Department of Psychological Sciences and Health

Exploring the participation of young people with Additional Support Needs (ASN) in decision-making at Child's Plan meetings

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Declaration of authenticity

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Signed: J.D.Fraser-Smith

Date: 01/03/2024

Acknowledgements

Covid-19 Impact Statement

The World Health Organisation declared the Covid-19 outbreak a pandemic in March 2020. During this time the Scottish Government announced the closure of schools, and the Local Authority (LA) I work for began adjusting to providing an Educational Psychology Service via virtual means. In August 2020 schools reopened, however they continued to have one-way systems to move around the settings and their small nurse rooms were allocated for Covid cases which emerged during the school day. The introduction of physical distancing impacted the number of pupils in classrooms and their groupings. This meant that schools had limited flexibility in the space available for visiting professionals to use. From January 2021 schools closed for a second lockdown. It took until April 2021 for all pupils to return. Up until October 2021, face coverings were still required in secondary schools. Children and staff were taking at-home Covid-19 tests before attending school. A significant challenge was the level of staff absences, with schools having to close. To this day, we continue to provide a blended approach to our Educational Psychology Service, which aligns with the Local Authorities hybrid working guidance implemented to retain the benefits of online working in an area with a large geography.

I planned for this to be an online research project which meant that the risk and impact of the changing circumstances of Covid-19 were mitigated. All correspondence with schools was via email and contact with young people was through Google Meet.

Abstract

The Child's Plan is a key part of the Getting it Right for Every Child (GIRFEC), Scottish Government (2008) approach and is used to plan and coordinate support for young people with Additional Support Needs (ASN). Whilst young people have a right to be heard in all matters affecting them, and these views given due weight (UNCRC), this is the first study to explore young people's experiences of participating in decision-making at Child's Plan meetings. This participatory design project adopted the Scottish Approach to Service Design (Scottish Government, 2019). A literature review was used to **discover** the wider context of young people's experiences of meetings. The problem was further **defined** through three methods: an exploratory online survey (n=24); an audit of Child's Plans; and school staff reporting on their approach to Solution Focused Meetings. Understanding what is important for the preparation of meetings was identified as a factor warranting further exploration. Design partners worked together for six sessions to **develop** information about the Child's Plan meeting process as a guide to prepare fellow young people for meetings. The final phase, the **deliver** phase saw the implementation of the guidance to prepare young people for meetings, to evaluate their meeting experience and to review the impact of their participation on decision-making. The main findings are presented in relation to existing literature in addition to research limitations. Implications for practice and recommendations for future research concerning the participation of young people in decision-making at meetings are suggested.

Keywords: Young people, Child's Plan, decision-making, meetings

Word count: 42,892

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Glossary

Term	Description
Child's Plan	A non-statutory plan for children and young people when extra support beyond universal provision is to be planned, delivered or co-ordinated. "The child's plan should offer a simple planning, assessment and decision-making process which leads to the right help, at the right time" (Scottish Government, 2023a).
GIRFEC	Getting it Right for Every Child (GIRFEC) is a national approach to improving outcomes for all Children and Young People.
Lead Professional	A professional involved in coordinating and reviewing the child's plan (Scottish Government, 2022d).
My World Triangle	An assessment tool to gather a holistic picture of the strengths and pressures within a child's life (Scottish Government, 2022c).
Named Person	A point of contact and support available to all Children, Young People and their families from universal services of health and education (Scottish Government, 2022e).
National Practice Model	"The National Practice Model brings together the My World Triangle, Resilience Matrix, eight wellbeing indicators (SHANARRI) and the four contexts for learning within Curriculum for Excellence, to support overall assessment" (Scottish Government, 2022f)
Wellbeing indicators (SHANARRI)	Any assessment of a child or young person's wellbeing is founded on the 8 wellbeing indicators: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included, sometimes referred to as SHANARRI (Scottish Government, 2022b, 2022g).

1 Overview

This introductory chapter outlines the legislative responsibility to involve young people in decision-making to meet their additional support needs.

1.1 United Nations Convention on the Rights of the Child (UNCRC)

Participation is one of the three pillars of the United Nations Convention on the Rights of the Child (UNCRC, 1989) in addition to Protection and Provision (UNICEF, 1989). The Latin origin of the word participation means 'shared in' and from the verb to 'take part' (Oxford Dictionary, n.d). Whilst Children's rights are for all children, Article 7 of the Convention on the Rights of Persons with Disabilities (CRPD, United Nations Human Rights, 2006) provides additional emphasis for children with disabilities.

- "In all actions concerning children, the best interests of the child shall be a primary consideration" (Article 3(1) of the UNCRC, 1989; Article 7(2) of the CRPD, 2006)

- "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely <u>in all matters affecting the child</u>, the views of the child being given due weight in accordance with the age and maturity of the child." (Article 12(1) of the UNCRC, 1989; Article 3(3) of the CRPD, 2006)

- "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice". (Article 13 of the UNCRC, 1989).

There are four elements of Article 12 which have been elaborated on in the General Comment on Article 12 (United Nations, 2009). The first element is the presumption that children are capable of forming their own views, and there is no age limit restricting children from expressing their view. Furthermore, children can form views through daily life and are encouraged to do so from the earliest opportunity, with support to express their view where necessary through the use of communication aids. Secondly, children have "the right to express those views freely" meaning they have choice as to whether to express their view or not and there is no pressure on them to do so. A precondition of decision-making is the right to information which links with the freedom of expression (Article 13) and the right to information (Article 17). Furthermore, the environment in which children express their views should be respectful and secure. Thirdly, "all matters affecting the child" indicates that the child must be heard if matters affect them and in "actions and decisions that impact their life" (United Nations, 2009, para. 81). Furthermore, children should be listened to where their perspective can enhance solutions. Fourthly, the view should be "given due weight in accordance with the age and maturity of the child" highlights that simply listening is not sufficient. It is from information and experience that children develop the skills and capacities to express their view and this evolves over time. In this context, maturity describes the ability to understand and assess the implications of a particular matter. The United Nations Committee on the Rights of the Child noted concern that "many children with disabilities do not see that their views are given due weight in making personal decisions in their life, including choice of support and future" (United Nations Convention on the Rights of the Child, 2016, para 56(a)).

The General Comment suggest the basic requirements for implementing the right of the child to be heard, include ensuring that all processes in which children participate are transparent, voluntary, respectful, relevant, child-friendly, inclusive, supported by training, safe and sensitive to risk, as well as accountable (United Nations, 2009. para 134).

1.2 Scottish Legislation

The Education (Scotland) Act 2016 included a modification to the Education (Additional Support for Learning) Act 2004 to include a fuller explanation of the capacity of children and young people:

"in relation to a decision of the child mentioned in a provision of this Act, if the child has sufficient maturity and understanding-

(i)   to make the decision,

(ii)   to communicate the decision,

(iii)   to understand the decision and its implications for the child, and

(iv)   to retain the memory of the decision"

("Education (Scotland) Act," 2016, Section 3(1)(b))

The participation of young people was further emphasised following the Additional Support for Learning review (Morgan, 2020). The overarching recommendation was "Children and young people must be listened to and involved in all decision-making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making, which improves implementation, impact and experience" (Morgan, 2020, p. 70). For young people to be involved in collaboration which impacts policy making, arguably they could benefit from the opportunity to influence the decisions about their own additional support for learning which impact their daily life. This is reflective of children's evolving capacities which means "that as children acquire enhanced competencies, there is a reduced need for direction and a greater capacity to take responsibility for decisions affecting their lives" (Lansdown, 2005, p. ix).

Cognitive psychologists describe decision-making as a process of making a choice between competing courses of action (Baron & Brown, 2012). Piaget's cognitive development theory suggests that the preoperational stage of development (age 2-7 years) is where a child is egocentric and finds taking other people's perspectives a challenge (Piaget & Inhelder, 1969). When exploring a child's view, this theory suggests they will know their own perspective and, due to thinking quite concretely,

they are more able to report on their lived experience. During the concrete stage (age 7-11 years), children are beginning to use more logic and inductive reasoning (from the specific to the general). The formal operational stage (age 12 years+) involves the development of deductive reasoning (from the general to the specific) and managing abstract thoughts including hypothetical situations. Young people can think about multiple solutions to problems and from different perspectives. If Piaget's theory was mapped against the models of participation, it could be argued that whilst children in the preoperational stage of development can share their view, those who progress to the concrete stage are more able to make decisions where the courses of action being chosen from are within the child's experience. For options which require more abstract thought, the child is likely to need to be in the formal operational stage of development.

Whilst Piaget's theory of stages of cognitive development has received criticism, the concept of phases has not been completely discounted. Interestingly, studies have shown that children age 12 and older who did not spontaneously use concrete operational reasoning, following a brief learning sequence were able to, thus suggesting they were competent but required stimulation to demonstrate it (Dasen, 1982). Although Piaget argued for a biological bases for cognitive development, research has found that some adults did not reach the formal operational stage (Dasen, 1994). Segall et al. (1999, p. 154) reported that Piaget expected differences of one or two years for the age which stages were attained due to variability in the stimulation in the child's environment, yet cross-cultural studies have found a difference of 5 or 6 years. Segall et al. (1999) concluded that whilst social and cultural factors don't influence the order of the stages, they do affect the rate they are attained. A further criticism has been that Piaget neglected social interaction factors (Babakr et al., 2019). An alternative explanation for young people's development to make informed decisions is offered by Vygotsky. Vygotsky and Cole's (1978) explanation for the gap between what can be achieve with and without help, known as the 'zone of proximal development,' offers a theory for how adults can support young people to develop competence in decision-making.

In 2020 the UNCRC (Incorporate) (Scotland) Bill was introduced where Scotland has made a commitment to the incorporation of the UNCRC into domestic law, making children's rights a requirement, not an option (Morgan, 2020, p. 5). Those rights apply to Children and Young People (CYP) with Additional Support Needs, who make up 34.2% of CYP in schools in Scotland (Scottish Government, 2022h). These individuals require their additional support to be assessed, planned, coordinated and monitored/reviewed (Scottish Government, 2017). The process of planning to meet need can occur through a Coordinated Support Plan (CSP) or a Child's Plan. The CSP is a statutory plan and the Child's Plan is not. Essential to this, Children and Young People have "the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously" (UNICEF UK, 2019). The ASL Code of Practice suggests children and young people "should be encouraged to contribute to decision-making processes, the setting of educational objectives, the preparation of learning plans, reviews and transition planning" (Scottish Government, 2017, p. 108). This study aims to explore the involvement of young people with Additional Support Needs (ASN) in decision-making at their Child's Plan meetings.

1.3 Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) in Scotland is the national approach to supporting and safeguarding the wellbeing of young people (Scottish Government, 2022f). Whilst it was first implemented in 2008, guidelines have recently been updated and take account of aspects of the Children and Young People (Scotland) Act 2014 which were not enacted, such as the mandatory Named Person scheme and information sharing (Riddell & Carmichael, 2019). Tisdall and Davis (2015) discussed the tensions within the origins of GIRFEC regarding young people's wellbeing and their rights. They highlight that the ecological model informed the development of the SHANARRI wellbeing indicators as well as the My World Triangle. Whilst holding the 'child at the centre' which reflects the child-centred approach, the National Practice Model promotes "an integrated and co-ordinated approach to multi-agency planning" (Scottish Government, 2022f, p. 18).

In Scotland, Children and Young People with ASN requiring targeted support to meet their needs, and improve their wellbeing, have the support planned through the use of a Child's Plan (Scottish Government, 2022f). This single planning framework was originally part of the national approach to integrated Children's Services called GIRFEC. Following the implementation of GIRFEC, core elements became statutory with the Children and Young People (Scotland) Act 2014. Guidance suggests every Child's Plan should include and record information about the child's wellbeing needs including the views of the child and their parents, details of action to be taken, the service(s) that will provide the support and how they will be provided, the aims and outcomes of the plan, and when the plan should be reviewed (Scottish Government, 2016).

1.4 Consultation

Consultation is one of the five functions of Educational Psychology practice in Scotland (Scottish Executive, 2002) with some Educational Psychology Services (EPSs) adopting a Consultation framework of practice for their service delivery model. The EPS in this Local Authority adopts a Solution-Focused Model of service delivery which complements the National Practice Model (Scottish Government, 2022f). This means that a Solution-Focused approach is taken to consultations and the request for consultation occurs within a staged intervention process. Where there is early intervention of ASNs, and the needs can be met within universal services, a class teacher will assess and intervene, using a form to record information about concerns, challenges and support strategies which are linked to the SHANARRI wellbeing indicators. Within education, where targeted assessment and intervention is required, a single agency Child's Plan is used to record the assessment of need, analysis and planning of support. Where targeted assessment and/or intervention is required by multi-disciplinary services, the services might include Educational Psychology, Allied Health Professionals and/or Specialist Support Services e.g., vision services. At this stage of the process there is likely to be a multi-agency Child's Plan, however in practice this is not necessarily the case. Specialist assessment and support will be coordinated through a Child's Plan.

Where a Child's Plan exists, there will be associated meetings. Educational Psychologists provide training and mentoring in Solution-Focused practice for all Local Authority staff and the LA Practice Guidance states "Solution Focused Meetings can be used as efficient ways to review and deepen Child Plans" (Local Authority, 2017, p. 48). A range of professionals take the role of facilitating meetings and these are often the Named Person or Lead Professional. Whilst Educational Psychologists can facilitate meetings and model these skills, often Educational Psychologists are attendees at a Child's Plan meeting. The challenge arising from this is that the Educational Psychologist is attempting to consult within a context of different purposes.

Consultation has been identified as a 'defined task with agreed characteristics' where the consultation meeting is arranged by the Educational Psychologist typically with the teacher (Leadbetter, 2006). This indirect application of psychology aims to empower the adults around the child and learning can be applied to other learners in current and future classes. It has been described as voluntary and collaborative between consultant and consultee (Wagner, 2000) where neither have power over the other (Larney, 2003). The psychological theory which informs consultation includes personal construct psychology, symbolic interactionism, systems thinking and social constructionism (Wagner, 2000). Personal Construct Psychology provides understanding about how a person views themselves and others (Kelly, 1955). Symbolic interactionism builds from the previous theory to consider how these views are 'built, enhanced and maintained' (Wagner, 2008, p. 143). Systems thinking (Burnham, 1986) draws attention to the patterns within social contexts and over time which supports a shift in viewing a problem as within a person to between people. Social constructionism (Burr, 2015) highlights the importance of language in shaping meaning. Integrated into consultation by this EPS is a Solution Focused framework which adopts ten solution oriented principles;

1. Listen to the person – listen for possibilities.
2. People have the necessary resources to make changes.
3. Everyone has their own ways to solving problems.
4. No sign-up, no change. Collaboration enhances change.

5. Language shapes and moulds how we make sense of the world.
6. Focusing on future possibilities and solutions enhance change.
7. There are always exceptions to the problem.
8. Small changes lead to bigger changes.
9. If it works, do more of it; if it doesn't work, do something different.
10. The problem is the problem, not the person.

Wagner (2008) described three different frameworks for consultation, each for particular role partners. A consultation with teachers and staff in school has a focus on the school or classroom context. A joint school-family consultation aims to support a collaborative partnership and can involve children and young people. Consultation at multi-agency meetings aims to encourage inter-agency working. It is this latter framework which best describes a multi-agency Child's Plan meeting, however as noted above, the Educational Psychologist is not necessarily the facilitator of these meetings. Harker (2001) acknowledges the Educational Psychologist's role of introducing solution-focused questioning can be stressful as this is not conforming to traditional problem-solving meeting protocols.

1.5 Motivation and rationale for the research

As an Educational Psychologist who attends Child's Plan meetings, it was noted that only on rare occasion did young people attend their meetings. When they did, they typically joined for the start of the meeting where their interests and strengths were discussed. At the latter part of the meeting where the ideas and interventions were narrowed to an action plan, the young people were not involved in the decision-making process. Yet, the ultimate outcome of the meeting is to impact change from the status quo to benefit the young person's wellbeing. The Transtheoretical Model of Behaviour Change (Prochaska et al., 1997) explains that there is a readiness to change before investing time and effort in a change. It also suggests that there are five stages to change including Precontemplation, Contemplation, Preparation, Action, Maintenance (Figure 1.1).

Figure 1.1

Five stages of change model (Prochaska et al., 1997)

Precontemplation	• No awareness or intention of change
Contemplation	• Awareness of need for change, planning for change but not yet committed to change
Preparation	• Begin planning to make change and committed to following through
Action	• Have implemented change
Maintenance	• Maintain change
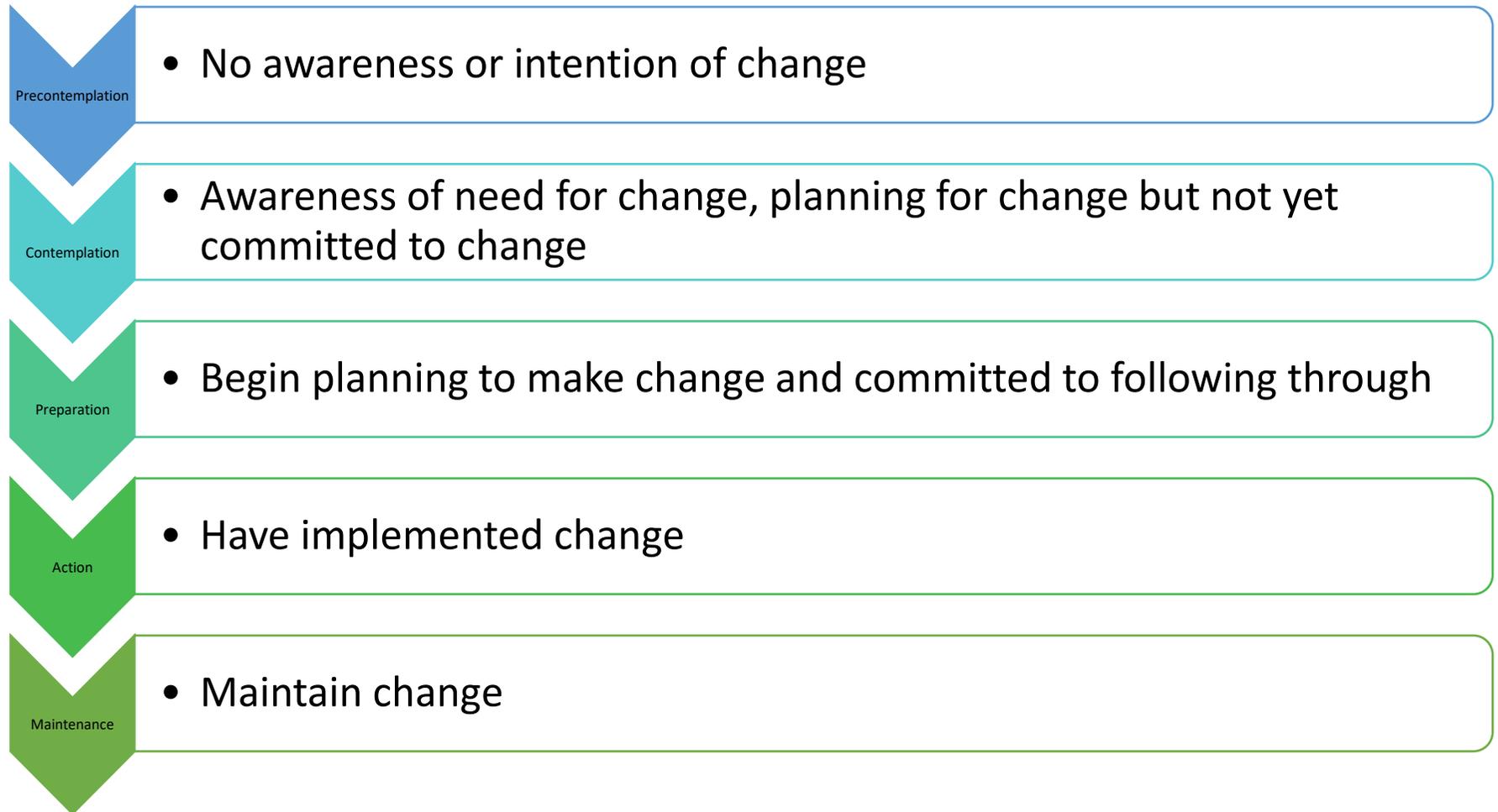
Therefore, the absence of young people from the overall meeting, but particularly the development of the action plan, suggests young people are not given the opportunity to contribute to the ideas, or to hear first-hand the ideas, as they are generated by the team around the child, potentially missing the rationale for the suggestion and the opportunity to comment on their readiness, desire, motivation and commitment to the proposal. As an Educational Psychologist, much of the problem-talk offers opportunity for re-framing and co-constructing new meaning. Again, which young people miss when they leave early and the team around them miss their contribution to the construction of meaning.

The Child's Plan is a planning tool with the outcome aiming to improve the young person's wellbeing (Scottish Government, 2023a). According to Deci and Ryan (2008) who are the founders of Self Determination Theory, wellbeing can be enhanced when the need for autonomy, competent and relatedness is satisfied. The autonomy of young people is important and means they experience their actions as a result of choice (Deci & Ryan, 2000). Autonomous motivation is the effort and energy required to implement change, where the Child's Plan meeting is a forum to plan changes which aim to positively affect wellbeing. The interlink between these concepts is illustrated in Figure 1.2.

Figure 1.2

Diagram illustrating the relationship between autonomy, change and wellbeing
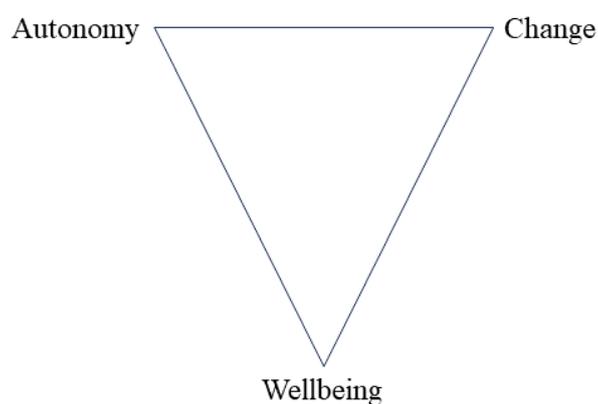
Within Solution Focused Practice there is a theme of change, including pre-session change which can occur between the time the appointment is made and the session occurring (O'Connell, 2005). There can be an interaction between the awareness of the purpose of a meeting and the goal for change. Woolfson et al. (2007) found that young people reported that they were invited to attend review meetings, but they usually did not want to attend and those who did want to, were concerned about speaking out at these meetings. Pupils also reported that they did not always know everyone present at the meeting. The recommendations from this research was to prepare pupils for participation in their review meetings (Woolfson et al., 2007).

1.6 Researcher Positionality

As a practicing Educational Psychologist, I often attend Child's Plan meetings where the support for ASN is planned and reviewed for and with young people. Initially I viewed myself as an insider from the perspective of working within education and attending these types of meetings. Holmes (2020, p. 6) argues that the insider or outsider dichotomy is a continuum and therefore the researcher can 'inhabit multiple positions along the continuum at the same time'. Hence, as a psychologist I was an insider from experience of meetings and simultaneously as a researcher, an outsider interested in young people's experience. Also, being an outsider by being an adult and an insider due to knowledge of ASN. I acknowledge that I am interacting with people and therefore will have an influence on the research context, as well as hold my own perspective on that reality which will be different to others. The implication of this awareness is that, whilst working with young people throughout the project, our diverse viewpoints can co-exist. Throughout the research project, a reflective log was used and facilitated an increased awareness of biases. Also, methodological reflections are included in the discussion sections of each chapter.

A core belief I hold is that children and young people have rights, and that they experience life from a perspective which adults can benefit knowing about. I believe young people should be included, to the extent to which they feel able and supported to exceed expectations. An ideal I hold is that reasonable adjustments are made for any learner to access education and their wider community. I believe that technology

can play a significant role in achieving this where the suitable tools are available, and skills have developed. As grounding principles, these value and beliefs will inform the design of this research, as well as the data collection, analysis and interpretation.

The power difference between adults and young people is evident throughout society. Adults find reasons why meaningful participation of children is not possible (West, 2007) and to overcome this a range of approaches to gathering young people's experiences of meetings will be adopted, with the intention of reaching young people through different means. As an Area Principal Educational Psychologist, I am part of the management of the Local Authority. Whilst acknowledging that there are implications for the power difference between staff, from an optimistic perspective, I'd hope that I can model to others how to involve young people in planning and reviewing their support.

As a researcher, who has published primary research on the topic of seeking children and young people's views, I was aware of some of the challenges and many of the benefits of undertaking research with young people (Fraser-Smith et al., 2021).

1.7 Thesis Structure

The reporting of this research reflects the Double Diamond Design Model (Design Council, 2007), allowing for creativity and iteration in reporting. Therefore, following this introductory chapter outlining the legislative responsibility to involve young people in decision-making to meet their additional support needs, the method and findings are combined for each of the four phases of the design model.

Chapter two presents a synthesis of reviews exploring the participation of young people in decision-making, highlighting gaps in the literature and opportunities for future research. The chapter concludes by setting out the aims and objectives of this thesis.

Chapter three describes the theoretical underpinning for this research and provides the rationale for applying the Scottish Approach to Service Design (Scottish

Government, 2019). The Double Diamond Design Model has been used to initially identify issues with young people's participation in meetings (Design Council, 2007).

Chapter four represents the first phase of the model, the discover phase which involves divergent thinking, taking a broad perspective on meetings. To achieve this breadth, the research method adopted was a literature review.

Chapter five describes the objectives and activities for the define phase of the double diamond model. The objective of this phase was to further define the problem of the lack of involvement of young people in their Child's Plan meetings. The research method adopted to address this objective was an exploratory online survey with young people and an audit of a section of Child's Plans titled "support required to attend meetings" and a question from a needs analysis for Solution Focused Meeting training. This phase involves convergent thinking, where a narrower focus is taken on the concept of young people being involved in meetings.

Chapter six describes the objectives and activities for the develop phase of the Double Diamond Design Model. The objective of this phase was to generate ideas and solutions to the problem identified in the define phase. The research method adopted to address this objective was design workshops to identify what factors were important to young people for attending their Child's Plan meetings thus informing the design of guidance to prepare young people.

Chapter seven describes the objectives and activities for the deliver phase of the double diamond model. The objective of this phase was to implement the use of the guidance to prepare young people for meetings, to review the impact of their participation on decision-making and to evaluate their meeting experience.

Chapter eight revisits the original aims of this thesis and considers the extent to which research through participatory research methodology has met these aims. The main findings are presented in relation to existing literature as well as the limitations of this research. Implications for practice and recommendations for future research

concerning the participation of young people in decision-making at meetings are suggested.

2 Overview

This chapter presents a review of review literature exploring the participation of young people in decision-making, highlighting gaps in the literature and opportunities for future research.

2.1 Method

A systematic review of reviews - also referred to as an umbrella review (Aromataris et al., 2015) - was conducted to investigate the participation of young people aged 10-24 years of age in decision-making. In particular, what facilitates the participation in decision-making, what are the barriers and what are the benefits?

2.1.1 Search Strategy

There were three separate searches undertaken to locate relevant reviews. Firstly, searches of Campbell Collaboration Library, Cochrane and the University Library Catalogue. Secondly, searches of social science databases; ERIC, British Education Index, Child Development and Adolescent Studies, Education Abstracts, and APA PsycInfo. The third and final stage involved searching Google Scholar for relevant internet-based publications. The search period was for 13 years between 2010 and May 2023. The PICo framework illustrates the components of the reviews (see Table 2.1). The search terms used were (in title): child* or young pe* and participation or involvement or engagement and decision-making. To narrow the search to reviews only, these search terms were used (in abstract): review or review of literature or literature review or meta-analysis or systematic review or scoping review. The searches were restricted to those published in English.

Table 2.1

PICo framework

Population	Any population or group of young people. Aged between 10 and 24 years.
phenomenon of **I**nterest	Participation in decision-making
Context	Health care, social care and education

To be eligible for inclusion, reviews met the following criteria:

Inclusion criteria:
- Reviews addressing a clearly defined topic or research question which could comprise either a systematic or scoping review.
- Published from 2010
- Phenomenon of interest was the participation of young people in decision-making and related to their individual care and wellbeing.
- English language

Exclusion criteria:
- Reviews without an aim and did not clearly describe the search strategy and selection criteria.
- Reviews which focused on adults.
- Reviews where the context was collective decision-making.

2.1.2 Identification of studies

Following the search, each title was examined to exclude papers that did not meet the inclusion criteria. Thereafter abstracts were reviewed and those not meeting the inclusion criteria were excluded. The full papers were reviewed as part of the screening process.

2.1.3 Data extraction

The following information was extracted from each paper; review questions or aims, types of studies included, characteristics of participants and numbers included, phenomenon of interest details, and context.

2.1.4 Appraisal of quality of reviews

The methodology quality of papers was reviewed using JBI Critical Appraisal Checklist for Systematic Reviews (Aromataris et al., 2015). The tool includes 11 items to assess systematic reviews relating to the research question, eligibility criteria, selection of papers, study appraisal, and findings. Due to a number of papers being Scoping Reviews, which often do not include a critical appraisal (Munn et al., 2018, p. 3), the items associated with these tended not to be addressed (see Appendix A).

2.2 Findings

2.2.1 Description of included reviews

The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) flowchart was used to explain the process of the selection of literature with a total of 11 reviews included (see Figure 2.1 and Appendix B). These represent two contexts: health and social care. There were no reviews of literature within the field of education which matched the search criteria of both participation and decision-making. From the 11 reviews, these included 248 primary research articles of which 11 were duplicates and 4 appeared three times each (Balsells et al., 2017; Kelsey et al., 2007; Roesch-Marsh et al., 2017; Runeson et al., 2002) (see Appendix C).

The concept of 'participation' was described as including "at every step, child should be informed, heard and involved" (Bouma et al., 2018, p. 281). Bessell (2011, p. 497) elaborated the concept using a three-dimensional definition that included sufficient and appropriate information for the decision-making process, the opportunity to express views freely and the potential for those views to affect the decision. The definitions tended to place an emphasis on the mutual dialogue between child and

adult to have some influence over the decision and shape the outcome of the process (see Appendix D). Skauge et al. (2021) highlighted a distinction between consultative and collaborative participation, where collaborative participation leads to the child's view being given due weight which influences decisions. None of the papers explicitly defined decision-making, however McPherson et al. (2021) did refer to decisions that affect the lives of young people which is consistent with Article 12 (UNCRC). Shared decision-making was described by Boland et al. (2019) and this was decision-making between a professional and a patient.

Figure 2.1

Flow diagram PRISMA
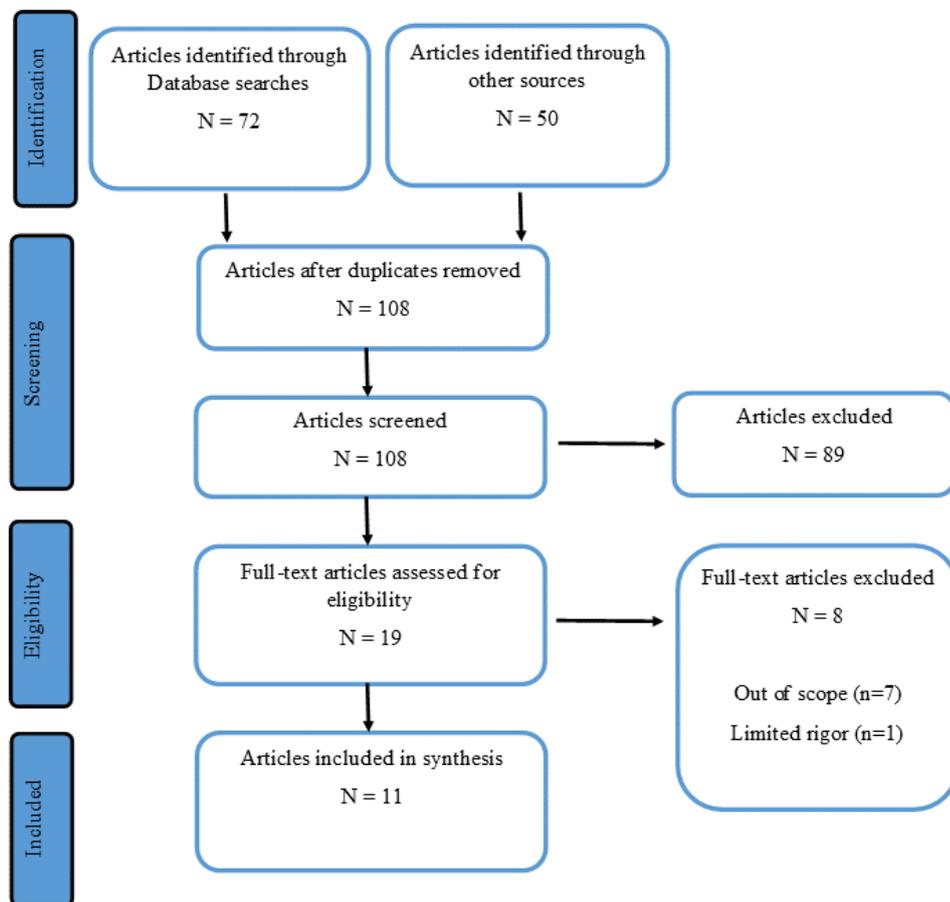
2.2.2 What are the barriers to the participation of young people in decision-making?

The organisational culture which privileges the voice of adults can be a barrier to young people's participation in decision-making (Foster et al., 2023; McPherson et al., 2021). Children's voices can be silenced by the way adults present the child's view as biased or untrustworthy (Kennan et al., 2018). Parental and professional beliefs about participation can promote or obstruct the young person's involvement in processes (Foster et al., 2023; McPherson et al., 2021; Ten Brummelaar et al., 2018; Toros, 2021a). This can be due to the paternalistic viewpoint that children are minors and require protecting, leading to a position of passive participation when they are involved (Moore & Kirk, 2010; Toros, 2021a). There were articles which reported the absence of young people, as well as those where young people became involved too late to influence the decisions being made (Delgado et al., 2023).

