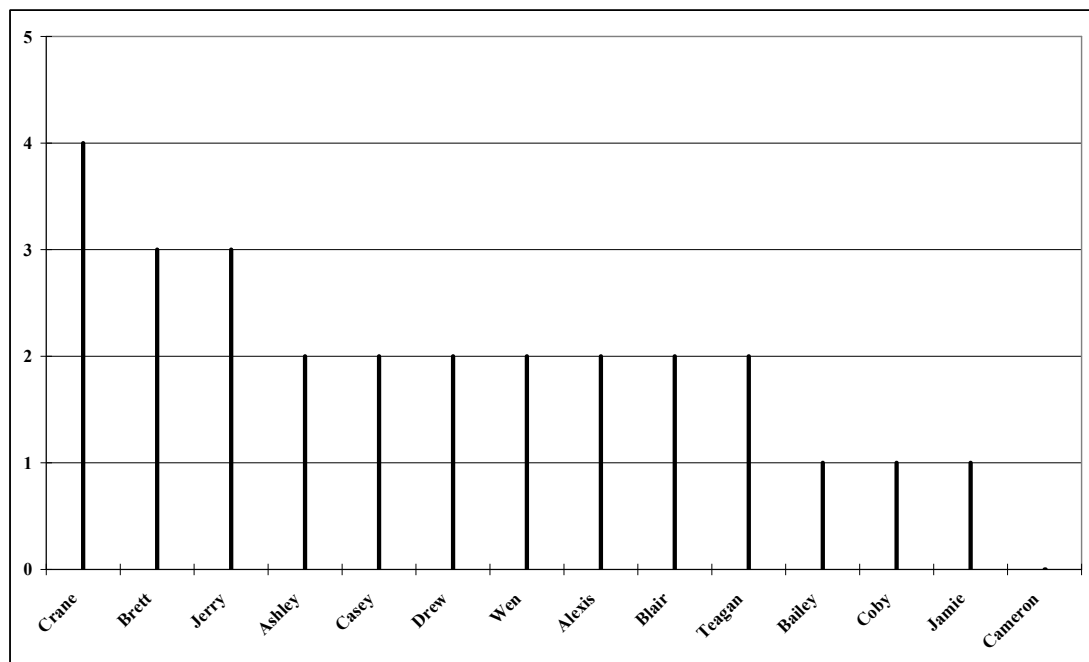


Figure 6.10 Students’ choices in the statement “I would choose to work (positive scale)/not to work with these children” in the final SAG meeting in summer term (primary school).

Crane (student with C.D.) is the most popular child having been voted by 4 students in a positive way (Figure 6.10). Cameron (student with C.D.) has not been selected by any student either in a positive or negative way. Blair and Jerry (both mainstream students) have both been given 3 positive ‘votes’. Seven (7) students have the same level of popularity with 2 positive ‘votes’; these are: Ashley, Casey, Drew (all students with C.D.), Alexis, Brett, Coby and Teagan (the last 4 are mainstream students). Bailey, Wen (both students with C.D.) and Jamie (mainstream student) have all been given 1 positive vote. There were not any negative votes.

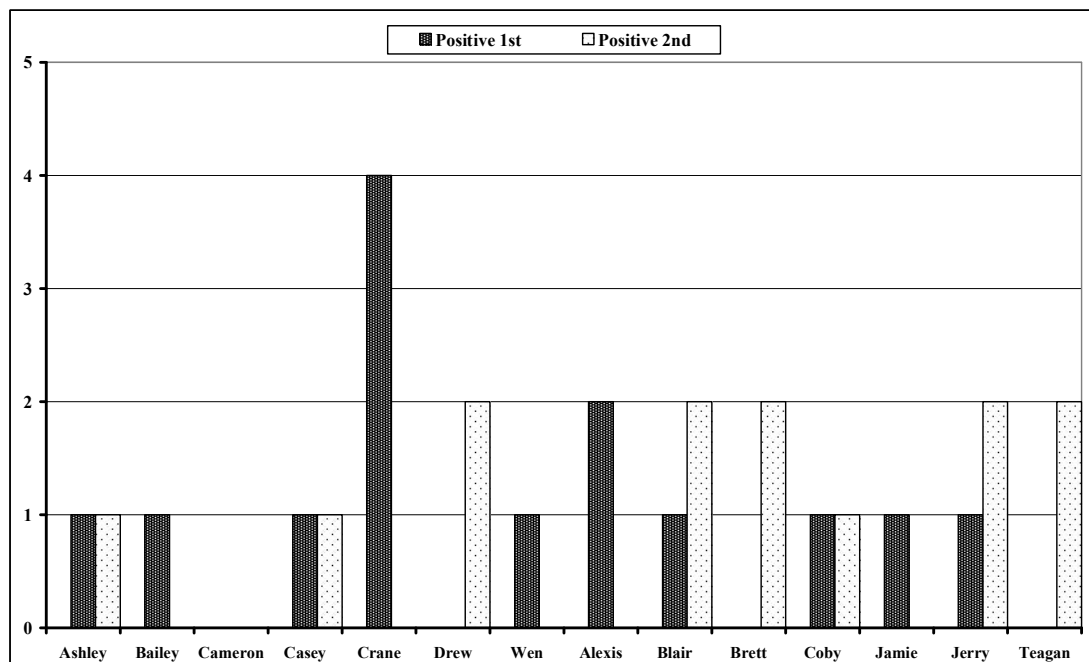


Figure 6.11 Students being chosen as 1st and 2nd choice in the statement “I would choose to work (positive scale) /not to work with these children” in the final SAG meeting in summer term (primary school).

Crane (student with C.D.) was the child who gathered the greater number of positive votes as the 1st positive choice (Figure 6.11). More specifically he was given 4 votes. Alexis (mainstream student) was the second in this category with 2 votes. Eight (8) students have been given 1 vote as a 1st positive choice; these are Ashley, Bailey, Casey, Wen (all students with C.D.), Blair, Coby, Jamie and Jerry (the last 4 are mainstream students). Brett (mainstream student) was the child who selected the greater number of ‘votes’ as the 2nd positive choice. Drew (student with C.D.), Blair, Brett, Jerry and Teagan (the last 4 are mainstream students) were given 2 ‘votes’ as a 2nd positive choice. Three (4) students were given 1 ‘vote’ as a 2nd positive choice. These were: Ashley, Casey (both students with C.D.) and Coby (mainstream student).

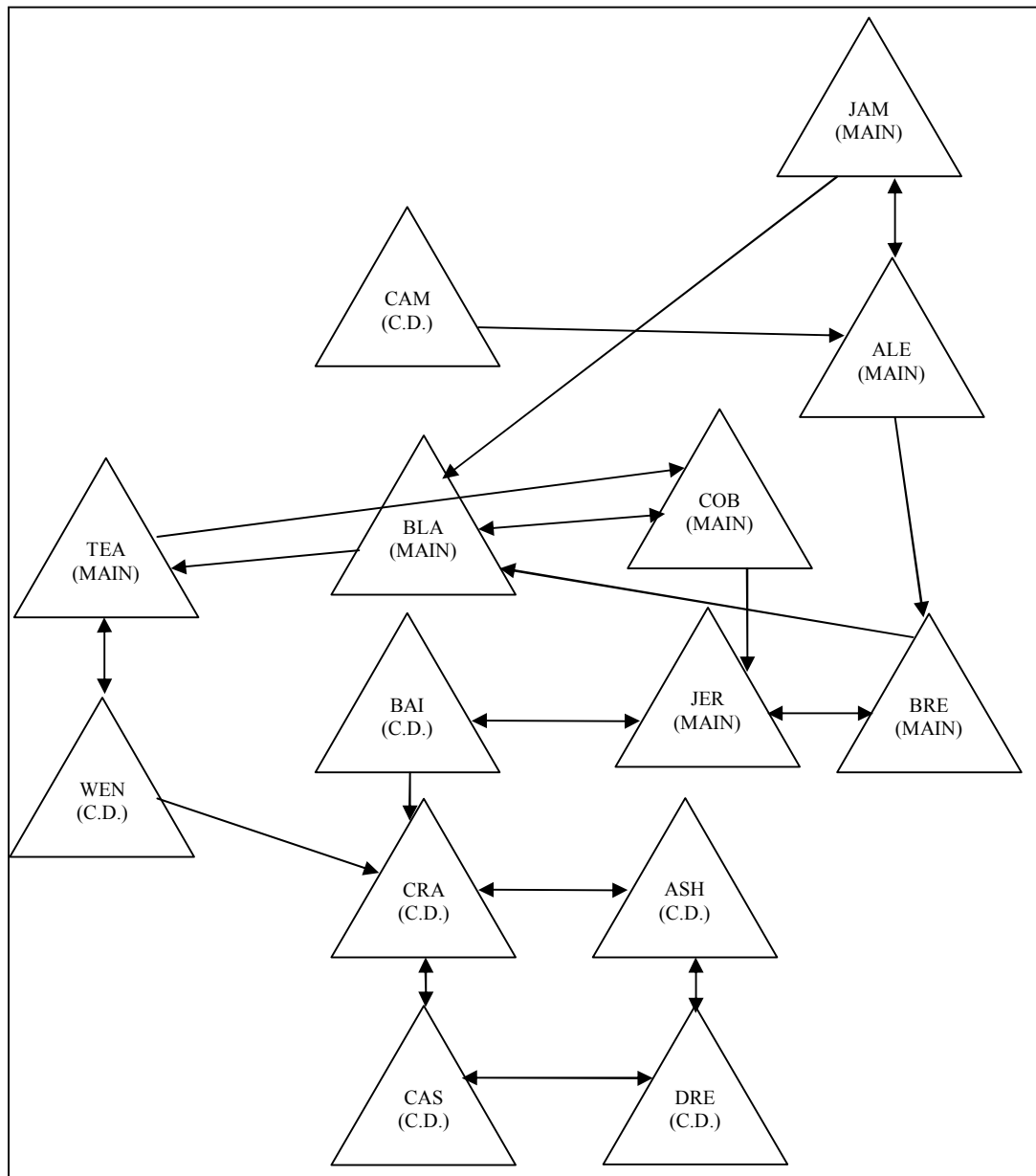


Figure 6.12 Sociogram based on students’ choices in the statement “I would choose to work/not to work with these children” in the final SAG meeting in summer term (primary school).

As illustrated in figure 6.12, there are 2 chains. The first is formed by Casey, Drew and Crane. The second is consisted by Bailey, Jerry and Brett. There are also 3 couples: Wen- Teagan, Blair- Coby and Jamie- Alexis.

Comments

In this stage for the first time there is mutual selection between students belonging to different subgroups (Wen- Teagan, Bailey- Jerry). For Drew, who came alone

from the third primary school which participated in this project, there was also a positive finding; a mutual selection was reported between Drew and 2 other students with C. D., Ashley and Casey. There was a slight increase in the number of cases where there was mutuality of positive feelings between students belonging to the same subgroup. It should also be noted that clearly most students preferred playing and working with other students who belonged to the same subgroup with them. Another positive remark is the fact that there was not even one negative peer nomination, which illustrates the better climate among the members of the SAG in the summer term.

6.5 Secondary School - Questionnaire about Transition

All students were asked to fill in this questionnaire (See Appendix 49: Questionnaire 5) in their home after the completion of SAG meetings in school. This questionnaire is a basic source of information and the answers will be presented in detail. The questions which are more directly associated with the research question under discussion are 7- 12. The data which derived by questions 1-6 will be presented in Appendix 98.

Research data will be presented separately for each question.

→ Question 7: Who is your favourite friend in secondary school?

All SAG Students

Table 6.5 Students' choices in question 7: "Who are your favourite friends in secondary school?"

	Students with Communication Difficulties (C.D.)					Mainstream			
	Ashley	Casey	Crane	Drew	Wen	Blair	Coby	Teagan	
Students with C.D.	Ashley (ASH)								
	Casey (CAS)	+1			+2				
	Crane (CRA)	+1	+2		+3				
	Drew (DRE)		+1						
	Wen (WEN)							+1	
Mainstream	Blair (BLA)						+1		
	Coby (COB)					+1			
	Teagan (TEA)								
Positive Votes	Total	2	2	0	2	0	1	1	
	1 st Choice	2	1	0	0	0	1	1	
	2 nd Choice	0	1	0	1	0	0	0	
	3 rd Choice	0	0	0	1	0	0	0	

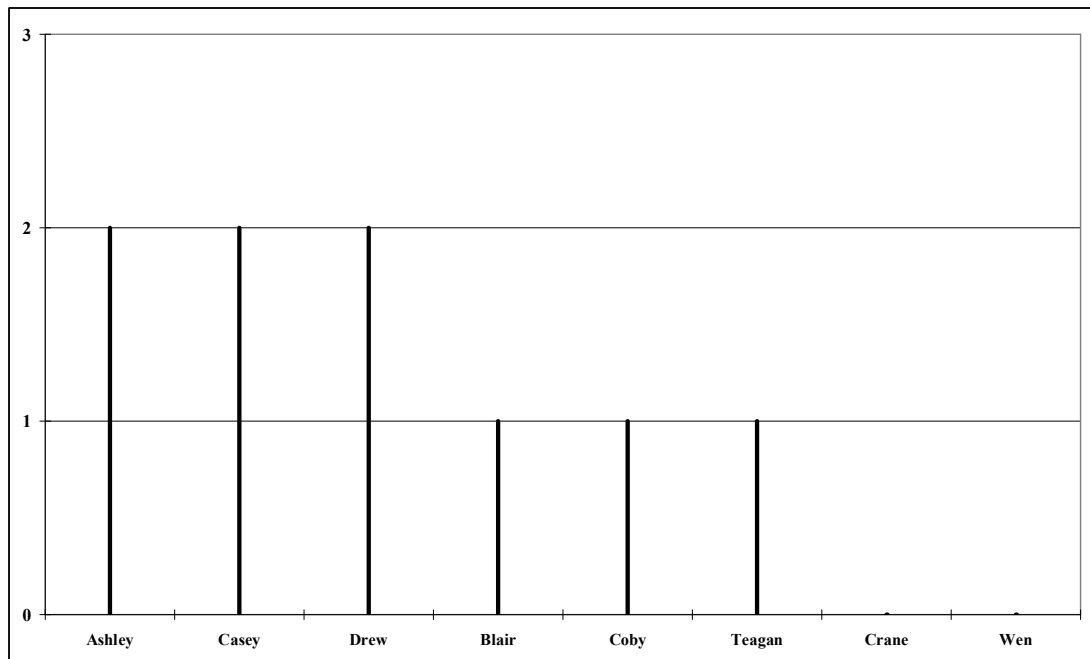


Figure 6.13 Students' choices in question 7: "Who are your favourite friends in secondary school?"

Ashley, Casey and Drew (all students with C.D.) have gathered 2 ‘votes’ (Figure 6.13). Blair, Coby and Teagan (all mainstream students) have been given 1 ‘vote’. Crane and Wen (both mainstream students) did not receive any ‘vote’.