Maintaining other children's rights was found to be a challenge to participation in decision-making. Toros (2021b, p. 406) highlighted that "children do need protection but not from participation". Adults need to balance the child's right to participate and the right to be protected (Toros, 2021b). Also, there can be conflict between a child's wishes and what adults consider to be in their best interest (Moore & Kirk, 2010).

The age of young people was a reoccurring theme in many of the reviews (Delgado et al., 2023; Foster et al., 2023; McPherson et al., 2021; Moore & Kirk, 2010; Ten Brummelaar et al., 2018; Toros, 2021a, 2021b). Children's maturity and vulnerability was associated with their age as well as their competence to be a decision-maker. An increase in age saw an increase in involvement (Moore & Kirk, 2010) with young people aged 12 and older being active participants (Toros, 2021a). Meanwhile Delgado et al. (2023, p. 20) argued that competence to make decisions depended on the decision itself and the child's characteristics that take account of more than an arbitrary age.

The power imbalance between children and adults was highlighted as a barrier (Boland et al., 2019). This was particularly noticeable in the communication style of parents with their children during health consultations where parents had dominated the conversation, when parents interrupt leading to reinforcing the child to be passive, and where parents answer questions which have been directed to the child (Moore & Kirk, 2010). The actions of the doctor also contributed where they asked the same question of the parent after they had asked the child which devalued the child's contribution (Moore & Kirk, 2010).

The type of decision and its associated risk was a barrier to young people participating in decision-making, as well as having limited options to decide from (Boland et al., 2019; Delgado et al., 2023; McPherson et al., 2021; Moore & Kirk, 2010). Participation in 'everyday decisions' where the outcome was less risky (e.g. food choices, household chores and play activities) were more likely than 'major life events' or 'shared care plans' (Delgado et al., 2023; McPherson et al., 2021; Moore & Kirk, 2010). Children's involvement was less likely to be encouraged by parents when the consequences of making a wrong decision were perceived to be great (Moore & Kirk, 2010). Where young people did have a say, the level of influence on the outcome of the decision was limited (McPherson et al., 2021) and the options available were perceived to be limited, with unacceptable alternatives or unaffordable (Boland et al., 2019).

Despite the acknowledgement of its importance, there is a lack of information provided to young people (Boland et al., 2019; Delgado et al., 2023; Kennan et al., 2018; Moore & Kirk, 2010; Toros, 2021b). Boland et al. (2019) concluded that the information was of poor quality and not sufficiently tailored to the young people which was supported by Moore and Kirk (2010) who suggested the information may not be understandable which impacts the young person's ability to play a meaningful role. Whilst the language used can be a barrier, such as medical terminology and jargon (Kennan et al., 2018; Moore & Kirk, 2010), the environment where information is available can also be a challenge (Delgado et al., 2023; Kennan et al., 2018). Young people did not recognise that a review meeting was where they would

glean information about "what was happening, what to expect or what decisions needed to be made" (Delgado et al., 2023, p. 14).

2.2.3 What facilitates the participation of young people in decision-making?

A culture which promotes listening to young people facilitates their participation in decision-making (Moore & Kirk, 2010). To enable participation, trusting and respectful relationships need to develop (Boland et al., 2019; Delgado et al., 2023; Kennan et al., 2018; McPherson et al., 2021; Ten Brummelaar et al., 2018; Toros, 2021b). Building these relationships over time increases the young person's ability to make meaningful contributions (Watson et al., 2023). Young people participating in more than one meeting can also assist in developing these relationships (Foster et al., 2023). A trusting relationship with an advocate can support young people to influence decisions (Kennan et al., 2018). In joint decision-making, young people have indicated a preference for working with their parents and health professionals, and not being left alone to make a decision without support (Moore & Kirk, 2010). Meanwhile Delgado et al. (2023) suggested that the degree to which a child participates in review meetings is dependent upon how proactive the professionals are. The adults create opportunity for the young people to voice their views (Kennan et al., 2018) and are aware of both verbal and non-verbal communication (Foster et al., 2023).

Young people's agreement to be involved in shared decision-making enables their participation (Boland et al., 2019). As well as their wish to be involved in discussions about their care and to be listened to and respected (Moore & Kirk, 2010). Along with this motivation, Vis et al. (2011, p. 332) highlighted that "readiness for change may indeed be one of the most important pre-requisites for participation" (see section 8.2.7). Thereafter, young people wanted to be included in all stages of identifying the priorities (Watson et al., 2023). Young people need time to comprehend and absorb the discussions and time to answer questions (Foster et al., 2023). They benefit from being given the opportunity to see the outcome of their involvement (Foster et al., 2023).

A child's understanding is underpinned by the information available and how it is communicated (Foster et al., 2023). The quality of the information available to young people was a reoccurring theme which facilitated their participation in decision-making (Boland et al., 2019; Foster et al., 2023; Kennan et al., 2018; Moore & Kirk, 2010; Watson et al., 2023). Boland et al. (2019) found that whilst Health Care Professionals believed that parents and children could not understand medical information required to be involved in decision-making, they argued that the professionals lacked the skills needed to translate the information and engage families in shared decision-making. Therefore, the information needs to be tailored to the needs of the young people (Boland et al., 2019). Decision-making aids and shared decision-making toolkits were identified as a means of providing high quality information and reducing conflict between different parties involved in the decision-making (Boland et al., 2019; Foster et al., 2023). The more knowledgeable the young person has of their condition, care and treatment, it was found they were more likely to be involved in decision-making and that their view would carry more weight (Moore & Kirk, 2010). This contributes to the young people being viewed as competent decision makers (Foster et al., 2023). In addition to information to inform decision-making, it was highlighted that young people also need information in preparation for entering these forums such as review meetings and choice about the arrangements for such meetings (Kennan et al., 2018). Vis et al. (2011) suggested that with preparation this can increase the likelihood of the young person speaking.

2.2.4 What are the benefits to the participation of young people in decision-making?

Meaningful participation in decision-making is beneficial to the young person (Foster et al., 2023; Moore & Kirk, 2010; Ten Brummelaar et al., 2018; Vis et al., 2011; Watson et al., 2023) and the situation (Foster et al., 2023; Ten Brummelaar et al., 2018; Vis et al., 2011). For young people, the experience builds skill, agency, and confidence (Foster et al., 2023; Watson et al., 2023). Vis et al. (2011) highlighted the benefit of increased self-esteem and a sense of mastery and control. Interestingly, young people being involved in decision-making can support their ability to cope with the stress associated with uncertainty (Vis et al., 2011). The situation is better

understood with the involvement of young people (Foster et al., 2023) and knowledge of their wishes can have implications on the planning and likelihood of successful implementation (Vis et al., 2011).

2.3 Discussion and reflections

The synthesis of reviews included creating an a priori protocol, inclusion criteria, a structured and systematic search process, critical appraisal of studies and a process of data extraction. The PRISMA diagram (Figure 2.1) offers a transparent representation of the results which could support future researchers to replicate the review. Limitations have been identified with the search strategy and critical appraisal of studies.

The search strategy including the use of Google Scholar which was found to have less functionality with the search features compared with institution-specific platforms, potentially impacted the results. Furthermore, the ranking algorithm used by Google Scholar will have mediated access to some online content by the way the results were prioritised. 'Ranking by relevance' and where this is informed by citations, the newer publications will be hindered (Jordan & Po Tsai, 2023). In addition, the cookies and settings of each user can impact the literature search results which impacts the replicability (Google, n.d.). To compensate for these limitations, a combined strategy using institution-specific platforms was adopted.

The reviews are reliant on the sample demographics being reported within the primary research. Whilst the total number of participants is often reported, as well as the age, there are inconsistencies in the reporting of gender, types of ASN, ethnicity and social deprivation. Furthermore, the primary research is written by adults and therefore the views of young people are often interpreted through the lens of adults and in research with different ontologies and epistemologies.

The conclusions of this review are dependent on the quality of the reviews as well as the studies within these reviews. From the 11 reviews included, there were four which included a critical appraisal of the primary research (Appendix B). Where

appraisal tools were used, no papers were excluded due to low scores and it was pragmatic to continue with the synthesis of reviews, including those reviews where a quality assurance process was not reported. The appraisal tools were all different and included; a critical appraisal tool (Joanna Briggs Institute, 2022), Mixed method appraisal Tool (Souto et al., 2015), weight-of-evidence (EPPI-Centre, 2010), and a quality assessment for qualitative research (Letts et al., 2007) and for quantitative research (Potvin, 2010). The appraisal processes had been undertaken by more than one researcher. However, for this study, there was only one researcher using the JBI Critical Appraisal Checklist for Systematic Reviews, which has limitations regarding the subjective judgements made. Nonetheless, no papers were excluded due to low scores. Duplicate primary research was recorded to ensure there was not an over-representation of these findings.

There is a gap between the national drivers including legislation and the current practice in health and social care (Delgado et al., 2023). Also, there is a gap in the review literature regarding the participation of young people in decision-making within the education context.

Research examining the benefit of participation appear to focus largely on process rather than outcomes of participation and the extent to which young people participate in decision-making processes in practice remains unclear (Moore & Kirk, 2010; Watson et al., 2023). Future research could aim to contribute to an understanding of the decision-making process and how young people participate to influence this. Moore and Kirk (2010) suggest for a deeper understanding of the process in promoting children's autonomy, both observation and interviews are combined methods which could be considered.

Wehmeyer and Sands (1998, p. 52) describe the systematic process of decision-making as;

1. Envision multiple alternative courses of action to take
2. Actively seek accurate information about the decision and each alternative
3. Use this information to anticipate probable consequences of each alternative

4. Select one alternative rather than the others as being the most reasonable
5. Make the decision and implement it.

2.4 Chapter summary

This chapter has presented a review of review literature exploring the participation of young people in decision-making, highlighting limitations and opportunities for future research. The barriers to young people participating in decision-making were influenced by the attitudes of adults, the young person's characteristics such as age and the information available for the different types of decisions to be made. Factors which enable participation included a readiness for change, building a trusting relationship with the young person which provided ongoing support, providing quality information and supporting their awareness of the impact of their involvement in influencing decision-making. The overall research aims and objectives are shared before the next chapter explores the underpinning philosophy of this study.

2.5 Research aims and objectives

The aim of the thesis is to explore the participation of young people with ASN in decision-making at Child's Plan meetings. To achieve this, the following four objectives will be addressed in the subsequent chapters:

- Objective 1: to discover what meeting characteristics young people experience at their meetings and what prepares them for this experience.
- Objective 2: to define the problem which young people with ASN may experience when participating in the decision-making at their Child's Plan meeting.
- Objective 3: to generate ideas and solutions to the problem identified in the define phase.
- Objective 4: to implement the use of the guidance to prepare young people for meetings, to evaluate their meeting experience and to review the impact of their participation on decision-making.

3 Overview

This chapter describes the theoretical underpinning for this research and provides the rationale for applying the Scottish Approach to Service Design (Scottish Government, 2019).

3.1 Transformative Paradigm

The intention of this research is to identify barriers to young people with ASN participating in decision-making at meetings and design possible solutions to impact change in the current Child's Plan system. Therefore, a transformative paradigm was chosen as it argues that existing norms are not adequate and emphasises the need for profound change in the existing systems, structures, and norms of society. It seeks to challenge dominant narratives and ways of thinking, and to encourage innovation in finding new solutions through a participative change-oriented inquiry process (Romm, 2015). Mertens (1999, p. 4) suggests the transformative paradigm encompasses a range of perspectives including emancipatory (Lather, 1992; Mertens, 1998), participatory (Reason, 1994; Whitmore, 1998) and people with disabilities (Mertens & McLaughlin, 1995; Oliver, 1992). It has been argued that positivist/postpositivist and constructivist/interpretivist are the agents of marginalisation (Mihesuah, 2006). Whilst a transformative paradigm fosters collective ownership and shared responsibility between individuals as agents of change working alongside researcher(s).

Denzin and Lincoln (2017) suggested four belief systems contribute to a paradigm and these include axiology (the nature of ethics), ontology (the nature of reality), epistemology (the nature of knowledge) and methodology (the approach to systematic inquiry).

The axiological assumptions of the transformative paradigm are rooted in a commitment to promoting social justice, equality, and human dignity (Mertens, 2007). Also, it takes a role of challenging existing systems of oppression and

injustice (Mertens, 2010). Human rights are viewed as fundamental and universal and are an essential aspect of a just and equitable society. This perspective recognizes that the realization of human rights is often hindered by existing power imbalances and systems of oppression (Mertens, 2008). In order to promote human dignity and equality, these must be challenged and transformed, by elevating the voice of participants using research aims that result in social action (Sankofa, 2021).

3.2 Ontological and epistemological assumptions of the Transformative Paradigm

The ontological assumption is that reality is socially constructed within a political, cultural, and economic context (Mertens, 2007). The political context in Scotland saw the Scottish Government introduced GIRFEC in 2006. Following the Year of the Young People 2018, a Bill was proposed in 2020 to incorporate the UNCRC into the law in Scotland (Scottish Parliament, n.d). The Bill became an Act in January 2024 ("United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act," 2024). Culturally there continues to be tensions between the individual/medical model of disability and the social model of disability. The individual model of disability is dominant and assumes difficulties faced by people with a disability are due to the individual's impairments (French & Swain, 2013, p. 190). The social model of disability views the challenges faced by people stem from the physical and social environment which is suited to non-disabled people (French & Swain, 2013, p. 190). The way in which Additional Support Needs and disability are viewed directly relates to how support is planned and implemented. Following the Covid-19 pandemic, Brexit and a period of prolonged austerity, the inflation rates are high and contributing to what has been referred to as a 'cost of living crisis' (Scottish Government, 2022a). The economic context determines how funding is available to different sectors and is inclined to the individual model of disability due to being selective about capital spend.

This paradigm recognises the many versions of reality and the social constructivists' view of these realities, but specifically believes "that there is one reality about which there are multiple opinions" (Mertens, 2010, p. 470). These multiple perspectives of

reality can co-exist and are based on individual experiences, values and social contexts. There is acknowledgment that certain individuals hold a position of greater power and those perspectives on reality may become privileged over others (Mertens, 1999, p. 5). This applies to the power difference between children and adults.

The epistemological assumption is that the relationship between researcher and participant is central, and a cyclical model of research contributes to establishing a partnership where power differences are recognised, and trust is built (Mertens, 2010, p. 472). This illustrates a contrasting approach from the quest for objectivity that is seen by post positivism. The use of technology aimed to establish an equal platform. Section 1.6 includes the researcher's positionality to the research.

The methodological assumption is that involving community members in the development of the inquiry process has many benefits and the data collected links with social change (Romm, 2015). Thus, any change is addressing the needs of the community. In this instance, it aims to address the needs of young people with additional support needs to decide the extent to which they participate in their meetings.

3.3 Participatory Research Methodology

Participatory research aligns with the transformative paradigm, as it prioritizes the involvement and empowerment of those being studied, giving them a central role in the research process. In participatory research, researchers work in collaboration with community members to identify problems, set research agendas, and co-create solutions (Greenhalgh et al., 2016). This approach values the knowledge, experiences, and perspectives of marginalized communities and helps to promote a more equitable distribution of power and resources in the research process.

An early promotor of participatory research was Paulo Freire, an educator who recognised the benefits of knowledge creation and action through active participation (Coghlan & Brydon-Miller, 2014). Freire (1970) became famous for his approach to

literacy development where the initial focus was on the vocabulary the learner already knew and not on words determined by curriculum developers. Another early promotor of participatory research was Kurt Lewin who proposed a cycle of continuous inquiry, action and evaluation, undertaken with or by – as opposed to on or for – society's marginalised people (Lewin, 1946). Lewin, a social psychologist suggested an action research model to improve institutional practices through cyclical reflection and action within organisational teams (Wallerstein et al., 2017).

Aldridge (2016) participatory model illustrates the level of involvement from passive, to active, to transformational change (see Figure 3.1). This research adopts an active participatory approach with the aim of the outcome for young people to be included.

Figure 3.1

Participatory Model (Aldridge, 2016, p. 156)
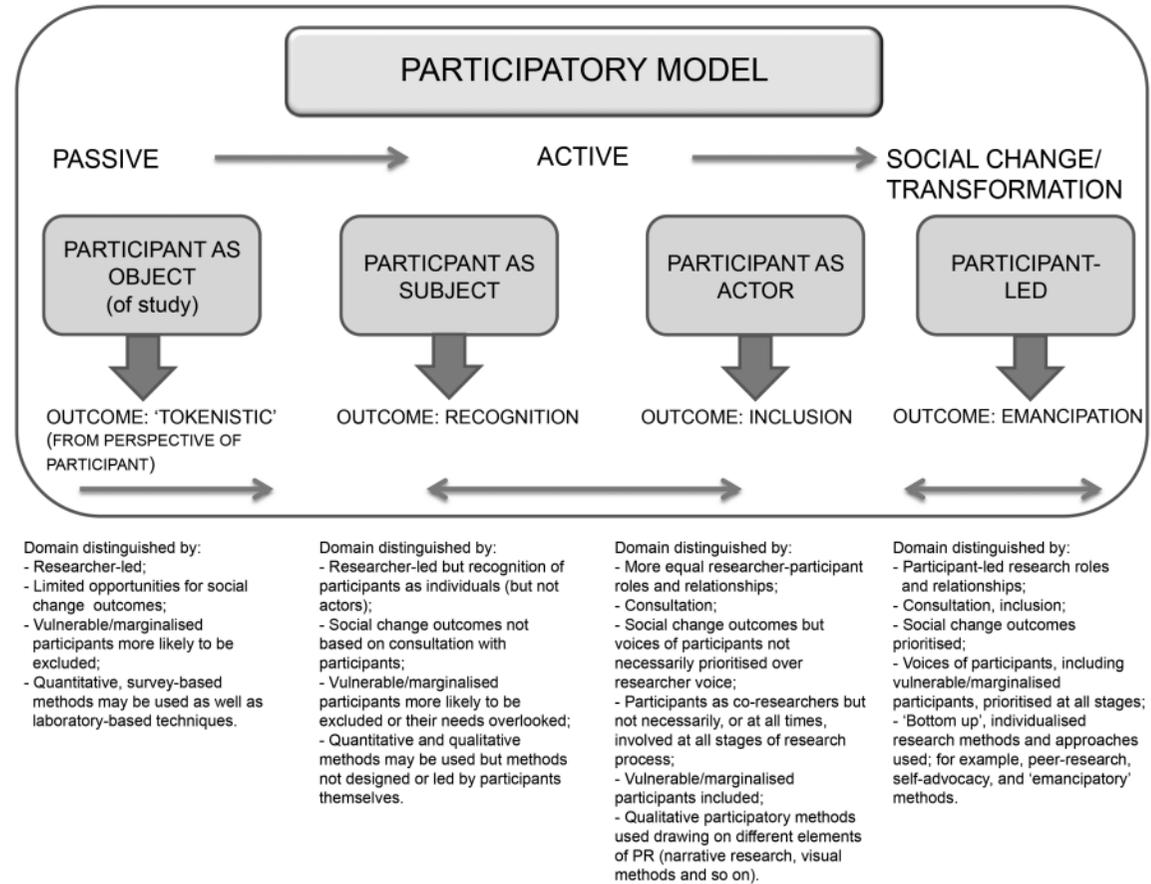
Genuine participation in participatory design focuses on individual voices expressing personal experiences, collective voices of those shared experiences, and collaborative voices recognised from multiple perspectives (Raman & French, 2022b, p. 762). Whilst there can be a focus on the output of design research, there is also opportunity to consider the impact of being involved in the process and developing ways of enabling engagement. Raman and French (2022a) offered insight into the contextual preparation which contributed to an emphasis on process and benefits for participants. They reflected on the choice young people made to participate and the tailoring of methods and tools for individual ability and engagement. However, many of the creative approaches described by these papers involved in-person workshops. The methods and tools for this study are all online.

3.4 Double Diamond Design Model

The Double Diamond Design Model is used to guide the innovation and problem-solving process (Design Council, 2007). It is not necessarily linked to a specific philosophical or theoretical paradigm, but rather draws from a range of design, innovation, and human-centred approaches.

Nevertheless, the Double Diamond Design Model has some elements that align with the principles of the transformative paradigm, such as a focus on collaboration, co-creation, and empathy for the needs and perspectives of the users or stakeholders. By using a human-centred approach and engaging in an iterative process of discovery, development, and delivery, the model helps to promote the idea of co-creating solutions with users, which is in line with the participatory and collaborative nature of the transformative paradigm.

The Double Diamond Design Model is a four-phase design process created by the Design Council to understand a problem then design a solution (see Figure 3.2). In 2019, it was adopted by the Scottish Government as the Scottish approach to service design (Scottish Government, 2019) and has been used by the Independent Care Review (2020). The first diamond represents understanding the problem and this is achieved through a process of discovery where the topic of interest is explored

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broadly. Following the discover phase which adopts divergent thinking, the problem is then defined using convergent thinking. The second diamond represents designing the solution and this involves the final two phases, develop and deliver. The divergent thinking of possible solutions is narrowed to the trialling of a small selection for the deliver phase.

This framework for innovation has four core design principles. 'Put people first' mirroring the child-centred approach of GIRFEC and goes further to consider all stakeholders who are involved in the process or using the service. 'Communicate visually and inclusively' echoes the literature where young people indicate that they can benefit from a visual representation to aid their understanding and inclusion (see section 4.2.3.1). 'Collaborate and co-create' highlights the benefits of working with people and being inspired by solutions already designed. 'Iterate, iterate, iterate' reveals how this framework is not linear and each phase can shed new light on another phase.

Figure 3.2

Double Diamond Model and Scottish Approach to Service Design.
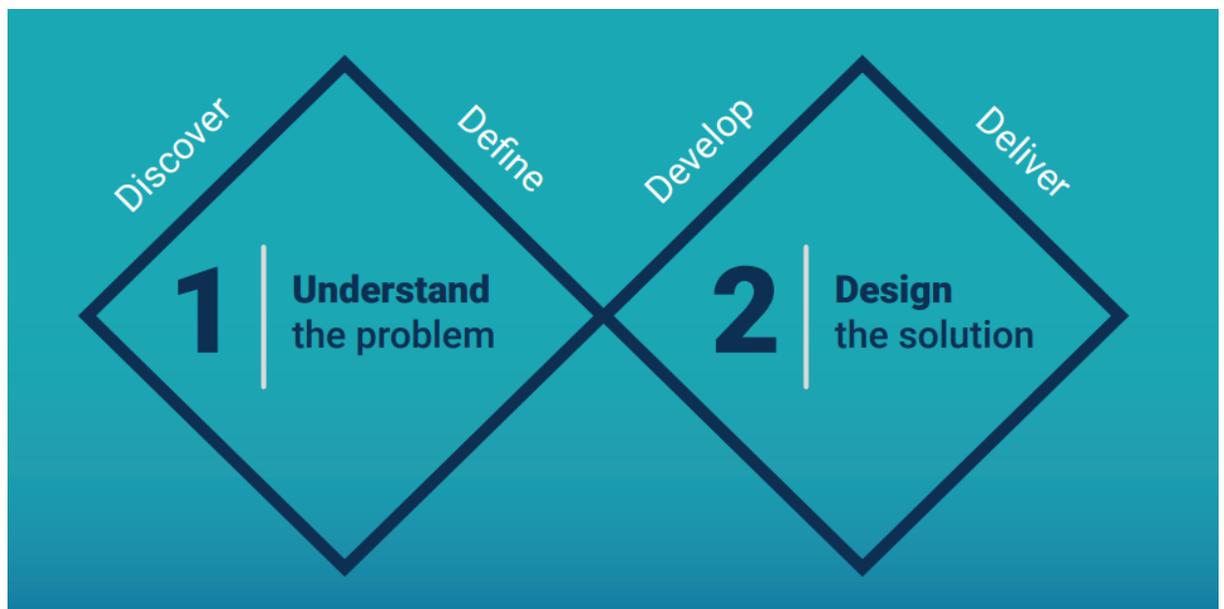
The discovery phase of this project involved a literature review to explore the participation of young people in meetings (see Figure 3.3). The methods adopted to narrow the focus of the problem was an exploratory survey with young people, an audit of the content of Child's Plans and information from part of a needs analysis for Solution Focused meeting training. To develop some solutions a co-design workshop with young people met online. A range of tools for the design workshop were explored including the Design council guides for primary (Design Council, 2020) and secondary settings (Design Council, 2015). The output from these workshops were then implemented and this was evaluated.

Figure 3.3

Double Diamond Model with project phases.
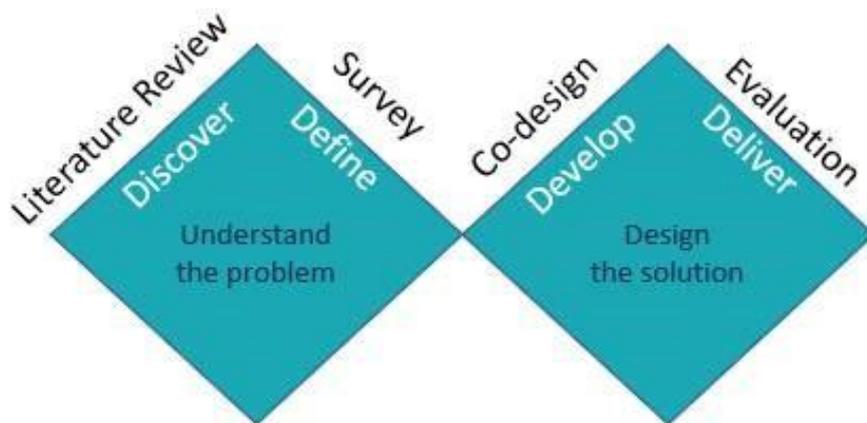
The Double Diamond Model outlines the core components of the design process and makes the design process visible (Kochanowska & Gagliardi, 2022). Initially, the model's visual representation implied a linear design process. However, subsequent iterations incorporated arrows which indicate the flexibility to return to any phase (Design Council, 2022). Despite this, the progression from divergent to convergent thinking remains ambiguous, with no clear demarcation between phases. Furthermore, the model fails to provide any substantive guidance on who should select the solutions or the criteria for advancing them to the trial phase. For the design phase, it was anticipated that the young people could come to a consensus

about which prototype to progress to the deliver phase. Singer et al. (2022) used the Double Diamond model to co-design a tool to support discussions between Speech and Language Therapists and parents to improve collaborative goal setting for therapy goals for children with Developmental Language Disorder. They emphasised the need for two additional steps after developing prototypes prior to them being used in clinical practice: establishing the prototype's added value and ensuring its effective implementation.

In spite of the model making the design process accessible to those working to improve or redesign services, in simplifying the process, it risks reducing service design to a mere formality. Although the model provides guiding principles, it lacks sufficient details on the 'how' to help newcomers effectively adopt and integrate these design processes into their own practice as part of service improvement or transformation work. The Scottish Approach to Service Design (Scottish Government, 2019) recognises the absence of consistent methods but advocates for inclusivity, ethical considerations and collaboration as fundamental values. While the model may appear to lack detailed instructions on the 'how,' its primary strengths lie in its flexibility, allowing users to adapt the principles to their unique contexts. This approach encourages creativity and innovation, enabling the design team to develop tailored solutions that fit their specific needs and circumstances (Kochanowska & Gagliardi, 2022).

Whilst collaboration is a central principle, and the Child's Plan process is led by professionals and parents/carers have a vital role, the power imbalance between adults and young people was considered a potential barrier to young people's participation. To mitigate this, the focus of the project was on collaboration with young people. It was anticipated that any outcome of the project in the delivery phase had the potential of being implemented by a team who had not been involved in the development of the solution, however this is a risk of establishing any small change and scaling the project.

In anticipation of the challenges in recruiting young people to be involved in the project, different young people were recruited for each phase. A potential outcome of

this mitigation was that there was not continuity of young people between the distinct phases. However, the flexibility of the framework allows for the integration of findings from each phase to inform other phases. Although the model might be represented as linear, but by taking an iterative approach, the researcher could revisit previous phases to inform the design. A limitation of the model which could not be fully negated was the ability to implement the design beyond the local context and this knowledge informed the approach taken in the design phase where an animated film was chosen, thus lending itself to being online and increased accessibility.

3.5 Additional Support Needs

Additional Support Needs is described as a "broad and inclusive term applied to children or young people who, for whatever reason, require additional support, in the long or short term, in order to help them make the most of their school education and to be included fully in their learning" (Scottish Government, 2017, p. 11). The Scottish Government collect data from each Local Authority about ASN using 24 reasons for support and the number of plans. Reasons for support include Learning disability, visual impairment, Social, emotional and behavioural difficulty, and interrupted learning. Tomlinson (2017) described these reasons for support as normative and non-normative categories. Normative categories are where there is a recognisable physical, sensory or severe disability. Non-normative categories are where the categorisation depend on the judgement of professionals and practitioners and are limited by no agreed criteria. Arguably these categories maintain the individual/medical model of disability. In Scotland, in 2007, 5% of children were identified as having ASN, rising to 36.7% in 2023 and this increase has been attributed to both an increase in the use of non-normative categories and non-statutory plans (Riddell, 2020). Boys make up over half (56.5%) of the ASN population (Scottish Government, 2023b). This gender difference is also reflected in the types of support plans used (see Table 3.1), with Child Plans being written for more boys (63%) than girls (37%). In terms of ethnicity, identification of ASN is below-average for all pupils of Asian heritage and those of African Caribbean and African heritage (Riddell, 2020). Gypsy/Traveller pupils are the highest proportion of pupils identified as having ASN across minority ethnic groups. In terms of social

deprivation, as measured using the Scottish Index of Multiple Deprivation (SIMD), pupils identified with ASN tend to live in more deprived parts of Scotland (Scottish Government, 2023b). Riddell (2020, p. 65) concluded that there were "inequalities in the identification of ASN, the application of specific categories and the use of CSPs in relation to gender, ethnicity and social deprivation".

Table 3.1

Summary Statistics for Schools

	Female	Male	Total
CSP (Co-ordinated Support Plan)	507	811	1,318
IEP (Individualised Education Programme)	10,918	22,404	33,322
Child Plans	19,384	32,632	52,016
All pupils with ASN	112,552	146,484	259,036

In this Local Authority, there are 30,929 pupils (primary, secondary & special school) and of these, 41% (n=12,644) have at least one Additional Support need (ASN) and approximately 27% (n=8,505) have a Child's Plan (Local Authority, 2018). The World Health Organization (2014) defines adolescence as people between 10 and 19 years of age. The rate of pupils who have a deferred entry to school is higher for those with ASN than without which explains the need to include those aged 19 (Scottish Government, 2020). Throughout this thesis, participants aged 10-19 years old were invited to take part from these 8,505 pupils.

3.6 Chapter summary

A transformative paradigm was adopted for this research which aimed to identify challenges in the existing child's plan process for young people to participate in decision-making at meetings. Collaboration with young people was reflective of the participatory research methodology and aimed to be achieved using the Double Diamond Design model. The following chapter is the Discover phase for understanding the problem.

4 Overview

As indicated in Chapter two, the objective of the thesis is to explore the participation of young people with ASN in decision-making at Child's Plan meetings. Following a review of literature about the participation of young people generally, the Double Diamond Design Model has been used to initially identify issues with their participation in meetings specifically (Design Council, 2007). The first phase of the model is the *discover* phase which involves divergent thinking, taking a broad perspective on meetings. To achieve this breadth, the research method adopted was a literature review.

4.1 Method for Discover phase

4.1.1. Literature review aims

Drawing from organisational psychology literature and the contemporary field of 'meeting science' which evidences the factors contributing to quality and effective business meetings, this literature review aims to apply the knowledge of meeting design characteristics on meetings where young people attend. The following are the literature review questions:

- What types of meeting involve young people where their additional support is planned and reviewed?
- What psychological meeting characteristics do young people experience?
- What structural meeting characteristics do young people experience?
- What meeting preparation do young people experience?

4.1.2 Search Strategy

Search terms were selected initially from the overarching objective of the Literature Review, with synonyms entered to both a thesaurus then free-text search in databases with this feature. The search terms used were (in abstract): participation, involvement, consultation, plan*, review*, process* decision-making and meeting. All were combined with child* or young pe* or adolescen* or pupil* (in abstract). These were combined with Additional Support Need*, ASN, Special Education*

Need*, Special Need, Disab*, Individual* education, IEP, Child* Plan, Education, Health Care, EHCP, SEND, SEN, Person-Centred, Solution focused, and Transition. The term 'team around the child' was not included in the search terms (see Appendix E).

Four separate searches were undertaken to locate relevant studies. Firstly, searches of secondary research were conducted using Campbell Collaboration Library, Cochrane and the University Library Catalogue. Secondly, searches of social science databases; ERIC, British Education Index, Child Development and Adolescent Studies, Education Abstracts, Scopus and PsychInfo. Thirdly, searches of British Psychology Society (BPS) journals. The fourth and final stage involved searching Grey literature using Echoes for theses and Google Scholar for relevant internet-based publications. The search period was for 2014-2023. Referencing mining, also known as citation chaining was undertaken with the articles which met the inclusion criteria (Boland et al., 2017). Relevant studies published prior to 2014 could be identified for inclusion from the review of the references lists. The searches were restricted to those published in English. The inclusion criteria is set out in Table 4.1. The application of this inclusion criteria is illustrated in Figure 4.1 with a consort flow diagram (Vu-Ngoc et al., 2018).

Table 4.1

Inclusion criteria for papers

Criteria	Reason
Language – English	Papers accessible to researcher
Papers newer than 2014	Children and young people (Scotland) Act 2014
Children and young people	Children and young people involved in the meeting
Meetings for individuals	Planning and reviewing of support
Focus on formal meetings	In keeping with the research question

Figure 4.1

Consort flow diagram of application of inclusion criteria
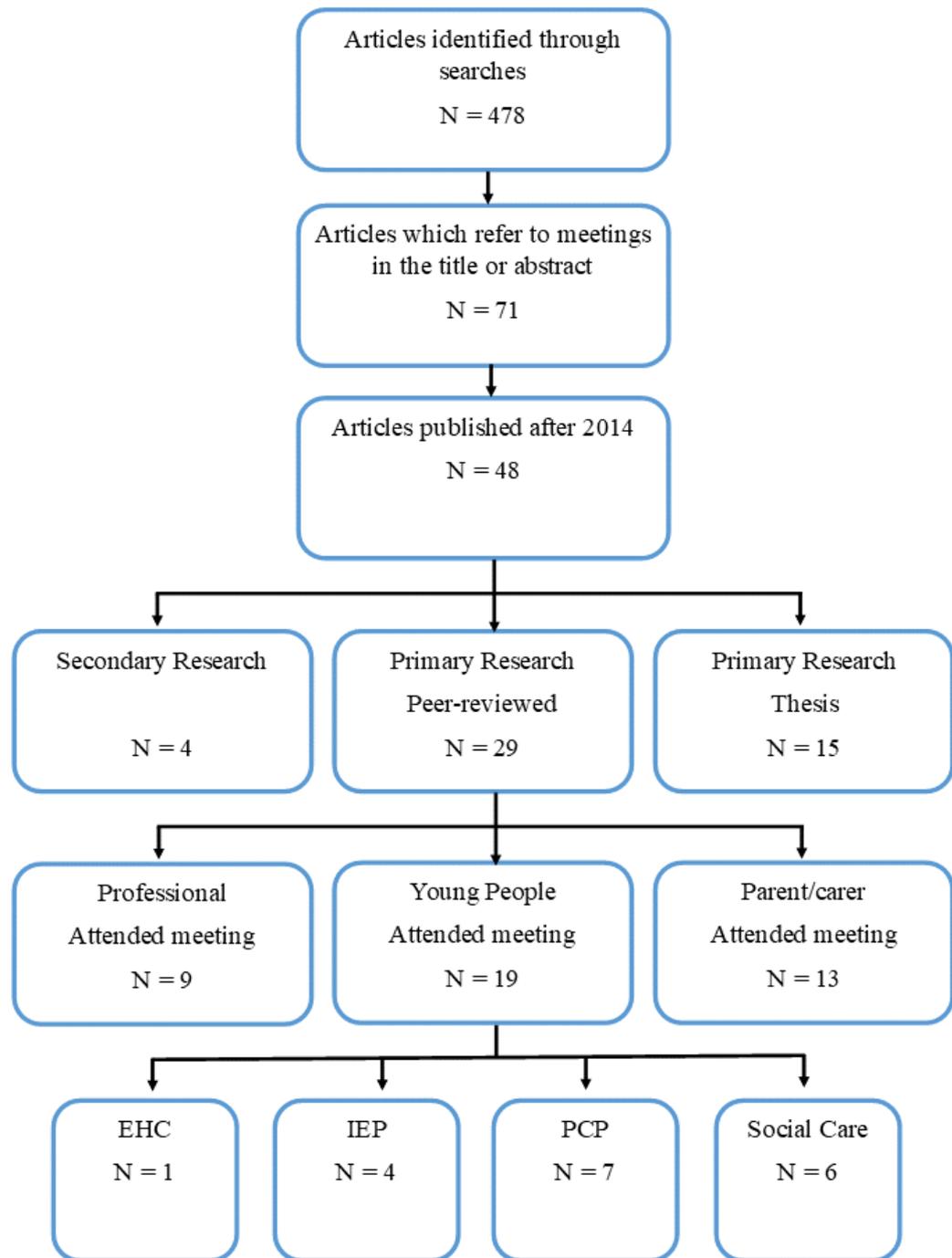
4.1.3 Extraction and synthesis of search results

There are a total of 18 papers included in this review: 11 studies from the UK, 5 from the USA and 2 from Sweden. Planning and reviewing support is part of a wider process which the literature encapsulated, and the formal meetings were referred to by a wide variety of names. One paper referred to the Child's Plan (Lucas & Thomas, 2021) and none in the context of young people participating in the meeting. Owing to the limited amount of available research, relevant studies from the broader literature about meeting forums where young people participate were examined. Limited literature reported on the young person's experience of meetings, more often it was the parent/carers and professionals view.

There is extensive research into business meetings and the specific characteristics of these meetings which can help or hinder their perceived quality and success. The findings from each study were analysed, identifying these characteristics and additional features which may be uniquely present where young people attend. The definitions of these characteristics are available in Appendix F, along with the analysis of the meeting characteristics (Appendix G) and the analysis of the purpose of the meeting and decision-making at the meetings (Appendix H).

4.1.4 Study Quality

Young people attending the meetings ranged between 1 to 48 and their age ranged from 5 to 21 years of age (Appendix I). From the 18 papers, the number of meetings included ranged from 1 to 282 meetings per paper. The research methodologies, data collection methods and data analysis techniques were reviewed (Appendix J). Papers included mixed methods, action research, qualitative research, collective case studies and quasi-experimental research.

4.2 Findings from literature review

The findings are reported for each of the four review questions. A summary of the meeting characteristic is offered prior to detailing the findings for meetings involving young people.

4.2.1 Types of meetings which involve young people where their additional support is planned and reviewed.

Meetings are a forum which can have different purposes including information sharing, problem-solving, or decision-making (van Eerde & Buengeler, 2015). It could be argued that a Child's Plan meeting involves all of these purposes.

The types of meetings where young people had participated included Education Health and Care (EHC) plan meetings, Individualised Education Plan/Program (IEP) meetings, Person Centred Planning (PCP) meetings including transition meetings, and social care planning and review meetings. Those referring to Solution Focused meetings were published prior to 2014 (Colville, 2013; Tabassum, 2013) and articles which did not provide details about the meeting were for transition planning (Hatfield et al., 2018) and multi-agency meetings (Mitchell & Colville, 2021). There were no publications found relating to educational psychology consultation meetings and this is possibly due to consultation being with the adults who support the child.

An Education Health and Care (EHC) plan is a statutory document which records the education, health and social care needs of individual young people in England who require extra support. 'Participating in decision-making' is a central principle in the SEND Code of Practice which promotes the involvement of young people and their parents in discussions and decisions about their individual support. Adams et al. (2017, p. 94) report that, from a survey of 13,643 parents and young people, 51% of young people were included in the EHC meeting, with 44% being asked if they wanted to take part and 19% being given choices about how to take part (in person, online). Being included in the meeting increased by age; 22% for under 5 years, 32% for 5-10 years, 62% for 11-15 years and 76% for 16-25 years.

An Individualised Education Plan/Program (IEP) is a document which reflects a learner needs and guides the delivery of education support and services. The specific details of an IEP differ when comparing those in America with those in different parts of the UK. However, consistently, the IEP is reviewed through a series of

meetings. The attendance of young people in IEP meetings was 8% in Ireland (Prunty, 2011, p. 32).

Person Centred Planning (PCP) is a process which aims to put children, young people and their parents at the centre of planning and decision-making. A PCP approach is promoted in the SEND code of practice for involving young people in their EHC plans and is used for transition planning and review meetings. A facilitator trained in using person-centred methods tends to lead the meeting. There is a focus on the young person's strengths, abilities and aspirations which are used to tailor the support (Bason, 2020).

There are a range of meeting names in social care; collaborative meeting (Bolin, 2016), Child in Care Review (Diaz et al., 2018; Roesch-Marsh et al., 2017), Family Group Conferences (Edwards et al., 2020), Child Protection Conference (Muench et al., 2017) and meeting about personal assistance (Hultman et al., 2017). The meetings were chaired by a Social Worker or an Independent Reviewing Officer (IRO).

4.2.2 Psychological meeting characteristics experienced by young people.

The experiences and perceptions of individuals were described as psychological characteristics of meetings by van Eerde and Buengeler (2015, p. 177). These psychological characteristics include the participation in, satisfaction with and feelings during the meeting. These three characteristics provide categories for which the literature involving young people in meetings were reviewed; participation, satisfaction and feelings.

4.2.2.1 Participation

Participation in meetings relates to the degree to which attendees actively engage in the meeting. Rogelberg et al. (2006) found that participation is positively linked to effectiveness and quality of business meetings. Participation has been explored in detail by investigating meeting interactions through conversation analysis (Raclaw & Ford, 2015, p. 247).

Young people described their contributions as responding to questions. At the teacher-directed IEP meetings, young people tended to respond to direct questions (Doronkin et al., 2020). A young person felt there were 'too many questions at me' during their PCP meeting (Corrigan, 2014, p. 277). This raises the issue of how young people are encouraged to engage in the discussion, are they only responding to open and closed questions, and do they feel empowered to initiate their contribution and ask their own questions?

Doronkin et al. (2020, p. 211) found that the teacher dominated the IEP meeting and young people tended to offer single word utterances 'Uh-huh', 'okay' and 'yeah' rather than speaking in sentences. This was consistent with findings from a PCP meeting, where the young person offered single responses such as 'yes', 'yeah', 'no', 'mmm', 'hmm', and 'don't know' in 63% of the responses (Barnard-Dadds & Conn, 2018). Whilst these papers do not indicate how the facilitator framed questions, it could be interpreted that young people were responding to closed questions. At a PCP meeting a young person felt 'out-talked' because of the pace of the meeting and there was not enough time between contributions by others for him to formulate his own contribution (Hagner et al., 2014).

A comparative study measured the impact of an Appreciative Inquiry (AI) informed IEP protocol on positive interaction, turn-taking, and self-advocacy at 78 IEP meetings (Kozik, 2018). The intervention was the use of the AI-IEP protocol, which was a scripted set of questions for the meeting and was used following training sessions. There was a comparison school where they did not have the protocol or training. Positive interactions increased from 14.8% during meetings in the control school compared with 20.1% in the intervention school. Young people taking a turn to speak increased from 4% in the control school to 12.5% in the intervention school. Self-advocacy improved from 68.7% in the control to 90.3% in the intervention school. The protocol began the meeting by focusing on the young person's successes and therefore positioned the learner from a place of strength. The authors concluded

that one positively framed question at the beginning of an IEP meeting can affect the quality of the meeting.

Another comparative study compared the impact of young people being prepared for their IEP meeting using 'Know your IEP' curriculum compared with 'My IEP' curriculum developed by Royer (2017). The curriculum prepared the young people to lead the IEP meeting and provided opportunity to practice during mock-meetings. Young people's talk during meetings increased from 2.15% to 36.78% following the My IEP lessons and less jargon was used. Their knowledge of the content of the IEP significantly increased, possibly due to the combination of practicing for the meeting as well as the active role the young people took.

Furthermore, whilst the young people attended all meetings, it was the IEP team members who proceeded with decision-making without consulting the student (Doronkin et al., 2020, p. 211). On the contrary, an example of a PCP meeting is using a PATH and this process was found to both elicit the views of young people and give them control in decision-making (Wood et al., 2019). However, for pupils who have limited verbal ability, their participation was poor (Bason, 2020).

Young people have contributed their view in meetings through a range of medium. Whilst some young people speak (Barnard-Dadds & Conn, 2018), others use assistive technology (Hagner et al., 2014), writing a contribution which is either put on the visual display or spoken aloud by them or an adult (Hagner et al., 2014).

The language used in some meetings were described as 'jargon', which was difficult to understand, as well as acronyms (Doronkin et al., 2020). Furthermore, young people reflected on how they were addressed and at the teacher-directed IEP meetings, young people were spoken about and referred to as he/she, rather than addressed directly.

4.2.2.2 Satisfaction

'Satisfaction' is the degree to which a meeting has fulfilled certain requirements (Briggs et al., 2003). Satisfaction within business meetings have been investigated in relation to the outcome and process of the meeting (Briggs et al., 2003). The meeting outcome is what has been created or achieved in a meeting and the process is the procedures and tools used in the meeting.

Royer (2017, p. 242) measured satisfaction for student-led IEP meetings. The first part of the survey focused on the process of the meeting with questions such as "(a) knowing the reason and purpose of the meeting, (b) ease of understanding information presented, (c) student participation rate, (d) student IEP understanding". The latter part of the survey focused on what was achieved at the meeting through "(e) meeting worth, (f) overall satisfaction". Young people who were prepared for their meeting and facilitated their IEP meeting scored higher on the satisfaction rating after their meeting compared to before.

Where learning targets were discussed at a PCP meeting, White and Rae (2016, p. 45) reported that there was no notable increase in young people's awareness of their learning targets after the meeting. Young people who attended care reviews felt it was important they spoke with their Social Worker after the meeting for them to "clarify what has been decided" (Roesch-Marsh et al., 2017, p. 911). "None of the children who had attended a conference had been told the outcome of the meeting, and none of them were able to identify any actions or goals of the meeting" (Muench et al., 2017, p. 54).

4.2.2.3 Feelings

The feelings experienced before, during and after a meeting vary. Young people explained that these feelings were impacted on by how well other aspects of their life were going, "sometimes it was easy to go and talk about things and sometimes it was awful" (Roesch-Marsh et al., 2017, p. 907).

Before their first child protection conference, a young person described feeling terrified (Muench et al., 2017). A young person was invited to all their EHC meetings but did not attend as the meetings were 'too scary' (Sales & Vincent, 2018, p. 73). "Parents' and children's anxieties appeared to be exacerbated by the lack of preparation for the meeting" (White & Rae, 2016, p. 45). Making the decision to attend the meeting or not requires the young person to have information about what to expect and alleviate the uncertainty. White and Rae (2016) reported that some young people felt shy and daunted by the review meeting and proposed that more thorough preparation could reduce these feelings.

During the meeting, a young person reported feeling nervous when it was his time to leave, yet the meeting would continue in his absence (Edwards et al., 2020). The EHC meeting format was described as intimidating (Sales & Vincent, 2018). Where the format of the meeting was unfamiliar, young people reported feeling apprehensive and parents reported feeling nervous about speaking and writing in front of other attendees at a PCP meeting (White & Rae, 2016).

After an adult-led social care meeting, young people described their reviews as frustrating and stressful, leaving them 'emotionally and physically drained' (Diaz et al., 2018, p. 277). None of the papers described what happened after the meeting in relation to the young people being expected to continue with their normal day. Young people who chaired their meeting expressed positive views about their meeting.

4.2.3 Structural meeting characteristics experienced by young people.
Structural meeting characteristics were defined by Cohen et al. (2011) following a review of literature which identified four sets of business meeting characteristics including Physical, Attendee, Procedural, and Temporal characteristics. From the 18 articles reviewed, these characteristics were included, and multiple characteristics were considered in each article (see Table 4.2).

Table 4.2:

Number of articles which mention these structural characteristics.

	Physical	Attendee	Procedural	Temporal
No. of articles	6	14	10	7

4.2.3.1 Physical Characteristics

Physical characteristics refer to the meeting setting and environment including the location, layout, seating arrangement, lighting, temperature and whether refreshments are available (Cohen et al., 2011). In staff meetings, the environment can affect attendee's comfort which impacts on their engagement with the meeting task (Leach et al., 2009). The choice of meeting mode; audio-conferencing, video-conferencing, telepresence or face-to-face has been found to suit different meeting objectives (Standaert et al., 2021).

There were few details provided in the literature about the venue, location and physical environment in which meetings involving young people take place. An exception was a case study where the PCP meeting took place in the autism base of a mainstream secondary school (Barnard-Dadds & Conn, 2018), at the family home (Hagner et al., 2014) and a care review meeting which was held in a community hall (Edwards et al., 2020). Interestingly some young people expressed a preference for their care review meeting not to happen in the school and that they would feel embarrassed if it did (Roesch-Marsh et al., 2017). The specific location within a venue may have a bearing on how comfortable young people feel, for instance whether the room is within a busy part of the school and whether it is a 'meeting room' which they do not often use.

Seating arrangements were mentioned with no details in a care review meeting (Roesch-Marsh et al., 2017). The preference of some young people to position themselves outside of the circle of attendees at a PCP meeting was the only description of the layout of the attendees (Hagner et al., 2014). One young person opted to join the meeting via Skype from his bedroom (Hagner et al., 2014). Refreshments were mentioned in Barnard-Dadds and Conn (2018), within the

context of emphasizing the young person's ability to make decisions. Royer (2017) recommended providing snacks at an IEP meeting.

The technology for displaying information during meetings tended to be flip chart paper. A common feature of PCP meetings is the visual representation of the discussion on flip chart paper of which all contributions are recorded. Young people reported that they liked writing on the flip chart (Corrigan, 2014). After the meeting, young people could have a photograph (Hagner et al., 2014) or a copy stuck to the back of their textbook (Wood et al., 2019). The benefit of using a visual format is that it captures everyone's contributions, leading to them feeling heard. It also supports the processing of information, reducing demand on working memory, and reducing stress.

4.2.3.2 Attendee Characteristics

Attendee characteristics include the number of attendees and the involvement of a meeting facilitator (Cohen et al., 2011). Odermatt et al. (2015, p. 54) highlight the important of the meeting organiser being selective about who is on the attendee list and only inviting those who will contribute to achieving the meeting purpose.

The number of attendees at meetings about planning and reviewing the support for young people ranged from a core group of 3-4 attendees (Barnard-Dadds & Conn, 2018; Hagner et al., 2014) to 15 attendees (Kaehne & Beyer, 2014). There were a variety of professional roles, including teacher, teaching assistant, school counsellors (Kozik, 2018), Social Workers (Bason, 2020; Roesch-Marsh et al., 2017), staff from the children's home (Edwards et al., 2020), Educational Psychologists (Corrigan, 2014), and Speech and Language therapists (Kaehne & Beyer, 2014). Parents and carers typically attend the meetings, which is consistent with their parental rights and responsibilities. In two studies, young people invited their friend to the meeting (Corrigan, 2014; Hagner et al., 2014) and a young person reflected that it would have been helpful to have invited a friend to her first care review meeting, in the absence of established relationships with professionals (Diaz et al., 2018). Whilst many papers referred to self-advocacy (Kozik, 2018), where an adult took the role of

advocating on behalf of the young person, it tended to be the parent (Sales & Vincent, 2018; White & Rae, 2016). Unfortunately, the ability of some parents to advocate was felt to be ineffective (White & Rae, 2016) and lead to inconsistent outcomes (Sales & Vincent, 2018). Independent advocacy was noted in meetings associated with social care (Hultman et al., 2017; Roesch-Marsh et al., 2017). An advocate is a unique role and one which does not tend to feature within business meetings.

In a case study, the young person was given the choice in who to invite to the PCP meeting (Barnard-Dadds & Conn, 2018). Young people having a say over who is in attendance does not always happen and there were instances reported where the young person did not know some of the professionals. A young person stated, "I had loads of people and I didn't know who half of them were" (Diaz et al., 2018, p. 377).

There were instances where professionals could not attend the meeting and contributed to it in writing. PCP meetings which took place in a secondary setting included contributions from a range of teaching staff through written feedback which the facilitator shared during the meeting (Barnard-Dadds & Conn, 2018). The ability to contribute effectively to a meeting will be influenced by knowledge of the agenda (see section 4.2.3.3 procedural characteristics below).

All meetings were facilitated. Young people led an IEP meeting (Royer, 2017) and a social care meeting (Diaz et al., 2018). Whilst the majority of meetings were facilitated by a professional such as the Independent Reviewing Officer (Roesch-Marsh et al., 2017), school staff (Barnard-Dadds & Conn, 2018; Wood et al., 2019), Educational Psychologists (Corrigan, 2014) and transition coordinator (Kaehne & Beyer, 2014). The research reporting on Person Centred Planning meetings were most likely to refer to the training and experience of facilitators (White & Rae, 2016). Further to the role of the facilitator, there were different roles adopted by professionals, including where the school senior management team took responsibility for the technical and organisational aspects of the meeting, but the

coordinating role for follow-up to check actions were completed was taken by other professionals (Bason, 2020).

"Attendance is not synonymous with invitation to attend" (Kaehne & Beyer, 2014, p. 606). None of the articles included in this review reported on how young people were invited to attend their meetings. Only one explicitly reported that all young people were invited to their IEP meetings (Doronkin et al., 2020).

4.2.3.3 Procedural Characteristics

Procedural characteristics refer to how the meeting is conducted including using an agenda, ground rules and whether minutes are taken (Cohen et al., 2011). This can be extended to include opening and closing of the meeting (Asmuß & Svennevig, 2009) and ensuring the purpose of the meeting has been fulfilled (Allen et al., 2015, p. 53). A meeting agenda sets out the topics to be discussed and can be extended to include item goals (Odermatt et al., 2015, p. 61). A written agenda in advance of the meeting can also clarify the attendees' roles and justify their invitation. The impact of these design characteristics may vary according to the meeting type and therefore procedural characteristics will be considered for IEP meetings, PCP meetings and social care meetings.

Table 4.3

Reference to agenda and minutes of meetings in literature

Meeting Type:	IEP (n = 4)	EHC (n = 1)	PCP (n = 7)	Social Care (n = 6)
Agenda	1	0	0	2
Minutes	0	0	0	1

Teacher-directed IEP review meetings were described as form-driven meetings where the document determined the agenda and topic progression with the risk of some needs being missed (Doronkin et al., 2020). The structure of the meeting was determined by both the documentation and being teacher-directed which the authors conclude is an explanation for why there is "little to no opportunity for student

contribution" (Doronkin et al., 2020, p. 213). There were no records or minutes of meetings noted within any of the articles about IEP meetings. However, as these had been structured around the IEP document, it might be assumed that an updated IEP reflected the record of the meeting.

Conversely, PCP meetings do not have an associated document and their structure can follow guideline procedures by Sanderson et al. (2011) or adopt tools such as MAPS (Hagner et al., 2014) or PATHS (Wood et al., 2019). Although the term 'agenda' was not referred to, a description was offered about the sequence of topics covered (Hagner et al., 2014).

Young people who chaired their own child-in-care review meetings were more positive about their involvement and where they had set the agenda for the meeting (Diaz et al., 2018). Occasions where the agenda was developed by adults, it was used to prepare young people for their meeting (Roesch-Marsh et al., 2017). In meetings about personal assistance, which were social worker led, young people did not feel they had any influence over the structure or content of the meeting, which could be due to the prescribed assessment questions which contributed to being a task-oriented approach (Hultman et al., 2017). Although none of the articles referred to how the meeting was recorded, Roesch-Marsh et al. (2017) described an aspect of the content; "Ros [Reviewing Officers] would record in the minutes how, when and by whom the child's views were sought".

The skill of the facilitator was highlighted and included, listening, target-setting, planning, chairing, and timekeeping (White & Rae, 2016, p. 49). White and Rae (2016) recommended facilitators are trained to facilitate meetings.

The procedure for opening and closing meetings were not described in any of the articles. The introduction of attendee's links with the earlier experience noted by young people who did not know some of the professionals at their meetings. Whilst the IEP document was always introduced, the IEP team members were rarely (Doronkin et al., 2020, p. 210).

4.2.3.4 Temporal Characteristics

'Temporal characteristics' refer to how meeting time is used and includes the length of the meeting, the punctuality of starting and ending, and the use of breaks (Cohen et al., 2011). Leach et al. (2009) found no evidence that meeting length affected perceived effectiveness. Research comparing stand-up meetings with sit-down meetings found that sit-down meetings lasted 34% longer (Bluedorn et al., 1999).

Student-led IEP meetings were found to be shorter than teacher-led by almost 6 minutes and averaging about 40 minutes (Royer, 2017). PCP meetings lasted between 1 to 2 hours and young people's attendance varied with some opted to attend the start and end of the meeting, some only the end and some remaining for the whole meeting but opting to take breaks (Bason, 2020; Hagner et al., 2014). In a PATH meeting, young people had a traffic light system to indicate if they wished to continue with the meeting (Wood et al., 2019). None of the literature reported on punctuality of attendees. The timing of the meeting within the young person's day was not reported, however Social Workers noted the desire to avoid the meeting time conflicting with other activities and recommended holding meetings at the end of the school day (Roesch-Marsh et al., 2017).

Professionals reflected on the length of time the PCP process took (Corrigan, 2014) and that a lack of time could be a barrier (Wood et al., 2019). Wood et al. (2019, p. 335) further recommended that sufficient preparation time is required to improve the effectiveness of the PATH process.

4.2.4 Meeting preparation experienced by young people.

"Poor or inadequate preparation" and "having no pre-meeting orientation" were problems identified by professionals (Romano & Nunamaker, 2001). Conversely, employees reported that they looked forward to work meetings when "I am prepared for the meeting" (Allen et al., 2012, p. 413).

Preparation includes the practical organisation of the meeting - where and when it will take place and who will be attending – as well as consideration of the content informed by the purpose and agenda of the meeting. Roesch-Marsh et al. (2017) found that young people needed most preparation for their first meeting and the preparation they needed from adults changed over time, fluctuating with what was going on in their lives. Young people may benefit from learning skills to take part.

Reviewing Officers (ROs) recommended preparation by adults should include: "discussing the meeting with the young person in advance; taking time to understand their views and using creative approaches to enhance communication; discussing with them how they wished to participate and if they wanted to come to some or all of the meeting or have their views represented in some other way; giving them a choice about venue and timing, where possible; discussing the invite list and, where possible, ensuring it reflected their preferences; preparing them to deal with the emotional impact of the meeting and planning strategies they might adopt if things got difficult during the meeting" (Roesch-Marsh et al., 2017, p. 908). It is worth noting that absent from these recommendations, but possibly implied, is the structure and topics the young person might expect the meeting to cover.

Sales and Vincent (2018, p. 74) reported on the wider EHC process and noted that four young people suggested that, to improve meetings, they could be told who would be at the meeting in advance, letting them know what would happen at the meeting and give them opportunities to record their views prior to the meeting. A project called MY VOICE involved activities which contributed to the development of a multimedia presentation which the young people shared at their IEP meeting (Van Laarhoven-Myers et al., 2016). The presentation included life domains such as daily living, employment, community participation and communication. Parents reported that their child participated more effectively following the MY VOICE project (Van Laarhoven-Myers et al., 2016).

For student-led IEP meetings, there was considerable preparation using the 'My IEP' curriculum which included six lessons, each split across the week to cover the

content and to experience practising leading an IEP meeting (Royer, 2017). The young people were taught to use graphic organisers which supported progression through the content of the meetings which was in manageable amounts. Conversely, at the teacher-directed IEP meetings, young people were abruptly asked to articulate their goals for the future, with no prior discussion, other than what occurred during the meeting (Doronkin et al., 2020). It was found that this lack of pre-planning and prior deliberation impacted how the young people were able to engage and respond to the question (Doronkin et al., 2020).

Prior to the PCP meetings a range of approaches were used including informal pre-meetings (Hagner et al., 2014), a review booklet (Corrigan, 2014), and a one-page profile (White & Rae, 2016). The informal pre-meeting occurred between the facilitator and the young person and their family which involved activities to get to know the young person such as gaming or visiting a bookshop and sharing of details about the meeting such as topics to be covered (Hagner et al., 2014). Corrigan (2014) reported on the use of 'my review booklet' which summarised their likes, dislikes and aspirations. But, it was less clear if the young people were prepared for practical aspects of their meeting. Meanwhile, for one young person, there were five preparation sessions, lasting an hour each, to complete a preparation booklet (Barnard-Dadds & Conn, 2018). The topics covered included what was important to the young people, what was working for them in school, what issues were important to them, what thoughts they had about how these could be resolved (Barnard-Dadds & Conn, 2018, p. 18). Meanwhile, Wood et al. (2019) reported that both parents and young people felt unprepared for their PATH meeting and concluded that improved preparation could impact on the meeting positively.

4.3 Discussion and reflections

4.3.1 Summary of findings

The literature review included four types of meetings which involve young people where their additional support is planned and reviewed: EHC plan meetings, PCP meetings, IEP meetings and social care meetings.

The literature demonstrated the variability in young people's experiences of meetings. Their contributions often appear to be in response to direction questions by adults and further exploration of this could contribute to an understanding of how these interactions build to influencing decision-making. It was not clear that young people understood the purpose of the meetings and therefore this could affect how they rate their satisfaction of it. Also, there was variability in their retention of the decisions made, and written records as well as speaking with an adult after the meeting were approaches used to gain clarity. Young people reported feeling apprehensive about their meetings due to the uncertainty about what to expect which fuller preparation may alleviate.

The structural meeting characteristics which have been found to impact the quality and effectiveness of business meetings may not be the same for adults and young people. However, the comfort of adult attendees impacts engagement (Leach et al., 2009) and so it is anticipated that this is applicable to young people too. Whilst there may be preferences for venues and locations for a meeting to be held, consistently young people highlighted the benefit of displaying information during the meeting. The invitation to different professional roles to attend adapts to the requirements of the meeting but means there can be attendees of whom the young people are meeting for the first time. This means that where business meetings can draw from the knowledge of group development and team collaboration, the lack of consistency in young people's meetings means the meetings are stand-alone events in some instances. The skill set of the facilitator to facilitate the meeting and engage the young person is unique to meetings involving young people, as is the role of an advocate. Interestingly, where there was an associated document (e.g. IEP) this strongly influenced the topics discussed at the meeting and the order of the content. Arguably, updating the document became the purpose of the meeting. Further exploration into the purpose of the Child's Plan meeting, as well as the use or absence of a meeting agenda and meeting minutes could be explored and considered for their impact in future research.

There was a consistent call for young people and parents to be prepared prior to a meeting. Whilst the mechanism of invitation was not detailed, there were a range of individualised approaches used to support the young person to share their view. The preparation for some meetings included the young person having a say over the agenda, but it was not clear the level of awareness or influence they had on many other structural aspects of the meeting. The preparation was dependent on the professionals in the young person's life and none of the literature reported on the impact of this preparation on the young person choosing to attend. Whilst there was some recognition of how preparation impacted the participation of young people, such as an increase in young people's talk (Royer, 2017), it was not clear whether this also impacted the influence they had on the decision-making during the meeting. Given that young people have a right to information, which can help them decide about whether they want to engage with the experience, what information is available to young people about Child's Plan meetings?

Eight organisations were approached asking for what resources they were aware of to prepare young people for meetings, and one replied with a PCP tool to support conversations adults could have with young people (see Appendix K). A book titled 'My turn to talk' is available for the target audience of young people in care (Lanyon & Sinclair, 2005). Whilst there is information for the target audience of adults (Argyll & Bute, n.d; Care and Learning Alliance, n.d.), there were no resources available tailored for young people and with a focus on Child's Plan meetings. Future research could further explore what information young people could benefit from being available to them.

4.3.2 Methodological reflections
A limitation of this literature review is that only one researcher was screening and selecting the papers for inclusion. Furthermore, a more robust analysis of the research included in this review could have improved the confidence of the findings by using a critical appraisal tool such as the Checklist for Qualitative Research (Lockwood et al., 2015).

The search strategy was developed to include the specific term 'meeting' which proved a challenge as some papers about PCP meetings exclude the word 'meeting' as the forum is often implied. Therefore, there are likely to be papers not included due to this inclusion criteria. The variability across Scotland in the name used to describe a Child's Plan meeting is inconsistent, with the more recent term 'team around the child' (TAC) being used within the updated GIRFEC guidance (Scottish Government, 2022b). Early in the development of the search strategy, the term 'wellbeing' was excluded due to the breadth of topics this incorporated. Although no age restriction was included, the terms 'child', 'young person' and 'pupil' were presumed to maintain restrictions, and this was found to be the case with papers reporting the age range of 5 to 21 years.

A further limitation was the lack of consistent reporting of the sample demographics within the primary research. From the 18 papers selected, 14 reported the participant's gender. The ASN classification was reported in 8 papers and included Autism Spectrum Disorder, Specific Learning Difficulties, Moderate Learning Difficulty, Physical Disability, Cerebral Palsy and Acquired Brain Injury. Meanwhile, only five papers reported the ethnicity of participants (Diaz et al., 2018; Muench et al., 2017; Royer, 2017; Van Laarhoven-Myers et al., 2016; White & Rae, 2016). One paper acknowledged the wide range of socio-economic conditions but provided no further information. It is not possible to make any conclusions about whether deprivation is a factor affecting young people accessing meetings about their support or their opportunity to participate in research.

4.3.3 Future research
Unfortunately, the articles about transition meetings, Solution Focused meetings and multi-agency meetings could not be included, however future research may adjust the inclusion criteria to incorporate them.

The synthesis of literature has highlighted areas for future research which could be helpful to explore. There are particular aspects of meetings which could be helpful to investigate in terms of how it impacts the outcomes and satisfaction of the meeting

for attendees. The first aspect is to investigate the different perspective as to the purpose of a Child's Plan meeting, considering how this influences the approach to the meeting. The second is to consider the impact of the consistency of professionals attending, as it could be hypothesised that this would contribute to the development of familiarity and therefore trusting relationships. A third aspect is to investigate the types of questions used with young people during a meeting and their impact on decision-making. Future research into the factors which inform the choice to attend their meeting could be particularly helpful for adults to know for preparing young people.

4.4 Chapter summary

As the first phase of the Double Diamond Design Model, this chapter presented literature on meetings where support was planned and reviewed with young people. The review highlighted a range of meeting characteristics present in these forums, some consistent with business meeting, some which were missing and some additional characteristics unique to meetings involving young people. There was no peer-reviewed literature available about Child's Plan meetings generally nor specifically about the young person's experience. The following chapter will apply the learning from this literature review to address this gap and explore young people's involvement in Child's Plan meetings. This aims to contribute to 'understanding the problem' (Figure 4.2).