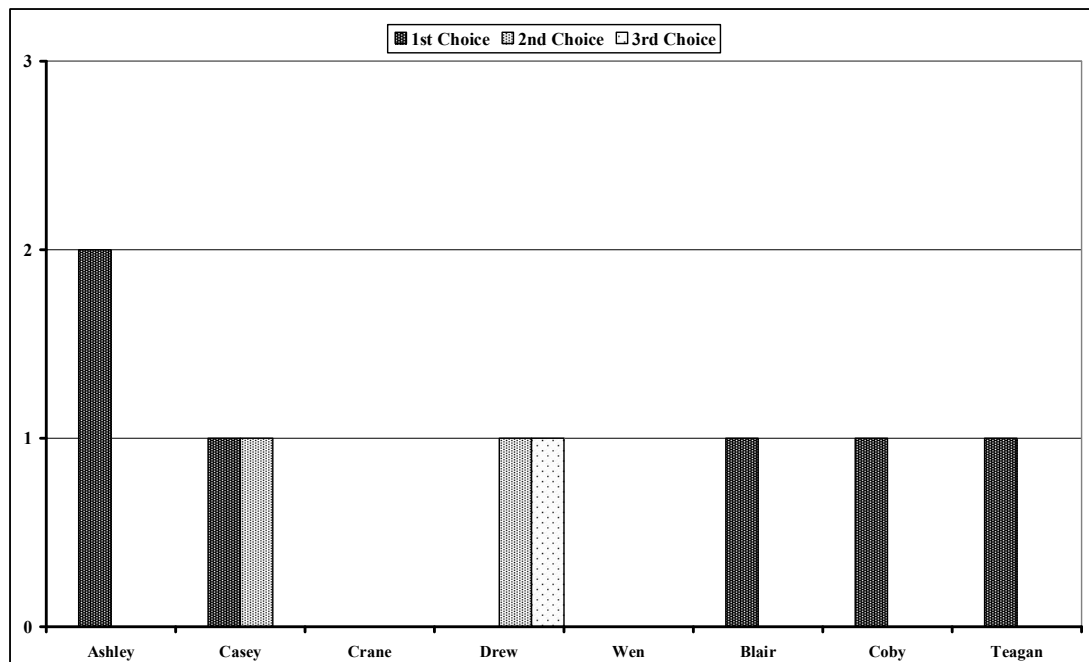


Figure 6.14 Students being chosen as 1st, 2nd and 3rd choice in question 7: “Who are your favourite friends in secondary school?”

Ashley (student with C.D.) gathered 2 votes as the 1st choice (Figure 6.14). Casey (student with C.D.), Blair, Coby and Teagan (the last 3 are mainstream peers) were also selected as the 1st choice but only once. Casey and Drew (both students with C.D.) were given 1 vote each as the 2nd choice. Drew (student with C.D.) was also selected by one student as the 3rd choice.

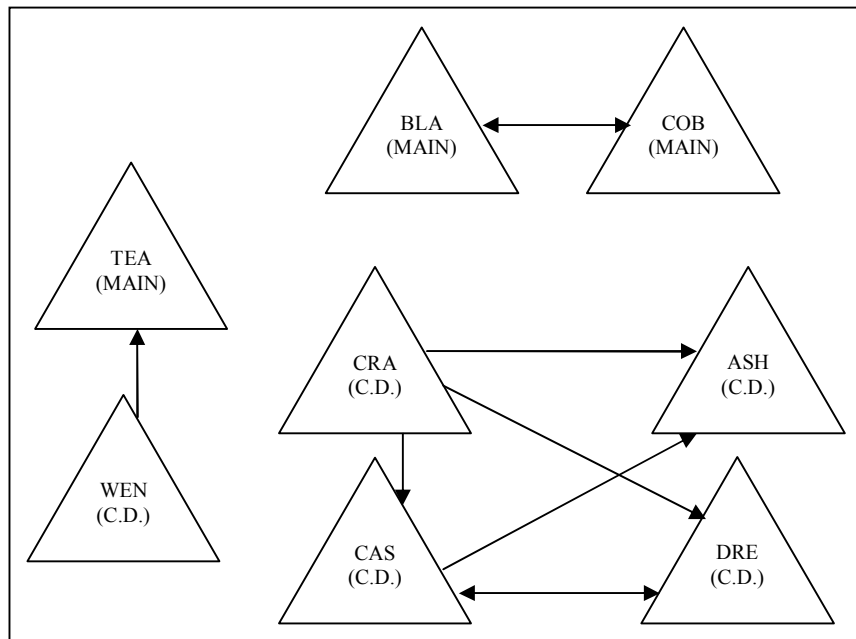


Figure 6.15 Sociogram based on students’ choices in question 7: “Who are your favourite friends in secondary school?”

In the above sociogram there are 2 couples: Blair- Coby and Casey- Drew (Figure 6.15).

→ Question 8: Do you keep contact with the other children from the Social Art Group?

Students with Communication Difficulties

In question 8 all students with C.D. gave a positive answer.

Mainstream Students

In question 8 all mainstream students gave a positive answer, too.

→ Question 9: “Who are your favourite friends among children of the Social Art Group?”

All SAG Students

All students’ answers are presented in table 6.6.

Table 6.6 Students' choices in question 9: "Who are your favourite friends among children of the Social Art Group?"

	Students with Communication Difficulties (C.D.)								Mainstream						
	Ashley	Bailey	Cameron	Casey	Crane	Drew	Wen	Alexis	Blair	Brett	Coby	Jamie	Jerry	Teagan	
Students with C.D.	Ashley (ASH)				+1	+2									
	Bailey (BAI)												+1		
	Cameron (CAM)							+1							
	Casey (CAS)	+1					+2								
	Crane (CRA)	+1			+2										
	Drew (DRE)				+1										
	Wen (WEN)													+1	
Mainstream	Alexis (ALE)										+2		+1		
	Blair (BLA)										+1				
	Brett (BRE)												+1		
	Coby (COB)								+2	+1					
	Jamie (JAM)								+1						
	Jerry (JER)		+1								+2				
	Teagan (TEA)							+1							
Votes Positive	Total	2	1	0	3	1	1	1	3	1	1	2	0	3	1
	1 st Choice	2	1	0	2	0	0	1	2	1	0	1	0	3	1
	2 nd Choice	0	0	0	1	1	1	0	1	0	1	1	0	0	0

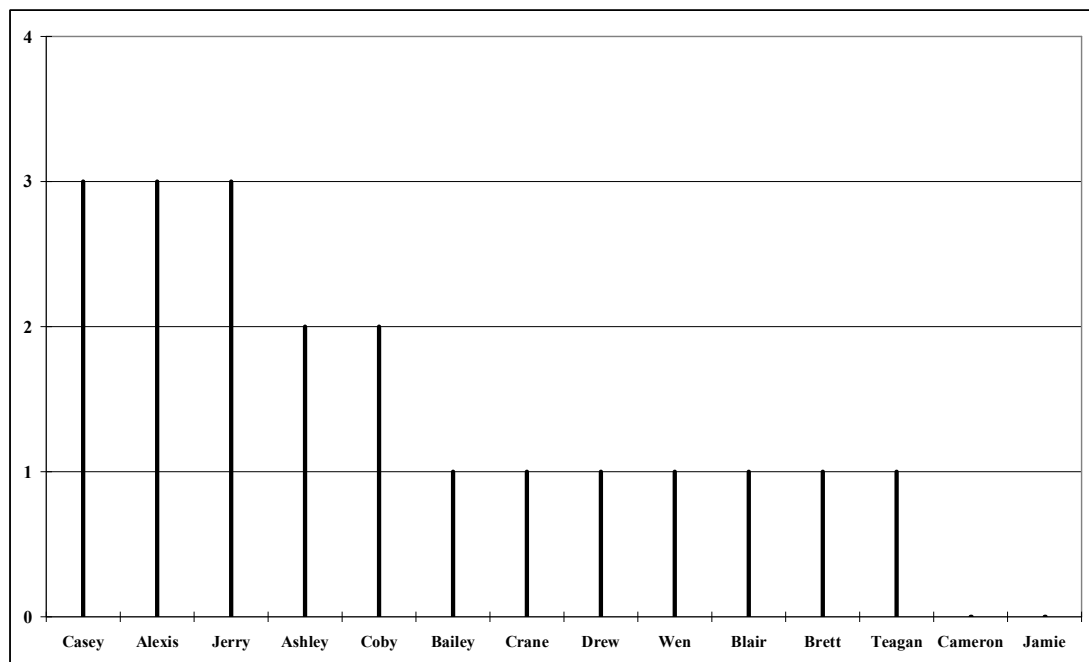


Figure 6.16 Students’ choices in question 9: “Who are your favourite friends among children of the Social Art Group?”

Casey (student with C.D.), Alexis and Jerry (both mainstream students) are the most popular children having been voted each one of them by 3 students (Figure 6.16). Ashley (student with C.D.) and Coby (mainstream student) have both gathered 2 ‘votes’. Seven (7) students have the same level of popularity with 1 ‘vote’. These children are: Bailey, Crane, Drew, Wen (all students with C.D.), Blair, Brett and Teagan (the last 3 are mainstream students). Cameron (student with C.D.) and Jamie (mainstream student) have not been given any vote. There were not any negative votes.

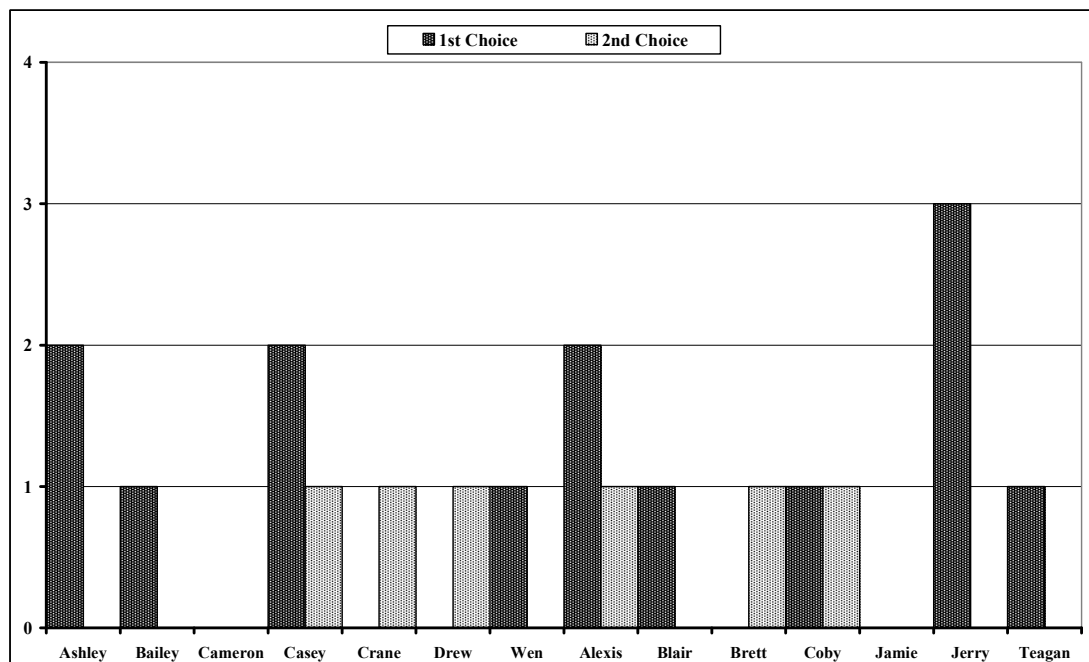


Figure 6.17 Students’ choices in question 9: “Who are your favourite friends among children of the Social Art Group?”

Jerry (mainstream student) was the child who gathered the greater number of preferences as the 1st choice (Figure 6.17). More specifically he was given 3 ‘votes’. Ashley, Casey (both students with C.D.) and Alexis (mainstream student) were given 2 ‘votes’ each as the 1st choice. Five (5) students have been given 1 vote as the 1st choice; these are Bailey, Wen (both students with C.D.), Blair, Coby and Teagan (the last 3 are mainstream students). Casey, Crane, Drew (all students with C.D.), Alexis, Brett and Coby (the last 3 are mainstream students) were selected with 1 ‘vote’ as the 2nd choice.

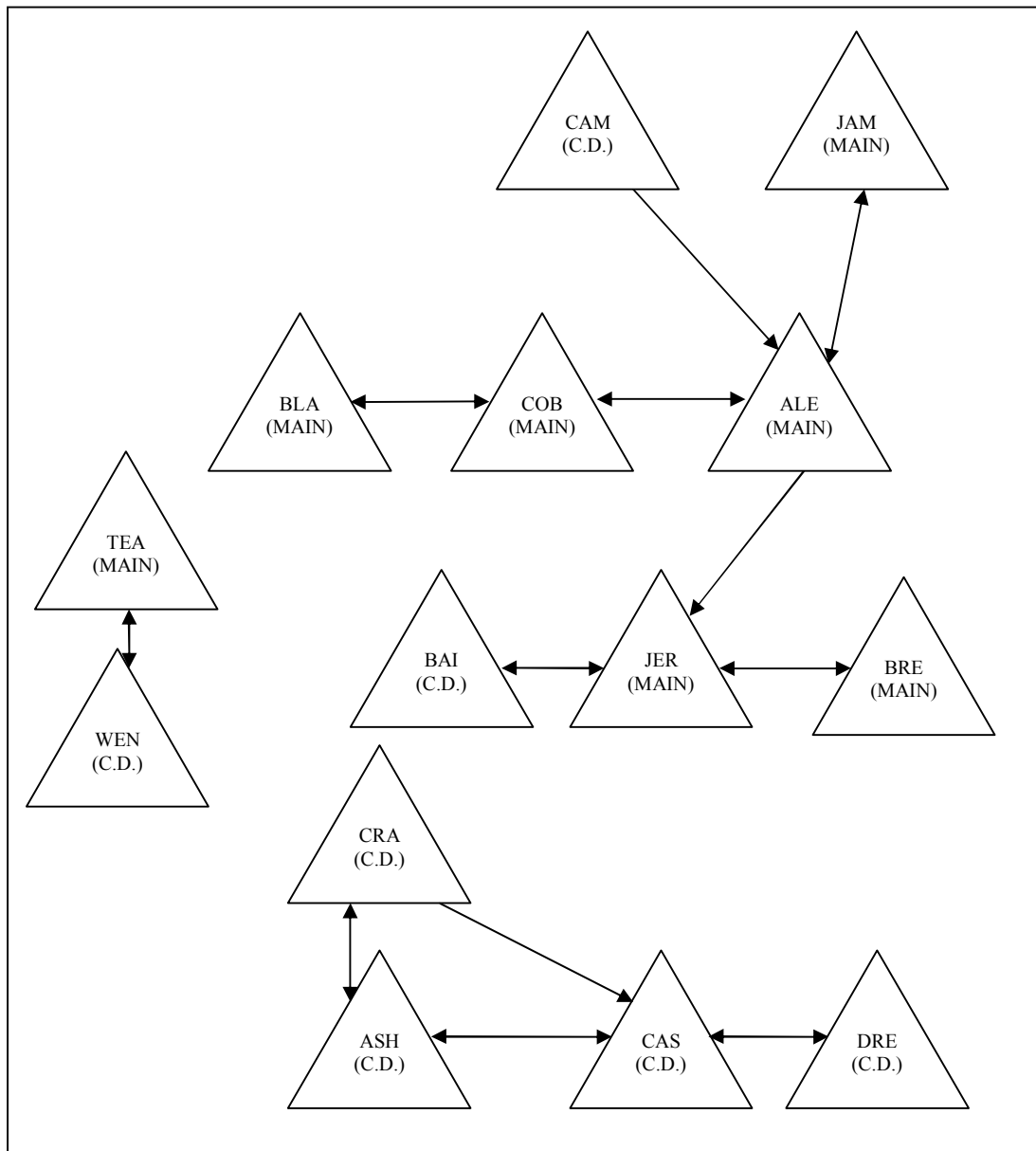


Figure 6.18 Sociogram based on students’ choices in question 9: “Who are your favourite friends among children of the Social Art Group?”

It is interesting that in the above sociogram there are 3 chains (Figure 6.18). These are the following: a) Crane- Ashley- Casey- Drew, b) Bailey- Jerry- Brett and c) Blair- Coby- Alexis. Additionally, there is one couple: Teagan and Wen.