Figure 4.2

Double Diamond Design Model illustrating current phase with subsequent phases in faded colour.
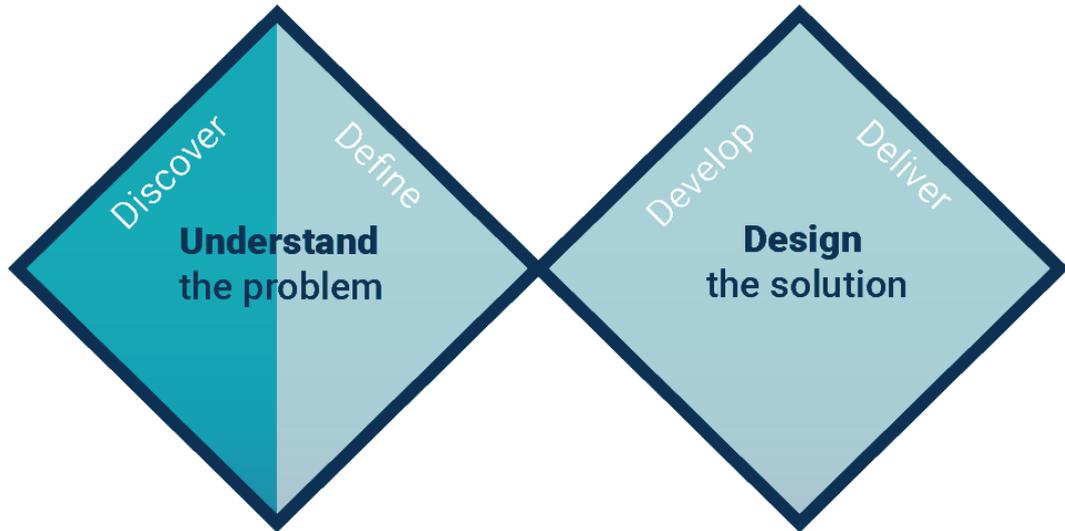
5 Overview

This chapter describes the objectives and activities for the *define* phase of the double diamond model. The objective of this phase was to further define the problem of the lack of involvement of young people in their Child's Plan meetings. The research method adopted to address this objective was an exploratory online survey with young people and an audit of a section of Child's Plans titled "support required to attend meetings" and a question from a needs analysis for Solution Focused Meeting training. This phase involves convergent thinking, where a narrower focus is taken on the concept of young people being involved in meetings.

5.1 Exploratory Survey

An online exploratory survey (Evans & Mathur, 2018) was chosen as the preferred method for data collection initially due to the wide-ranging nature of the ASNs of the young people participating and the desire to ensure it was accessible. This phase took place during the Covid-19 pandemic which impacted the options available to work with young people across the authority due to health and safety restrictions. It was a cost-effective approach to achieving the reach to young people over a large geographical area. Details follow in the materials section below (section 5.1.5).

5.1.1 Aims and Objectives

This is a preliminary survey to explore the involvement of young people in their Child's Plan meetings. From current Educational Psychology practice, it has been noticed that young people do not often attend their Child's Plan meeting and where they do, they do not typically attend the whole meeting. This impacts the degree of influence they can have over the decision-making.

1. What happens before, during and after the meeting?
2. To what extent do young people feel they have influence over the decision-making?
3. What do young people advise helps or hinders their participation at a meeting?

4. How young people's understanding of their needs compares with information held by the Named Person.

5.1.2 Method

5.1.3 Recruitment

The Named Person was a conduit for communication between the researcher and young people. For school aged young people, the Named Person can be the Head Teacher or Depute Head Teacher of primary schools and for secondary schools this can be extended to the Principal Teacher of Support. Therefore, contact via email was made directly with the Head Teacher for each primary (n=201), secondary (n=29) and special school (n=3). The correspondence acknowledged that they could delegate to other staff where appropriate. Due to the council's aim of reducing the number of emails Head Teachers receive, the researcher was required to gain permission from the Executive Chief Officer (ECO) Education and Learning before approaching the Head Teachers (Appendix L). This occurred and demonstrated a commitment from the Local Authority.

The initial contact with Head Teachers provided an explanation of the role they were being asked to play in the project (Appendix M). The criteria for inviting young people to take part was that they were aged 10-19, had a Child's Plan and were aware of its existence. Head Teachers were asked to send information about the project to parents/carers via email and parents/carers were asked to opt-out if they did not wish for their child to receive the invitation to participate in the project (Appendix N). The Head Teacher then forwarded an email to the young people which included the participant information sheet and associated animated film, and the link to the survey (Appendix O).

5.1.4 Participants

Young people with ASN are a diverse population and a heterogeneous sample was gained through self-selected sampling (Sterba & Foster, 2008). This sampling method was chosen as the act of contributing to the survey itself can be interpreted to mean that this is an important topic for some young people, and they are motivated to

share their view. However, it should also be acknowledged that the young people in this sample may not represent the characteristics of the population of young people with Child's Plans and therefore findings cannot be generalised.

Initially there were 34 responses, however, this reduced to 22 sets of data which could be analysed based on whether the young people indicated their awareness of the Child's Plan and if they had attended a Child's Plan meeting or not. A response rate could not be calculated due to not tracking which schools shared the survey. The young people (n=22) who responded to the survey were from 6 primary and 2 secondary schools. One primary school was in SIMD 1, two primary schools in SIMD 2 and three primaries as well as the secondary schools in SIMD 3. The young people identified as male (n=13), female (n=9) with none responding to the 'prefer not to say' option. Respondents were from ages 10 to 18 (see Figure 5.1). The majority of responses (86%) were from primary aged young people.

Figure 5.1

Age of young people who completed the survey

Young people who completed the survey by age (n=22)
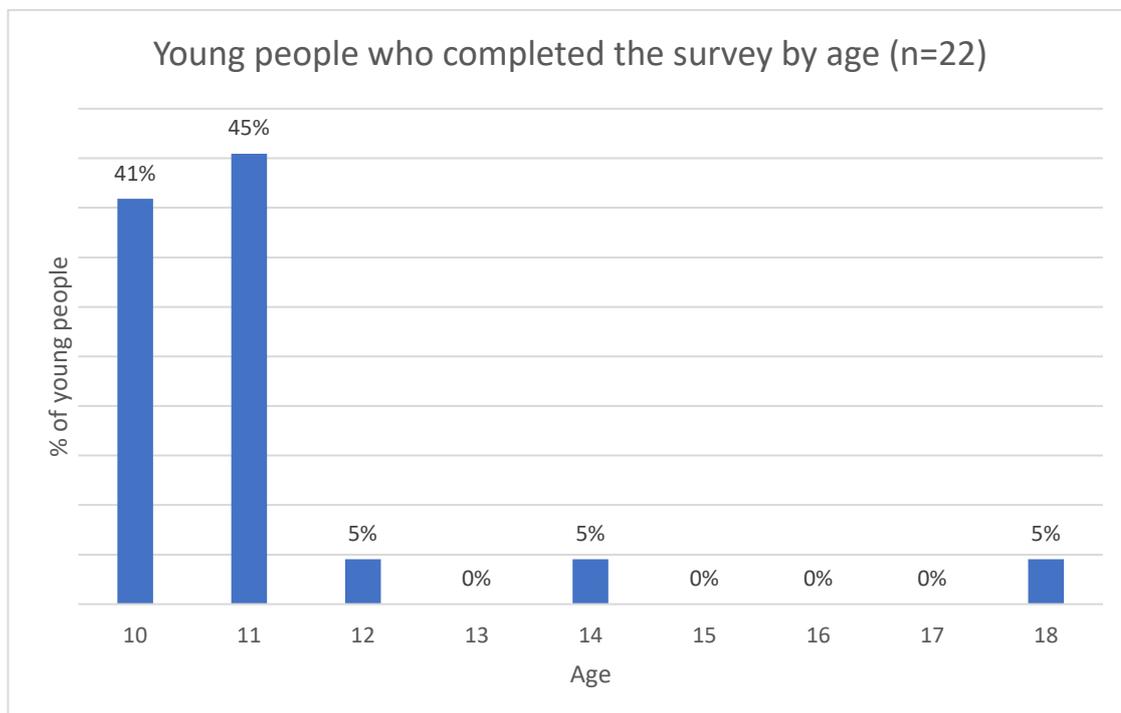
The most common factors giving rise to ASN were the Learning Environment (n=10), then Social and emotional factors (n=8), with fewer being due to Family circumstances (n=4) and Disability and health needs (n=3) with three responses of 'I don't know'. These factors will not total 22 due to some young people opting for more than one factor.

The most frequent wellbeing indicator requiring support was inclusion (n=10) followed by achieving (n=9), nurtured (n=8), safe (n=7), respected (n=5) and lastly healthy (n=4), active (n=4) and responsible (n=4).

5.1.5 Materials

All participants have been allocated a Chromebook by the Local Authority and each have a school based google email address. This allowed the young people to receive the survey by email. Learners have access to software to meet their individual needs and these applications are compatible with Qualtrics (Qualtrics Labs, 2020) which allowed them to use assistive technology where necessary e.g. screen reader. The physical environment was determined by the young person, opting to do this either at home or school. A computerized self-administered questionnaire (Lavrakas, 2008) was adopted, and questions were informed by Thomas and O'Kane (1999) research about Looked After Children's experience of review and planning meetings. There were 22 items included in this survey.

An online questionnaire was chosen as the method of data collection as this offered the option to gather data from a large sample of the population. This survey research allowed for both qualitative and quantitative data to be collected (Bryman, 2016). The use of closed questions was adopted to scaffold the young people by providing terms to choose from and by the nature of those terms being present, they indicate the type of answer they could give in response to the questions and therefore potentially prompt other thoughts. It was anticipated that this approach could lessen the demand of the task and the associated cognitive load (Neuert et al., 2021).

An animated film (Figure 5.2) was developed to facilitate young people's informed consent. Animation was chosen over a live recording as it was considered appealing to young people (McInroy, 2017). The participant information sheet offered an alternative text format for those participants who chose to read and as these were emailed, assistive technology was also available for the option of using text-to-speech software. The content of the Participant Information Sheet (PIS) for young people was assessed for the reading age using Readability.com. The Flesch-Kincaid score ranges from 1 to 100 and the PIS scored 71.4, which is described as 'plain English' or equivalent to a 12-year-old's expected reading age (Readability, 2023).

Figure 5.2

Screenshot of animated film

5.1.6 Procedure

Following the recruitment procedures noted above, the young person received an email with participant information which was presented both through a written description and a short film. The email also contained a link to the questionnaire through Qualtrics. The beginning of the questionnaire required consent and the final page had a submission button.

Young people aged 10-19 were invited to participate. Hein et al. (2015) concluded that children aged 11.2 years were decision-making competent when considering treatment options. They suggested it was unclear for children between age 9.6 and 11.2 years and individual assessment was advisable. The parent/carer and Named Person contributed to the assessment of the young person's capacity to consent. This involved understanding the nature, purpose and possible consequences of the project (General Medical Council, n.d.). This information was available through a video link and written information page, to ensure the information was accessible to the young person.

The parent/carer and Head Teacher were made aware that the young person had been sent an invitation to take part in the research. Where the identification code was included in the survey response, the Head Teacher would become aware that the young person completed the survey, as the researcher would request data from the Head Teacher for comparison purposes. This formed part of the Participant Information (Appendix N and Appendix O).

The survey questions were not anticipated to be upsetting and, if a young person were to become upset, they were directed to speak with someone they trust, like a parent/carer or teacher. Also, the researcher's contact details were provided.

5.1.7 The pilot

Ethical approval was granted by the University of Strathclyde for this phase of the research (Appendix P). Following ethical approval, there was a pilot of the survey in one 3-18 campus which included a secondary school and three primary schools.

5.1.8 Ethical considerations

The researcher is a practicing psychologist and works within the guidance of the Health and Care Professions Council (HCPC) and the Local Authority's policy and practice. The researcher is also a member of the Protection of Vulnerable Groups (PVG). Therefore, if a young person were to disclose any information of concern, the researcher would follow the authority's Child Protection guidance (Local Authority, 2023). In order to respond to any disclosures online, a unique identifier was used to match the respondent with their personal details held by the school.

The Named Person was the first gatekeeper to this project due to their knowledge of the young people and parent/carers and they are a common denominator for Child's Plans irrespective of whether they are led by Education, Health or Social Care. Through previous research about gathering the child's view for the Child's Plan, there was evidence of instances where young people in primary school were not aware of their Child's Plan and therefore to reduce the risk of emailing pupils who were unaware, the Named Person determined which pupils were invited to participate. As all participants have Additional Support Needs, parental consent was sought. To ensure parents were making an informed decision, they received the same information as the young person, also allowing consideration for the accessibility of the questionnaire.

Head Teachers were in a position to inform the researcher of where the information was not accessible to parents due to literacy level or English as an additional Language. Passive consent (opt-out) was sought from Parents/Carers. It was decided that adopting active consent (opt-in) could lead to a bias in the representation of young people in the study and passive consent could lead to a higher participation rate (Spence et al., 2015). Active consent was sought from Young People. The online survey had four sections, which the young person was required to click 'next' to progress through and then 'submit' at the end. Therefore, ongoing consent was built into the design of the survey.

5.1.9 Analysis of the findings

The survey generated both qualitative and quantitative data. The quantitative data was analysed using descriptive statistics. With a small sample size, and the split between the numbers attending and non-attending (see Table 5,1), inferential statistics were deemed inappropriate (Lau, 2017). Qualitative data analysis techniques such as Thematic Analysis (Braun & Clarke, 2023), Narrative Analysis (Clandinin & Connelly, 2004) and Qualitative Content Analysis (Elo & Kyngäs, 2008) were considered. To address specific questions, the Qualitative data was analysed with qualitative content analysis, which involved a deductive approach. Due to the short responses, there was not enough context to adopt a narrative approach.

A summary of the findings was presented using a website called Sway (Microsoft, 2023) and the link was sent to Head Teachers to pass onto the Young People who had been invited to participate.

https://sway.office.com/Hk3RPgMuJ3unz3Iy?ref=Link&loc=play

5.1.10 Findings from Exploratory Survey

From the 22 young people who responded to the exploratory survey, 32% had attended a Child's Plan meeting and 68% had not. Each of the four research questions will be addressed in turn below.

5.1.11 What happens before, during and after the meeting?

<u>Before the Child's Plan meeting</u>

In the event that young people attended their meeting, they all received an explanation for why the meeting was happening (100%). Whereas those who did not attend the meeting only 27% received an explanation. Young people who attended the meeting were more likely to be aware of details such as when, where and who would be at the meeting compared with those who did not attend (see Table 5.1). However, neither group had much say in the planning of when, where and who would be at the meeting. All young people who attended their meeting saw their Child's Plan and 86% read it or had someone else read it to them. From those who did not attend their meeting, 47% saw and read their Child's Plan. In the event that a young person does not attend their meeting, their views can be captured and recorded in the Child's Plan. Those who attended their meeting had the opportunity to share their view on the Child's Plan (100%) compared with those who did not attend (40%) ([Appendix Q](#)).

Table 5.1

When, where and who would be at the meeting

Before the meeting:	Attended (n=7)			Not attended (n=15)			Total (n=22)		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Did you know **when** the meeting was going to happen (e.g. day/time)?	71% (n=5)	29% (n=2)		7% (n=1)	67% (n=10)	27% (n=4)	27% (n=6)	55% (n=12)	18% (n=4)
Did you have a say in **when** the meeting would happen?	0% (n=0)	100% (n=7)		7% (n=1)	67% (n=10)	27% (n=4)	5% (n=1)	77% (n=17)	18% (n=4)
Did you know **where** the meeting would be held?	86% (n=6)	14% (n=1)		13% (n=2)	60% (n=9)	27% (n=4)	36% (n=8)	46% (n=10)	18% (n=4)
Did you have a say in **where** the meeting would happen?	14% (n=1)	86% (n-6)		7% (n=1)	67% (n=10)	27% (n=4)	9% (n=2)	73% (n=16)	18% (n=4)
Did you know **who** else was invited to the meeting?	71% (n=5)	29% (n=2)		0% (n=0)	73% (n=11)	27% (n=4)	23% (n=5)	59% (n=13)	18% (n=4)
Were you asked if you wanted someone specific to be at the meeting?	29% (n=2)	71% (n=5)		7% (n=1)	67% (n=10)	27% (n=4)	14% (n=3)	68% (n=15)	18% (n=4)

<u>During the Child's Plan meeting</u>

Young people rated feeling comfortable at the meeting, on a scale from a lot (14%), quite a lot (14%), some (29%), a little (14%) and not at all (29%). Young people rated feeling supported during the meeting, on a scale from a lot (17%), quite a lot (17%), some (33%), a little (33%) and not at all (0%) (see Appendix R).

When asked how much young people spoke at the meeting, 29% spoke some, 57% spoke a little and 14% did not speak at all. This shows that over half of young people who attended their meeting did not speak. Although young people may not have verbally communicated all their contributions, they used non-verbal means of communicating such as shaking their head, smiling or frowning, a lot (14%), quite a lot (29%), some (29%), a little (14%) and not at all (14%).

Young people felt they had been prepared for the meeting a lot (0%), quite a lot (14%), some (43%), a little (29%) and not at all (14%) (see Figure 5.3).

Figure 5.3

% response to question how much were you prepared for the meeting?
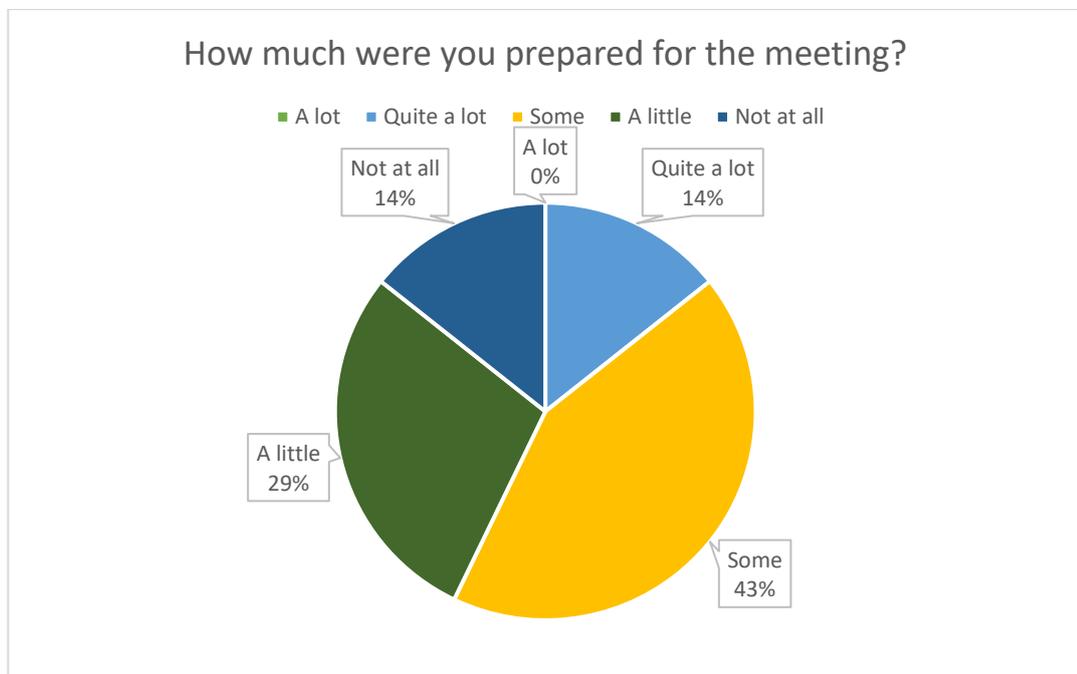
5.1.12 To what extend do young people feel they have influence over the decision-making?

To explore the level of influence young people felt they had at the meeting and on the decisions made, three questions were asked. Young people reported feeling listened to a lot (29%), quite a lot (14%), some (0%), a little (14%) and not at all (43%) (see Figure 5.4). Young people felt they had choice during the meeting a lot (14%), quite a lot (14%), some (14%), a little (14%) and not at all (43%) (see Figure 5.5). Young people felt their views influenced the decisions at the meeting a lot (14%), quite a lot (14%), some (29%), a little (14%) and not at all (29%) (see Figure 5.6).

Figure 5.4

% response to question how much were you listened to?

71
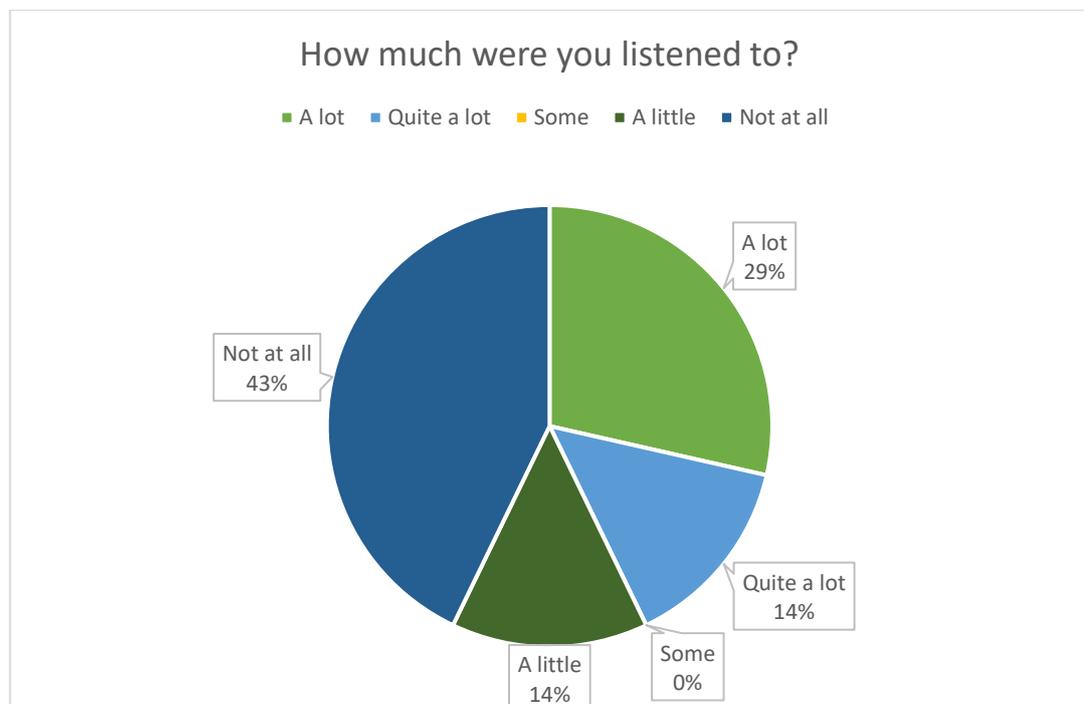
Figure 5.5

% response to question how much choice did you feel you had?

How much choice did you feel you had?

■ A lot ■ Quite a lot ■ Some ■ A little ■ Not at all

A lot
15%

Quite a lot
14%

Some
14%

A little
14%

Not at all
43%
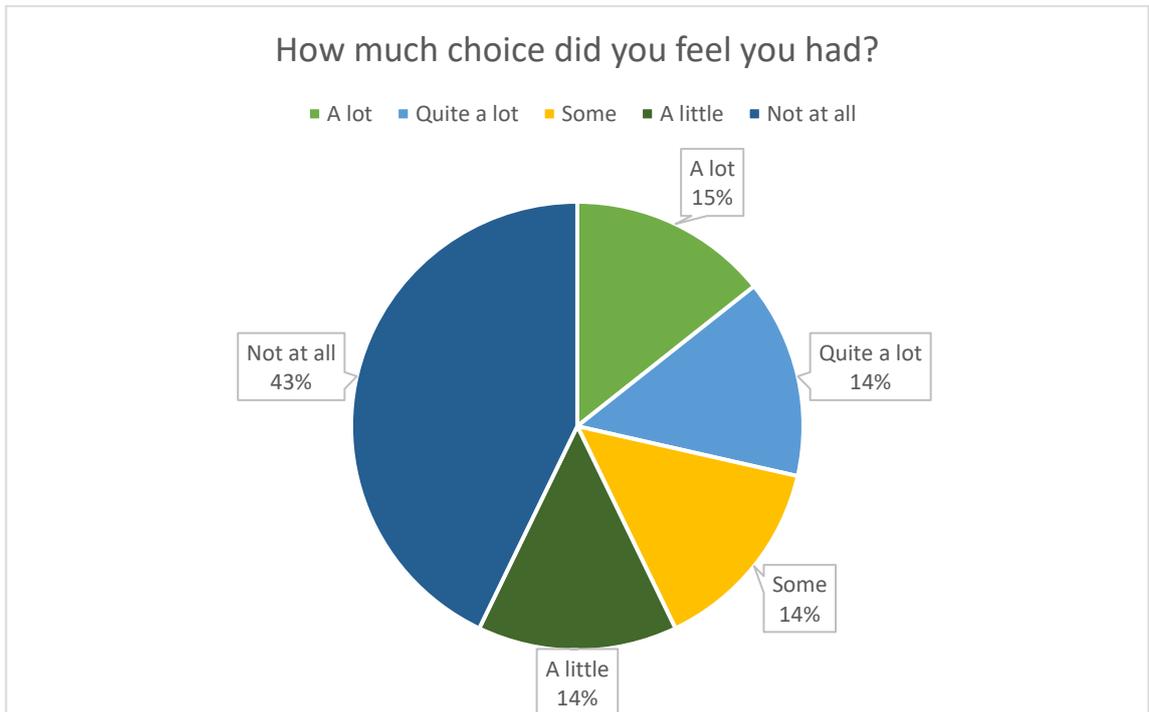
Figure 5.6

% response to question how much did your views influence the decisions?
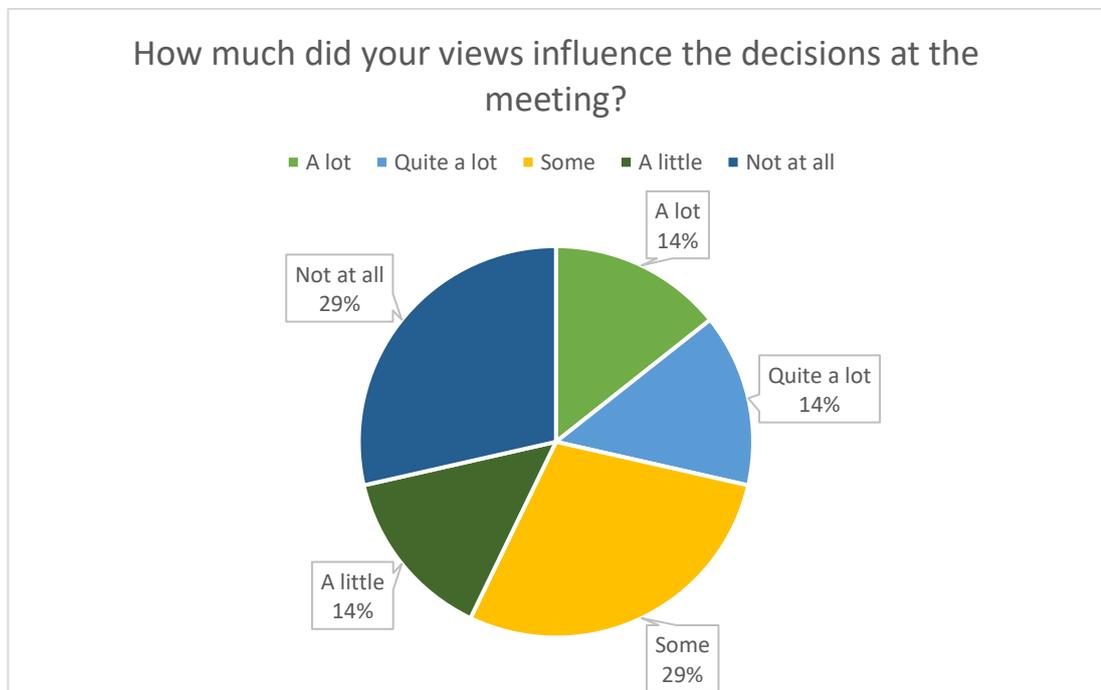
How much did your views influence the decisions at the meeting?

■ A lot ■ Quite a lot ■ Some ■ A little ■ Not at all

A lot
14%

Quite a lot
14%

Some
29%

A little
14%

Not at all
29%

Those who attended their meeting were more likely to be aware of whether there was a plan of action by the end of the meeting (attended = 43%, not attended = 20%) (see Appendix S). The young people were generally less aware whether the actions were implemented (attended = 29% not attended = 13%) A similar number of young people had someone discuss the meeting with them irrespective of whether they attended or not (attended = 43%, not attended = 47%) and a similar proportion of young people responded 'don't know' (attended = 43% and not attended = 33%). Young people who attended their meeting were more likely to feel they could not change the actions after the meeting (attended = 43%, not attended = 20%) and those who did not attend were unsure of whether this was an option (don't know = 67%). If a young person was not happy about an aspect of the meeting or the Child's Plan, those who attended the meeting appeared to be more aware of what they could do (attended = 43%, not attended = 20%). Young people were asked if they thought they could have been more involved in their meeting and those who had attended thought they could be further involved (attended = 57%, not attended = 20%) with those who had not attended responding higher with 'don't know' (47%).

Young people reported a mix of emotions following their meetings including reassured, confused, listened to, calmer, hopeful, overwhelmed, stressed and sad. Young people indicated that their level of involvement in their Child's Plan meeting typically could be described as consultation or information (Figure 5.7).

Figure 5.7

A heat map of young people's level of participation in their meeting
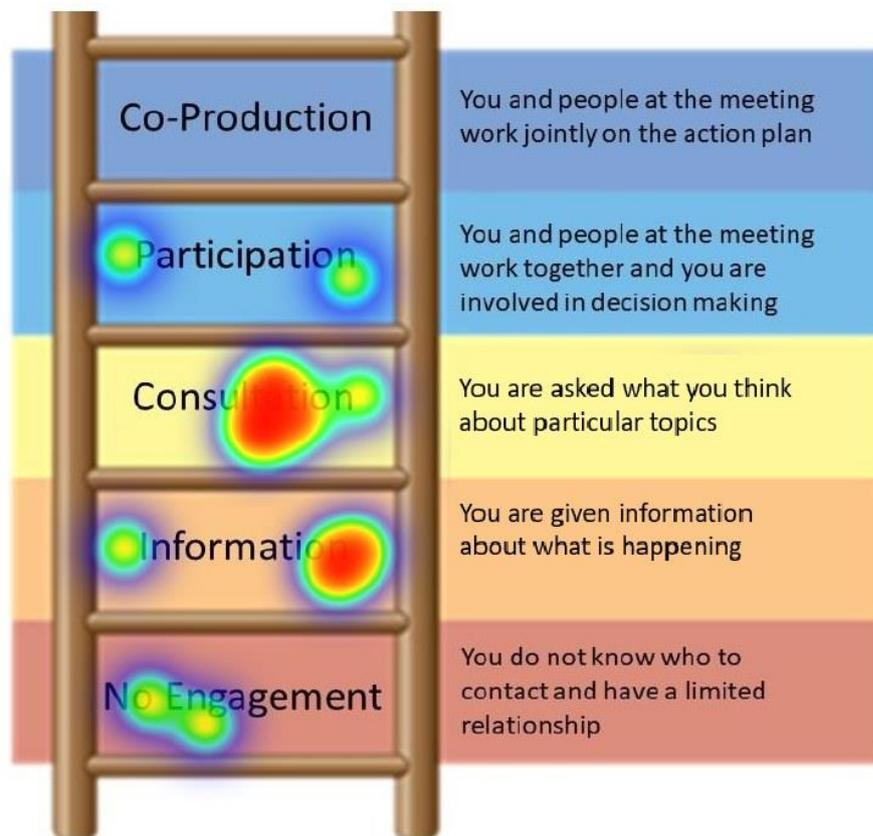
5.1.13 What do young people advise helps or hinders their participation at a meeting?

The full list of responses can be viewed in Appendix T. Content analysis (Elo & Kyngäs, 2008) revealed that young people felt a good meeting was where 'everyone listens while one speaks' and the focus of listening was the main theme with the desired outcome of 'if I was heard'. The second theme was talking and the opportunity to have a turn. A characteristic of an unhelpful meeting was described as 'talking over people'. One young person described being put in "a small room", however it is unclear if this was where the meeting took place or where they were whilst the meeting took place. Another young person said an unhelpful meeting is where people are 'taking my private stuff' and they seemed concerned about confidentiality 'I don't want any kids to know about it'.

Young people were asked if they could give adults one piece of advice about how to involve them in their Child's Plan meeting, what would it be (Figure 5.8). There was a general sense of wanting to be included and this being reflected in different ways from wanting to be invited to being kept informed. Meanwhile there was a young person who did not feel they needed a Child's Plan or the associated meetings.

Figure 5.8

Advice young people suggested to adults

5.1.14 How young people's understanding of their needs compares with information held by the named person

Five Head Teachers provided information about the young people who responded to the survey, and of these 22 young people there were 15 sets of data (Appendix U). Both the young people and the head teachers were asked about the areas of support with the options of; Family circumstances, Learning environment, Social and emotional factors, or Disability & Health needs. They agreed on 67% (n=10) occurrences.

The reason for having a Child's Plan was explored using two questions with young people; 'how would you describe your additional support needs?' and 'why do you have a Child's Plan?'. Interestingly, where young people either said 'I don't know' or did not respond to one question, the majority were able to provide an answer to the other question. These questions have been combined for the analysis due to the ASN being the reason for having a Child's Plan.

There were a wider range of topics covered in the adult's explanation for why a young person has a Child's Plan than from the young people themselves (see Figure 5.9; Appendix V). There was a shared focus on types of support including academic, behavioural, and emotional support. Whilst adults named these types of support, young people provided specifics such as; 'reading, spelling and some maths', 'managing my feelings', and 'fidget to listen properly'. The adults provided a wider range of examples of medical diagnoses and categories including Anxiety, Social communication difficulties, Autism Spectrum Disorder (ASD), Attention deficit hyperactivity disorder (ADHD), Hearing loss, Care experienced, Social, Emotional and Behavioural Difficulties (SEBD). Whilst young people listed 'I am quiet', Autism, ADHD and adopted. The adults noted referrals to services and the outcomes of services involvement such as the Neurodevelopmental Assessment Service (NDAS), Child and Adolescent Mental Health Service (CAMHS) and a compulsory supervision order. The most extensive topics covered by adults were the concerns for young people such as challenging, aggressive or defiant behaviour, changeable mood, struggle to sustain focus and attention, struggle during unstructured times, exposed to domestic abuse, parental poor mental health, difficulty attending school and learning.