→ Question 10: What activities do you share with these children in the new setting?

Students with Communication Difficulties

In this question 2 students replied ‘going together from lesson to lesson’ and 3 students replied “going to computer club”. More specifically Casey and Drew gave the first answer. Ashley, Bailey and Crane gave the second reply. Cameron and Wen did not reply.

Mainstream Students

In this question 4 students replied sharing lunch time and 3 replied being together in the break time. Students who gave the first answer were: Blair, Coby, Brett and Jerry. The 3 students who referred to break time were: Blair, Coby and Tiffany.

→ Question 11: How often are you with these children in the new school?

Students with Communication Difficulties

In this question 5 students with C.D. replied always; these were Ashley, Bailey, Casey, Crane and Drew. Two did not reply at all, Cameron and Wen.

Mainstream Students

In the above question 2 mainstream students replied always, 3 replied almost always and 2 gave the answer ‘often’. More specifically Blair and Coby gave the response ‘always’. Brett, Jamie and Jerry chose as their answer the phrase ‘almost always’. Alexis and Ananya were the 2 students who gave the reply ‘often’.

→ Question 12: Do you see these children outside the school?

Students with Communication Difficulties

In question 12 all students with C.D. answered no.

Mainstream Students

In this question 12 all mainstream students replied yes.

Comments

A few more general comments could be made after the analytical presentation of these results. Most students with communication difficulties chose as ‘favourite friends’ in the social art group other students with communication difficulties. However, there was one case where there was a mutual selection between a boy with communication difficulties and a mainstream boy; in this case the mainstream peer also selected another mainstream boy as a favourite friend. Furthermore, the 2 girls of the group selected each other as the favourite friend in SAG. A few mainstream peers chose mutually each other as the “favourite friend” in the SAG.

Therefore, mutuality of expressed feelings was reported in the following cases:

- Between students with communication difficulties: Casey-Drew, Casey-Ashley, Crane-Ashley
- Between mainstream peers: Jerry-Brett, Coby-Alexis, Blair-Conor
- Between students with communication difficulties and mainstream peers: Wen (C.D. Group)-Teagan (Mainstream Group), Bailey (C.D. Group)- Jerry (Mainstream Group).

Cameron was a child with communication difficulties (non-autistic) who was not selected by any other child. Jamie, a mainstream boy, was not selected by any other child, too. However, Jamie was able to find a partner in art activities, as this became obvious by the personal observation and the video analysis of the group intreractions, whereas Cameron was a lonelier boy in the group sessions. Another comment, which could be made, is that children with communication difficulties do not meet their ‘favourite friends’ outside school, while mainstream peers report the opposite; a finding which probably implies another quality of ‘friendship’ between mainstream peers.

Sustained Patterns of Interactions During Transition to Secondary School

There was great similarity between the patterns of interactions reported by children themselves in the end of primary school (peer nomination form in summer term) and in the end of the research project in secondary school (final questionnaire about their transition from primary to secondary school, question 9: “Who are your

favourite friends among children of the Social Art Group?"). This finding includes peer relationships which were developed between mainstream peers and students with C. D. (Wen- Teagan, Bailey- Jerry). Cameron was not selected by any other child again.

6.6 Analyzing Video-Recording of Group Sessions

Introductory information

Eighteen (18) sessions of the SAG were recorded in primary school and 3 in secondary school. The duration of the meetings in primary school was 45 min. and in secondary school was 30 min. During sessions the patterns of interactions between students were very similar during the circle of friends and art activities; therefore, there will not be any kind of differentiation between these two parts of the session. Of course, during art activities students' interactions could be observed more easily than during the circle of friends (Sharman et al, 2004).

Data analysis

Two criteria were used during the analysis of these videos:

- i) Who were sitting next to each other?
- ii) And if they talked to each other even for one time, while sharing materials or doing an individual or group activity?

The results will be presented in the following table and sociograms. There are some information and clarifications which could be given about sociograms.

- First of all it could be clarified how sociograms relate to the overall length of the session. During sessions there was not much movement and change; for example a child could get up to find a material and then he/she would return to his/her seat. In the few cases where students changed position in order to sit closer to other students, their illustrated position in the sociogram is the second one, because this was their real choice.
- 'Sitting with' is related just with physical proximity.
- Reported interaction between students involves talking. It could have been a comment, a question, a request for a material or a short discussion. It is not

possible to hear exactly what all students were saying in the video recording of sessions. In the sociograms peer interaction is represented with a line which connects 2 or more students.

- All periods of interaction were included without discrimination. In the sociograms is depicted whether a child interacted or not with another child in each session. Generally, there was an exchange of a few words or phrases. Students were doing art activities at the same time and they had half an hour to do this. All these cases were considered as communication instances. In the author's opinion it is more indicative and meaningful to notice the patterns of interaction which appear repeatedly throughout sessions than the exact duration of each interaction in each session.
- In some cases there were chairs which remained empty or some gaps in the row of seated students. The author believes that physical proximity of students in the video recording of sessions becomes more indicative when there are patterns of interaction which appear again repeatedly throughout sessions.

Comments about sociograms will be made for 3 groups of sessions: spring term sessions (primary school), summer term sessions (primary school) and secondary school meetings.

6.6.1 Spring Term Sociograms (Primary School)

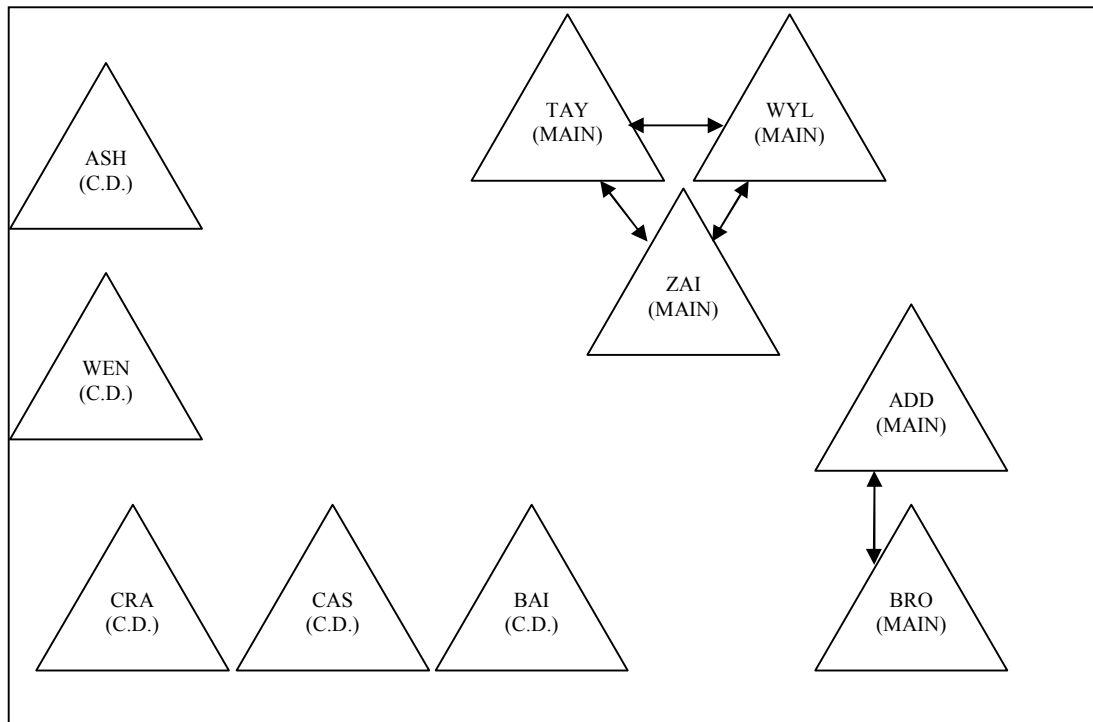


Figure 6.19 Sociogram based on the video recording of first session about secondary school building (exterior).

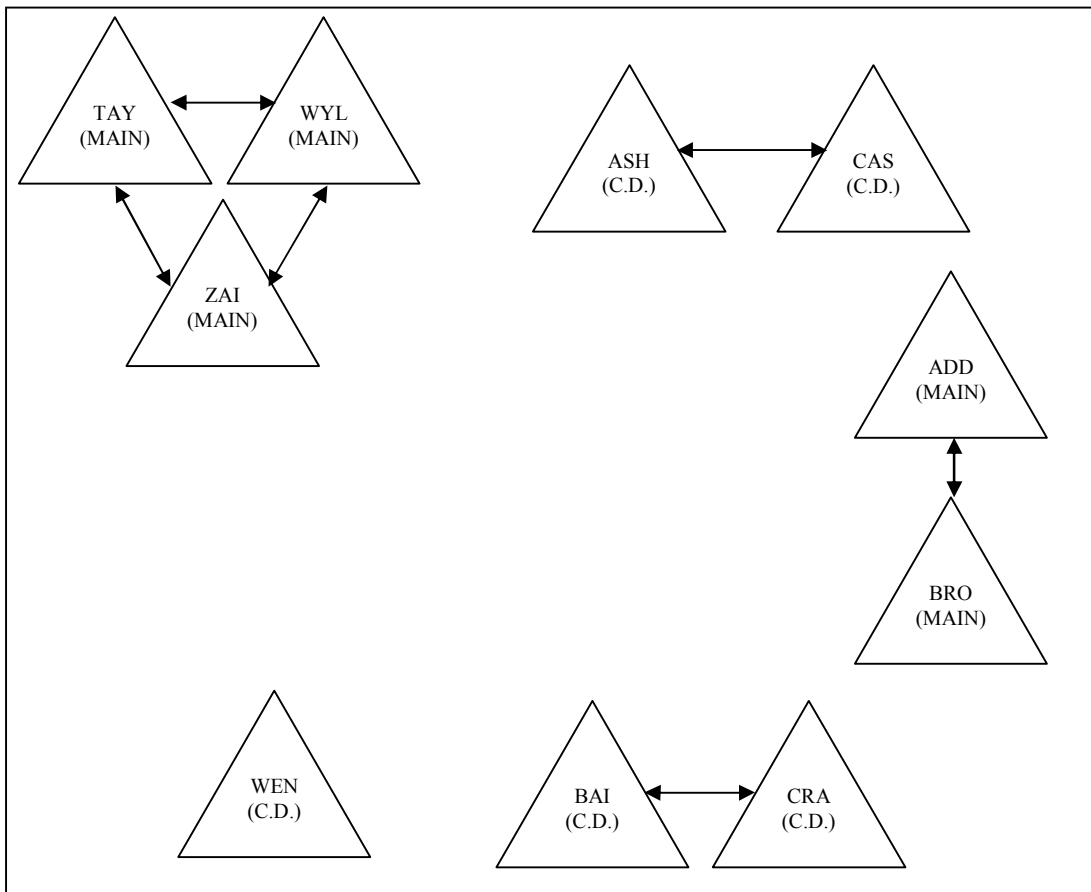


Figure 6.20 Sociogram based on the video recording of second session about secondary school building (exterior).

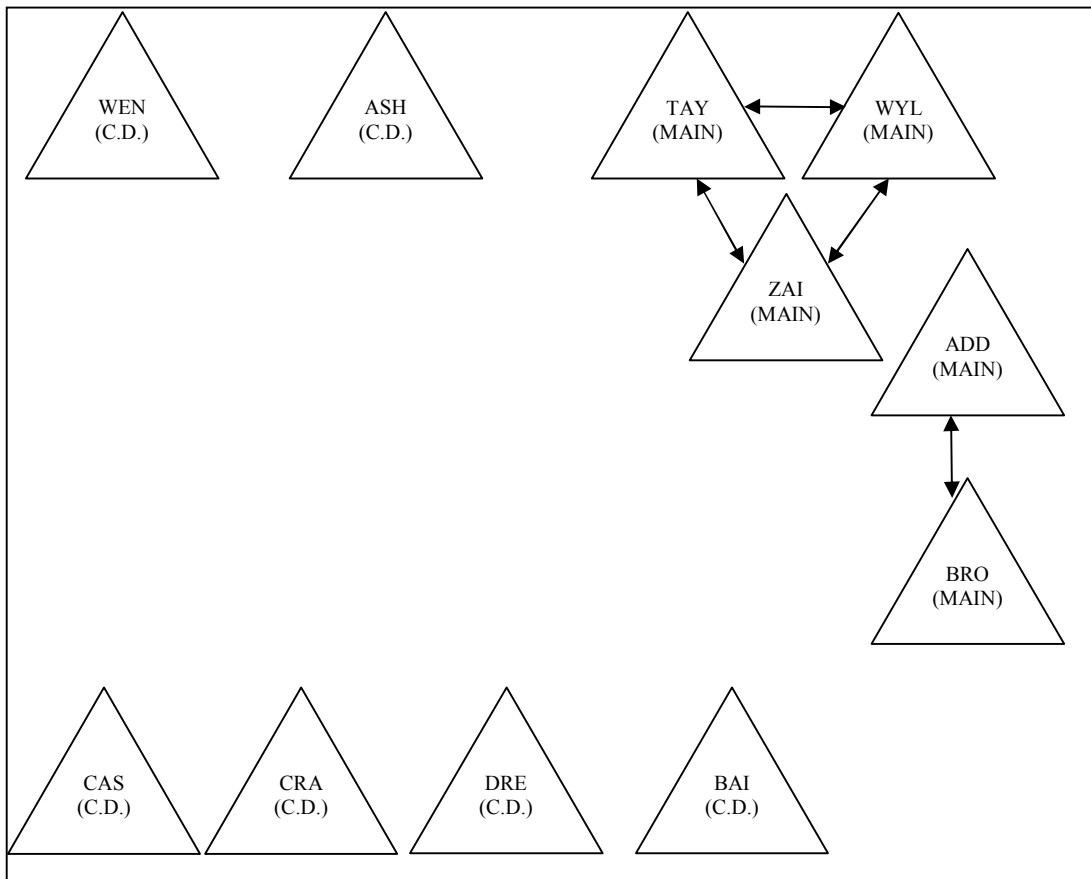


Figure 6.21 Sociogram based on the video recording of first session about relationship with peers.

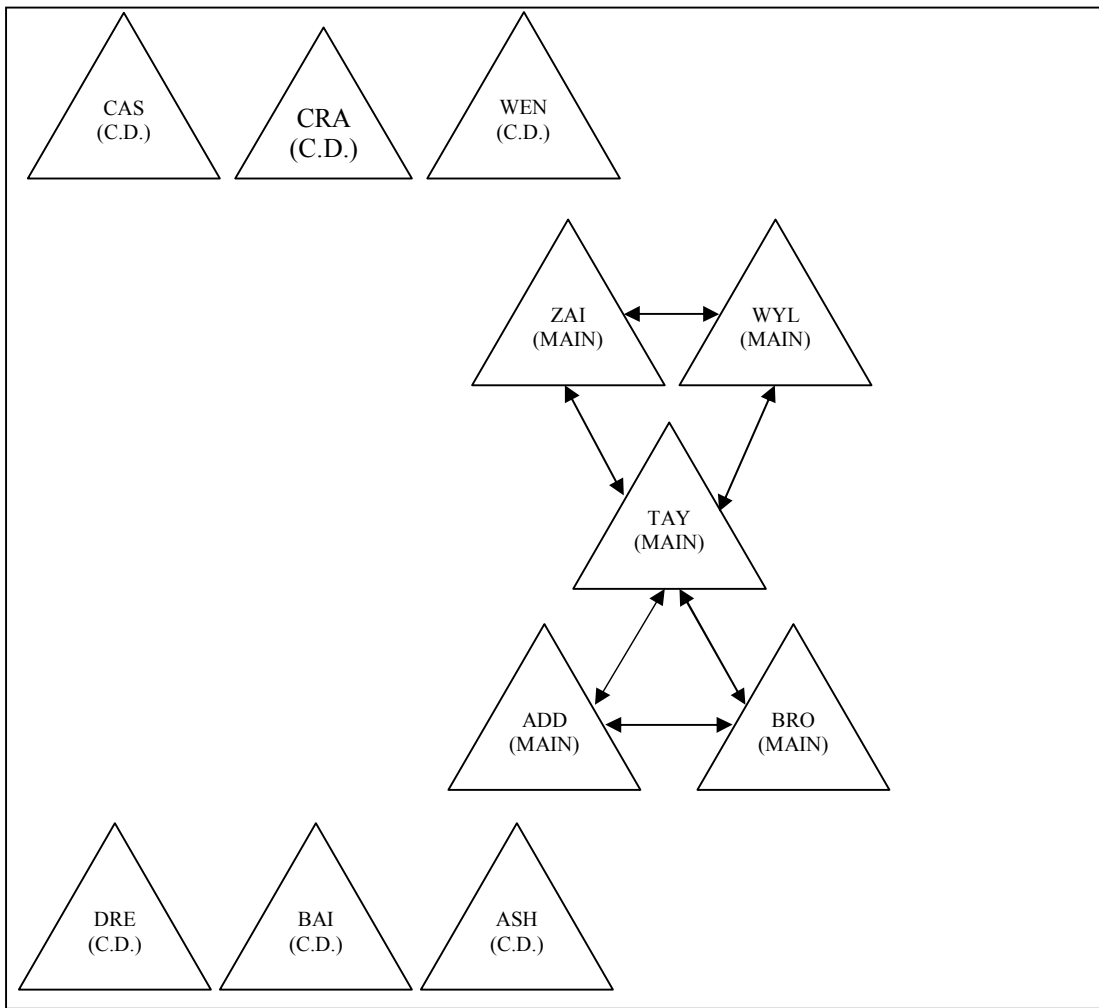


Figure 6.22 Sociogram based on the video recording of second session about relationship with peers.

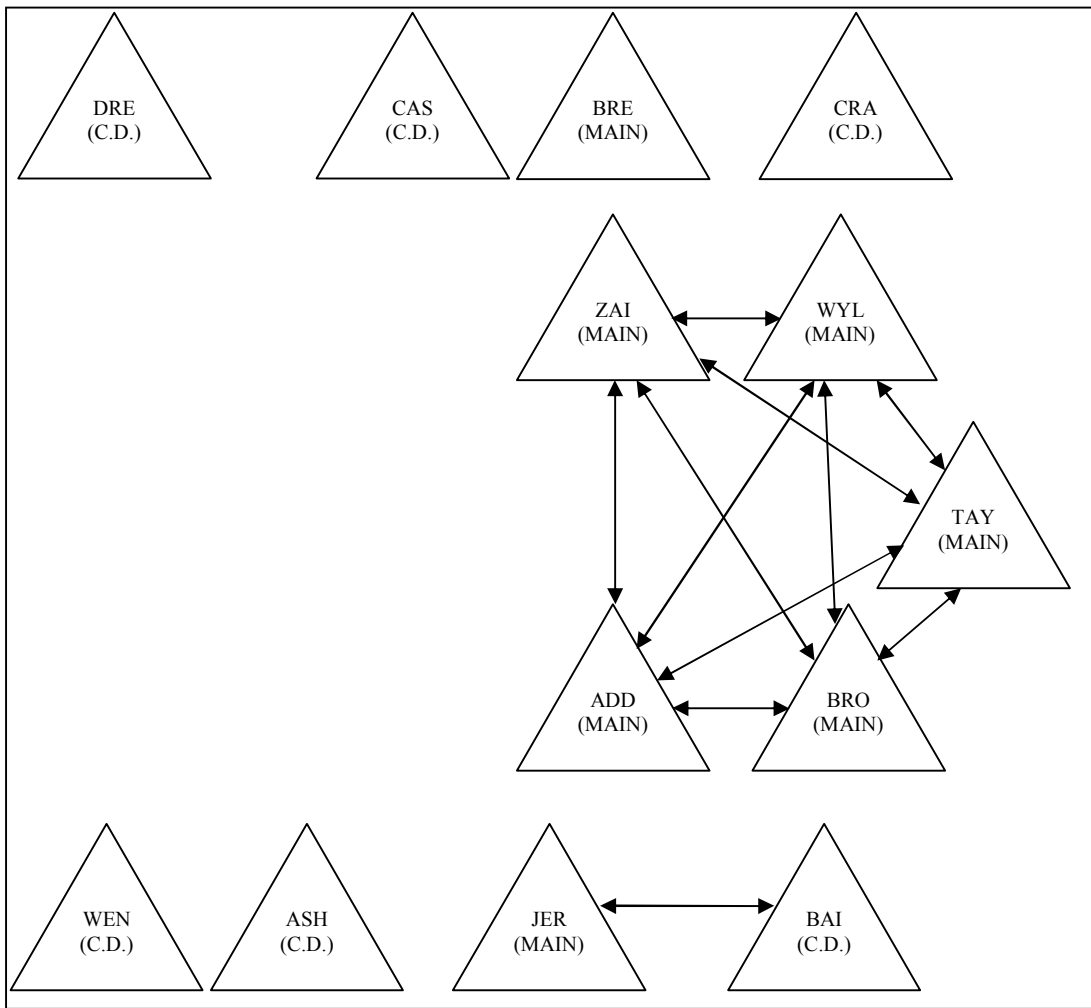


Figure 6.23 Sociogram based on the video recording of session during which Spence Test took place for the first time.

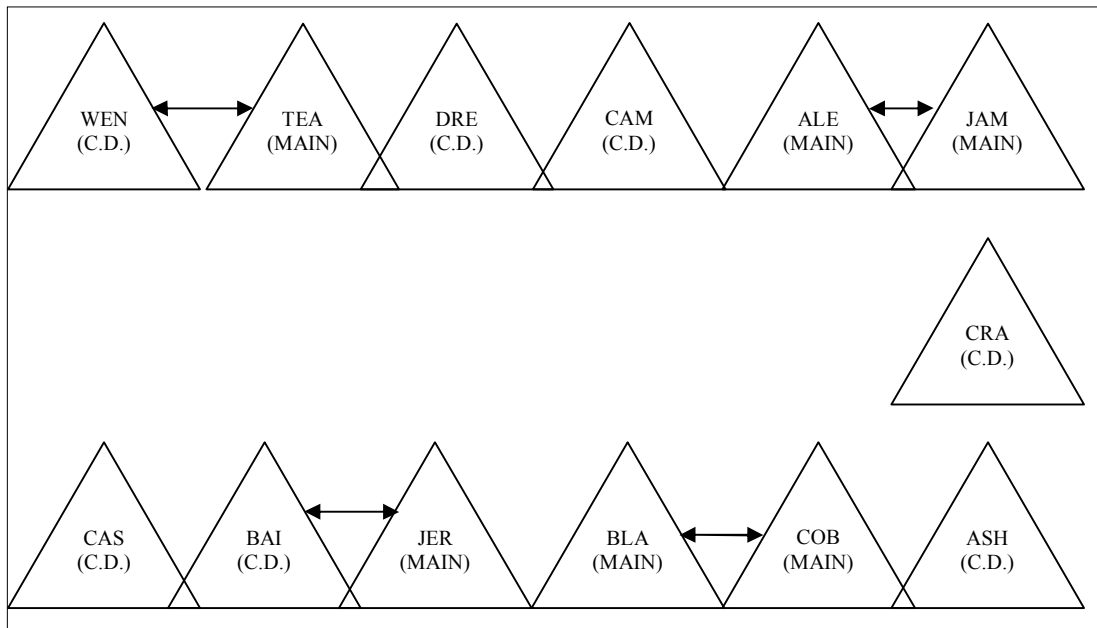


Figure 6.24 Sociogram based on the video recording of first session about the new uniform.

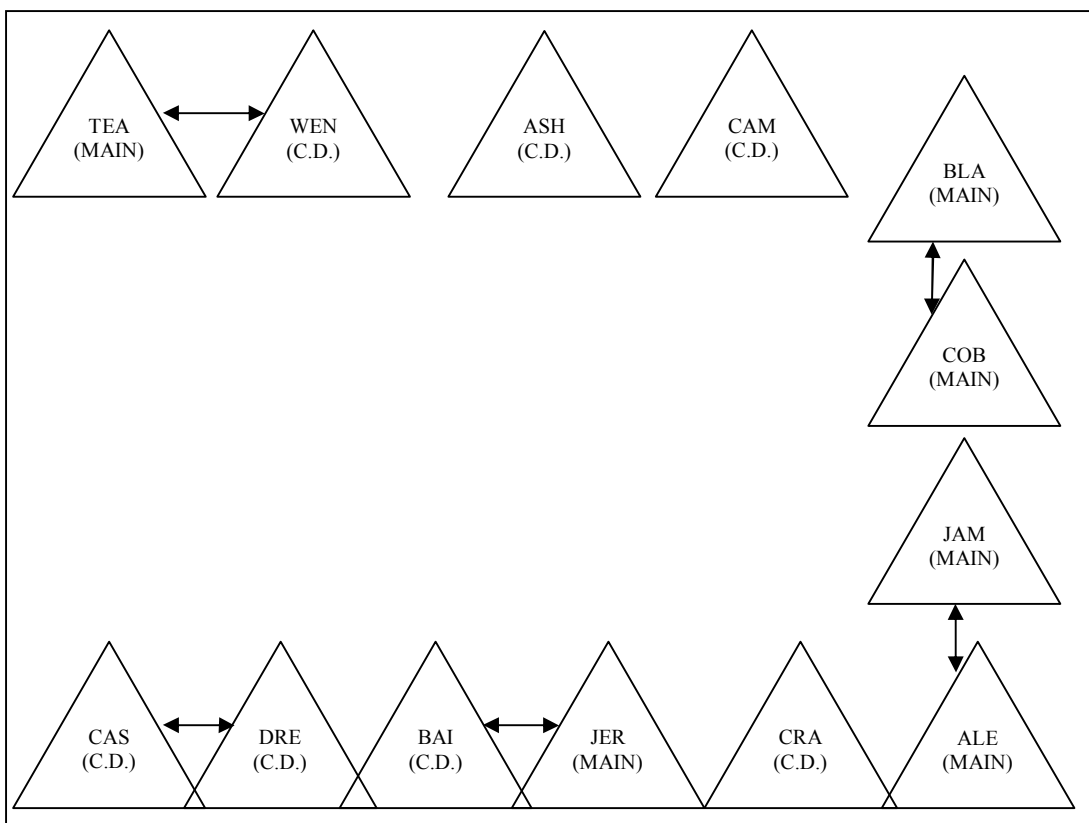


Figure 6.25 Sociogram based on the video recording of second session about the new uniform.

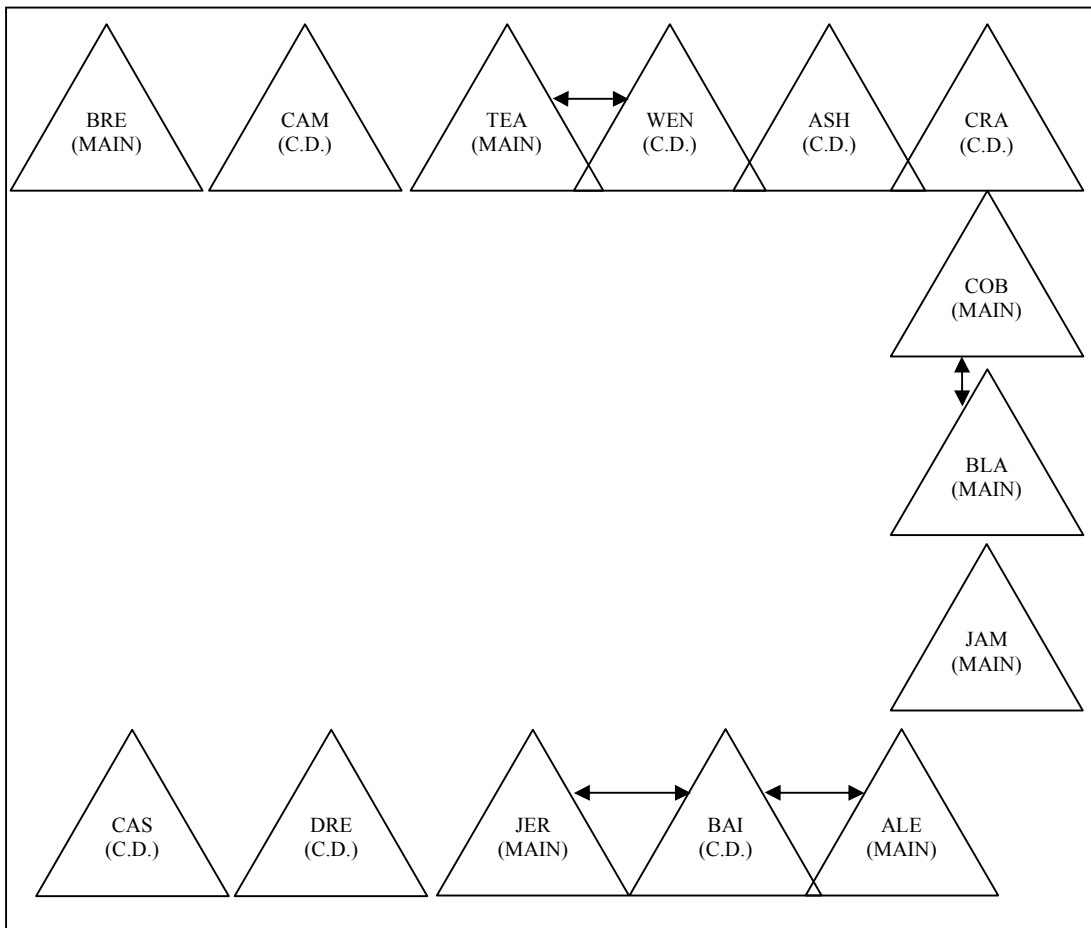


Figure 6.26 Sociogram based on the video recording of first session about new teachers.

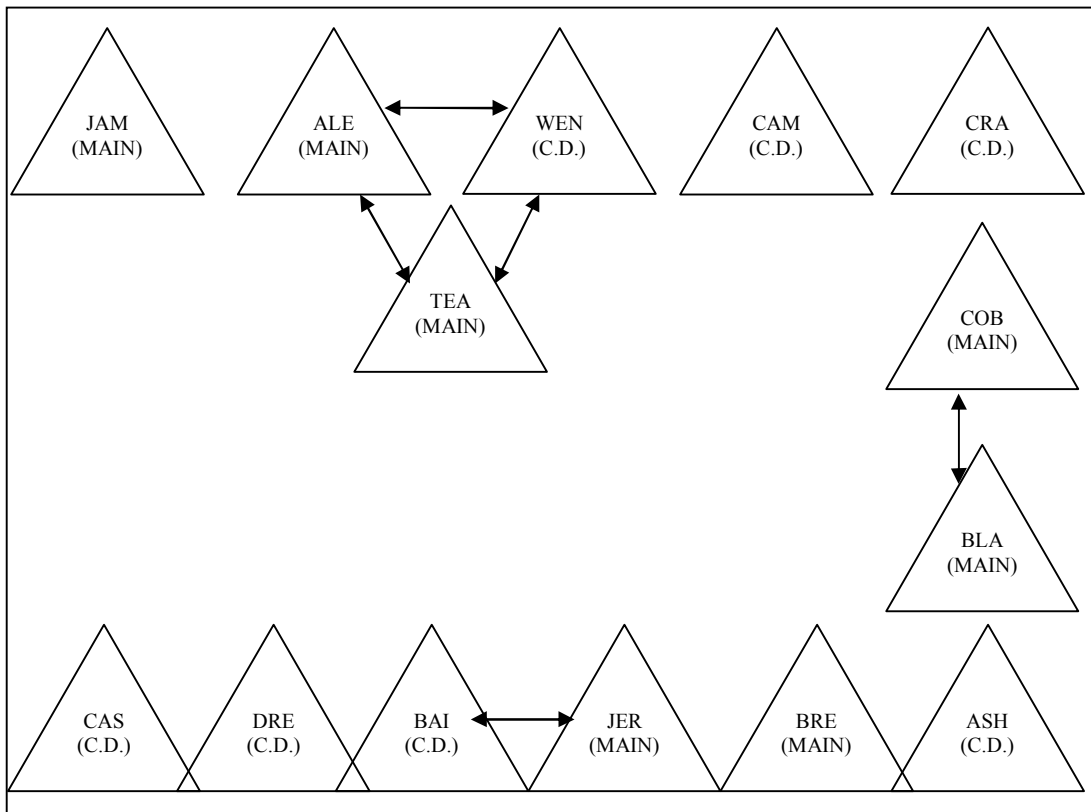


Figure 6.27 Sociogram based on the video recording of second session about new teachers.