Figure 5.9

Content analysis themes for why a young person has a Child's Plan
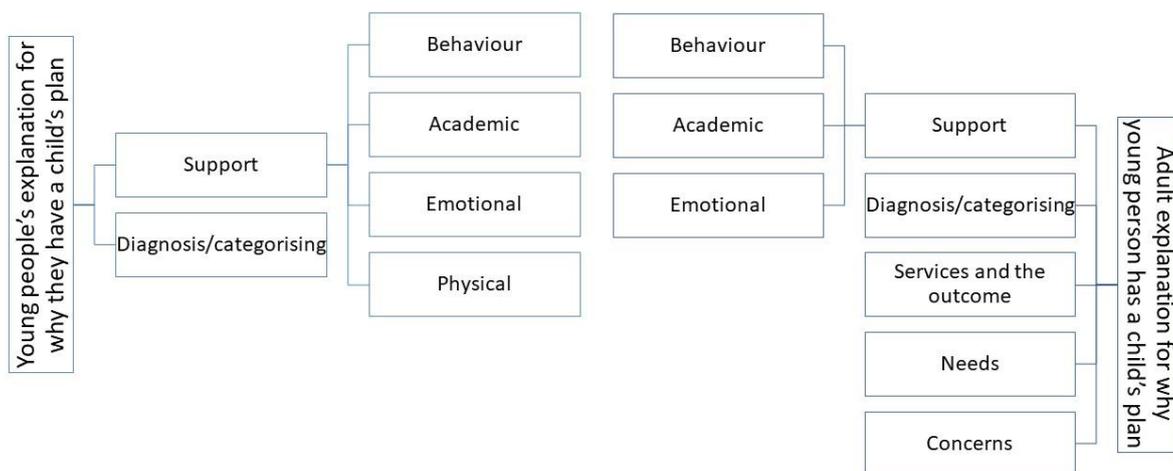
As illustrated in section 1.3, the Wellbeing Indicators are a central tool used within GIRFEC (Scottish Government, 2022g). The wellbeing indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included were analysed (see Table 5.2; Appendix W). The level of agreement between the adults and young people were for the wellbeing indicators achieving and included. Interestingly, young people rated nurtured to be an area requiring support more than adults with no agreement for individual young people.

Table 5.2

The % of yes responses to the areas of wellbeing which need support

	Adult	Young Person	Agreement for yes
Safe	47% (n=7)	27% (n=4)	13% (n=2)
Healthy	40% (n=6)	07% (n=1)	00% (n=0)
Achieving	73% (n=11)	40% (n=6)	40% (n=6)
Nurtured	20% (n=3)	40% (n=6)	00% (n=0)
Active	07% (n=1)	13% (n=2)	00% (n=0)
Respected	40% (n=6)	13% (n=2)	07% (n=1)
Responsible	27% (n=4)	13% (n=2)	13% (n=2)
Included	73% (n=11)	40% (n=6)	20% (n=3)

From the 15 young people who had Child's Plans, adults reported that 2 had an IEP and none had a CSP. The young people reported 6 did not have an IEP and 9 did not know. For the CSP, young people reported 5 did not have a CSP and 10 did not know.

5.2 Child's Plan audit

5.2.1 Aims and objectives

The Local Authority admissions groups have evolved their procedures and as a result there has been a change of how Educational Psychologists have been supporting the applications to the admissions groups. Previously there had been an Educational Psychology report required for every application, however this has changed for most admissions groups to adopting the Child's Plan. A significant role taken by the Educational Psychologist was to contribute the child's view within their report. More recently, their role is to support the team around the child so the Child's Plan is an up-to-date reflection of the current situation for the child.

The research questions relevant to this project from the Child's Plan audit are:

- To what extent are young people's views included in the Child's Plan presented to an Admissions Group?
- To what extent are these views relevant to the decision of accessing alternative or additional educational provision?
- To what extent is there a record in the Child's Plan about support required to attend meetings.

5.2.2 Method

5.2.3 Recruitment

A sample of Child's Plans for children were requested from those presented to the Joint Admissions Group in the academic year 2021-2022 for additional and alternative educational provision. A convenience sampling strategy was adopted due to there not being a central store of Child's Plans available for analysis (Palinkas et al., 2015). Inclusion criteria was Child's Plan's for young people aged 10-19, enrolled in either a Local Authority primary or secondary school. The annual total number of applications to the admissions group was unknown to the researcher.

5.2.4 Participants

From a request for 60 Child's Plans, a total of 49 Child's Plans (82%) were provided for the audit with 14 for children under the age of 10 (3-9 years), 28 for upper primary aged (10-12 years) and 7 for secondary aged (13-16 years).

5.2.5 Materials

A table to collate the extracted data from the Child's Plan.

5.2.6 Procedure

From the Child's Plan the following information was copied then pasted to a table for analysis;

- Young person's age
- ASN level
- IEP
- CSP
- Preferred language or form of communication and support required to attend meetings (Child and parents)
- Child/Young Person's views
- Parents'/Carers' views

All identifiable information was removed e.g. name of the school, pupil, parent, teacher, PSA.

5.2.7 Ethical considerations

Service evaluation are routine practices in the Local Authority. The Local Authority has a Privacy Notice specifically for the field of Additional Support Needs which explains the need to store information "to evaluate and improve our policies and practices for children and young people with ASN" (Local Authority, n.d). The University of Strathclyde states "work which is part of routine practices in professional contexts or service evaluation" are excluded from the Code of Practice (University of Strathclyde, 2018, p.5). Therefore, this part of the research was not subject to the University's ethics approval.

5.2.8 Findings from Child's Plan audit

5.2.9 To what extent is there a record in the Child's Plan about support required to attend meetings?

From this sample, there was a potential for 49 opportunities to attend an annual Child's Plan meeting. There were further potential opportunities to attend additional meetings as 14 young people (aged 10-16 years) had an IEP and 4 young people (aged 10-16) had a CSP.

The section of the Child's Plan which offers space to note the support required to attend meetings is titled 'Preferred language or form of communication and support required to attend meetings (Child and parents)'. This was analysed by looking at the first part of the title and it was found that 84% (n=41) of Child's Plans had reference to a 'preferred language or form of communication'. The second part for analysis was 'support required to attend meetings (child and parents)' and 18% (n=9) included some information relevant to this. Being applicable to both children and parents, this was broken down further and found to be specifically about supporting parents in 16% (n=8) of plans and children in 4% (n=2) of plans. When the content was analysed for the type of support required, it became apparent that for these two children, it had been used to explain why they would not be attending the meeting; "[child's name] does not attend meeting due to high anxiety" and "Due to [child's name] young age and communication difficulties he is not yet able to participate in meetings". Therefore, in this sample, there was no record of how to support children and young people to attend meetings, where their educational provision was being discussed. In the absence of children attending their meetings to share their view and be involved in the decision-making, the child's view section of the Child's Plan may be a source of information for the partners to the plan and the Admissions Group.

5.2.10 To what extent are young people's views included in the Child's Plan presented to an Admissions Group?

There was content added to the 'Child/Young Person's views' section of the Child's Plan in 80% (n=39) of those accessed. This compares with 86% (n=42) for the 'Parents'/Carers' views' section of the Child's Plan.

5.2.11 To what extent are these views relevant to the decision of accessing alternative or additional educational provision?

The content of the 'Child/Young Person's views' section was scrutinised for reference to a future focus and accessing an additional or alternative provision. At the time a Child's Plan is shared with the Admissions Group, the idea of accessing an additional or alternative provision is a concept for the future. Therefore, part of the analysis was to consider whether the child's view included that perspective. Of the 39 Child's Plans which included any content in the 'Child/Young Person's views' section, 26% (n=10) made reference to the future in terms of stopping an activity like swimming, or increasing time in school or transitioning to secondary school. There were 2 occurrences where the view section made reference to accessing an additional or alternative provision and these were where young people were already accessing a provision. Therefore, in this sample, there was no record of the child's view for accessing an additional or alternative provision for their education in the future. This is not to say that these young people are unaware of an application to the Admissions Group – thus what this potentially means for their daily access to education - but simply that there is no record of their view, which could inform the adults making the decisions.

5.3 Solution Focused Meeting Training – Needs Analysis

5.3.1 Aims and objectives

The Psychological Service has given a commitment to the Local Authority to provide training on Solution Focused Meetings annually. Whilst the content was adapted by individual Educational Psychologists to incorporate online meetings, it was decided that changes to the central training would be informed by a needs analysis. The complete needs analysis results will not be reported here (Fraser-Smith, 2022). Part

of the survey asked participants about how they involve young people in Solution Focused Meetings, and this will be the focus of this section.

The research question relevant to this project from the needs analysis is:

- How are young people prepared and supported to present their view at the meeting?

5.3.2 Method

5.3.3 Recruitment

An online survey was emailed to all secondary school Depute Head Teachers with ASN responsibility and the Principal Teacher of ASN for the school. A purposive sampling strategy called total population sampling was adopted due to the population of secondary school staff who are involved with Solution Focused Meetings being relatively small (Palinkas et al., 2015). Inclusion criteria were of staff who had attended Solution Focused meeting training previously and also those who had not received the training.

5.3.4 Participants

A total of 43 responses were received from school staff, including Guidance teachers (69.8%), ASN teacher (16.3%), Depute Head Teacher (7%), Head Teacher (0%) and other (7%). This was a 31% response rate with 140 members of staff being sent the survey. From those who responded, 93% had experience facilitating a Child's Plan meeting and 84% had experience facilitating a Solution Focused meeting.

5.3.5 Procedure

An online survey using Google Forms was emailed to participants ([Appendix X](#)).

5.3.6 Ethical considerations

Undertaking a needs analysis and evaluation of training are routine practices in the Educational Psychology Service. The University of Strathclyde states "work which is part of routine practices in professional contexts or service evaluation" are excluded from the Code of Practice (University of Strathclyde, 2018, p.5). Therefore, this part

of the research was not subject to the university's ethics approval. The email inviting participants to take part explained the value of the service evaluation aiming to inform the development of training content. The email and Google Form highlighted to participants that their involvement was voluntary and anonymous.

5.3.7 Analysis of the findings

The survey collected qualitative data and these were analysed with qualitative content analysis.

5.3.8 Findings from Solution Focused Meeting Training Needs Analysis
5.3.9 How young people are prepared and supported to present their view at the meeting.

The main themes from the qualitative content analysis were all relating to the pre-meeting conversation (Figure 5.10). There were 4 themes related to the pre-meeting conversation where information was gathered from the young person, information was provided to the young person, there was opportunity for rehearsal and to clarify roles and to look at the Child's Plan together. Some respondents reflected that this was an area for development for them as individuals and as a school.

Figure 5.10

Themes related to the pre-meeting conversation.
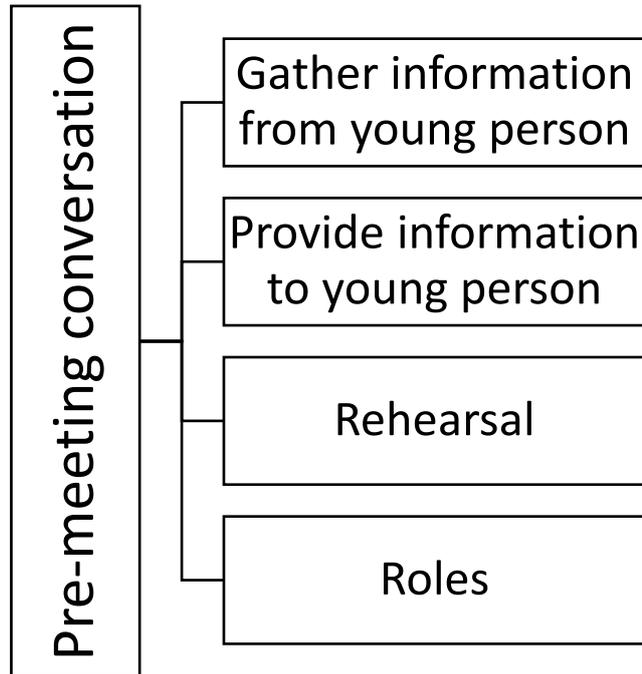
There were five subthemes for the gathering information from young people theme (Figure 5.11), which included preferences for how to engage with the meeting, gathering their view, thinking and writing what they want to say, using the My World Triangle and finding out what they think will help (Scottish Government, 2022c).

<u>Gathering information from young people</u>

The 'preferences for how to engage with the meeting' involved practical aspects such as whether the young person wanted to attend in person or online, who they wanted to accompany them, how long they wanted to attend (all or part), if joining online whether they wanted to use their camera and/or microphone, what their alternative options were if they felt unable to speak, and to check they were okay to answer if asked questions.

The subtheme of 'gather their view' included gathering information from the young person about school and home, progress in learning and pressures in the curriculum, social aspects of school, the young person's strengths, and course choices. Guidance teachers indicated that the views gathered would be shared at the meeting and with their parents/guardians. Where a young person was unable to join the meeting, their views could still be shared.

The young people were encouraged to think about what they wanted to say and to write it down, either to use as their own prompt or for someone else to read aloud. Some guidance teachers used the My World Triangle as a tool to gather the young person's views and some talked through the Child's Plan with the young person. Young people were asked their opinion of what could help.

Figure 5.11

Subthemes for gathering information from young people theme
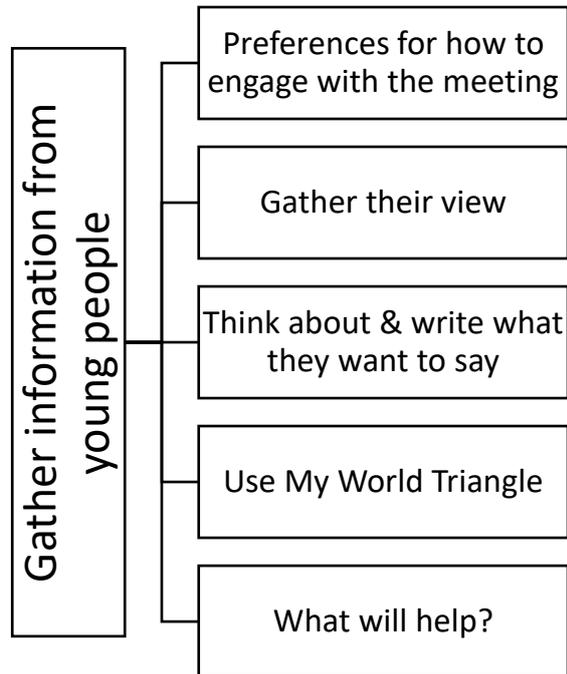
<u>Provide information to young people</u>

The 'details of the meeting procedure' included letting the young person know what to expect by explaining the format/structure of the meeting, who would be attending and why, the venue, timing and a general picture of what would happen.

The information provided to the young people (Figure 5.12) also included the purpose of the meeting, what questions the young person might be asked, reassurance that they were not in trouble and that everyone was there to try to support them. Some guidance teachers also make connections between previous meetings and conversations to help make the links for continuity.

Figure 5.12

Subthemes for 'providing information to young people' theme
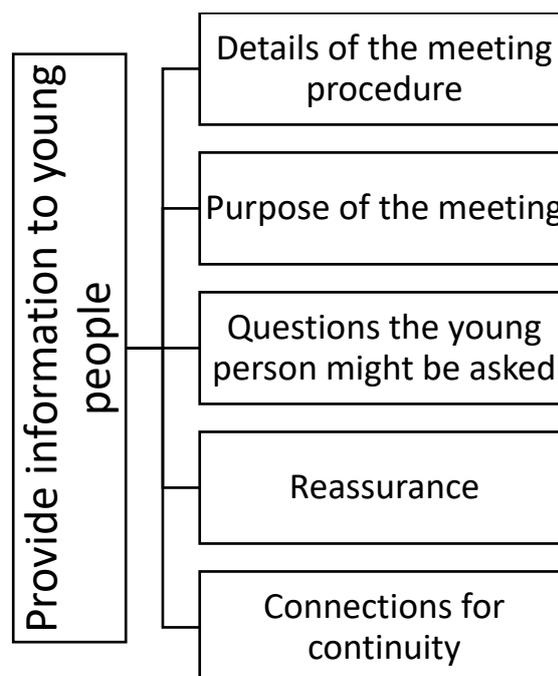
Rehearsal

The pre-meeting conversation is used as an opportunity for rehearsal (Figure 5.13) including to practice speaking about issues and to prime them to think about what they want to share so that they can verbalise their thoughts. Rehearsal is an example of how the adult scaffolds the young person's experience, as described in section 1.2. More generally, respondents were keen for young people to practice attending meetings to build confidence and for this to happen as early as possible.

Figure 5.13

Subthemes for 'rehearsal' theme
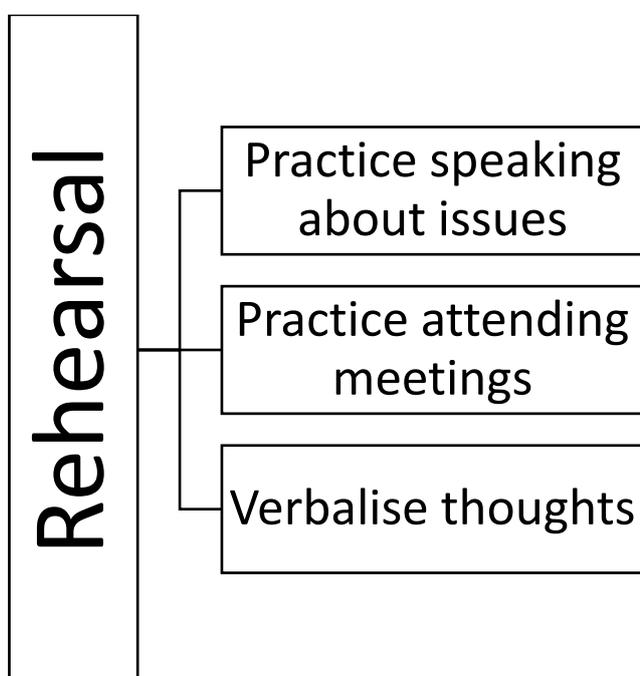
<u>Roles</u>

The pre-meeting conversation is where advocacy is offered and there is a discussion about who is the best person to gather the young person's views and who is best to represent those views. Where possible, the young person is also introduced to professionals (Figure 5.14).

Figure 5.14

Subthemes for 'role' theme
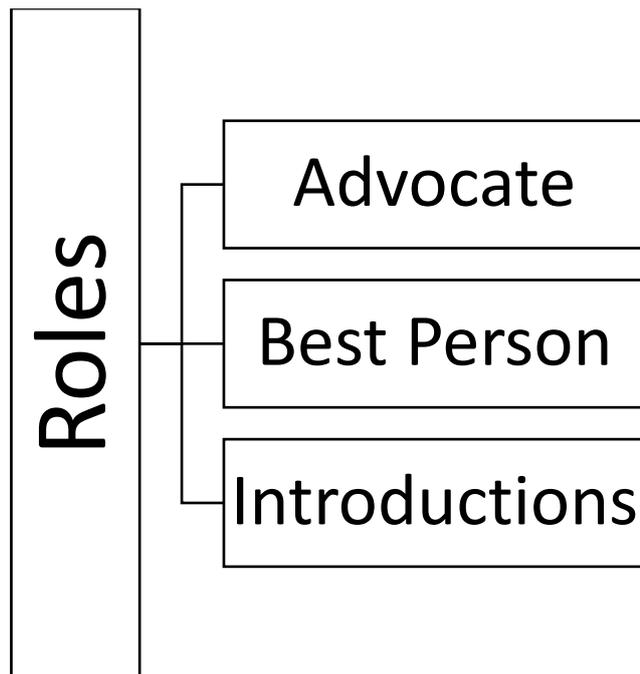
5.4 Discussion and reflections

5.4.1 Summary of findings

The exploratory survey found that the most frequent wellbeing indicator the young people needed support with was 'included'. This is noteworthy when considering how these individuals are included in the planning and reviewing of the support for their additional support needs.

There continue to be instances where young people are not aware of the existence of their Child's Plan and therefore are not being provided the opportunity to engage with the overall process in a transparent manner. Of those who are aware their support is coordinated using a Child's Plan, 32% attended the formal meeting where this is discussed. The findings suggest a general trend that the more young people were involved in the process, the more aware they were of what was involved and the outcome of the meeting. The choices and decision-making at a meeting determine the content of the action plan which is the outcome of the Child's Plan meeting. There were individual differences in how much influence young people felt they had over the choices and decision-making within the meeting, however a larger proportion of those who attended felt they had no influence. For those who had not attended the meeting, they were less likely to have seen or read their Child's Plan and less opportunity to share their view on the Child's Plan. Interestingly, young people who did attend their meeting felt they could have been more involved.

Whilst the young people reported that they had received 'some' preparation for their meeting, it is hypothesised that it is at this early stage within the process where young people might benefit from additional preparation which could potentially impact whether they choose to attend the meeting and how they contribute during the meeting, thus impacting how much influence they have on the decisions made.

To explore what kind of preparation might be helpful, a Child's Plan audit was undertaken to consider the support required to attend meetings. In this sample, there were no instances of how to support children and young people to attend meetings recorded in the Child's Plan. Arguably this is concerning, as the Child's Plan is

informing an admissions group panel about the child's needs and wishes, and there were no instances where the child's view was relevant to accessing an additional or alternative provision for their education in the future.

To explore further how young people are prepared and supported to present their views at a meeting, a question from a SFM training needs analysis was reported. The SFM training needs analysis highlights that a pre-meeting conversation between the guidance teacher and the young person is the only means of preparation for a meeting.

5.4.2 Methodological reflections

Whilst the participation information was available in a range of formats, a limitation was with the accessibility of the survey as it was reliant on the use of familiar and compatible assistive technology or the support of an adult. The limited contact between researcher and young people reduced the opportunity to check comprehension, interpretation of wording and respond to questions. The sampling strategies within this phase were limited by a lack of information regarding the total populations available. A further limitation was the distribution of the survey and findings through Head Teachers due to the initial challenge of this project being presented to Head Teachers via email in the context of competing demands. Only those who prioritised it, made it available to the young people in their school.

5.4.3 Future research

Exploration of the support required by young people with additional support needs compared with how this support could be applied within a meeting context would be beneficial for planning meetings. Furthermore, research involving the adults who arrange these forums would allow for their perspective to be understood regarding whether they would use resources made available to them to support preparation. In addition, it could be helpful to understand what the barriers are for adults completing the section of the Child's Plan where support for attending meetings can be documented. Where an ongoing evaluation process is implemented following each meeting, the types of support may change, and this information could inform further

investigation into the skills which develop as a result of experiencing meetings and therefore how the types of support could be adjusted.

5.5 Chapter summary

This chapter explored young people's involvement in Child's Plan meetings from their perspective (see section 5.1.10), how their view was represented in their absence (see section 5.2.7) and how adults prepare young people for their meetings (see section 5.3.7). Study limitations and suggestions for future research were considered.

5.6 Conclusion to Understanding the Problem

The first diamond in the Double Diamond Design Model (see Figure 5.15) represents the problem to be understood and this aims to be achieved by integrating the findings from the discover phase (chapter 4) and the define phase (chapter 5). The discover phase identified a gap in the literature regarding young people's experience of Child's Plan meetings and an absence of resources for young people to independently gain information in preparation for these meetings. The define phase attempted to gain an understanding from young people about their experience before, during and after a meeting. Whilst some young people were prepared for their meetings, not all were, and it was those who attended who had a better understanding of the outcomes. Therefore, the problem identified is with the preparation before the Child's Plan meeting and informs the second diamond, the 'design the solution'. Designing the solution includes two phases, the develop phase and the deliver phase. The develop phase will aim to explore what is important to young people when attending a meeting and from this, design information which can be used to prepare. The next chapter is the develop phase.

Figure 5.15

Double Diamond Design Model illustrating current diamond with subsequent diamond in faded colour.
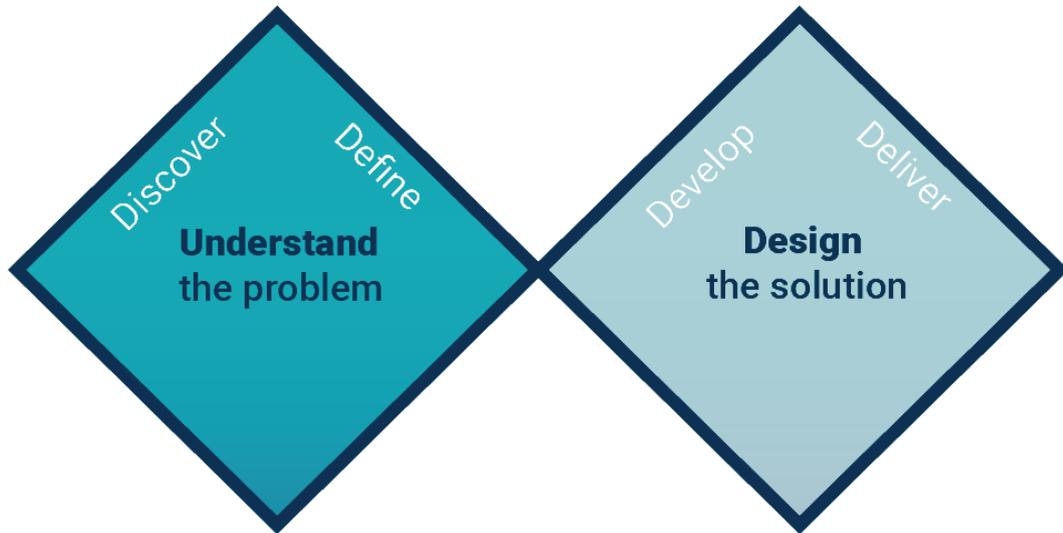
Chapter Six: Develop

6 Overview

This chapter describes the objectives and activities for the *develop* phase of the double diamond model. The objective of this phase was to generate ideas and solutions to the problem identified in the *define* phase. The research method adopted to address this objective were design workshops to identify what factors were important to young people for attending their Child's Plan meetings thus informing the design of guidance to prepare young people and to inform the evaluation of the meeting experience.

6.1 Aims and Objectives

The research question was what are young people's experiences of Child's Plan meetings? The aim of this phase was to co-design with young people who had experience of Child's Plan meetings, information which could prepare other young people for their meetings.

6.2 Method

6.2.1 Gatekeepers to recruitment

There were six attempts at the recruitment of young people for this phase. Initially, all 29 Secondary Head Teachers were emailed with the link to the findings from the survey along with an invitation for young people to participate in the develop phase. No response was received from Head Teachers volunteering their school community. This could be explained using the theory of diffusion of responsibility (Darley & Latane, 1968), whereby the probability of helping is a function of group size and therefore individuals assume that someone else will volunteer and reply. Barron and Yechiam (2002) found that addressing emails to a single recipient received a higher response rate than those with multiple addresses.

The second recruitment attempt was by email ([Appendix Y](#)), addressed to 3 Secondary Head Teachers and the Depute Head Teacher (DHT) with ASN responsibility received a Carbon Copy (cc). This resulted in a DHT becoming the contact between researcher and young people. Although 24 young people and their parents/carers were approached by the DHT, no young people volunteered to take part. A possible explanation was that the invitation to participate in the project was emailed to young people by a member of clerical staff whose name may not have been familiar to all the young people. Furthermore, pupil's email accounts receive frequent notifications from the Google Classrooms the pupil is enrolled and therefore the email could have been 'lost' under many other emails.

The third attempt continued to involve the same school and DHT as the previous attempt with changes to the format of the information provided. The DHT advertised the research project in the ASN department and in a newsletter to parents. No young people volunteered to take part. It is acknowledged that involving the wider senior leadership team was a more effective approach to recruitment as those who had a potential active role were gaining information at the same time as the Head Teacher therefore reducing the need for the Head Teacher to ask busy staff to undertake an additional task.

The fourth attempt at recruitment was to identify young people through Educational Psychologists cases. From 19 Educational Psychologists approached, one made contact with a young person of whom they felt it was not the right time for them to participate due to adjusting to timetable changes.

Due to 80% of the responses to the survey from the define phase being from participants aged 10-12, the age range of this phases was widened to include those in upper primary school. The fifth attempt was by approaching five Primary Head Teachers and whilst two responded, one acknowledged that due to a lack of ASN

teacher time this was affecting their Child's Plan meetings and the other Head Teacher felt that the online format would not suit their pupils.

The sixth attempt occurred following an informal conference call between the researcher and a Principal Teacher of Support for Learning (PT/SfL). The PT/SfL became a conduit for information with the Head Teacher and Young People. The Head Teacher agreed to the PT/SfL facilitating the contact with the young people.

In Figure 6.1 below, the different recruitment approaches are identified with explanations of possible reasons for the low response rate.

Figure 6.1

Recruitment approaches by email for the 'develop' phase of the project

Approach One	Approach Two	Approach Three
•**Approached**: 29 Secondary Head Teachers •**Access**: 0 schools volunteered and 0 young people reached •**Possible Reason**: Approached at the start of term 3, a time when staffing was a challenge to keep schools open due to Covid-19.	•**Approached**: Three Secondary Head Teachers with Depute cc'd •**Access**: One DHT resulting in 24 young people & their parents/carers. Response: One parent. •**Possible Reason**: Emails not being checked by young people. Unfamilar sender name (clerical). Email accounts saturated from Google Classroom's automatic notification. Information Sheet & consent form a barrier.	•**Approached**: One Secondary Depute Head Teacher and poster/newsletter •**Access**: One DHT resulting in no young people. •**Possible Reason**: Poster reliant on literacy skills

Approach Four	Approach Five	Approach Six
• **Approached**: 19 Educational Psychologists • **Access**: Two Educational Psychologists and one young person who declined. • **Possible Reason**: Approached in term 4 which is a particularly busy term for Educational Psychologists.	• **Approached**: Five Primary Head Teachers • **Access**: Two Head Teachers responded resulting in 0 young people. • **Possible Reason**: No ASL staff to hold CPMs and belief that young people could not engage in online format	• **Approached**: One PT/ASfL • **Access**: One PT ASfL teacher resulting in four young people with three participating. • **Possible Reason**: PT SfL teacher was able to decide about their time for the project before approaching Head Teacher and young people.

6.2.2 Recruitment

The PT/SfL approached the young people and forwarded an email which provided them with information about the project (Appendix Z) in both a written format and a video of the researcher explaining the project verbally. This aimed to provide them with the opportunity to see and hear from the researcher to help with familiarity. The email contained a consent form (Appendix AA). The PT/SfL also forwarded an email to parent/carers with information (Appendix AB). This self-selection sampling strategy was adopted with the aim of young people volunteering and not being approached by the researcher directly. The inclusion criteria were that the group included young people aged 12-16, who were English speaking and had previous experience of a Child's Plan meeting. The aim was for the composite of the group to be 4-8 young people.

6.2.3 Participants

Four young people aged 14 to 16 were recruited from one secondary school which was in an area of SIMD decile band four to eight. They participated in the one-to-one

session which preceded the workshops. Young people were offered the opportunity to choose their pseudonyms and where they declined, a pseudonym was chosen to protect their identity. The names adopted are Anika, William, Paul and Nikita. One young person decided not to continue following this session explaining that they felt they were too lazy to help others. The PT/SfL offered a supportive discussion with the young person about their involvement in the project.

6.2.4 Materials

All direct contact with participants occurred using Google meet, a videoconferencing application, accessed on a Chromebook provided by the Local Authority. For the one-to-one session, a 'drawing the ideal meeting' script was available to guide the researcher, and a Jamboard was used as a shared format between researcher and participant. Jamboard is a digital whiteboard which allows for online collaboration. For the design workshops, there were a set of Google's slides and Jamboards. There were occasions when all participants collaborated on a single page on a Jamboard, and other occasions where they had their own page. For the final design workshop, the animated film was shared using YouTube, one with subtitles https://youtu.be/myX16T70VJQ and one without subtitles https://youtu.be/fHcAFHacVxA

6.2.5 Procedure

There were three distinct stages including a one-to-one session, then three workshops for designing the guidance and finishing with a one-to-one session to review the prototype.

The first session was for the researcher to meet each young person, this was an opportunity for the researcher to get to know the young person, their needs and determine how to support them during the workshops, also it allowed the researcher to check that the young person understood their role in the project. The session began

by explaining that their information would remain private, but it could not be kept confidential if there was a safeguarding concern. The session then progressed to talking about the project, providing the young person with information about the plan which included the intention to create some guidance about going to a meeting and create something to help decide if the meeting was a good meeting or not. Using a Jamboard to visually display the structure of the session, there were six pages (see Appendix AC). The majority of the time together was spent doing an activity called 'drawing the ideal meeting' (see Figure 6.2). This is a variant of the drawing the ideal self (Moran, 2001) and drawing the ideal school techniques (Fraser-Smith et al., 2021). Initially the young person was asked to draw the non-ideal meeting, then the ideal meeting, and then scale their most recent meeting on a 10-point scale. The discussion returned to the overall project and the young person was asked if they wished to continue to participate in the project and if so to sign their name on the Jamboard.