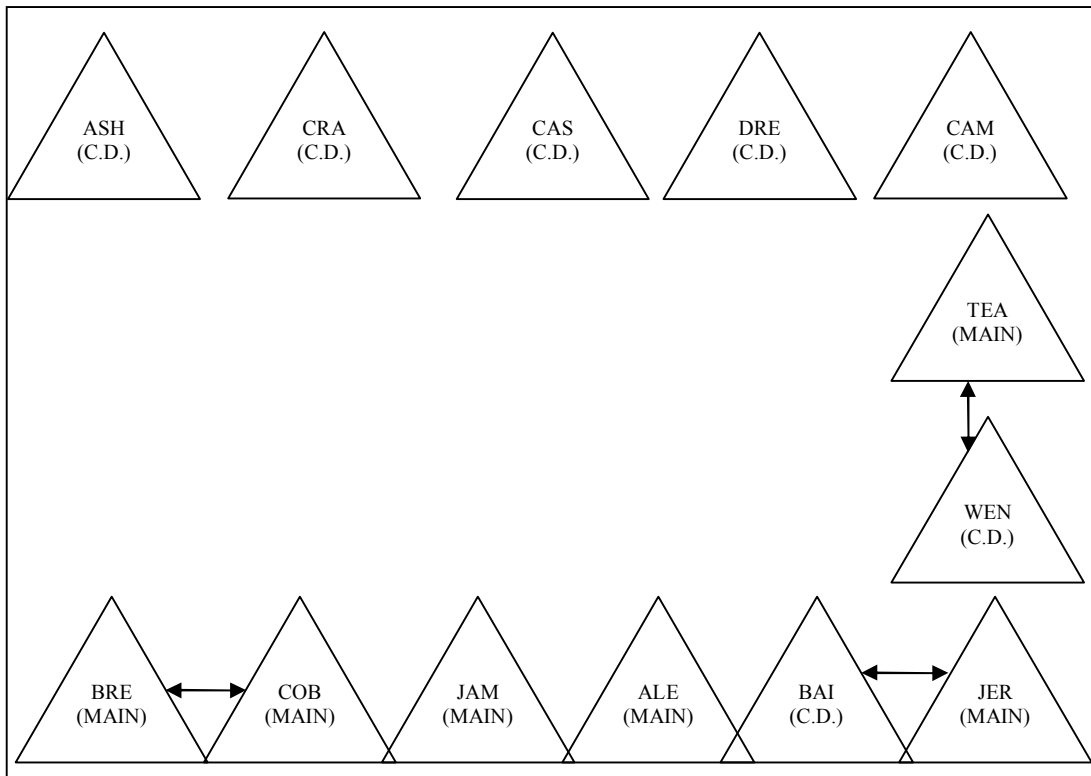


Figure 6.28 Sociogram based on the video recording of third session about new teachers.

Comments about Spring Term Sociograms

There were some rather stable patterns of interactions between some children in SAG spring term sessions (Figures 6.19- 6.28). At the first session about peer relationships there was the first pattern of interaction between a child with communication difficulties and a mainstream peer (between the 2 girls of the group). At the session during which Spence Test took place for the first time another such 'couple' appeared in a spontaneous way between Bailey and Jerry, which remained stable until the end of the spring term. One more partnership between a student with communication difficulties and a mainstream peer was formed in the final session of the spring term between Bailey and Alexis.

It could be mentioned that mainstream peers seemed to co-operate spontaneously in an easier way with each other, when they wanted this, rather than students with communication difficulties. However, at the second session about the new uniform Casey and Drew achieved to work together during art activities without any kind of adult support.

As it is obvious in the sociograms, interactions were more often between the members of the team who belonged to the same subgroup (students with communication difficulties or mainstream peers). One more remark, which emerges from the above sociograms, is the fact that as time went by an increasing number of students became more able to share materials and work with each other rather than just sitting one next to the other.

6.6.2 Summer Term Sociograms (Primary School)

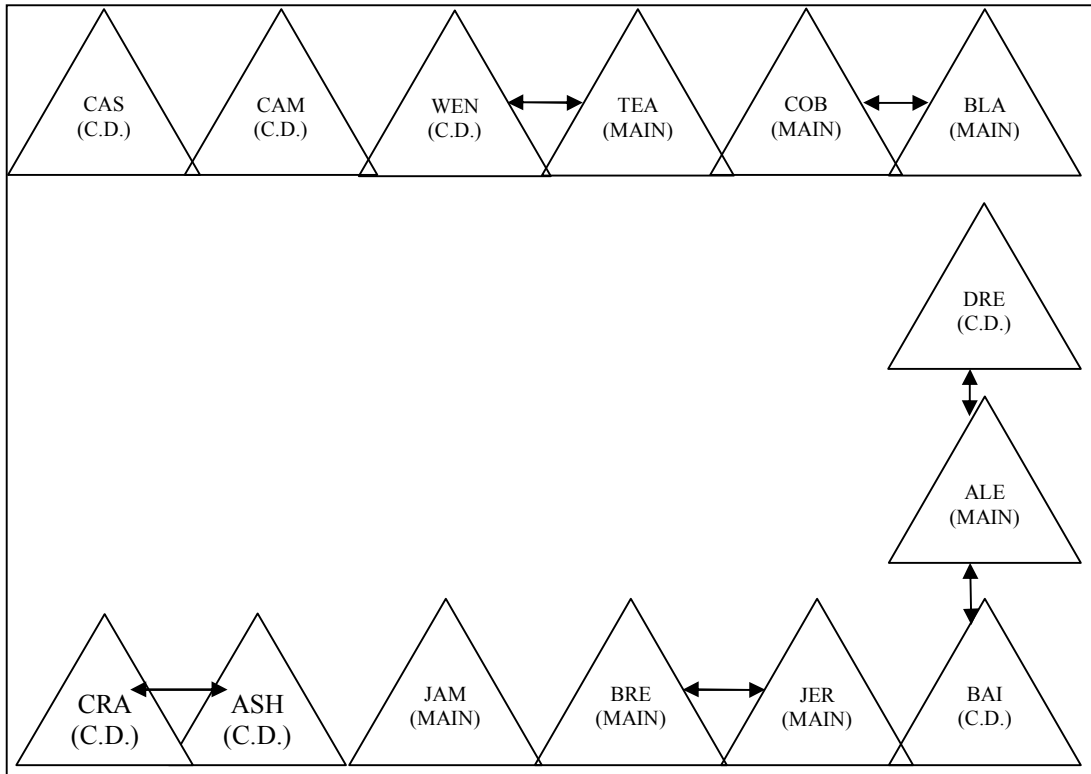


Figure 6.29 Sociogram based on the video recording of first session about lunch time.

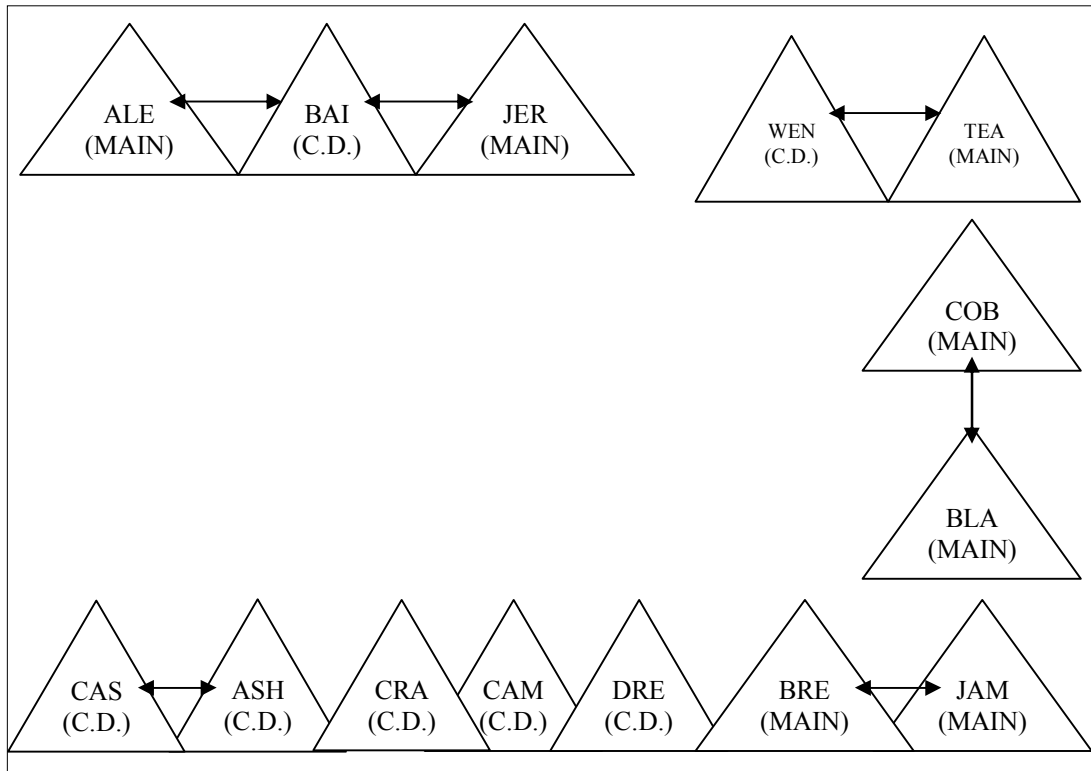


Figure 6.30 Sociogram based on the video recording of second session about lunch time.

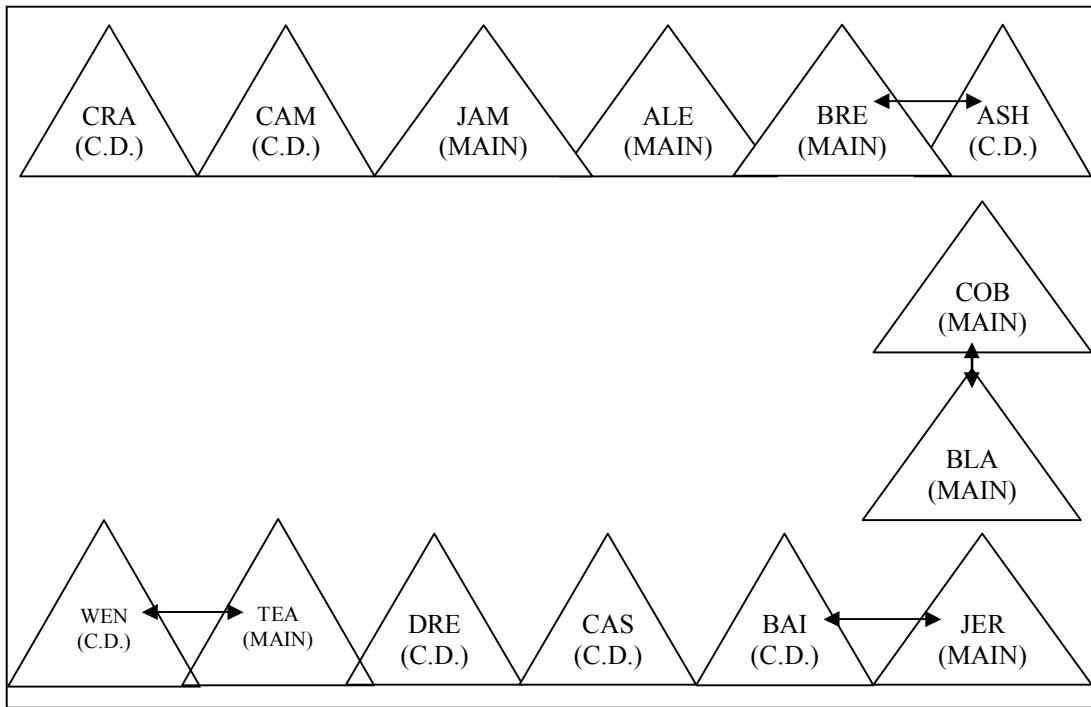


Figure 6.31 Sociogram based on the video recording of session during which Spence Test took place for the second time.

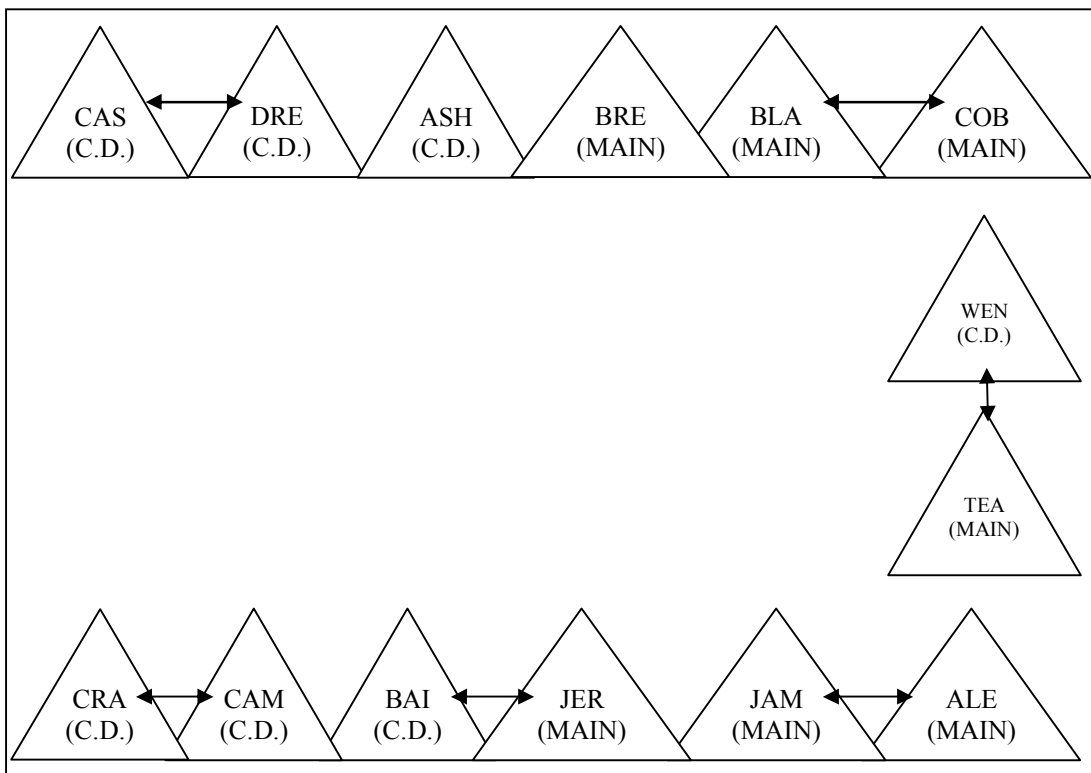


Figure 6.32 Sociogram based on the video recording of first session about new subjects.