Figure 6.2

Drawing the ideal meeting activity.
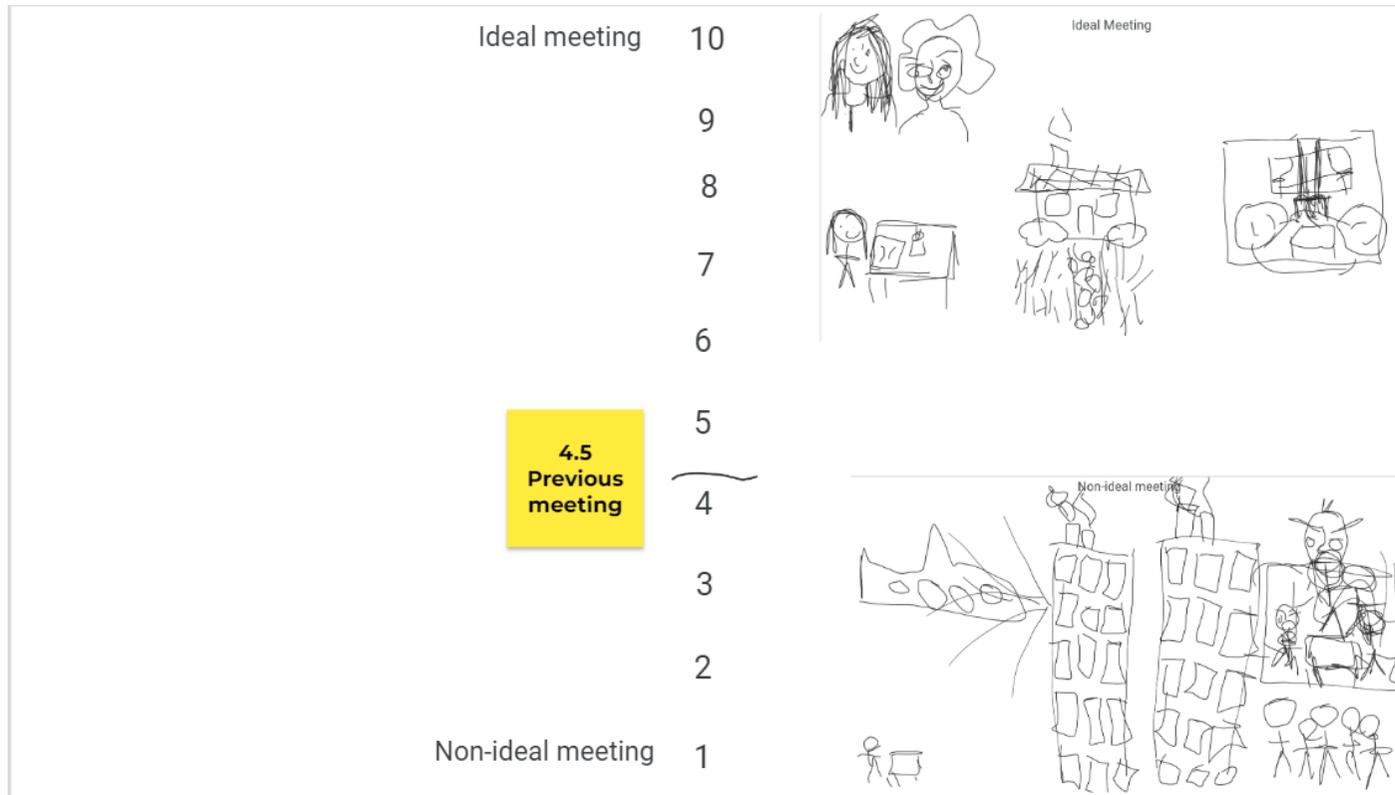
The first design workshop initially involved screen sharing a set of Google's slides (Appendix AD). These slides aimed to provide information about the project using both visual symbols and text and the sequence of events was communicated using transitional words such as 'first-next-then'. As these young people had not previously worked together in a group, it was unclear how comfortable they would be together. A 'voice on the screen' activity was used to ensure that each young person spoke at the earliest opportunity. Following this, the group received feedback from the drawing the ideal meeting activity. Then we started to create an agreement about how we would work together. One young person suggested getting to know each other better. The intention was to do two further activities however these did not occur during this session.

The second design workshop involved using a spinning wheel with preprepared questions, this was used to facilitate getting to know each other better (Appendix AE). The group went on to think about giving advice to a made-up character 'Jo' who was represented as an outline of a figure on the Jamboard. The young people were asked to consider five questions; where might the meeting be held? Who might be at the meeting? Who else might they want at the meeting? When might the meeting happen? What might be discussed at the meeting? The young people were then asked to consider what helps them to take part in a meeting? What stops them from taking part in a meeting? They were then asked to move the sticky notes to indicate how they preferred to get information, and to put this into rank order.

The third design workshop initially involved clarifying some of the terminology common to Child's Plan meetings. Thereafter the young people commented on a leaflet developed in 2013 which provided information to pupils and parents about meetings (Appendix AF). Figure 6.3 is an extract from the Researcher's Log considering how to progress the project.

Figure 6.3

Extract from Research Log – 16/11/2022

Extract from Research Log – 16/11/2022

I met up with each young person individually, and with the activity I did (drawing the ideal meeting), they were able to attend for the full 40 minutes. They were able to engage with the activity and answer the questions I posed. Then they got together into a group. This was a very difficult format and they found each other distracting. The next session was in pairs and the young people struggled to listen to each other. At the end of the three sessions, we have no content to produce materials for preparing young people for their meetings. There were nuggets though!

Co-creation was the aim but are the young people advisors? What skills do the young people need to be able to co-create? What do I need to do to facilitate and get the best out of the group?

For next week, I don't think I should keep them as a group, so when I work with them it should be individually. I need to think about what I'm doing with them next, so there is something to use for the next phase of the project. I've got a delivery phase and nothing to deliver on!!

Based on the original plan, by the end of workshop 3, a tool to prepare young people for their meetings should have been developed. However, this had not occurred and therefore the researcher made the decision not to progress to developing an evaluation tool. Furthermore, the young people were most engaged when on a one-to-one with the researcher and therefore it was decided to return to this format for the rest of the project. Sharing the space and each other's attention whilst sharing personal experiences and trusting the process may have been challenging.

The researcher created an animated film about meetings from the young person's perspective, informed by the young people, literature and Scottish Government guidance from GIRFEC. The film was made using Doodly and the voice actor was a young person aged 13.

The final session was used to review the film with each young person individually (Appendix AG). Initially the whole film was watched in its entirety and then parts were watched and questions were asked. An 'H' chart was the display format for evaluating the film, the young people were then asked what they liked, what did they not like, and what could be different or what could make it better? The final activity was to evaluate their experience of the project using the basket evaluation (Save the Children, n.d.). An outline figure represented a young person and they were asked, what have I learned, what will I take with me, what I loved, and what will I throw away? (Figure 6.4).

Figure 6.4

Evaluation of research project
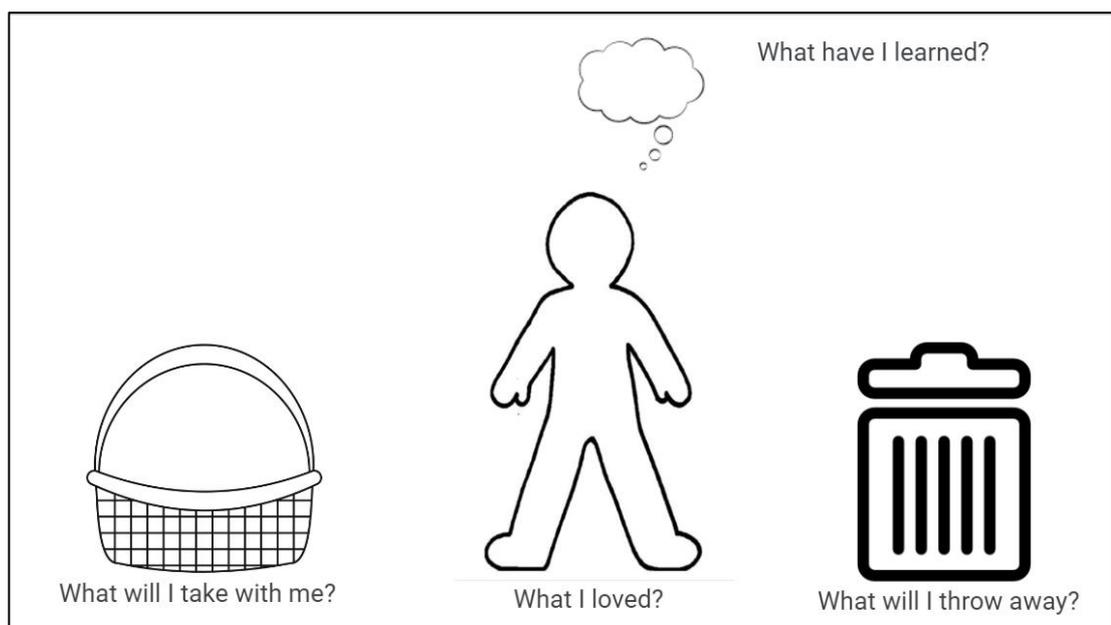
6.2.6 Ethical considerations

This research aimed to engage young people as full and active partners. Traditional approaches to research distinguish between those who do the research and those who are participants. The intention of young people in the co-research role did not come to fruition. Ethical approval was granted by the University of Strathclyde for this phase of the research (Appendix AH).

6.2.6.1 Informed Consent

The young people aged 12-15 invited to participate in this project were considered by their parents and professionals to be capable and competent to be involved in their Child's Plan meetings. Informed consent was sought from the young people and the agreement from their parents/carers. In the event that parents did not agree but the young person was consenting, the participant information explained that the young person's consent would be accepted. All the sessions were optional and ongoing consent was sought at each session. To ensure the young people had the information needed to make an informed decision about participating, the information was provided both verbally and in writing, as well as a discussion in the one-to-one session.

6.2.6.2 Anonymity and Confidentiality

Each young person was in a room on their own within the school building, using their school Chromebook to join the Google Meet. Information about online etiquette and expectations were shared through a Group Agreement. Young People were encouraged to join the call contributing using both the microphone and camera. However, they could choose to not use the camera and instead have their account icon displayed. The information sheet acknowledged that by participating, they were agreeing to share their name, voice and face with the rest of the group, all of whom were in their own secondary school. The information sheet acknowledged that each young person had a member of staff in the vicinity, and they may see the screen if

they were required to offer practical support with the technology. The online calls were not audio or video recorded and all participants were explicitly told not to screenshot or film the sessions. All young people in the group have a Child's Plan and the information sheet expressed the implication that by participating, others in the group would be aware that they also have a Child's Plan but the reason for having it was not to be shared unless they choose to divulge that information.

6.2.6.3 Internet-mediated research

All contact with the young people was in the 'absence of physical co-presence' due to using video conferencing (Kaye, 2021). There were benefits and challenges to this. The power difference between young people and an adult was lessened by the online forum. The main challenge was keeping young people safe in unexpected ways within the school environment. For instance, one young person took their Chromebook on a tour of the school and whilst asked to return to their allocated space, the session could not continue until they did so. Another example was where a young person had been situated in a small side room in the science department and had access to bottles of chemicals. Both situations relied on the young people's inhibitory control.

The steps involved in the young people 'signing' the consent form was problematic and therefore a Jamboard page was added to gain their signature.

6.2.7 Analysis of the findings

Qualitative data analysis techniques including Template Analysis (Brooks et al., 2015), Framework Analysis (Ritchie & Spencer, 1994) and Matrix Analysis (Miles & Huberman, 1994) were compared (Appendix AI). The advantages, disadvantages, feasibility and accessibility were considered for this project (Appendix AJ). Template analysis informed by the process outlined by Nigel King (2012) was used to analyse the data from the design workshop and individual activities (drawing the ideal

meeting and reviewing the animated film). A deductive approach to analysis was chosen to build from the meeting characteristics identified in the Discover phase literature review where young people attended a variety of meetings.

Template Analysis offers a systematic approach to data analysis by using a coding template which is applied to a subset of data and revised and refined as it is applied to the wider data set (Brooks et al., 2015). There is an emphasis on hierarchical coding and allows themes to emerge from the richest data.

A priori themes were adopted for the initial coding framework (Appendix AK). The recordings of the design workshop and individual activities were transcribed and read through on numerous occasions to be familiar with the data. Initial coding was undertaken with a subset of transcripts from the design workshops (Appendix AL). The initial template was produced and applied to a further subset of the overall data (Appendix AM). A selection of the codes was grouped into broader themes. The template was then developed as it was applied to the wider data set (Appendix AN) and further versions evolved (Appendix AO, AP, AQ, AR). The final template is available in Appendix AS.

6.3 Findings

The template analysis aimed to answer the research question; what are young people's experiences of Child's Plan meetings? A priori themes were used from the meeting characteristics identified in the discovery phase and these included, Physical, Procedural, Temporal and Attendee characteristics. Figure 6.5 provides an overview of the high-level themes from this analysis.

Figure 6.5

Diagram illustrating high level themes.
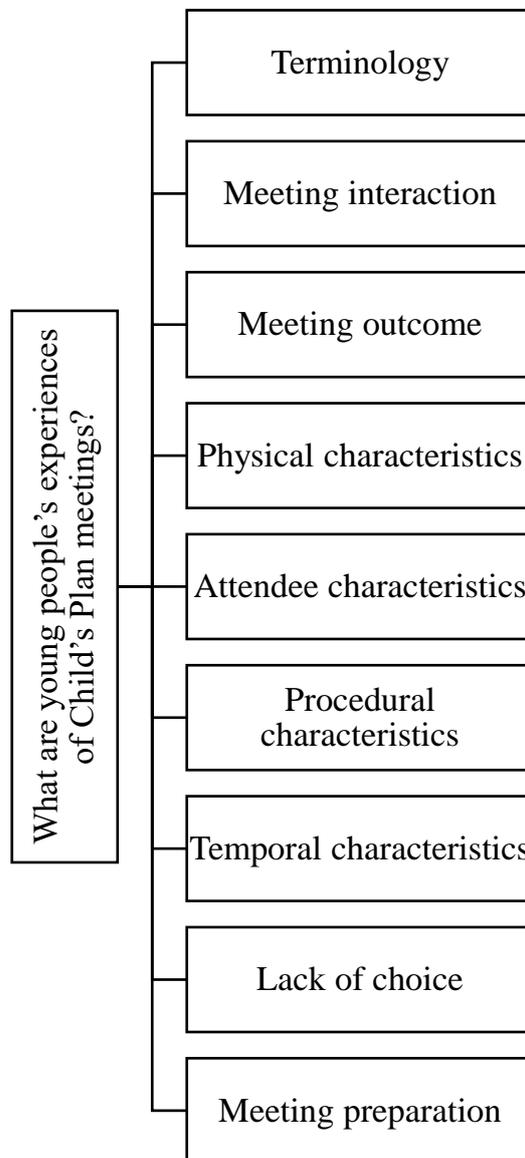
Terminology is an integrative theme, meaning it permeates all other themes (Table 6.1). The child's plan document was only familiar to one young person, and this was further evident when they recognised the My World Triangle. If the My World Triangle assessment had been used with these individuals, they were unfamiliar with its details. When referring to the Child's Plan meeting this was synonymous with the document, which may be indicative of having experienced a meeting without being familiar with the document. Along with being unfamiliar with the Child's Plan, their role in contributing their view to the document was unfamiliar too. Using logic, William was able to explain the term 'Additional Support Need'. Although one young person had seen the Wellbeing Wheel previously, it was not in relation to their Child's Plan or associated meeting but through their Personal & Social Education (PSE) class. There are two roles identified by GIRFEC, the Named Person and the Lead Professional and William's interpretation of these roles were, "Named person, the person who the meetings for" meaning the young person and "Lead Professional the person in charge of a meeting, who's like setting it off or whatever" meaning the facilitator of the meeting. This further indicates a lack of understanding of the Child's Plan processes and meetings as an aspect of this. The young people referred to an untitled meeting or a child's plan meeting and no other names were included such as core group or solution focused meetings. The minutes of meetings were discussed, and Nikita said "like minutes as in time" demonstrating that some of the terminology associated with meetings is not understood by the young people.

Table 6.1

Codebook with the template applied to all data for the 'Terminology' theme

Code	Definition	Example quote
Additional Support Needs	Extra support required and can be due to: • Disability or health • Learning environment • Family circumstances • Social and emotional factors	William: "Well, additional support needs are needs that are for support and they're additional."
Child's Plan	Child's Plan is a record or the assessment, planning and review of additional support. Subcodes include the front cover, different sections (e.g. child's view, strengths, pressures, action plan) and that the document is synonymous with meetings	Anika: "a meeting where they discuss a plan about how to help me and what's going on with me and me in the future"
GIRFEC resources	The tools associated with GIRFEC including: My world Triangle Wellbeing indicators Risk & resilience matrix	Anika: "I don't think I have seen the wellbeing wheel no."
Roles	The roles associated with the Child's Plan and meetings.	William: "Named person, the person who the meetings for and lead

	Subcodes include the Lead Professional, Named Person and Advocacy.	professional the person in charge of a meeting, who's like setting it off or whatever."
Meetings	Terminology associated with meetings. Subcodes include the name of meetings and associated documents such as meeting minutes.	Nikita : "Like minutes as in time."

The a priori theme of participation evolved to 'meeting interaction' and aspects of the exchange between attendees were identified by the young people (Table 6.2). Prominent was their role in 'responding to questions' and to do this successfully, the question was something they felt able to answer and they needed 'thinking time'. Anika illustrated this when she said: "I can't usually think straight away when I'm put on the spot." She went on to say there were times she did "not know what to share" and Nikita said he did "not want to speak". Anika described sometimes agreeing to the outcome of brainstorming ideas when she does not agree. Nikita said: "I'll just say yes to get out of the way and done with." Young people consistently described adults speaking, where they were 'asked questions' or felt 'spoken about'. Nikita indicated that interpreting what is said can be difficult "they just talk about stuff, while I think, what they're really saying," The significances of being asked questions as the only means of participating was mentioned by Anika: "The only time I get, like, to take part is if they ask me a question." This also made it essential to change the title of this theme. The young people often described the meetings as boring; "repetitive, boring, annoying, but gets me out of class." Nikitas way of coping was to 'zone out' while Anika wanted to be kept occupied. Paul wanted a fair assessment of the situation when he said "I do think it's better if they do also point

out our flaws. Because you know, it can't be all good and they need to be honest."
Paul described a situation where the adults were disagreeing in his meeting; "he's
having a go at my parents… I don't like it… because it's not like they've done
anything wrong. It's just I am me and you can't exactly blame them for it.".

Table 6.2

Codebook with the template applied to all data for the 'meeting interaction' theme

Code	Definition	Example quote
Responding to questions		
Need thinking time	Recognition of the need for time to think and impact if this is not available	Anika: "I can't usually think straight away when I'm put on the spot."
Better when asked questions that can be answered	Questions which are hard to answer and how this could be better.	Anika: "I'm asked questions that I can answer"
Do not know what to share	Unsure of what to share and how much detail.	Anika: "I don't know what to share"
Do not want to speak	Young person does not want to speak.	Nikita: "sometimes I don't really want to say anything
Agreeing when you don't	Communicating agreement with an adult when the young person does not.	Anika: "sometimes it can also be a case of them giving ideas and me just agreeing."
Adults speaking		
Asked questions	Adults ask questions of young person	Anika: "The only time I get, like, to take part is if they ask me a question".

Being spoken about	Adults speak about the young person	Anika: "Them always speaking and not including, just like always sat there talking about me"
Interpret what is said	More than one meaning to what is said.	Nikita: "they just talk about stuff, while I think, what they're *really* saying, and then I just try and ask later."
Feel bored	Feeling bored Subcodes include kept occupied and zone out	Anika: "I just sit there bored. There's like nothing to do." Nikita: "I just completely like zone out and I just go into my thoughts"
Fair assessment of the situation	A balance of the positives and negatives of the situation	William: "They need to be honest, they need to tell us about the things we're not good at and our problems and flaws as well."
Disagreement	Differences of opinion.	Paul: "I don't like it. Stop having a go at my parents"

The outcome of the meetings can be considered in terms of the conclusion of the meeting and whether it met its purpose (Table 6.3). Unfortunately, while the young people had an interpretation of the reason for the meeting, they were not clear on the purpose. They made an evaluation of their experience and whilst they did not have clear memories of aspects of the meeting, they were able to comment on how the meeting made them feel. All young people said they had limited memory of the meeting with William summarising it by "I don't really remember that much." When asked about the level of influence they had in the decision-making, Anika reported she thought she had some whilst Paul felt his suggestions would not materialise "nothing you [Paul] said, that is good, will ever happen". All the young people reported that the meetings had not helped and furthermore that their parents/carers had not found them helpful either, with William sharing "None of it's ever really any help." After the meeting, the parents did not speak about the meeting with the young people and William said "Nothing happened. I just went back to class and that was it." The feelings associated with the meeting were shared by Anika and Paul, with Anika sharing she did not feel included, and Paul said he was "feeling a bit more trapped in the meeting." Also there was a collective sense of dread in anticipation for the meeting when Paul reported "Everyone dreads the meeting in my family… we all have a sort of sinking feeling every time there's a meeting".

Table 6.3

Codebook with the template applied to all data for the 'meeting outcome' theme

Code	Definition	Example quote
Poor memory of meeting	Limited recollection of the meeting and what happened as a result of it.	William: "I don't really remember that much."
Influence over decision-making	The extent of influence over the decisions.	Paul: "I do like to influence the discussions quite often. Yeah."
Meetings do not help	Young people's assessment of how helpful the meeting was.	Anika: "And most meetings I do have, there's no point even going because you never get anything done. Like, they don't help."
After meeting	What happened after the meeting. Subcodes include 'did not talk to an adult' and 'went straight back to class.'	William: "Nothing happened. I just went back to class and that was it".
Feelings associated with the meeting	Feelings associated with the meeting. Subcodes include 'not feeling included,' 'trapped' and 'dread'.	Paul: "feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it."

The a priori theme of the physical characteristics of the meeting were mainly identified through the 'drawing the ideal meeting' activity (Table 6.4). This was essential information which contributed to 'setting the scene' for the animated film. The young people had experienced meetings in person, online and hybrid, from their school and home with one describing joining online from the car. The location within the venue is important as young people are keen to have privacy, with Paul describing a meeting being help in a "classroom near the corridor and it's uncomfortable to be in because people can hear me talking". The meeting room was described in terms of the school setting, with items such as tables and chairs. Anika described walking into a room full of people "which I would not like to walk into, cos a lot of people scare me". This will be returned to below for the attendee characteristics. The technology for displaying information was either a flip chart or a document online.

Table 6.4

Codebook with the template applied to all data for the 'Physical characteristics' of meetings.

Code	Definition	Example quote
Mode	Range of meeting modes. Subcode includes in person, online and hybrid.	Anika: "Google meeting where I was in a car."
Venue	Meeting venue. Subcode includes in school, home and car	Paul: "And I feel like meetings should be held in more of a home environment."
Location within venue	Location of where the meeting was held in the venue. Subcode includes school conference room, SfL room, classroom near corridor, tiny room to join call online. At home was the kitchen and bedroom.	Paul: "classroom near corridor" and "it's uncomfortable to be in because people can hear me talking".
Meeting room	Specific details about the room the meeting was help in. Subcodes includes items in the room, room full of people, seating arrangements, lighting quality and temperature quality.	Anika: "there's dangerous things inside the building, like people. Which I would not like to walk into. Cos a lot of people scare me."

Technology for displaying information	The method of displaying information.	Anika: "I've had one time where they were using a flip chart."

Meeting attendees were described by the young people in terms of their numbers, role and those who were unfamiliar. Anika reported that in addition to her carers and the SfL teacher, there were three attendees of whom she forgot their names or what their roles were. Nikita described a hybrid meeting where his guidance teacher and a PSA were in the room and his mum was joining online. William described "there were three people who I had no idea who they were" in his online meeting. During the 'drawing the ideal meeting' activity, he drew the unfamiliar adults, describing them as "people with bags on their heads… just bag headed people" (Figure 6.6). Arguably this could indicate they were faceless people, he did not recognise. Anika suggested it could be helpful to have information about professionals before they join the meeting such as "who they are, what they do, what they look like". Interestingly, the contribution of those not in attendance were not mentioned. The facilitator of the meeting was mentioned by William who was trying to explain what a Lead Professional did. (Table 6.5)

Figure 6.6

William's drawing of the non-ideal meeting with 'bag headed people'.

Non-ideal meeting
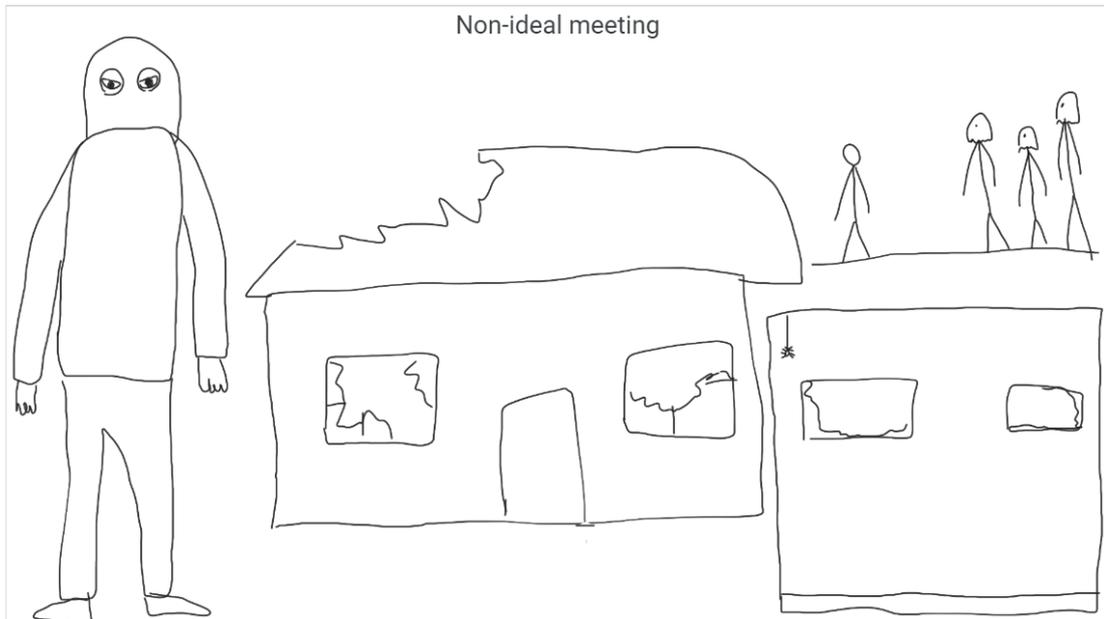
Table 6.5

Codebook with the template applied to all data for the 'Attendee characteristics' of meetings.

Code	Definition	Example quote
Number of attendees	The number of people in attendance at the meeting.	Anika: "Three, I've forgotten their names, I've forgotten what they were doing as well."
Roles of attendees	The role of the adults attending the meeting. Subcode includes self, parent/carer, professionals and advocate.	Anika: "My guidance teacher, a few other people that, I don't know the name of, it's like two people on the computer. Anika: "So if I'm too nervous or don't want to speak, then they [an advocate] can do it for me.
Unfamiliar attendees	Adults who were unfamiliar to the young people.	William: "Yeah, most of them I didn't know."

The procedural characteristics theme may have been impacted by the young people not being familiar with certain terminology and concepts such as minutes, as well as their memory of the meeting. Young people shared the reason for the meeting to include for Anika "how I'm getting on… to like make things better", for William "probably just because I've absolutely no idea what I'm gonna do when I leave school", and for Paul "Oh, my behavioural issues". This illustrates the range of

purposes the Child's Plan meeting forum is being used for but the young people were not able to articulate the purpose of the meeting, what the goal was. The responsibility of planning the meeting was with the ASL teacher and the young people were unclear about the agenda for the meeting. Whilst exploring with Anika about the topics discussed at her meeting, she indicated there were some things she did not wish to be discussed but did not feel she had any influence over whether those topics would be raised or not. The young people felt that the structure to the meeting and how topics progressed were "sometimes in sections, but sometimes not" (William), whilst Anika described it as "they just talk randomly about things, basically, it's not really in an order. Well, sometimes it's in an order, but they also get side-tracked." The sections William refers to may be explained by the Child's Plan sections and indicate the Child's Plan document provides the structure to the meeting. The content of the Child's Plan meeting consisted of reflecting on the young person's progress in class, with recognition which Paul described as "They're saying what I've actually done well, not everything I've done wrong." Paul described the suspense which was built by an adult describing a previous incident which he felt was in the past. There was some discussion about changes and improvements that could be made with Anika highlighting that she finds it hard to ask for help. Paul was keen for this type of conversation; "This person is discussing what can be changed, this is a good person". At the end of the meeting Nikita thought there was a plan made to support him, however William did not recall an action plan, but this is possibly due to only attending 20 minutes of the meeting. There were also no notes shared with the young people after the meeting, however Anika thought they got a copy of the Child's Plan sent home. (Table 6.6).

Table 6.6

Codebook with the template applied to all data for the 'Procedural characteristics' of meetings.

Code	Definition	Example quote
Reason for meeting	The reason for the meeting being called.	Anika: "to discuss how I'm getting on and everything and to like make things better and all that.
Agenda	The plan for the meeting, items which will be discussed.	William: "Person makes a plan probably [ASL teacher], maybe. I don't know actually, who makes the plans."
Structure of meeting	An obvious pattern to the meeting which could be described as a structure.	Anika: "No, they just talk randomly about things, basically. It's not really in an order. Well, sometimes it's in an order, but they also get side-tracked. If you get what I mean"
Content of meeting	Topics discussed during meeting. Subcode includes 'how I was doing' in school/class, recognition and previous incidents. 'changes to make' and future focus.	Nikita: "in the meeting that I went to, like they were just discussing like, how I was doing in school and what to expect from me and other things, well like, what could happen."

Action Plan	An action plan which aims to change from the status-quo	Researcher: "Do you think that there was a plan made about how to support you?" Nikita: "I think there was"
Minutes / notes	A written record of the meeting.	Researcher: "And after the meeting did any notes come?" William: "No"

The temporal characteristics theme was also relatively small (Table 6.7), it accounted for 1.8% of the total statements analysed. The young people recognised that the meeting was booked during the school day and they would be required to miss class to attend. At times this was welcomed as was the case for Nikita when he expressed "right when I'm in like either Spanish or French" or they miss the meeting as William described "I've just skipped some". Whilst the young people did not talk about the length of the meeting, there was an exchange with William which may indicate that his interpretation of the length of the meeting was determined by how much he witnessed, as twenty minutes would suggest the start of a one hour meeting:

William: "And then we just talked for like 20 minutes, and then I left."
Researcher: "And do you know did the meeting keep going after you left?"
William: "No, I didn't. I don't think so. As far as I know, it didn't."

Table 6.7

Codebook with the template applied to all data for the 'Temporal characteristics' of meetings.

Code	Definition	Example quote
Meeting time conflicting with other activities	A conflict between the time of the meeting and other activities in the young person's life.	Nikita: "So I think the best time for it to happen is right when I'm in like either Spanish or French and right when my test is about to happen. [laughter]"
Length of meeting	The duration of the meeting.	William: "And then we just talked for like 20 minutes, and then I left." Researcher: "And do you know did the meeting keep going after you left?" William: "No, I didn't. I don't think so. As far as I know, it didn't."

The lack of choice these young people felt was prominent in many aspects of the meeting (Table 6.8). The most notable was that they did not feel they had a choice as to whether to attend their meeting or not, as illustrated below:

Researcher: "how do you choose whether to go to your meeting or or to go to class?"

Nikita: "What, I can choose?"

Anika: "No, we don't get the option to choose, they just make us come to the meeting."

However, the young people recognised the value in attending, this was evident when Anika shared that "people hear my opinion" and William said "Without us, the meeting wouldn't even exist in the first place."

The young people also shared that they did not feel they had choice over the location of the meeting or who would be attending. Interestingly, the social norm of remaining seated during a meeting informed Paul's preference for joining the meeting online from home as he felt he had to remain seated when he attended in person "having my budgies rooted to my seat and not being able to do anything". This is worthy of note as a type of support which can be discussed during a Child's Plan meeting is movement and the need for movement, therefore it would be anticipated that these supports would be applied to the meeting setting.

Table 6.8

Codebook with the template applied to all data for the 'Lack of choice'.

Code	Definition	Example quote
Whether to attend meeting or not	A lack of choice in the decision to attend the meeting or not.	Anika: "No, we don't get the option to choose, they just make us come to the meeting."
In who and where meeting will happen	A lack of choice in who and where the meeting will be held.	Anika: "We don't get a choice whatsoever." William: "Absolutely none."
To move around during meeting	A lack of choice about movement during the meeting.	Paul: "my budgies rooted to my seat"

The young people had not been prepared for their Child's Plan meeting (Table 6.9). Anika described it as "All I know is that I've been told I'm going to it and then I arrive" with William echoing with "No, not really. I just went in," there was no pre-meeting orientation. Nikita shared that he'd like to know who would be attending "Like what their name is and like what they usually do". Anika described receiving notification of the meeting, but this did not imply it was an invitation. If they were to independently seek out information about a Child's Plan meeting, Anika said she would "just literally type in [to Google] 'child's plan meeting' and see what it comes up with." The young people had different views of the format of the information they would like to receive, with some suggesting text, poster and film. It is worthy of note that they did not wish for the information to be delivered entirely orally.

Table 6.9

Codebook with the template applied to all data for the 'meeting preparation'.

Code	Definition	Example quote
Who will attend?	Part of the preparation to know who will attend the meeting.	Nikita: "Like what their name is and like what they usually do and I guess it's kind of it."
Notification of meeting	Notification of the meeting in advance including an invitation.	Anika: "For sometimes I get told that I'm going to it a few weeks before or for instance a month before I'll get told oh you're going to a meeting then and I'm like okay."
Pre-meeting orientation	Information to orientate the young person to attend and participate.	Anika: "Don't think I've ever got ready for a meeting. All I know is

		that I've been told I'm going to it and then I arrive."
Format of information	Preference of the format of information.	Anika: "probably a text or something" Nikita: "poster and films" William: "simply."

The collated findings to answer, what are young people's experiences of Child's Plan meetings are in Figure 6.7 below.