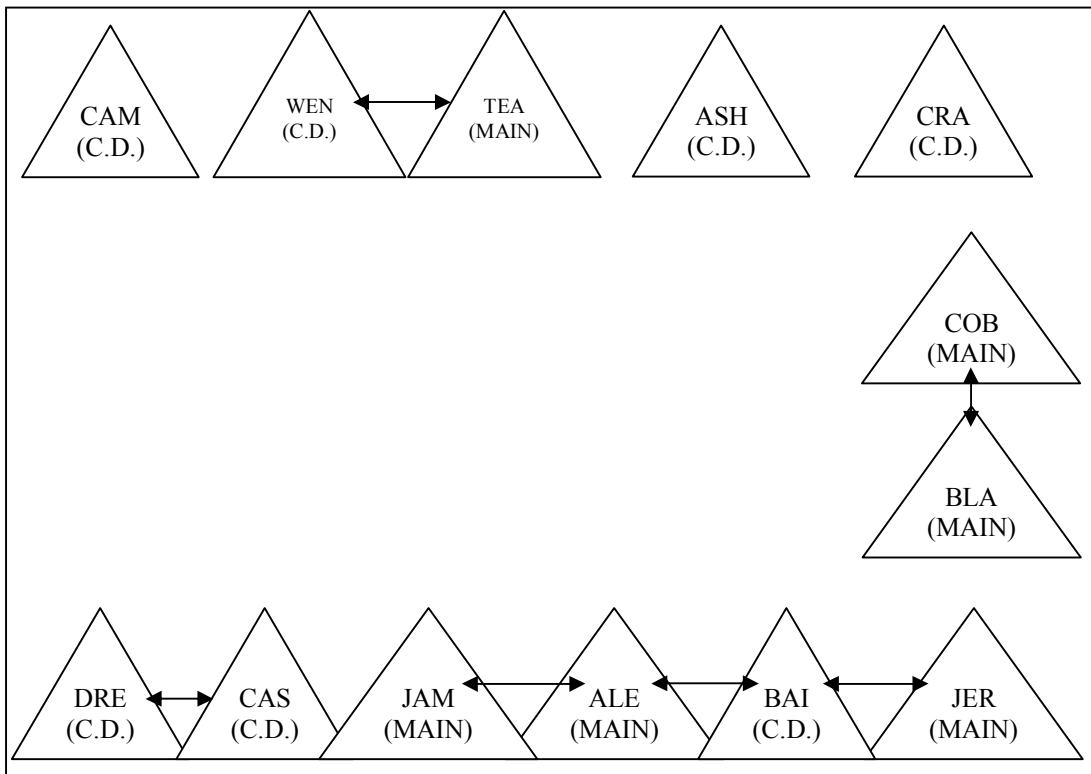


Figure 6.33 Sociogram based on the video recording of second session about new subjects.

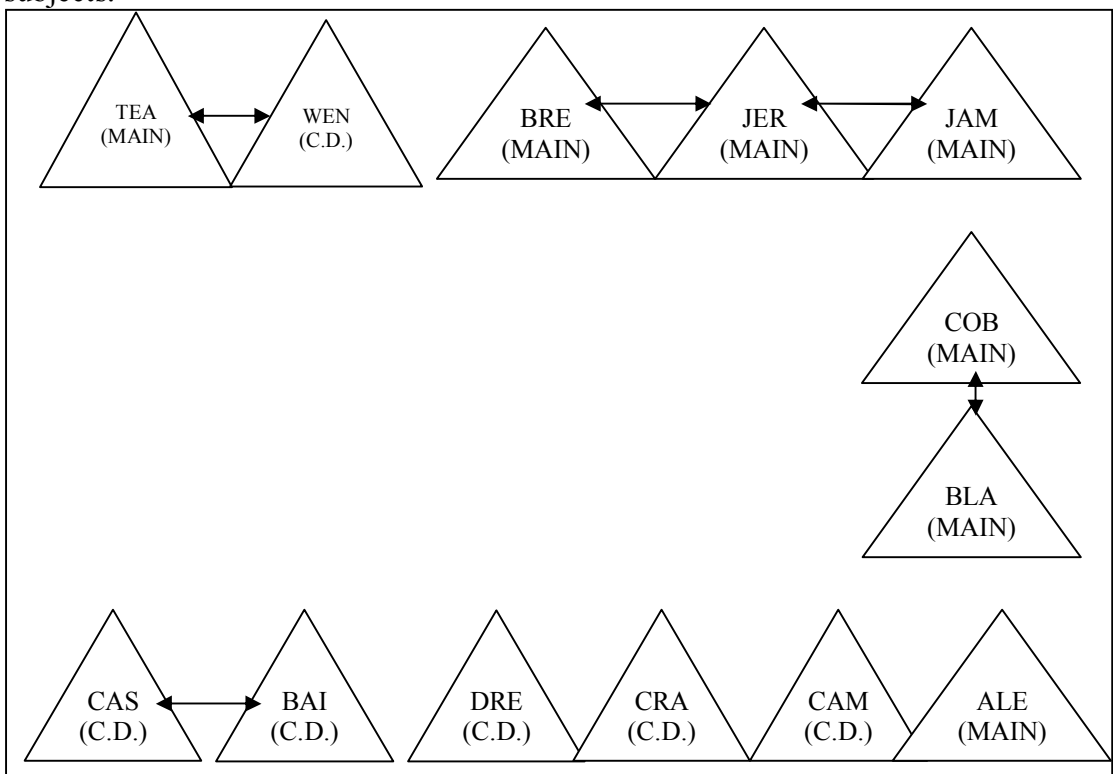


Figure 6.34 Sociogram based on the video recording of first session about secondary school building (interior).

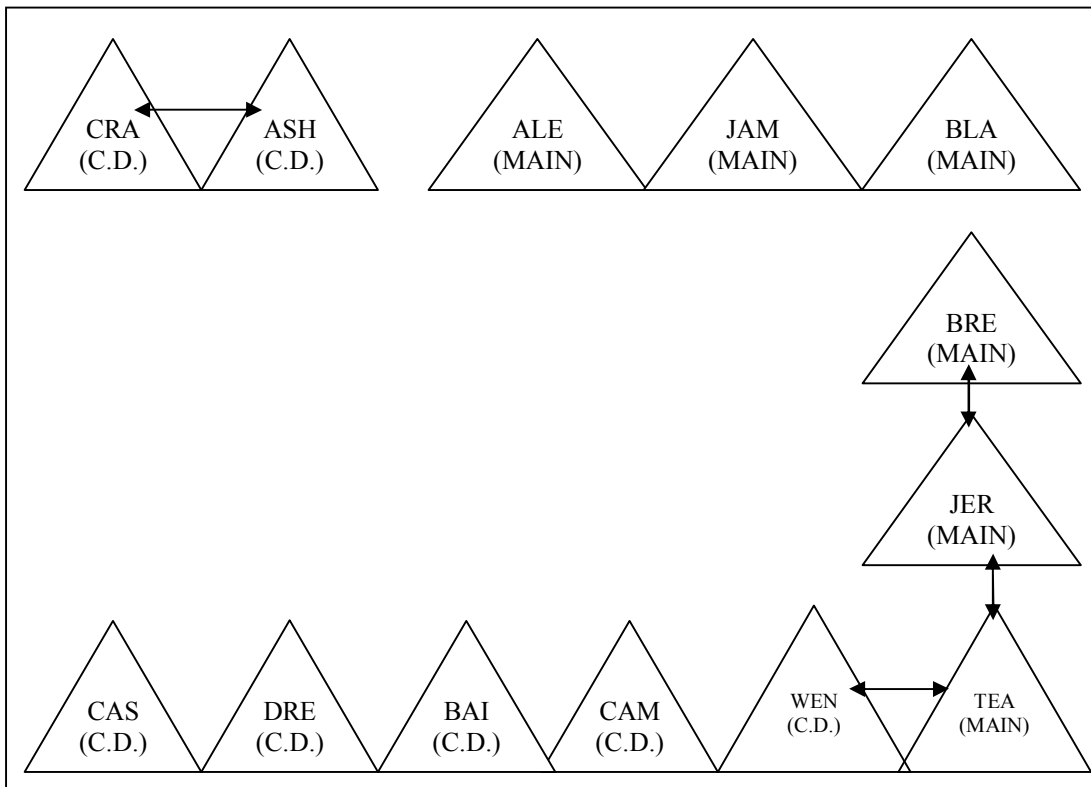


Figure 6.35 Sociogram based on the video recording of second session about secondary school building (interior).

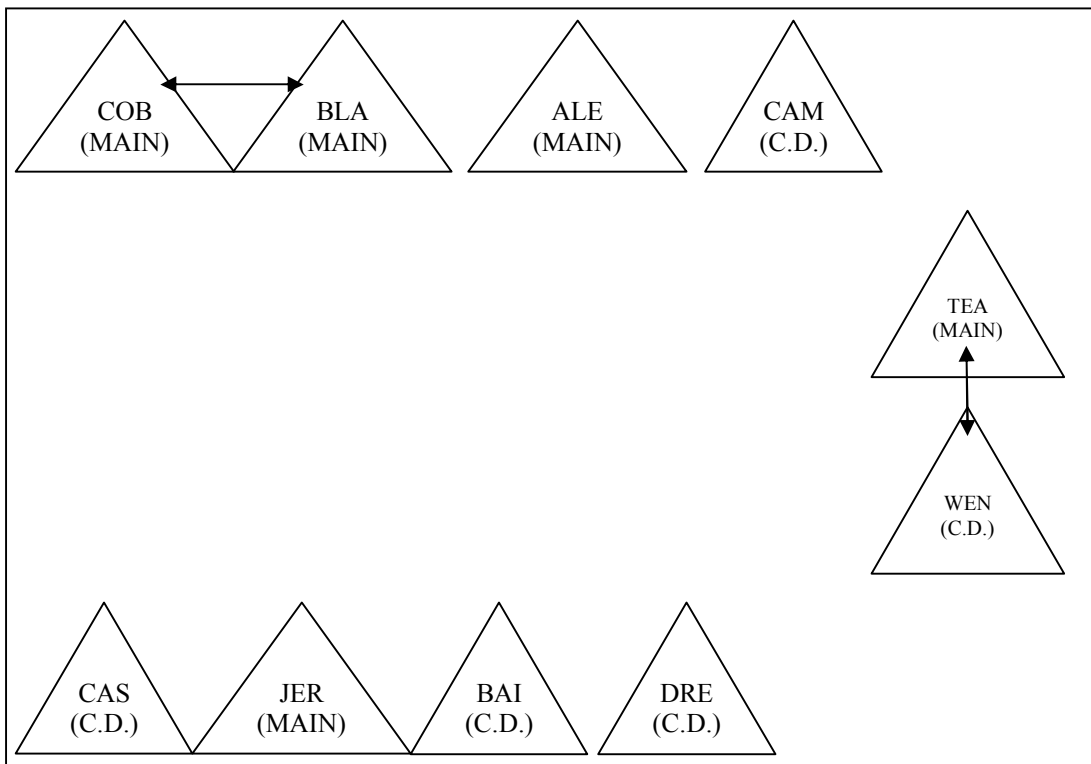


Figure 6.36 Sociogram based on the video recording of final session in Primary School.

Comments about Summer Term Sociograms

In the summer term the interaction patterns remained rather similar as those in the spring term (Figures 6.29- 6.36). On the session during which Spence Test took place for the second time Cameron was not sitting next to anyone. On the same session Ashley and Brett became partners for the first time. This was repeated one more time on the second session about new subjects. A sign of progress was that in a few activities students managed to work together in larger groups of 3 or 4, like Bailey, Jerry and Drew on the second session about new subjects and Wen, Teagan, Jerry and Brett on the first session about the interior of the secondary school building. However, mainly they were working in couples. Two very stable 'couples' were those of Casey– Drew and Blair- Coby.

Remarks by Personal Participation in Primary School Sessions

As time went by the majority of students (in both subgroups) seemed to feel more at ease with each other as they tended to participate more spontaneously in the circle of friends and they talked more about their feelings and their thoughts. This remark is based more on the personal participation of the author in this group rather than on the video recording, because the sound is not very clear. With the first group of mainstream students the climate in the classroom was not very positive; the five students who chose by themselves to stop taking part in this programme wanted to interact only with each other, there was inappropriate behaviour towards the other members of the team (students and adults), inappropriate use of materials and unwillingness to co-operate towards the aims of this research project. When the second group of mainstream students started taking part, the climate changed. All members of the team (students and adult) became more relaxed and we could finally be more focused on the goals of this research project. Generally, after that point students were cheerful, relaxed, concentrated on the discussion during the circle of friends and focused on art activities. They were willing to co-operate with each other and to participate in the activities of the group and there were not any important differentiations observed from session to session in relation to students' behaviour and mood. There were only two exceptions, both of them related to students with communication difficulties. In the second session about new subjects Drew (C.D.

Group) became very frightened by a noise he heard, but then he calmed down. In the following session (first session about the interior of the secondary school building) Wen (C.D. Group) came in the classroom very upset because of problems in her relationship with some other girls. Wen remained upset during the whole session. However, these changes in these students' mood were not related directly to the activities of SAG and therefore will not be analysed more.

6.6.3 Sociograms of Secondary School Meetings

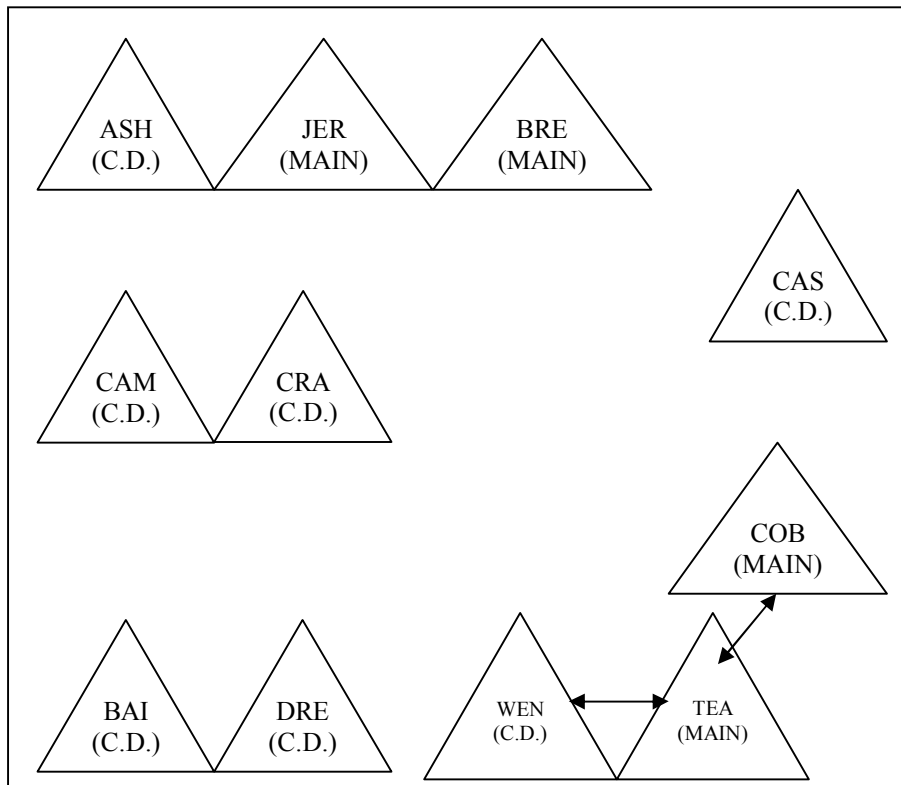


Figure 6.37 Sociogram based on the video recording of first session in Secondary School.

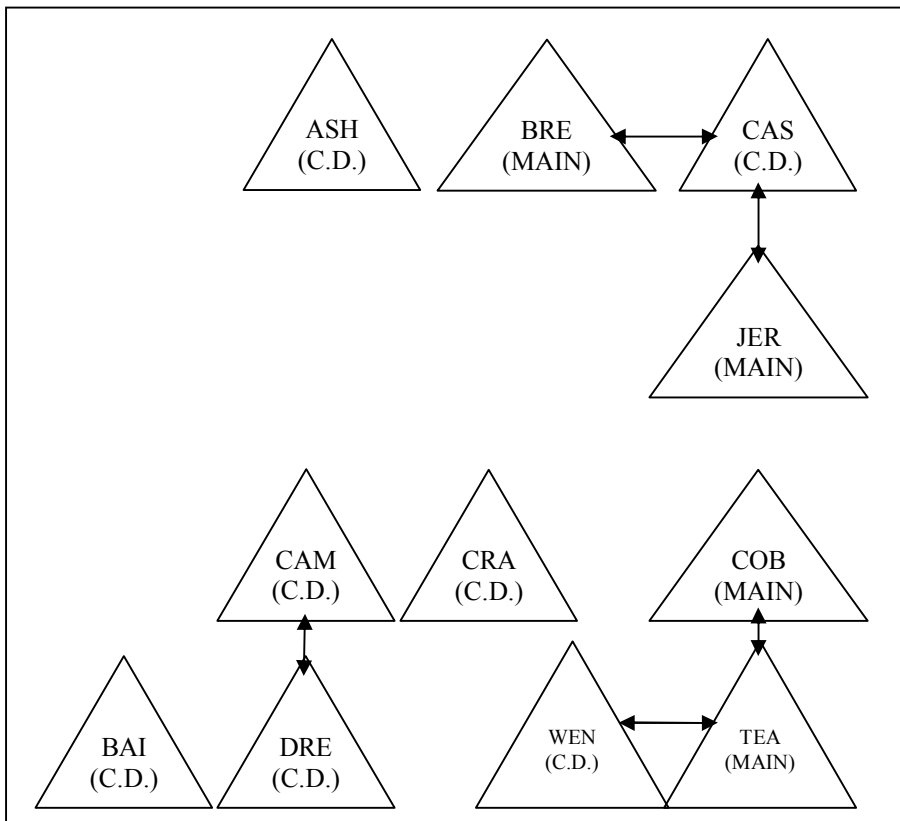


Figure 6.38 Sociogram based on the video recording of second session in Secondary School.

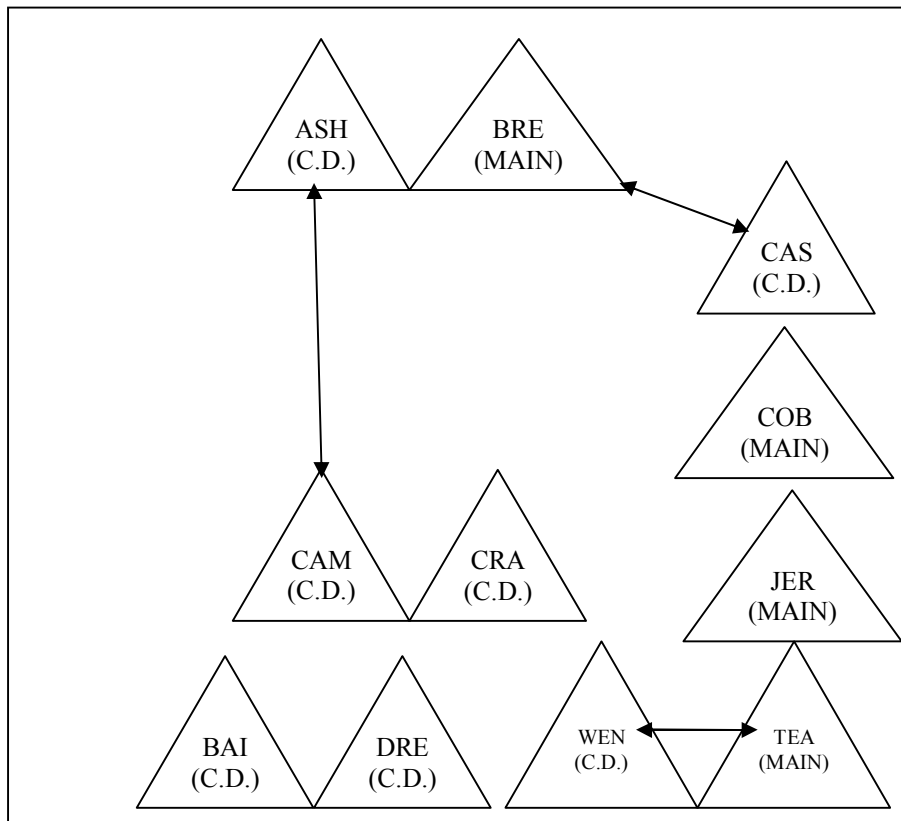


Figure 6.39 Sociogram based on the video recording of third session in Secondary School.

Comments about Sociograms of Secondary School Meetings

During secondary school sessions there was a decline in interactions between mainstream peers and students with communication difficulties (Figures 6.37- 6.39). However Jerry and Brett remained the most co-operative mainstream peers with students with communication difficulties.

General Comments

From the beginning until the end, Blair and Coby formed a very constructive partnership and they participated in ‘the circle of friends’; however they did not interact with students with communication difficulties. On the other hand, Jerry and Brett were more ‘open’ to interact with students with communication difficulties. The author’s personal opinion, which derived from personal observation and participation, is that Jerry and Brett had a protective and caring attitude especially towards Casey in the secondary school sessions.

6.7 Overall Tables about Peer Relationships

Emphasis is given on interactions of students across the 2 subgroups (students with C.D. and mainstream students). These interactions are highlighted with grey colour in all the following tables.

6.7.1 Primary Spring Term

Overall tables about primary spring term are tables 6.7- 6.10.

Table 6.7 Participants' interactions in primary spring term, according to video-recording of sessions (first group of mainstream students).

PRIMARY SPRING TERM SESSIONS		1	2	3	4	5
		Secondary School Building (Exterior)		Relationship with peers		Spence Test 1 st Time
		1 st	2 nd	1 st	2 nd	
Students with C.D.	Ashley (ASH)		CAS ^{^*}		BAI [^]	WEN [^]
	Bailey (BAI)	CAS [^]	CRA ^{^*}	DRE [^]	ASH [^] DRE [^]	JER ^{^*}
	Cameron (CAM)	Not taking part yet				
	Casey (CAS)	BAI [^] CRA [^]	ASH ^{^*}	CRA [^]	CRA [^]	BRE [^]
	Crane (CRA)	CAS [^]	BAI ^{^*}	CAS [^] DRE [^]	CAS [^] WEN [^]	BRE [^]
	Drew (DRE)	Not taking part yet		BAI [^] CRA [^]	BAI [^]	
	Wen (WEN)				CRA [^]	ASH [^]
Mainstream Students	Addison (ADD)	BRO ^{^*}	BRO ^{^*}	BRO ^{^*} ZAI [^]	BRO ^{^*} TAY ^{^*}	BRO ^{^*} TAY ^{^*} WYL ^{^*} ZAI ^{^*}
	Alexis (ALE)	Not taking part yet				
	Blair (BLA)	Not taking part yet				
	Brett (BRE)	Not taking part yet				CAS [^] CRA [^]
	Brody (BRO)	ADD ^{^*}	ADD ^{^*}	ADD ^{^*}	ADD ^{^*} TAY ^{^*}	ADD ^{^*} TAY ^{^*} WYL ^{^*} ZAI ^{^*}
	Coby (COB)	Not taking part yet				
	Jamie (JAM)	Not taking part yet				
	Jerry (JER)	Not taking part yet				BAI ^{^*}
	Taylor (TAY)	WYL ^{^*} ZAI ^{^*}	WYL ^{^*} ZAI ^{^*}	WYL ^{^*} ZAI ^{^*}	ADD ^{^*} BRO ^{^*} WYL ^{^*} ZAI ^{^*}	ADD ^{^*} BRO ^{^*} WYL ^{^*} ZAI ^{^*}
	Teagan (TEA)	Not taking part yet				
	Wylie (WYL)	TAY ^{^*} ZAI ^{^*}	TAY ^{^*} ZAI ^{^*}	TAY ^{^*} ZAI ^{^*}	TAY ^{^*} ZAI ^{^*}	ADD ^{^*} BRO ^{^*} TAY ^{^*} ZAI ^{^*}
	Zaiden (ZAI)	TAY ^{^*} WYL ^{^*}	TAY ^{^*} WYL ^{^*}	ADD [^] TAY ^{^*} WYL ^{^*}	TAY ^{^*} WYL ^{^*}	ADD ^{^*} BRO ^{^*} TAY ^{^*} WYL ^{^*}

([^]) = sitting with, (^{*}) = speaking with

Table 6.8 Numerical data regarding participants' interactions in primary spring term, according to video-recording of sessions (first group of mainstream students).

PRIMARY SPRING TERM SESSIONS		1	2	3	4	5
		Secondary School Building (Exterior)		Relationship with peers		Spence Test 1 st Time
		1 st	2 nd	1 st	2 nd	
Members within C.D. Group	Sitting with	3	0	4	6	2
	Speaking with	0	0	0	0	0
	Sitting & Speaking with	0	4	0	0	0
Members within Mainstream Group	Sitting with	0	0	0	0	0
	Speaking with	0	0	0	0	0
	Sitting & Speaking with	5	5	5	5	5
Members Across 2 Groups	Sitting with	0	0	0	0	3
	Speaking with	0	0	0	0	0
	Sitting & Speaking with	0	0	0	0	2
Total Number of Sitting Members		3	0	4	6	5
Total Number of Speaking Members		0	0	0	0	0
Total Number of Sitting & Speaking Members		5	9	5	5	7
Alone Members with C.D.		2	1	2	0	1
Alone Mainstream Members		0	0	0	0	0
Total Number of Participants		10	10	11	11	13

Table 6.9 Participants' interactions in primary spring term, according to video-recording of sessions (second group of mainstream students).

PRIMARY SPRING TERM SESSIONS		6	7	8	9	10
		New Uniform		New Teachers		
		1 st	2 nd	1 st	2 nd	3 rd
Students with C.D.	Ashley (ASH)	CRA [^] COB [^]		CRA [^] WEN [^]	BRE [^]	
	Bailey (BAI)	CAS [^] JER ^{^*}	DRE [^] JER ^{^*}	ALE ^{^*} JER ^{^*}	DRE [^] JER ^{^*}	ALE [^] JER ^{^*}
	Cameron (CAM)	ALE [^] DRE [^]		BRE [^] TEA [^]		DRE [^]
	Casey (CAS)	BAI [^]	DRE ^{^*}	DRE [^]	DRE [^]	
	Crane (CRA)	ASH [^] JAM [^]	ALE [^] JER [^]	ASH [^] COB [^]		
	Drew (DRE)	CAM [^] TEA [^]	BAI [^] CAS ^{^*}	CAS [^] JER [^]	BAI [^] CAS [^]	CAM [^]
	Wen (WEN)	TEA ^{^*}	TEA ^{^*}	ASH [^] TEA ^{^*}	ALE ^{^*} TEA ^{^*}	TEA ^{^*}
Mainstream Students	Addison (ADD)	Having stopped taking part				
	Alexis (ALE)	CAM [^] JAM ^{^*}	CRA [^] JAM ^{^*}	BAI ^{^*}	JAM [^] TEA ^{^*} WEN ^{^*}	BAI [^] JAM [^]
	Blair (BLA)	COB ^{^*} JER [^]	COB ^{^*}	COB ^{^*} JAM [^]	COB ^{^*}	Missing
	Brett (BRE)	Missing		CAM [^]	ASH [^] JER [^]	COB ^{^*}
	Brody (BRO)	Having stopped taking part				
	Coby (COB)	ASH [^] BLA ^{^*}	BLA ^{^*} JAM [^]	BLA ^{^*} CRA [^]	BLA ^{^*}	BRE ^{^*} JAM [^]
	Jamie (JAM)	ALE ^{^*} CRA [^]	ALE ^{^*} COB [^]	BLA [^]	ALE [^]	ALE [^] COB [^]
	Jerry (JER)	BLA [^] BAI ^{^*}	BAI ^{^*} CRA [^]	BAI ^{^*} DRE [^]	BRE [^] BAI ^{^*}	BAI ^{^*}
	Taylor (TAY)	Having stopped taking part				
	Teagan (TEA)	DRE [^] WEN ^{^*}	WEN ^{^*}	CAM [^] WEN ^{^*}	ALE ^{^*} WEN ^{^*}	WEN ^{^*}
	Wylie (WYL)	Having stopped taking part				
	Zaiden (ZAI)	Having stopped taking part				

([^]) = sitting with, (^{*}) = speaking with

Table 6.10 Numerical data regarding participants' interactions in primary spring term, according to video-recording of sessions (second group of mainstream students).

PRIMARY SPRING TERM SESSIONS		6	7	8	9	10
		New Uniform		New Teachers		
		1 st	2 nd	1 st	2 nd	3 rd
Members within C.D. Group	Sitting with	1	0	2	2	2
	Speaking with	0	0	0	0	0
	Sitting & Speaking with	0	2	0	0	0
Members within Mainstream Group	Sitting with	0	0	1	1	1
	Speaking with	0	0	0	0	0
	Sitting & Speaking with	1	3	1	2	2
Members Across 2 Groups	Sitting with	4	1	4	2	1
	Speaking with	0	0	0	0	0
	Sitting & Speaking with	7	5	6	5	4
Total Number of Sitting Members		5	1	7	5	4
Total Number of Speaking Members		0	0	0	0	0
Total Number of Sitting & Speaking Members		8	10	7	7	6
Alone Members with C.D.		0	2	0	2	3
Alone Mainstream Members		0	0	0	0	0
Total Number of Participants		13	13	14	14	13

6.7.2 Primary Summer Term

Overall tables about primary summer term are tables 6.11- 6.12.

Table 6.11 Participants' interactions in primary summer term, according to video-recording of sessions.