Figure 6.7

Final Template for what young people's experiences of Child's Plan meetings

1. Terminology	**6. Procedural Characteristics**
1.1 Additional Support Needs	6.1 Reason for meeting
1.2 Child's Plan	6.2 Agenda
1.3 GIRFEC resources	6.3 Structure of meeting
1.4 Roles	6.4 Content of meeting
1.5 Meetings	6.5 Action Plan
	6.6 Minutes / notes
2. Meeting Interactions	
2.1 Responding to questions	**7. Temporal Characteristics**
2.1.1 Need thinking time	7.1 Meeting time conflicting with other activities
2.1.2 Better when asked questions that can be answered	7.2 Length of meeting
2.1.3 Do not know what to share	
2.1.4 Do not want to speak	**8. Lack of choice**
2.1.5 Agreeing when you don't	8.1 Whether to attend meeting or not
2.2 Adults Speaking	

2.2.1 Asked questions	8.2 In who and where meeting will
2.2.2 Being spoken about	happen
2.2.3 Interpret what is said	8.3 To move around during meeting
2.2.4 Feel bored	
2.2.5 Fair assessment of the situation	**9. Meeting preparation**
2.2.6 Disagreement	9.1 Who will attend?
	9.2 Notification of meeting
3. Meeting Outcome	9.3 Pre-meeting orientation
3.1 Poor memory of meeting	9.4 Format of information
3.2 Influence over decision-making	
3.3 Meetings do not help	**Uncategorised**
3.4 After meeting	Anything else
3.5 Feelings associated with the meeting	Misunderstanding
4. Physical Characteristics	
4.1 Mode	
4.2 Venue	
4.3 Location within venue	
4.4 Meeting room	
4.5 Technology for displaying information	
5. Attendee Characteristics	
5.1 Number of attendees	
5.2 Roles of attendees	
5.3 Unfamiliar attendees	

6.4 Discussion and reflections

6.4.1 Summary of findings

The develop phase provided an opportunity to further explore the participation of young people in their Child's Plan meetings, as well as design an animated film which could be used to help prepare young people for their meeting. Following the review of the film by the young people, further amendments were made based on their feedback.

Throughout the activities, the terminology associated with the child's plan process and meetings themselves were not fully understood by the young people. The finding that language adopted during meetings was a barrier is consistent with those by Kennan et al. (2018) and Moore and Kirk (2010). During the meetings, they described adults speaking and their limited contribution being when invited to respond to the adult's questions. An outcome of the meeting was a critical evaluation with young people feeling it had not made a difference to them, even where they had some influence over the decisions. The physical characteristics of the meeting illustrated that these young people had experienced a range of meeting modes and as a result, hybrid meetings featured in the film animation. A prominent feature of the meeting attendees were unfamiliar adults and how this contributed to feeling uncomfortable. The procedural aspects of the meeting were not well understood by the young people which may contribute to restricting them from preparing for the meeting, in the absence of a clear purpose, agenda or minute. The young people were disempowered by the lack of choices associated with their meeting. This was particularly concerning when considering whether they felt empowered to withdraw from the research, had they wished. The young people were not well prepared for their meetings and therefore struggled to consider what might help. To support the group, making a choice was broken down into stages to facilitate identifying the format they would wish for the information to be presented and a concrete example was used to generate ideas from.

6.4.2 Methodological reflections

The objective of the phase was to take action and create information with and for young people with additional support needs. It was a challenge to develop workshops without knowing the young people, their skills, interests or abilities. Contributing to this was developing a framework which allowed for the scrutiny of the University Ethics Committee and enough flexibility to respond to the young people's needs. The challenges faced in preparing young people for participating in these workshops may mirror the challenges in preparing young people for meetings, requiring flexibility to respond to the individual and enough information to reduce the sense of uncertainty. The initial intention of the young people co-designing the guidance was not fulfilled. Previously, in section 3.3 where participatory models were explored, this research had been described as adopting an active participatory approach, with the outcome being for young people to be included. Their role of co-researchers being part of the action moved to an advisory role, where they had influence over the content of the film. The participatory model (Figure 3.1) described this as 'participant as subject' with the outcome of recognition. However, whilst the young people's identity was protected to ensure confidentiality this also meant they could not receive individual recognition for their contribution to the film.

In section 2.2, the barriers and facilitators of meaningful participation were identified and informed the overall research. In contrast to a well-defined framework, a more guided approach was adopted which allowed the develop phase to be organic and respond to both the young people individually and as a group. Meeting with each young person individually before the workshops was an opportunity to check their willingness and readiness to be involved and to begin developing a trusting relationship over time.

A critique of participatory research is that young people are often denied opportunities to be involved (Aldridge, 2016), however in this instance the PT/SfL teacher assessed the young people to be capable of participating in the project and encouraged them from a place of great enthusiasm. The researcher's role was to ensure that the decision to be involved was with the young people and they did not feel coerced by the adults closest to them.

There were many challenges with the recruitment of young people through education professionals. The researcher's perspective shifted from an insider perspective throughout this stage of the research. Arguably the education professionals were required to trust in the process, the researcher and the topic under investigation, which may have felt exposing dependent on their own view of the success of Child's Plan meetings. The medium of meeting online was considered a barrier by adults and resulted in the young people not being approached. The competing demands on time for adults and one young person was noted and yet each school term is busy therefore requiring choice over competing demands. Where does support planning and developing an understanding of how to make this effective and meaningful come within these competing demands?

6.4.3 Future research

Future research to explore the different perspectives held by young people and adults comparing meeting modes could illuminate the factors which may benefit from being taken into account when preparing. The young people who took part in the workshop did so online and shared experiences of joining meetings online, highlighting the benefit of being able to move around at home or avoid being in a meeting space with many attendees. However, some adults viewed the online forum as a barrier to young people accessing the research and provided this as a reason for not offering young people the opportunity to take part.

Future research could investigate how young people are introduced to the Child's Plan process which could be helpful to explore how young people are introduced to terminology and how they subsequently experience the meaning of that terminology e.g. My World Triangle assessment being revisited in review meetings.

In addition to future research investigating the different perspective as to the purpose of a Child's Plan meeting, it could also be beneficial to understand the role the agenda plays in preparing young people and families for meetings. Along with a deeper understanding of the impact of the a clear purpose and agenda, future research could investigate whether this is a factor which influences the choice to attend the meeting.

6.5 Chapter summary

Informed by 'understanding the problem', this was the develop phase of the 'design the solution' diamond within the Double Diamond Model (Figure 6.8). This chapter explored young people's involvement in Child's Plan meetings from their perspective through co-design workshops and individual sessions. This was used to design an animated film which could allow young people to independently prepare for their meeting. Study limitations (section 6.4.2) and suggestions for future research (section 6.4.3) are considered. The following chapter is the deliver phase where the animated film is trialled and young people's experiences of Child's Plan meetings are explored further.

Figure 6.8

Double Diamond Design Model illustrating progress to current phase with subsequent phase in faded colour.
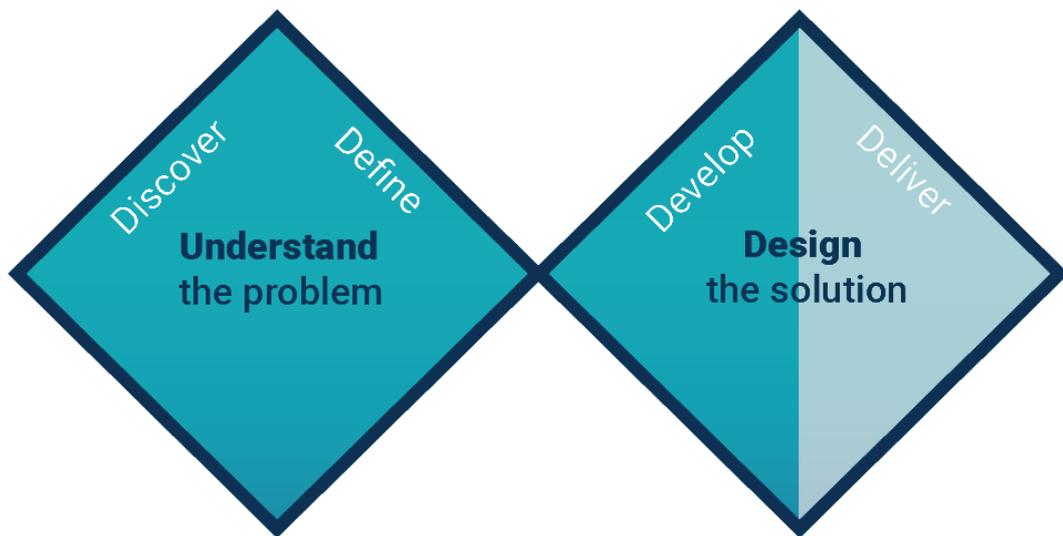
Chapter Seven: Deliver

7 Overview

This chapter describes the objectives and activities for the *deliver* phase of the double diamond model. The objective of this phase was to implement the use of the guidance to prepare young people for meetings, to evaluate their meeting experience and to review the impact of their participation on decision-making.

7.1 Aims and Objectives

The research question was how do young people's participation at the meeting impact decision-making? To answer this, the decision-making process and how young people participated was analysed.

7.2 Method

7.2.1 Recruitment

Following the challenges of recruitment previously (see section 6.2.2), contact via email was made directly to the Head Teacher for each secondary school (n=29) with a carbon copy to the wider Senior Leadership Team of the school which included the Depute Head Teacher with ASN responsibility, the Guidance teachers and Principal Teacher of ASN.

The initial contact provided an explanation of the role the school staff were being asked to play in the project as conduits of information with young people, their families, and professionals, as well as inviting them to participate in the meeting (Appendix AT). A self-selection sampling strategy was adopted with the aim of young people volunteering and not being approached by the researcher directly. The criteria for inviting young people to take part was that they were aged 12-19 with additional support needs which were planned and reviewed using a Child's Plan, young people who were English speaking or where an interpreter would attend the

meeting, where the meeting was taking place online, and where the young person intended to attend the full meeting including the action planning. The Principal Teacher of ASN approached the young people by sharing a one-page information sheet and were asked to opt-in if they wished to participate (Appendix AU). The young people then received a copy of the project information sheet and consent form (Appendix AV). Thereafter, those who were also due to attend the meeting were asked for their agreement to participate (Appendix AW and AX).

7.2.2 Participants

The Principal Teacher of ASN in two schools indicated interest from four young people. However, due to timetabling, availability, and absences this reduced to two young people from the same school, aged 14. The secondary school was in an area with SIMD decile band ranging from two to ten. One young person chose the pseudonym of Jasmine, and the other young person had no preference and was named Simon. Simon reported that he had experienced a Child's Plan meeting previously, whilst Jasmine reported that she had not.

7.2.3 Materials

All meeting attendees joined the meeting online using Google Meet, a videoconferencing application, accessed on a Chromebook provided by the Local Authority. For each interview, a schedule was used (Appendix AY). An evaluation tool of 16-items was adapted and shared with the young people prior to the interview (Hub na nóg, n.d.).

7.2.4 Procedure

Before the Child's Plan meeting, the school staff provided the young people with the animated film from the design phase. This was in addition to the normal preparation the school typically undertook. The Child's Plan meeting took place online. Before the meeting began, agreement to record was sought from all attendees. The

researcher took an observer role and had their camera and microphone off whilst recording. Within three days of the Child's Plan meeting, the researcher met with the young people to gain feedback about the animation film, discuss their experience of the meeting and to consider how their participation influenced decision-making and the action plan.

7.2.5 Ethical considerations

Ethical approval was granted by the University of Strathclyde for this phase of the research (Appendix AZ).

Dominance

The Senior Leadership Team of the secondary school acted as a gatekeeper to both the young people and the staff who had a role in the meeting, whether that were as a facilitator, scribe or contributor. For the recruitment of young people, the adults were required to provide information to them and be willing to participate themselves. During the meeting where adult domination occurred over a young person, it was not in the researcher's role to intervene. During the interview, the researcher gave the young person the option not to answer questions.

The verbal and written information reinforced that individuals could withdraw at any time with no consequences to non-involvement. It was acknowledged that if one individual withdrew consent for the recording of the meeting, then the meeting would not be recorded. To ensure the young person's wish to participate could continue to be respected in the event that adults withdrew from the meeting, the young person could continue to be interviewed.

Coercion

To ensure anyone who did not wish to be recorded during the Child's Plan meeting had the opportunity to voice this, agreement was sought before the meeting. Doing this outside of the meeting reduced social influence.

To reduce the potential influence of the researcher coercing school staff to be involved in the research, none of the schools they were the link Educational Psychologist for nor young people on their case load were approached.

Informed Consent

Active, opt-in consent was sought from the young people for both the meeting and the interview. Following this consent, Parents/Carers and Professionals were also asked for their consent to participate in the meeting.

Confidentiality & Anonymity

During the planning for the meeting, it was intended that the young people would join online from the school environment. This changed for Simon on the morning of the meeting as he chose to remain at home and join with his mum.

The physical environment was set up by the school where the young person joined from school and by the parent where they join from home. It was within their control to ensure the physical space allowed confidentiality, by putting a sign on the door to say 'do not disturb'. The online environment included each person having a space on the screen with their image or icon where they could contribute using their voice. However, there were instances where the young person shared a computer with family members and school staff shared a computer and therefore they shared the controls.

Child's Plans are known to contain confidential information and the purpose of the meeting is usually to discuss the young person's needs and support, including

reviewing and planning the support. All those in attendance (young person, parent/carer, professional) were required to introduce themselves and their role within the meeting. Therefore, there was no option for anonymity, and this would be contrary to the purpose of this forum for collaboration. All those in attendance at the meeting opted to keep their camera on.

The meeting data was analysed with a focus on the decision-making process and therefore the wider context of the young person's situation was not reported.

7.2.6 Analysis of the findings

Qualitative data analysis techniques were compared, and their advantages, disadvantages, feasibility and accessibility were considered for this project (Appendix AAA). Decision-making episodes were extracted from the meeting data and associated interview data. Template analysis was chosen to illuminate the stages of the decision-making process and young people's views of these stages (King, 2012). Each decision-making episode was analysed for the decision-making process and the involvement of the young person. Stages of the decision-making process identified in the literature review formed the a priori codes as well as experiences of young people reported in the design phase.

7.3 Findings

The structure of the Child's Plan meetings followed the structure of the document, updating the demographic information, reviewing the strengths and pressures, then the action plan and concluding by collecting the child's view and parent/carer's view. There was no reference to the wellbeing indicators nor the My World Triangle. Communication at the meeting was entirely reliant on talking and listening as there were no visual representation of either the minutes or the child's plan shared.

The research question was how do young people's participation at the meeting impact decision-making? To answer this question, decision-making episodes were analysed for the stages within a decision-making process as well as how the young people participated and their view of this participation.

7.3.1 Decision-making process

The initial template was based on the decision-making stages identified by Wehmeyer and Sands (1998) and included identifying alternative courses of action as a first stage of decision-making (Appendix AAB). However, of the 18 decision-making episodes, only four involved more than one course of action (Appendix AAC). Therefore, the template evolved to include identification of the need for action to be taken, reasons for this and sharing of information to inform potential courses of actions which lead to a decision. A later template addition was to include a contingency plan where a decision was not reached. See Table 7.1 for the code book.

Where a new decision was made, it followed from a catalyst for change usually described as a pressure e.g. "holding things inside". Following this was a justification of the need for change where different opinions were sometimes shared. Information was provided about the option or options and the adults communicated their preferences by promoting features of the options and sharing potential beneficial consequences. The decision was communicated and where a decision was not reached a contingency plan was made, usually in the form of providing more information.

Table 7.1

Codebook for decision-making process applied to all decision-making episodes.

Code	Definition	Example quote
Identify a catalyst for change.	Identify a pressure, describe the problem which needs addressing.	Simon: I like my teachers but like some classes I don't enjoy but I will attend them. Mum: He spoke about withdrawing from it Heather, if that was a possibility?
Justify the need for change.	Explore why the change is needed including who is motived for change.	Simon: I don't really enjoy History anymore, like I did enjoy it but it's just not as fun as it used to be. Mum: Cos he wants to concentrate on his physics, like he said to you and his maths, cos that obviously goes hand-in-hand with being a sparkie. Guidance: I know it's quite a big class.
Information provided about the option(s)	Information about the options is provided.	Guidance: would it help if I spoke with [history teacher's name]? Simon: Emm, sure.

		Guidance: I've actually had a look at the timetable, and column E is History, you'll be glad to know, which is where you'd be applying for College
Using and weighing the information	Exploring the benefits, drawback, and consequences of the options	Guidance: and if everyone else that is apply has got seven subjects and you've got six, they're going to want to know why that is and what you've done instead, and I just don't want to disadvantage you when you've got such a good career path ahead, to make a change now which could be detrimental, I think we want to make a change, if we've exhausted all other options, and we agree that that's the best thing to do, but we'll definitively come back to that.

Communicate the decision	A decision is made and communicated in verbal or non-verbal form.	Guidance: so I think I would like to keep you in History at the minute, talk to Mrs T, make a plan to apply for the College Simon: Alright
Contingency plan	Where the decision might not be satisfactory, a contingency plan is made.	PT/ASN: That's a positive thing there because if you get into College you'll drop History. So it's a win, so definitely keep at it. Ye?

There were 5 decision-making episodes which were a continuation of actions from a previous meeting and 5 occasions where topics were discussed but no decision reached. Figure 7.1 illustrates that for the review of previous decisions, there was no necessity to weigh up options as alternatives were not explored and as the actions were a continuation of what had been working previously, there were no contingency plans. There was a tendency to indicate the continued need for the action to be taken. The only anomaly was for the decision to add horse riding to Jasmine's timetable.

Figure 7.1

Decision-making process during Jasmine's meeting

Decision	Identify Catalyst	Justify need for change	Provide Information	Weigh-up option(s)	Communicate decision	Contingency plan
Review previous decisions:						
Continuing support for Maths & English	✓	✓	✓	✗	✓	✗
Continue to have no homework	✓	✗	✗	✗	✓	✗
Return to doing horse riding in S4	✗	✗	✓	✗	✓	✗
Continue with baking club	✓	✓	✗	✗	✓	✗
New decisions:						
Talk to someone	✓	✓	✓	✓	✗	✓
Apply for College course	✓	✓	✓	✓	✓	✗
Work on life skills; handling money	✓	✓	✓	✗	✗	✗
Discussion without decision:						
Wearing glasses	✓	✓	✗	✓	✗	✗
S4 courses options	✓	✗	✓	✗	✗	✗
Don't feel safe coming to school	✓	✓	✓	✓	✗	✗

There were topics which were discussed and did not conclude with a decision, for instance that Jasmine does not feel safe coming to school (See Figure 7.1 and for more detail Appendix AAD) and a Neurodevelopmental Assessment referral had been made for Simon (see Figure 7.2 and for more detail Appendix AAE).

Figure 7.2

Decision-making process during Simon's meeting

Decision	Identify Catalyst	Justify need for change	Provide Information	Weigh-up option(s)	Communicate decision	Contingency plan
Review previous decisions:						
Continuing soft-start in the morning	✓	✓	✗	✗	✗	✗
New decisions:						
Link up with the career's advisor	✓	✓	✓	✗	✓	✗
Work with Kate	✓	✓	✓	✓	✓	✗
Guidance teacher speak with History teacher	✓	✓	✓	✓	✓	✓
Courses run by the school next year	✓	✓	✓	✓	✗	✗
Meeting in April being arranged	✓	✓	✗	✓	✓	✗
Discussion without decision:						
Neurodevelopmental assessment	✗	✗	✓	✗	✗	✗
Flexible learning	✗	✗	✓	✗	✗	✗

7.3.2 Young people's participation in decision-making

In the previous section, the decision-making episodes took account of all those in attendance at the meeting. This part of the analysis focused on the young people's participation and the role they played in decision-making. The preceding speaker's contribution was analysed for what the young person was responding to. The a priori coding focused on the types of questions asked due to this being a factor reported by young people in the design phase.

A total of 40 contributions were made by young people during the decision-making episodes (see Appendix AAF and Table 7.2). Young people were invited to contribute, and the majority were in response to questions; fourteen closed-ended questions, eight leading questions and nine open-ended questions. The adults offered a statement on nine occasions and the young people vocalised agreement through 'hmm' or said 'yes', 'yeah', 'right', 'ye' and 'alright'. There were no instances of disagreement vocalised. There was an instance where Jasmine volunteered additional information. Jasmine received the PT/ASN's comment about a new teacher and Jasmine responded by sharing what the teacher had said about her progress. It is worthy of note that the young people did not ask any questions during the meeting.

Table 7.2

Codebook for young people's participation applied to all decision-making episodes.

Code	Definition	Example quote
Closed-ended question	A question which prompts limited responses such as yes or no.	Guidance: Do you wear glasses at all Jasmine? Jasmine: No.
Leading question	A question which includes information which the respondent confirms.	Mum: You like that, you want to continue doing that, don't you? Jasmine: Yeah.
Open-ended question	A question which prompts a response that the person constructs for themselves.	Guidance: anything that's been tricky this year or you think Jasmine or Mum that you need any extra support with? Jasmine: No.
Statement	A statement is made, and the respondent acknowledges they'd heard the information.	Guidance: you always try really hard, but sometimes you find things a bit tricky. Jasmine: Yes
Voluntary information provided	A contribution which was unsolicited.	PT/ASN: and you've got Mr. [teacher name]? Jasmine: Mr. [teacher name] has been like saying that I have been making progress and he has been helping me a lot in that class.

For new decisions, the facilitator or scribe initiated the catalyst for change, yet the scribe had a dual role of having spoken with young people prior to the meeting which allowed them to raise concerns on behalf of the young people.

7.3.3 Evaluation of the meeting experience

The animated film was accessed by both young people prior to their meetings. Simon reported that "it did help quite a bit", whereas Jasmine said it was "not really that useful". Simon described his experience of meetings as "relatively close to the video". When asked how the film could be improved, Jasmine suggested knowing "what questions are going to be asked, so you can like think about it more, and like, give your proper answer".

The meeting experience was evaluated using an adapted questionnaire which incorporated the Lundy model of space, voice, audience and influence (Appendix AAG). Simon's evaluation was generally positive, scoring four and five stars out of a possible five stars. On the other hand, Jasmine scored low on feeling safe and comfortable giving her opinions, as well as understanding why she was asked for her opinion. Statements which were scored highly by both Jasmine and Simon included "I got enough information to help me give my opinions" for voice, "I know who wants to hear my opinions" for audience, and "I think what I said today will be taken seriously" for influence.

An initial template analysis of the interview data aimed to identify evaluative comments relating to associated feelings about the meeting, events which occurred before and after the meeting, what their priorities were and their reflection on the level of influence they had (Appendix AAH). The codes evolved to more specific evaluative topics (Table 7.3). The young people did have knowledge of the attendees invited to the meeting; however, Jasmine's dad unexpectedly joined the meeting. Changes were planned during the meeting and Simon felt better knowing how the

situation could be resolved. Both young people asked questions in the interview to gain clarity about topics which they did not ask about during the meeting; for Simon this was about soft start and for Jasmine it was about the different organisations she could speak with. Jasmine reflected that she had coped with the feeling of fear by lying and saying no. Both Jasmine and Simon felt they had shared their point-of-view and Simon indicated that the adults would have been 'shooting in the dark' without it. Following the meeting, both young people reported that the meeting was not discussed. There was no reference to the role of the facilitator of the meeting or the PT/ASN who adopted the role of advocate.

Each decision was scaled on the level of influence the young people felt they had over the decisions, with 1 representing low influence and 10 representing high influence. Whilst Simon was generally confident he had influenced the decision-making (see Table 7.4), Jasmine was less sure (see Table 7.5). Simon indicated he had less influence on the choice of courses running in the next academic year, the arrangements for the review meeting and the Neurodevelopmental Assessment. Jasmine indicated she had less influence over the decisions regarding continuing support for Maths and English, continuing to not have homework and the target about handling money.

Table 7.3

Codebook for evaluation of meeting applied to all interview data.

Code	Definition	Example quote
Knowledge of attendees	Young people knew who would be attending their meeting.	Researcher: Okay, so you knew everybody that was going to be there. So was your dad, a surprise to have him joining? Jasmine: Yeah, he usually doesn't like joining in with that stuff.
Changes were planned	Young people recognised that changes and modifications were planned during the meeting.	Researcher: Do you remember how it made you feel? Simon: Oh, made me feel better. Because I knew that I would be able to, like, go to college soon. Instead of going to a class, I was no longer enjoying.
Asking for clarity	Young people asking questions to gain more information for clarity.	Researcher: During the meeting when the counsellor and [name of third sector organisation] were mentioned, did you feel able to ask a bit more about it? Jasmine: No

Coping with feelings	Young people's approaches to coping with feelings generated during the meeting.	Researcher: How did you feel the adults around you responded to that information? Jasmine: I felt like they like didn't believe me. But it's my mum in particular. And how she said, "Do you feel that right now?" Because obviously I felt scared to answer to say "Yeah, a little bit". So I just said, eh, "no".
Shared my point-of-view	Young people shared their perspective during the meeting.	Simon: Because like, if without my opinion, there'd just be shooting in the dark. Like they will not know what I would be wanting if they didn't take my opinion.
Follow-up after the meeting	An adult spoke with the young person after the meeting.	Jasmine: And at the same time, scared of what my mom was going to think about, how she heard that I felt scared in school and all, I was like, scared to go back home to see what

		she would think about that.
		Researcher: And what did happen when you got home?
		Jasmine: Nothing really, she didn't really talk to me about it.
Level of influence over decisions	Young persons assessment of the level of influence they had over the decisions and subsequent action plan.	Researcher: how much influence did you feel you had over those decisions? Simon: Oh, definitely, most of it.

Table 7.4

Scaling of the level of influence over decisions by Simon

Decision	Scale
Review previous decisions:	
Continuing soft-start in the morning	8
New decisions:	
Link up with the career's advisor	9
Work with Kate	8
Guidance teacher speak with History teacher	9
Courses run by the school next year	6
Meeting in April being arranged	6
Discussion without decision:	
Neurodevelopmental assessment	6
Flexible learning	7

Table 7.5

Scaling of the level of influence over decisions by Jasmine

Decision	Scale
Review previous decisions:	
Continuing support for Maths & English	5.6
Continue to have no homework	1
Return to doing horse riding in S4	10
Continue with baking club	10
New decisions:	
Talk to someone	10
Apply for College course	10
Work on life skills; handling money	6
Discussion without decision:	

Wearing glasses	-
S4 courses options	-
Don't feel safe coming to school	-

The influence of the young people on the decision-making process was further evaluated by exploring the options and information available to them (Appendix AAI). Young people who participated in their meeting reported that they did impact the decision-making. Their expectations of what role they would take to achieve this was low. Both young people report they were unsure of what was meant by certain terms and did not feel able to ask for clarity.

7.4 Discussion and reflections

7.4.1 Summary of findings

The objective of this phase was to implement the use of the animated film to prepare young people for meetings, to review the impact of their participation on decision-making and to evaluate their meeting experience. The deliver phase was an opportunity to test the final prototype in contributing to preparing young people for their Child's Plan meeting. Arguably, some of the content of the film provided information which was not reflective of the reality of the meeting, for instance the wellbeing indicators and My World Triangle were not referred to. Furthermore, due to the meetings being held entirely online, this was different to the hybrid model represented in the film.

To review the impact of the young people's participation on decision-making and evaluate their meeting experience, the interactions during meetings were analysed to explore the decision-making process and how young people participated. From a total of 18 decision-making episodes, 8 were for new decisions, 5 were continued

actions from previous meetings and 5 were topics discussed with no decision made. Occasions where no decision was made, there was a contingency plan agreed. New decisions were a consequence of a 'pressure' being identified and this was a catalyst for change. It was the facilitator or scribe who initiated the catalyst for changes, not the parents or young people.

The decision-making process for a new decision included the following steps:
1. Identify a catalyst for change
2. Justify the need for change
3. Information provided about the option(s)
4. Using and weighing the information
5. Communicate the decision
6. Contingency planning

Meanwhile, where a previous decision was being reviewed or where no decision was reached, only some of these steps were evident.

As previously mentioned, (see 1.2 Scottish Legislation), Section 3(1)(b) of the Education (Additional Support for Learning) Act 2004 as amended by the Education (Scotland) Act 2016 highlights the provision of the assessment of capacity of the child. It is useful to read across from this assessment of capacity to the actual decision-making in a meeting as it identifies several steps that help illuminate the findings (Table 7.6). The aligned steps were 'making a decision' and 'understanding the decision and its implication' but not regarding the retention of the memory of the decision. Recognising that there is more involved in making a decision and anticipating the implications may assist in identifying where challenges for people and additional support or learning opportunities may arise. This has implications for how adults assess the capacity of young people to make decisions, as the specifics of the decision being made should be considered. Also, the approach may be informed

by making a distinction between expecting a young person to participate by sharing their views from the actual decision-making.

Table 7.6

Compare assessment of capacity with decision-making steps

Education (Scotland) Act, (2016)	Chapter 7 Findings
(i) to make the decision,	1. Identify a catalyst for change 2. Justify the need for change 3. Information provided about the option(s) 4. Using and weighing the information
(ii) to communicate the decision,	5. Communicate the decision
(iii) to understand the decision and its implications for the child,	4. Using and weighing the information 6. Contingency planning
(iv) to retain the memory of the decision	

A further analysis was conducted to investigate how young people participated during the meeting. A total of 40 contributions were made by young people, the majority in response to questions asked by the adults. This is consistent with what young people reported during the design phase and findings by Doronkin et al. (2020). The young people spoke following a closed-ended question, leading question, open-ended question, a statement and on one occasion voluntarily provided information. There were no instances of young people disagreeing with the adults nor asking questions of the adults.

Simon evaluated the meeting experience relatively positively. He had previous meeting experience to draw on and there was no conflict during the meeting. Whereas Jasmine had her first meeting experience and there were differences of option regarding who she should confide in. Whilst neither young person asked questions during their meeting, they did ask for clarity during the interview about the meaning of some of the terminology adopted. Jasmine wanted to know the questions in advance to give her thinking time and this echoed Anika reporting needing thinking time. This is not only desirable by these young people, but also the use of a scripted set of questions was found to increase interactions (Kozik, 2018).

7.4.2 Methodological reflections

The benefit of interviewing the young people promptly following the meeting was their ability to recall the details of the meeting, however it did not allow time for the actions to be implemented. This phase involved a small sample of two participants from the same school, which limits the generalisability of the findings, however, it contributes to the exploratory nature of this research. The findings are based on two meetings of which were both single agency Child's Plan meetings, neither of which could be described as Solution Focused Meetings. There are limitations to applying these findings to a multi-agency meeting, however there were unique features to each decision and the context in which it happened. The film requires additional trialling and potentially a separate film to introduce the GIRFEC resources. There was one researcher analysing the findings and reliability could be improved with more than one researcher applying the template and establishing a level of agreement.

An evaluation of the meeting experience was included, however there are limited tools available for this purpose. An outcome of this research could be to co-produce a checklist with adults to support preparing for meetings and the same information being available to young people as a reflective tool to consider whether this was achieved.

7.4.3 Future research

Future research could explore the impact of the implementation of the action plan and whether with young people's increased agency actions were more successful than others. A longitudinal approach to future research, could help explore the initial introduction to the Child's Plan process and how this is built-upon with each formal and informal meeting. Furthermore, the skills required for young people to meaningfully participate in meetings could be investigated and compared against the amount of preparation required following experience and practise.

7.5 Chapter summary

This chapter reported on the implementation of the guidance to prepare young people for meetings, reviewed the impact of their participation on decision-making and evaluated their meeting experience. The meeting interactions were analysed using Template analysis and decision-making episodes illuminated six stages of the decision-making process during Child's Plan meetings. Young people's contributions during the meeting tended to be in response to questions. There was variability in the evaluation of the meeting experience and how helpful the animated film prepared young people for their meeting. Through detailed analyses and reflections, this chapter contributes valuable insights to both the academic discourse and practical application of strategies aimed at empowering young people in decision-making processes. Acknowledging the inherent constraints and limitations of the study, the chapter offers a reflective analysis and sets the stage for further refinement and expansion of research methodologies in subsequent studies.

7.6 Conclusion to designing the solution

The first diamond in the Double Diamond Design Model (see Figure 7.3) represented understanding the problem, and the problem identified was with the preparation of young people before the Child's Plan meeting. The second diamond in the Double

Diamond Design Model (see Figure 7.3) represented designing the solution to this problem and here the findings are integrated from the develop phase (chapter 6) and the deliver phase (chapter 7). A leaflet about meetings had been critiqued during the develop phase and the outcome of that phase was a single solution for trialling, the animated film. Whilst the evaluation of the film was not conclusive in contributing to the preparation for the meeting, or their decision to participate in the meeting, the final phase had a beneficial impact in developing an understanding of decision-making within formal meetings.

Figure 7.3

Double Diamond Design Model illustrating conclusion of current diamond with no phases with faded colour.
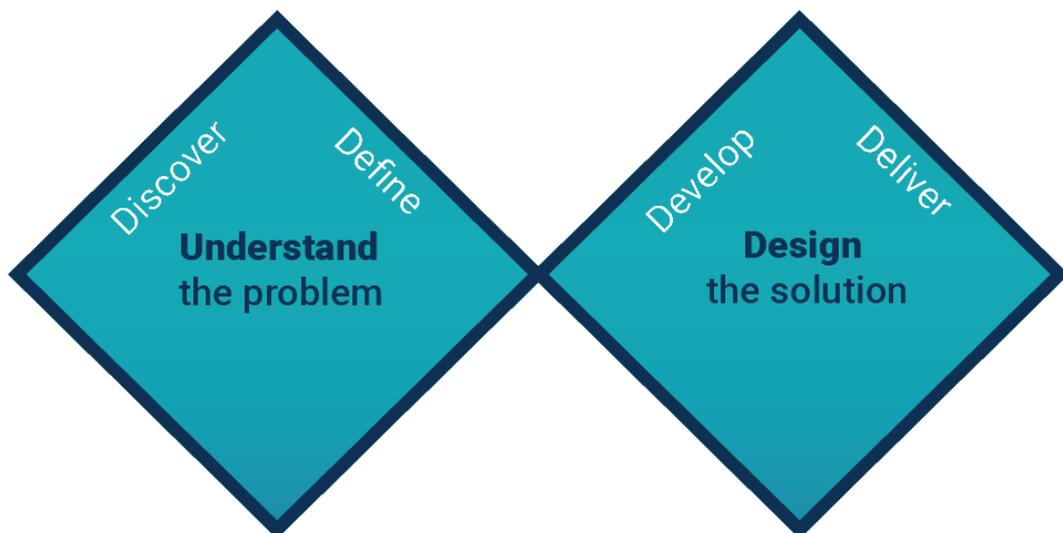
Chapter Eight: Discussion, reflections and conclusions

8 Overview

The final chapter revisits the original aims of this thesis and considers the extent to which research through participatory research methodology has met these aims. Presented here is a summary of the main findings situated in relation to existing literature. Implications for practice and recommendations for future research concerning the participation of young people in decision-making at meetings are suggested.