PRIMARY SUMMER TERM SESSIONS		11	12	13	14	15	16	17	18
		Lunch Time		Spence Test 2 nd Time	New Subjects		Secondary School Building (Interior)		Final Session in Primary School
		1 st	2 nd		1 st	2 nd	1 st	2 nd	
Students with C.D.	Ashley (ASH)	CRA ^{^*} JAM [^]	CAS ^{^*} CRA [^]	BRE ^{^*} COB [^]	BRE [^] DRE [^]		Missing	CRA ^{^*}	Missing
	Bailey (BAI)	ALE ^{^*} JER [^]	ALE ^{^*} JER ^{^*}	CAS [^] JER ^{^*}	CAM [^] JER ^{^*}	ALE ^{^*} JER ^{^*}	CAS ^{^*} DRE [^]	CAM [^] DRE [^]	DRE [^] JER [^]
	Cameron (CAM)	CAS [^] WEN [^]	CRA [^] DRE [^]	CRA [^] JAM [^]	BAI [^] CRA ^{^*}	WEN [^]	ALE [^] CRA [^]	BAI [^] WEN [^]	ALE [^]
	Casey (CAS)	CAM [^]	ASH ^{^*}	BAI [^] DRE [^]	DRE ^{^*}	DRE ^{^*} JAM [^]	BAI ^{^*}	DRE [^]	JER [^]
	Crane (CRA)	ASH ^{^*}	ASH [^] CAM [^]	CAM [^]	CAM ^{^*}		CAM [^] DRE [^]	ASH ^{^*}	Missing
	Drew (DRE)	ALE ^{^*}	BRE [^] CAM [^]	CAS [^] TEA [^]	ASH [^] CAS ^{^*}	CAS ^{^*}	BAI [^] CRA [^]	BAI [^] CAS [^]	BAI [^]
	Wen (WEN)	CAM [^] TEA ^{^*}	TEA ^{^*}	TEA ^{^*}	COB [^] TEA ^{^*}	CAM [^] TEA ^{^*}	TEA ^{^*}	CAM [^] TEA ^{^*}	TEA ^{^*}
Mainstream Students	Addison (ADD)	Having stopped taking part							
	Alexis (ALE)	BAI ^{^*} DRE ^{^*}	BAI ^{^*}	BRE [^] JAM [^]	JAM ^{^*} TEA [^]	BAI ^{^*} JAM ^{^*}	CAM [^]	JAM [^]	BLA [^] CAM [^]
	Blair (BLA)	COB ^{^*}	COB ^{^*}	COB ^{^*} JER [^]	BRE [^] COB ^{^*}	COB ^{^*}	COB ^{^*}	JAM [^]	ALE [^] COB ^{^*}
	Brett (BRE)	JAM [^] JER ^{^*}	DRE [^] JAM ^{^*}	ALE [^] ASH ^{^*}	ASH [^] BLA [^]	Missing	JER ^{^*}	JER ^{^*}	Missing
	Brody (BRO)	Having stopped taking part							
	Coby (COB)	BLA ^{^*} TEA [^]	BLA ^{^*}	ASH [^] BLA ^{^*}	BLA ^{^*} WEN [^]	BLA ^{^*}	BLA ^{^*}	Missing	BLA ^{^*}
	Jamie (JAM)	ASH [^] BRE [^]	BRE ^{^*}	ALE [^] CAM [^]	ALE ^{^*} JER [^]	ALE ^{^*} CAS [^]	JER ^{^*}	ALE [^] BLA [^]	Missing
	Jerry (JER)	BAI [^] BRE ^{^*}	BAI ^{^*}	BLA [^] BAI ^{^*}	BAI ^{^*} JAM [^]	BAI ^{^*}	BRE ^{^*} JAM ^{^*}	BRE ^{^*} TEA ^{^*}	BAI [^] CAS [^]
	Taylor (TAY)	Having stopped taking part							
	Teagan (TEA)	COB [^] WEN ^{^*}	WEN ^{^*}	DRE [^] WEN ^{^*}	ALE [^] WEN ^{^*}	WEN ^{^*}	WEN ^{^*}	JER ^{^*} WEN ^{^*}	WEN ^{^*}
	Wylie (WYL)	Having stopped taking part							
	Zaiden (ZAI)	Having stopped taking part							

(^)= sitting with, (*)= speaking with

Table 6.12 Numerical data regarding participants' interactions in primary summer term, according to video-recording of sessions.

PRIMARY SUMMER TERM SESSIONS		11	12	13	14	15	16	17	18
		Lunch Time		Spence Test 2 nd Time	New Subjects		Secondary School Building (Interior)		Final Session in Primary School
		1 st	2 nd		1 st	2 nd	1 st	2 nd	
Members within C.D. Group	Sitting with	2	2	2	0	1	2	4	1
	Speaking with	0	0	0	0	0	0	0	0
	Sitting & Speaking with	1	2	0	4	1	2	2	0
Members within Mainstream Group	Sitting with	0	0	1	0	0	0	3	0
	Speaking with	0	0	0	0	0	0	0	0
	Sitting & Speaking with	3	3	1	3	2	5	2	2
Members Across 2 Groups	Sitting with	1	1	3	2	0	2	0	5
	Speaking with	0	0	0	0	0	0	0	0
	Sitting & Speaking with	7	6	7	5	7	2	2	2
Total Number of Sitting Members		3	3	6	2	1	4	7	6
Total Number of Speaking Members		0	0	0	0	0	0	0	0
Total Number of Sitting & Speaking Members		11	11	8	12	10	9	6	4
Alone Members with C.D.		0	0	0	0	2	0	0	0
Alone Mainstream Members		0	0	0	0	0	0	0	0
Total Number of Participants		14	14	14	14	13	13	13	10

6.7.3 Secondary School Meetings

Table 6.13 Participants' interactions in secondary school, according to video-recording of sessions.

SECONDARY SCHOOL MEETINGS		19	20	21
		Sessions		
		1 st	2 nd	3 rd
Students with C.D.	Ashley (ASH)	JER^	BRE^	BRE^ CAM*
	Bailey (BAI)	DRE^	DRE^	DRE^
	Cameron (CAM)	CRA^	CRA^ DRE*	AND* CRA^
	Casey (CAS)		BRE^* JER^*	BRE* COB^
	Crane (CRA)	CAM^	CAM^	CAM^
	Drew (DRE)	BAI^ WEN^	BAI^ CAM*	BAI^ WEN^
	Wen (WEN)	DRE^ TEA^*	TEA^*	DRE^ TEA^*
Mainstream Students	Addison (ADD)	Having stopped taking part		
	Alexis (ALE)	Having stopped taking part		
	Blair (BLA)	Missing	Missing	Missing
	Brett (BRE)	JER^	ASH^ CAS^*	ASH^ CAS*
	Brody (BRO)	Having stopped taking part		
	Coby (COB)	TEA^*	TEA^*	CAS^ JER^
	Jamie (JAM)	Missing	Missing	Missing
	Jerry (JER)	ASH^ BRE^	CAS^*	COB^ TEA^
	Taylor (TAY)	Having stopped taking part		
	Teagan (TEA)	COB^* WEN^*	COB^* WEN^*	JER^ WEN^*
	Wylie (WYL)	Having stopped taking part		
	Zaiden (ZAI)	Having stopped taking part		

(^) = sitting with, (*) = speaking with

Table 6.14 Numerical data regarding participants' interactions in secondary school, according to video-recording of sessions.

SECONDARY SCHOOL MEETINGS		19	20	21
		Sessions		
		1 st	2 nd	3 rd
Members within C.D. Group	Sitting with	4	2	3
	Speaking with	0	0	0
	Sitting & Speaking with	0	2	1
Members within Mainstream Group	Sitting with	1	0	1
	Speaking with	0	0	0
	Sitting & Speaking with	1	1	0
Members Across 2 Groups	Sitting with	2	1	1
	Speaking with	0	0	0
	Sitting & Speaking with	2	5	5
Total Number of Sitting Members		7	3	5
Total Number of Speaking Members		0	0	0
Total Number of Sitting & Speaking Members		3	8	6
Alone Members with C.D.		1	0	0
Alone Mainstream Members		0	0	0
Total Number of Participants		11	11	11

Table 6.15 Choices of students with C.D. regarding peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.

STUDENTS' SELF-REPORTS			1	2	3
			Peer Nomination Forms		Secondary School (favourite friends from SAG)
			Spring Term	Summer Term	
Students with C.D.	Ashley (ASH)	To play	1) CRA ^(C.D.) 2) ADD ^(MAIN)	1) CRA ^(C.D.) 2) DRE ^(C.D.)	1) CAS ^(C.D.) 2) CRA ^(C.D.)
		Not to play	No choice	No choice	Not applicable
		To work	1) CRA ^(C.D.) 2) ADD ^(MAIN)	1) CRA ^(C.D.) 2) DRE ^(C.D.)	
		Not to work	No choice	No choice	
	Bailey (BAI)	To play	1) CRA ^(C.D.)	1) CRA ^(C.D.) 2) JER ^(MAIN)	
		Not to play	No choice	No choice	Not applicable
		To work	1) CRA ^(C.D.) 2) WEN ^(C.D.)	1) CRA ^(C.D.) 2) JER ^(MAIN)	
		Not to work	No choice	No choice	
	Cameron (CAM)	To play	Not taking part yet.	1) WEN ^(C.D.) 2) ALE ^(MAIN)	
		Not to play		No choice	Not applicable
		To work		1) ALE ^(MAIN)	
		Not to work		No choice	
	Casey (CAS)	To play	1) CRA ^(C.D.) 2) ASH ^(C.D.)	1) CRA ^(C.D.) 2) DRE ^(C.D.)	
		Not to play	No choice	No choice	Not applicable
		To work	1) CRA ^(C.D.) 2) ASH ^(C.D.)	1) CRA ^(C.D.) 2) DRE ^(C.D.)	
		Not to work	No choice	No choice	
	Crane (CRA)	To play	1) CAS ^(C.D.) 2) ASH ^(C.D.)	1) CAS ^(C.D.) 2) ASH ^(C.D.)	
		Not to play	No choice	No choice	Not applicable
		To work	1) CAS ^(C.D.) 2) ASH ^(C.D.)	1) CAS ^(C.D.) 2) ASH ^(C.D.)	
		Not to work	No choice	No choice	
	Drew (DRE)	To play	1) BAI ^(C.D.) 2) CAS ^(C.D.)	1) ASH ^(C.D.) 2) CAS ^(C.D.)	
		Not to play	No choice	No choice	Not applicable
		To work	1) BAI ^(C.D.) 2) CAS ^(C.D.)	1) ASH ^(C.D.) 2) CAS ^(C.D.)	
		Not to work	No choice	No choice	
	Wen (WEN)	To play	1) CRA ^(C.D.) 2) ASH ^(C.D.)	1) CRA ^(C.D.) 2) TEA ^(MAIN)	
		Not to play	1) WYL ^(MAIN) 2) ZAI ^(MAIN)	No choice	Not applicable
		To work	1) CRA ^(C.D.) 2) BAI ^(C.D.)	1) CRA ^(C.D.) 2) TEA ^(MAIN)	
		Not to work	1) WYL ^(MAIN) 2) TAY ^(MAIN)	No choice	

(C.D.) = student with communication difficulties, (MAIN) = mainstream student

Table 6.16a Choices of mainstream students regarding peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.

STUDENTS' SELF-REPORTS			1	2	3
			Peer Nomination Forms		Secondary School (favourite friends from SAG)
			Spring Term	Summer Term	
Mainstream Students	Addison (ADD)	To play	1) BRO ^(MAIN) 2) ZAI ^(MAIN)	Having stopped taking part	
		Not to play	1) BAI ^(C.D.) 2) CRA ^(C.D.)		
		To work	1) BRO ^(MAIN) 2) ZAI ^(MAIN)		
		Not to work	No choice		
	Alexis (ALE)	To play	Not taking part yet	1) JAM ^(MAIN) 2) BRE ^(MAIN)	1) JER ^(MAIN) 2) COB ^(MAIN)
		Not to play		No choice	Not applicable
		To work		1) JAM ^(MAIN) 2) BRE ^(MAIN)	
		Not to work		No choice	
	Blair (BLA)	To play	Not taking part yet	1) COB ^(MAIN) 2) TEA ^(MAIN)	
		Not to play		No choice	Not applicable
		To work		1) COB ^(MAIN) 2) TEA ^(MAIN)	
		Not to work		No choice	
	Brett (BRE)	To play	1) JER ^(MAIN) 2) ADD ^(MAIN)	1) JER ^(MAIN) 2) BLA ^(MAIN)	
		Not to play	No choice	No choice	Not applicable
		To work	1) JER ^(MAIN) 2) ADD ^(MAIN)	1) JER ^(MAIN) 2) BLA ^(MAIN)	
		Not to work	No choice	No choice	
	Brody (BRO)	To play	1) ADD ^(MAIN) 2) TAY ^(MAIN)	Having stopped taking part	
		Not to play	1) BAI ^(C.D.) 2) CRA ^(C.D.)		
		To work	1) ADD ^(MAIN) 2) TAY ^(MAIN)		
		Not to work	No choice		
	Coby (COB)	To play	Not taking part yet	1) BLA ^(MAIN) 2) JER ^(MAIN)	1) BLA ^(MAIN) 2) ALE ^(MAIN)
		Not to play		No choice	Not applicable
		To work		1) BLA ^(MAIN) 2) JER ^(MAIN)	
		Not to work		No choice	
	Jamie (JAM)	To play	Not taking part yet	1) ALE ^(MAIN)	
		Not to play		No choice	Not applicable
		To work		1) ALE ^(MAIN) 2) BLA ^(MAIN)	
		Not to work		No choice	
Jerry (JER)	To play	1) BRE ^(MAIN) 2) ADD ^(MAIN)	1) BAI ^(C.D.) 2) BRE ^(MAIN)	1) BAI ^(C.D.) 2) BRE ^(MAIN)	
	Not to play	No choice	No choice	Not applicable	
	To work	1) BRE ^(MAIN) 2) ADD ^(MAIN)	1) BAI ^(C.D.) 2) BRE ^(MAIN)		
	Not to work	No choice	No choice		

(C.D.) = student with communication difficulties, (MAIN) = mainstream student

Table 6.16b Choices of mainstream students regarding peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.

STUDENTS' SELF-REPORTS			1	2	3
			Peer Nomination Forms		Secondary School (favourite friends from SAG)
			Spring Term	Summer Term	
Mainstream Students	Taylor (TAY)	To play	1) WYL ^(MAIN) 2) ZAI ^(MAIN)	Having stopped taking part.	
		Not to play	1) WEN ^(C.D.)		
		To work	1) WYL ^(MAIN) 2) ZAI ^(MAIN)		
		Not to work	1) WEN ^(C.D.)		
	Teagan (TEA)	To play	Not taking part yet	1) WEN ^(C.D.) 2) BRE ^(MAIN)	1) WEN ^(C.D.)
		Not to play		No choice	Not applicable
		To work		1) WEN ^(C.D.) 2) COB ^(MAIN)	
		Not to work		No choice	
	Wylie (WYL)	To play	1) ZAI ^(MAIN) 2) TAY ^(MAIN)	Having stopped taking part	
		Not to play	1) WEN ^(C.D.)		
		To work	1) ZAI ^(MAIN) 2) TAY ^(MAIN)		
		Not to work	1) WEN ^(C.D.)		
	Zaiden (ZAI)	To play	1) WYL ^(MAIN) 2) TAY ^(MAIN)	Having stopped taking part	
		Not to play	1) WEN ^(C.D.)		
		To work	1) WYL ^(MAIN) 2) TAY ^(MAIN)		
		Not to work	1) WEN ^(C.D.)		

(C.D.) = student with communication difficulties, (MAIN) = mainstream student

Table 6.17 Numerical data which derive from students' choices regarding their peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.

STUDENTS' SELF-REPORTS		1	2	3
		Peer Nomination Forms		Secondary School School (favourite friends from SAG)
		Spring Term	Summer Term	
Choices of Members within C.D. Group	To play	5	4	4
	Not to play	0	0	
	To work	5	4	
	Not to work	0	0	
Choices of Members within Mainstream Group	To play	7	5	6
	Not to play	0	0	
	To work	7	5	
	Not to work	0	0	
Choices of Members Across 2 Groups	To play	1	5	4
	Not to play	6	0	
	To work	1	5	
	Not to work	4	0	
Members of C.D. Group who did not make any choice	To play	0	0	0
	Not to play	5	7	
	To work	0	0	
	Not to work	5	7	
Members of Mainstream Group who did not make any choice	To play	0	0	0
	Not to play	2	7	
	To work	0	0	
	Not to work	4	7	
Number of Participating Members	C.D. Group	6	7	7
	Mainstream Group	7	7	7
Total Number of Participants		13	14	14

Some further comments could be found in p. 287.