8.1 Aims and objectives of the thesis

The objective of this thesis was to explore the participation of young people with ASN in decision-making at their Child's Plan meetings. This research was an exploratory mixed methods project which adopted a participatory research methodology through the use of the Double Diamond Design Model which aimed to make changes in practice working alongside young people. Each objective will be addressed drawing from the findings from each phase of the study. The chapter will conclude with highlighting limitations, implications for practice and further research.

8.2 Objective 1: to discover what meeting characteristics young people experience at their meetings and what prepares them for this experience.

Meeting characteristics from business meetings were applied to those where young people's support was planned and reviewed. The psychological characteristics included participation, satisfaction and feelings, whilst the structural characteristics included physical, attendee, procedural and temporal characteristics.

8.2.1 Participation

In the synthesis of reviews, participation in decision-making was defined as including sufficient and appropriate information for the decision-making process, the

opportunity to express views freely and the potential for those views to affect the decision (Bessell, 2011, p. 497). Meanwhile participation at meetings was considered in terms of the active engagement of attendees, "such as expressing ideas and unique viewpoints, sharing knowledge, and expressing consent or disagreement" (van Eerde & Buengeler, 2015, p. 180). Together, there is an emphasis on the expression of views and sharing of information. Whilst this echoes both article 12 and 13 of the UNCRC, in practice how do young people experience participation at their meetings? The discover, design, and deliver phases all reflected that often, young people's contributions were in response to direct questions and with single word utterances. In this study, young people did not ask questions of the adults during the meetings and reportedly had limited opportunity after it. The purpose of the meeting and the role expected of young people may be to approve the decisions, however this may be experienced by young people as an interrogation when they are mainly questioned. These are important findings with implications for the information young people may need prior to the meeting, support to gain information during the meeting and how multi-agency partners engage with young people to provide consultation.

Participation in 'everyday decisions' where the outcome was less risky were more likely than 'major life events' or 'shared care plans' (Delgado et al., 2023; McPherson et al., 2021; Moore & Kirk, 2010). Children's involvement was less likely to be encouraged by parents when the consequences of making a wrong decision were perceived to be great (Moore & Kirk, 2010). This study did not investigate the perceptions of risk or right/wrongness of the decisions, however it can be hypothesised that due to the cost implications for providing support, the adults may intervene informed by their knowledge of funding. For example, Jasmine was directed toward the third sector organisation which provided a free listening service compared with the school counselling which is funded by the Scottish Government.

8.2.2 Terminology

In the design phase of this study, the theme of terminology permeated all other themes and young people were not familiar with Additional Support Needs, aspects of the Child's Plan document, the GIRFEC resources, different roles associated with the Child's Plan process and specific terms related with formal meetings. This is consistent with the literature which found that terminology adopted by adults was a barrier to young people participating in meetings and these included medical terminology, jargon (Kennan et al., 2018; Moore & Kirk, 2010), and acronyms (Doronkin et al., 2020). However, Royer (2017) developed a curriculum to prepare young people to lead their IEP meetings and less jargon was used in these settings.

8.2.3 Feelings

Young people who responded to the survey reported a variety of emotions following their meetings including reassured, confused, listened to, calmer, hopeful, overwhelmed, stressed and sad. From the design phase, young people reported feeling dread at the prospect of the meeting and once at the meeting, not feeling included, and feeling trapped. From the deliver phase, Jasmine scored low on feeling safe and comfortable giving her opinions during the meeting. She coped with the feelings of fear during the meeting by lying and saying no. These findings reflect the literature where young people reported feeling apprehensive, shy, and daunted about their meetings (White & Rae, 2016) potentially due to the uncertainty about what to expect which fuller preparation may alleviate. The uncertainty of who will be at a meeting may be a compounding factor for someone with social anxiety. Although there was preparation for being involved in the design phase workshops, a level of uncertainty may also have been a factor which contributed to some of the challenges with participating in this phase.

8.2.4 Satisfaction/outcome

Arguably there are many factors contributing to the outcome and associated satisfaction with a meeting. In the design phase, young people had an interpretation of the reason for the meeting, but they were not clear on its purpose. With a lack of clarity about the goal of the meeting the evaluation of the meeting experience was generally negative with young people reporting they did not feel the meeting helped to change or improve anything. However, they also reflected that they had a poor memory of the meeting. The young people in the deliver phase were supported to reflect on the action plan generated during the meeting and with the prompt of the action plan displayed visually, they could answer questions about the detail of the arrangements required to achieve the action. It is possible that interviewing the young people within days of their meeting and facilitating the discussion by providing them with the action plan did not allow for difficulties with recall to emerge. Previous literature found young people were not aware of the outcome of the meeting (Muench et al., 2017; White & Rae, 2016). A means of overcoming this was young people felt it was important to speak with an adult after the meeting to clarify what had been decided (Roesch-Marsh et al., 2017). The young people in both the design and deliver phase reported that they did not speak with an adult after their meetings. In future, adopting the 'Drawing the ideal meeting' technique may support reflection about the meeting experience and revisiting any visual representation of the outcomes may support recall.

As illustrated in section 1.2, the legislation suggests a child has capacity to make a decision where they have sufficient maturity and understanding, to communicate the decision, to understand the decision and its implications for the child, and to retain the memory of the decision (Education (Scotland) Act, 2016, p.29). Caution should be taken when interpreting the young people reporting they have limited recall of the decisions taken at the meeting, due to the length of time which may have passed, as well as their understanding and level of involvement.

8.2.5 Physical characteristics

The survey results suggested that young people who attended their meeting were more aware of where the meeting was arranged to take place. However, they tended not to have a say in those arrangements. The literature provided limited information about the meeting setting and environment including the location, layout, seating arrangement, lighting, temperature and whether refreshments were available. A unique aspect to meetings involving young people were the technology for displaying information. By displaying information throughout the meeting, it offers transparency to the process and the outcome, as well as opportunity for dual coding. The means of displaying this differed between the meeting being in person, online or hybrid by either using flip chart paper or a document online. The young people in the design phase described the location of the meeting room within the school as contributing to their privacy or lack of privacy. This may have contributed to some young people preferring to join the meeting online from home. In addition, this preference also offered choice to get-up and move within their home environment. When adults arrange meetings, having a degree of flexibility to respond to the individual needs of the young person is paramount.

The number of attendees in the room and therefore contributing to the overall physical environment was highlighted as intimidating by one of the young people. Anika specifically referred to walking into the room once all the attendees were present. The sense of crowding can be identified as a challenge within some young people's daily life and could be considered for their meeting environment also. As part of the preparation for a meeting, it could be helpful to find out a young person's preference for being in the room for attendees to join them, to enter after other attendees or at the same time.

8.2.6 Attendee characteristics

In the deliver phase, the young people knew all attendees at their meeting, however Jasmine's dad chose to attend which was uncommon. During the design workshops, young people highlighted that there were unfamiliar adults at their meeting, which was consistent with reports in the literature (Diaz et al., 2018). Anika suggested it could be helpful to have information about professionals before they join the meeting such as "who they are, what they do, what they look like". The survey results suggested that young people who attended their meeting were more aware of who else was invited to the meeting, potentially due to having met them. It could be theorised that knowledge of who will be attending the meeting could influence the decision to attend or not.

Anika indicated there were some things she did not wish to be discussed but did not feel she had any influence over whether those topics would be raised or not. In addition to not fully understanding the purpose of the meeting and potentially the reason for some attendees being invited, of which young people do not feel they have a say in deciding who attended the meeting, this young person was highlighting no choice about the information being shared with these adults. This has implications for data protection, child's rights and ethical practice.

The synthesis of reviews highlighted that trusting and respectful relationships need to develop to enable participation. These relationships develop over time and through more than one meeting (Foster et al., 2023). Taking into account that young people perceive the passage of time slower than adults, a professional attending a meeting every six-months or annually is likely to have limitations on the development of that relationship. The implications of this may be that young people require a high level of preparation for each meeting, not just their first.

8.2.7 Procedural characteristics

The Child's Plan document was found to form the structure of the meeting during the deliver phase. This style of form-driven meeting, where the document determines the agenda and topic progression was also found with IEP meetings (Doronkin et al., 2020). It brings into question whether the purpose of the meeting is to update the documentation and how the experience could be different for young people if the meeting structure was tailored to a different purpose and not the document.

There was no meeting agenda for the Child's Plan meeting. If the Child's Plan document is taking the place of an agenda, then young people need to have accessed this. From the survey, all those who had attended their meeting had seen their Child's Plan and most had read it or had someone else read it to them. This was not the case for the young people in the design phase. There were no minutes of the Child's Plan meeting, however as it had been structured around the Child's Plan document, it might be assumed that an updated Child's Plan reflected the record of the meeting. It could be argued that a Child's Plan meeting can have different purposes including information sharing, problem-solving, and decision-making. Young people described general reasons for the meeting but were unable to identify the purpose or goal of the meeting. As illustrated in section 1.5, for young people to engage in discussions about change, there needs to be a readiness for that change. Vis et al. (2011, p. 332) emphasised "readiness for change may indeed be one of the most important pre-requisites for participation". Recognising the need for change, as described by Prochaska et al. (1997) as the contemplation stage may determine whether a young person views there to be a necessity to participate or not. Autonomy in deciding to participate may be determined by the young person's own assessment of the need for change from the status quo. Therefore, co-producing the agenda may ensure that the desired outcome from the young person's perspective is identified by including what is important to them. A co-produced agenda has the potential to include topics the

young person wants to be discussed in the meeting forum and inform who is invited to attend.

8.2.8 Temporal characteristics

Young people are not solely deciding whether to attend their meeting or not, they are choosing between the meeting and other commitments such as lessons. These competing demands on their time may also influence the length of time they remain in the meeting. Where meetings follow the structure of the Child's Plan, the action planning occurs at the end of the meeting. As illustrated by William, where young people do not remain in the meeting to the end, they can be unaware of the decisions made. Whilst Social Workers attempted to hold meetings at the end of the school day (Roesch-Marsh et al., 2017), for many schools there are more Child's Plan meetings than after school availability. Part of preparing young people for their meetings could involve assessing the length of time they could engage in a meeting environment and plan the meeting structure to ensure they can influence some decisions and either reconvene at later date to continue or have another means of the young person contributing their view e.g., an advocate. However, the limitation in this scenario is that the young people miss out on hearing from other attendees, and asking questions of professionals they may have limited access to.

In section 4.2.2.3, none of the papers described what happened after the meeting in relation to the young people being expected to continue with their normal day. In the design phase, William reported that he went back to class. Yet following social care meetings, young people described feeling 'emotionally and physically drained' (Diaz et al., 2018, p. 277). An aspect of preparing for a meeting could therefore include planning for the period of time after the young person leaves the meeting and their readiness to continue within a learning environment immediately or not.

8.3 Objective 2: to define the problem which young people with ASN may experience when participating in the decision-making at their Child's Plan meeting.

Although the initial objective was to define the problem which young people may experience *when* participating at their Child's Plan meeting, it became apparent that awareness of the existence of the Child's Plan and being invited along to the meeting may not occur. Which can mean young people do not get the opportunity to participate in the decision-making in these formal forums. This informed a re-focus on what happens prior to a meeting which leads to the young person being able to participate. Specific aspect of preparation associated with meeting design characteristics are acknowledged above. Below are additional considerations for preparation.

8.3.1 Providing information to young people

Young people are reliant on adults for information about their meetings and not all adults are preparing young people. Those who do prepare young people report that they provide information about the logistics and content of the meeting. Nearly half of the young people responding to the survey felt they had been prepared somewhat. However, from the design phase, young people did not feel they had been prepared and there was no pre-meeting orientation. Literature into young people's participation in decision-making found they had access to limited information (Boland et al., 2019; Delgado et al., 2023; Kennan et al., 2018; Moore & Kirk, 2010; Toros, 2021a, 2021b). Furthermore, young people did not recognise that a review meeting was where they would glean information about "what was happening, what to expect or what decisions needed to be made" (Delgado et al., 2023, p. 14). Together, this indicates that foundational aspects of preparing for a meeting are not consistently occurring.

During the design phase, the young people had different views on the format of the information they would like to receive, with some suggesting text, poster and film. It is worthy of note that they did not wish for the information to be delivered entirely orally. Yet, the SFM training needs analysis highlighted that a conversation before the meeting between the guidance teacher and the young person was the only means of preparation for a meeting. Providing information verbally may also go some way to explain the young people having limited recall of the details. Whilst there is preparation information for the target audience of adults, there were no resources available tailored for young people and with a focus on Child's Plan meetings. Therefore, the problem identified was a lack of available information prior to a Child's Plan meeting which could be independently accessed.

Sales and Vincent (2018, p. 74) reported on the wider EHC process and noted that four young people suggested that to improve meetings, they could be told who would be at the meeting in advance, letting them know what would happen at the meeting and give them opportunities to record their views prior to the meeting.

8.3.2 Gathering information from young people

Interestingly, the SFM needs analysis found information gathered from young people prior to a meeting included their preferences for how to engage with the meeting. For this to occur, school staff will have provided information to inform the decision-making for instance choosing between joining the meeting online or in person and the implications of each.

The SFM training needs analysis indicated a range of topics guidance staff glean from young people about home and school. It is possible that the breadth of the Child's Plan and the narrower meeting purpose is in conflict. However, this depends on whether the meeting purpose is to update the content of the Child's Plan. Whereas, if the meeting purpose is to plan support for current challenges faced by the

young person and review the support already in place. Arguably then, the My World Triangle Assessment could be updated, and attendees directed to read it prior to the meeting, thus allowing the meeting time to be focused on planning the support.

8.3.3 Support required to attend meeting not reported in Child's Plan

The Child's Plan audit found that the section of the Child's Plan used to record the 'support required to attend meetings (child and parents)' did not provide information which could be implemented. Following a young person's first experience of a Child's Plan meeting, it could be helpful to gain feedback to inform changes for the next meeting and for this developing understanding based on experience to be documented.

8.4 Objective 3: to generate ideas and solutions to the problem identified in the define phase.

The design phase explored young people's involvement in Child's Plan meetings from their perspective. A leaflet about meetings was critiqued and the outcome of that phase was a single solution for trialling, the animated film. The animated film could allow young people to independently prepare for their meeting.

The intention had been for the young people to co-design the materials, however it became apparent during the workshops that this was not going to be achieved. The animated film combined their descriptions with Scottish Government guidance from GIRFEC and findings from the literature. Considering the challenges with understanding the associated terminology, a co-design group may require opportunities to learn more about GIRFEC to actively participate in designing materials. The development of this could be informed by the approach used for the My IEP curriculum (Royer, 2017).

The content of the animated film was generic, aiming to be relevant to most young people attending a meeting. The evaluation suggested that young people were looking for more specific information relevant to their context e.g., who will attend and what role they will play to explain why they are in attendance. Unfortunately, an animated film format does not lend itself to personalisation but could provide an overview.

8.5 Objective 4: to implement the use of the guidance to prepare young people for meetings, to evaluate their meeting experience and to review the impact of their participation on decision-making.

In the deliver phase, two young people were prepared for their Child's Plan meetings using the animated film. They evaluated both the animated film and their overall meeting experience with notable differences. One young person was particularly positive about the meeting experience, the animated film and the outcome of the meeting. This was not their first meeting experience. Meanwhile the other young person, where this was their first experience of a meeting, there were challenges within the relationship dynamic and she did not find the animation film prepared her for this.

8.5.1 Participation in decision-making

The young people participated following invitation to contribute by the adults, this was mainly in response to direct questions and on occasion to a statement. The extend to which this influenced the decision-making directly is unclear.

The deliver phase found 18 decision-making episodes, 8 for new decisions, 5 for decisions which were a continuation of actions from a previous meeting and 5 occasions where topics were discussed but no decision reached.

The decision-making process for a new decision included the following steps:
1. Identify a catalyst for change
2. Justify the need for change
3. Information provided about the option(s)
4. Using and weighing the information
5. Communicate the decision
6. Contingency planning

Future research could explore more specifically the direct influence young people have on decision-making at meetings and whether the level of influence they feel they have is associated with particular steps within the decision-making process. The young people scaled their level of influence ranging from 5.6-10 on a 10-point scale. Also, it could be informative to investigate the impact of having a range of options to choose from and whether more options contribute to increases feelings of satisfaction.

As noted in section 2.2.2, the literature found that the type of decision and its associated risk was a barrier to young people participating in decision-making (Boland et al., 2019; Delgado et al., 2023; McPherson et al., 2021; Moore & Kirk, 2010). Future research could explore the risk assessment of decisions from different points of view and whether this affects the level of influence.

8.6 Limitations of the research

This research was conducted with young people in a rural local authority in Scotland. The thesis is an exploratory study focused on the formal meetings component of the wider 'service' context which young people experience through the implementation of GIRFEC. The findings are likely to be applicable to other local authorities in Scotland.

Whilst the problem identified related to a lack of preparation for meetings, arguably there were additional problems identified and not addressed by this project, including how young people are introduced to the child's plan process, including the document and associated resources. The cyclical nature of the Double Diamond Design Model (Design Council, 2022) means that the findings from this project can inform future work at any phase. Furthermore, aligning with the 'put people first' principle which considers all stakeholders, the views of education, health and social care staff who prepare young people for meetings are a potential avenue for future research, as they personalise the preparation to individual young people.

A limitation of this model in comparison to models (Appendix AAJ) such as Improvement Methodology (Langley et al., 2009) or Implementation Science (Kelly & Perkins, 2012) relates to spreading (replicating the intervention in other contexts) and scaling up (building foundations to support full implementation) the innovation beyond the local context (Greenhalgh & Papoutsi, 2019). Whilst this small sample of young people provide some insight into their experience, it only takes one adult to personalise the preparation. However, to offer information for young people to access independently, ideally the prototype could be used at a national level and be available alongside other tools promoted by the Scottish Government. The Scottish Government website offers a foundation for scaling up and achieving a wider reach with the potential for a section specifically for the target audience of young people and to collate tools developed across local authorities. The Double Diamond Design Model concludes with an outcome from the deliver phase (Figure 8.1) but does not address the spread or scaling up of the innovation.

Figure 8.1

Double Diamond Design Model (Design Council, 2022)
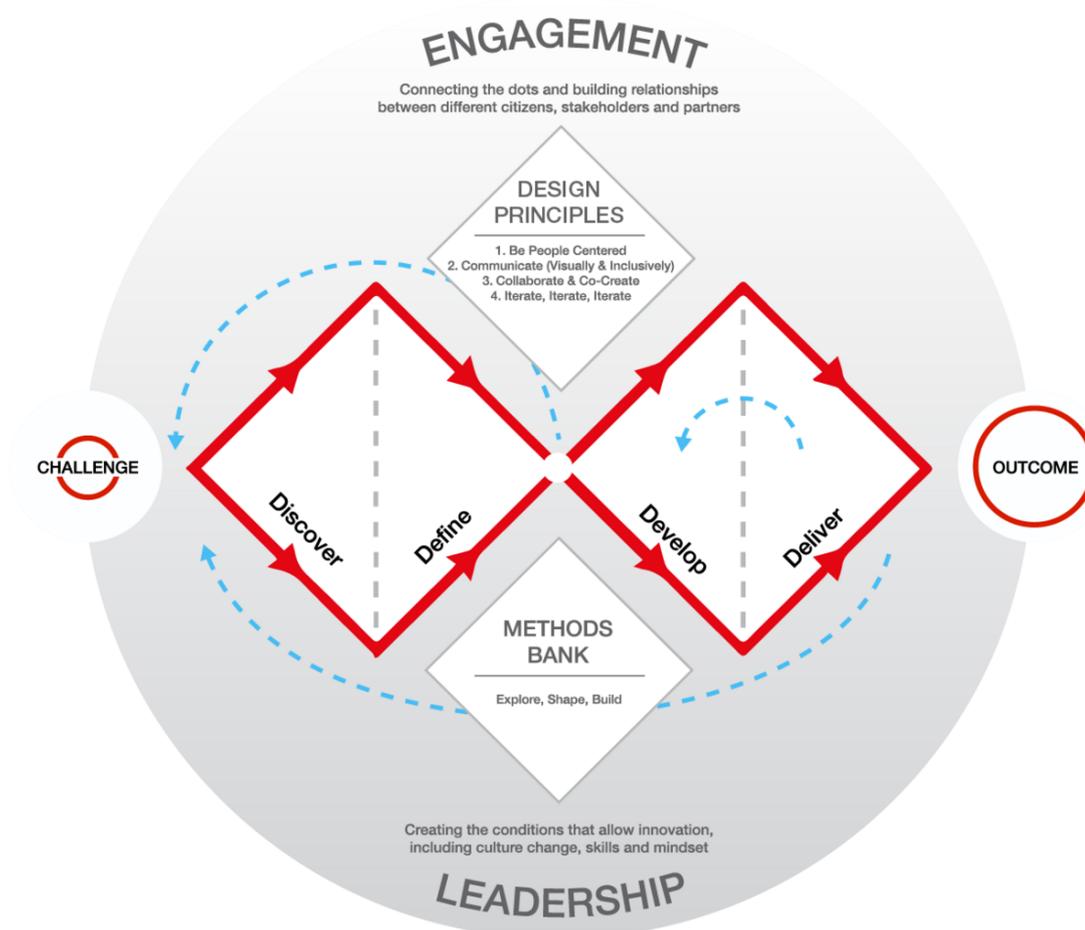
The flexibility of the Double Diamond Design model in terms of the choices the research team can make to fulfil each phase within a unique context can be considered a limitation when considering the reliability of the approach. As an exploratory study, this research has adopted a range of methods, each with their own limitations. However, many of the findings have been consistent from the different phases, suggesting these are reliable.

Discovering that the language associated with both GIRFEC and meetings was unfamiliar to many of the young people means that where data collection methods

could be responded to independently, the reliability of responses may be limited. Where data collection methods were supported by the researcher, the relationship which developed both during the workshops and interviews may have played an important role. However, a combination of text, visuals and speech were used to support comprehension. Zentel et al. (2007) suggested for the highest level of understanding, presenting information to people with Learning Disabilities it was best to use a combination of text, symbols and speech.

The researcher worked independently for screening and selecting literature, as well as analysing and interpreting findings in each phase. To increase reliability, a wider research team could re-analyse the data and design of the templates. As well as a critical appraisal of the literature. Following the synthesis of reviews, a further review of the primary research in education may have contributed to a wider understanding of decision-making by young people and how adults give their views due-weight.

There were recruitment challenges throughout the project due to working through gatekeepers. Parsons (2015) suggested that decision-making about participation in research needed to take place in a dialogue rather than within an information transaction. It is therefore concerning that the limited dialogue in preparation for attending a meeting could be applied to the preparation of young people to participate in research. Whilst the researcher requested limited time from the young people, the design workshop required more time than was allocated for more than one prototype to be developed.

The ethnicity of the young people who participated throughout this research was not information collected and future research could rectify this. Whilst boys make up over half of the ASN population, the overall sample in this research included 55% females and 45% males. The SIMD figures were not collected consistently

throughout the research and therefore analysis did not take this factor into account. Whilst the ASN of participants responding to the survey were discussed (see 5.1.14), the identified ASN of participants involved in the wider research, were not recorded, or reported. Future research could consider the types of ASN and whether this is a factor in young people's participation in meetings.

8.7 Implications for practice

The majority of young people do not experience formal meetings regarding their development and the existence of this requirement to have meetings to plan and review additional support for young people with ASN is evidence of the individual/medical model of disability. What more can be done at a societal level to support children and young people? With the acknowledgement that 30% of pupils in Scotland have an additional support need, a large-scale audit of the additional supports could inform improvements of universal services for all young people. For instance, this may inform the design of school buildings, teacher training, and the implementation of interventions.

With a reduction in the number of young people requiring support to be planned and reviewed, where this is required, there could be more time assigned to fully prepare young people and their families, ideally by the person chairing/facilitating the meeting. Generic material like the animated film could contribute to a wider package of preparation, alongside the personalised information available from the professional calling the meeting. The new Child's Plan guidance could highlight that young people and their families require preparation before a Child's Plan meeting. As the Child's Plan does not have a generic format across Scotland, it would currently be a challenge to provide preparation materials, however, examples from different Local Authorities could be centralised.

Whilst young people are central to their Child's Plan, for whom is the Child's Plan written? Is it the coordination of adults and resource to support the child? Due to the meeting following the structure of the child's plan, consideration of the order of the content of the document might consider prioritising the child's view section earlier. Where the document is written by an adult and in the voice of the young person, this can be challenging to review with a young person due to the layers of perspective taking on a piece of writing which is not their voice but using their voice. Furthermore, where the emphasis of the action plan is on resources and requesting services, in practice this is different to meetings where small steps to change are explored.

This Local Authority is reviewing the Admissions Group procedures and through this could benefit from including a Child's Rights and Wellbeing Impact Assessment (Scottish Government, 2021). Further consideration is needed about the information contained within a Child's Plan, as this needs to improve to ensure the views of young people are available to the admissions group panel as these findings suggest currently young people are not contributing to decision-making about their educational setting changing.

This Local Authority is launching a refresh of the GIRFEC training. This will be an opportunity to contribute to the UNCRC recommendation that all professionals working with children should have appropriate training on the right of the child to be heard and to have their opinions taken into account (Together: Scottish Alliance for Children's Rights, 2023). The section of the Child's Plan titled 'support required to attend meetings (Child and parents)' should be promoted and examples provided for how this can be used. Those facilitating meetings could benefit from a reflective space to consider the difference between updating the Child's Plan document and the purpose and desired outcome of a meeting. In this Local Authority, Educational Psychologists can contribute to this through Solution Focused Meeting training. It

could be beneficial to explicitly distinguish between assessment using the Wellbeing Indicators, My World Triangle and Risk and Resilience matrix from a Solution Focused Meeting. Furthermore, the Local Authority is promoting hybrid working and investment into the meeting environment needs to be considered to achieve this. A minimum standard of equipment could be provided.

Contingency planning was evident in the decision-making process. However, arguably adults avoid and discourage the young person from making mistakes in their decision-making, potentially impacted by the cost of resources. Therefore, it would be prudent to offer young people a child-friendly complaints process to overcome differences of power and influence of decisions about their personal support.

Section 1.4 described Educational Psychology consultation and the delivery of consultation within Child's Plan meetings. At a consultation level, most of the contact with young people is through the Named Person or Lead Professional and arguably this can be an additional challenge for another profession to describe the role of an Educational Psychologist. For Educational Psychology Services to develop as truly community psychology, a review of how young people can access this service is needed. Young people can request assessments to identify whether they have ASN and specifically assess their needs (Riddell et al., 2021, p. 46) which Educational Psychologists may have a role in, but access to the service is through others. In addition, the frequency of the contact within a formal meeting forum can be a one-off occasion and sometimes annually or 6 monthly, which can be a challenge for the relationship to develop. The Educational Psychology Service can use the findings from this study to reflect on current service delivery, particularly in respect of young people reporting they want to meet with those attending their meeting, prior to it taking place. It could be worthwhile to undertake a Child's Rights and Wellbeing Impact Assessment (Scottish Government, 2021) on the service

delivery guidance. Also, consultation often has been with the team around the child, and consideration of how this needs to evolve to better suit young people's participation. Where a young person's views are represented by a range of adults all who have unique relationships with the young person, where is an objective representation of the young person's view?

8.8 Directions for future research

This exploratory study offers foundations for future research. In addition to Child's Plan meetings, future research could explore young people's experiences of IEP meetings, CSP meetings and Solution-Focused meetings. The majority are professional-led meetings and further exploration of pupil-led meetings, along with an associated curriculum to prepare them for this role could be informative. Further exploration of the different roles young people are expected to take, whether the meeting is for problem-solving, decision-making or information sharing. Then consideration for how best to prepare and support a young person to actively participate in that role. Further investigation into how and when best to involve young people dependent on the role they are expected to take. For instance, if the meeting is a forum to ratify and approve decisions following previous discussion, then young people might be involved in earlier conversations. However, considering the Educational Psychologists is using this as a forum for consultation, the presence or absence of the young person would be impacted by this. It is not solely about adults accessing young people's views, for Educational Psychologists, it is the interaction which contributes to new meanings.

The skills of the facilitator of meetings where young people participate could be explored further and inform professional development courses. The relationship between the young person and the attendees is important and this could be further explored by adopting the attunement principles to analyse meeting interactions. Exploring how initiatives are encouraged and received and how attuned interactions

develop could inform the pace of the meeting and success of interaction with young people. The pre-meeting conversation would also be worth analysing for how young people are introduced to the meeting environment and put at ease.

Further exploration about how to preparate young people for their meetings could help inform adults of the impact of this preparation. The development of materials to prepare young people could also be used for family members. It is possible that a large investment of time in preparing for the first meeting, means less preparation required for subsequent meetings but an increase in confidence from the young people involved. Also, careful consideration of meetings involving young people with low school attendance and the venue for the meeting.

Further exploration of the use of visual supports could investigate the impact and benefits of these. For instance, does graphic facilitation or scribing of minutes change the pace of the meeting, increasing thinking time and therefore clearer decisions? Also, what can be learned from decision-making aids by adults within the health sector and applied to young people within their Child's Plan meetings? This could be a particular focus for where young people's change of education setting is being discussed.

A large-scale audit of the Child's Plan documents, and associated meetings could inform the content of the Local Authority GIRFEC training. These baseline measures could track the changes in practice and establish the impact of the training. A comparison of Child's Plan Meetings and Solution Focused Meetings could inform staff of which to choose when deciding the best option for the purpose.

Further research into decision-making, particularly in respect of what information and how the information is presented could increase the competence to make decisions about young people's own support needs.

8.9 Conclusions

This thesis offers the foundations to understanding young people's experience of Child's Plan meetings and decision-making within these forums. Preparation is a central feature for young people to make an informed decision about attending their meeting and thereafter how to participate in the decision-making process.

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Appendices

https://training.cochrane.org/handbook/current/chapter-v

https://jbi.global/critical-appraisal-tools

Quality Criteria	Meets criterion	Does not meet criterion	Not addressed
Total included studies (N = 11)			
1. Is the review question clearly and explicitly stated?	11		
2. Were the inclusion criteria appropriate for the review questions?	11		
3. Was the search strategy appropriate?	11		
4. Were the sources and resources used to search for studies adequate?	11		
5. Were the criteria for appraising studies appropriate?	4		7
6. Was critical appraisal conducted by two or more reviewers independently?	7		4
7. Were there methods to minimize errors in data extraction?	4		7
8. Were the methods used to combine studies appropriate?	11		
9. Was the likelihood of publication bias assessed?	5		6
10. Were recommendations for policy and/or practice supported by the reported data?	10	1	
11. Were the specific directives for new research appropriate?	10	1	

Author (date)	Title	Type of review	Number of papers	Inclusion dates	Inclusion countries	Inclusion of young people	Number of electronic databases	Review objective	Quality appraisal
Health Care Domain									
Foster et al., (2023)	Children and **young people's participation in decision-making** within healthcare organisations in New Zealand: An integrative **review**	Integrative review	N=9 N=4 N=5 N=7	1998-2022	New Zealand	Aged 5-22	N=4 Cumulated Index to Nursing and Allied Health Literature, Elton B. Stephens Company, Scopus, and Psychological Information	Aim: To explore how NZ CYP participate in discussions and decision-making processes within healthcare settings and what are the barriers and benefits to such participation.	Joanna Briggs Institute critical appraisal tools
Watson et al., (2023)	How do we best **engage young people** in **decision-**	Scoping review	N=9 reviews N=21 primary	Pre 2021	Australia, Canada, Japan, the	Aged 10-24 years	N=6 Cochrane	Identify and evaluate deliberative priority setting	Not reported

	making about their health? A scoping review of deliberative priority setting methods				Netherlands, United Kingdom, United States, South Africa, Tanzania and New Zealand, Fiji and Tonga		library, Embase, MEDLINE, psychINFO, web of science, and CINAHL	methods that have been used to engage young people in **healthcare and health policy** decisions.	
Vis et al., (2011)	Participation and health – a research **review** of **child participation** in planning and **decision-making**	Scoping review	N=18	1999-2009	Not reported	Aged 0-18 years	N=6 PubMed, PsychINFO (OVID), Academic Search Elite (EBSCO), CINAHL (EBSCO),Web of Science (ISI) and ERIC (EBSCO)	To review the research evidence for effects, positive or negative, of participation on **health outcomes** for children in care.	Not reported
Moore & Kirk (2010)	A literature **review** of **children's and young people's**	Literature review	N=25	1990-2009	UK, Ireland, USA, Sweden, Netherlands, Australia	Aged 0-18 years	N=11 CINAHL: Cumulative Index to Nursing and	To review and critique the research literature on children's and	Not reported

							Allied Health Literature; MEDLINE; The Cochrane Library; British Nursing Index; PsycInfo; Sociological Abstracts; Sociology: A SAGE Full-Text Collection; Social Sciences Index; Social Sciences Citation Index and ASSIA: Applied Social Sciences Index and Abstracts.	young people's participation in **health care** decision-making, to highlight gaps in the research and to identify implications for nursing practice.	
Boland et al., (2019)	Barriers and facilitators of **pediatric** shared **decision-making**: a	Systematic review	N=79	Inception - 2017	USA, UK, Canada, Ireland, Sweden, Australia, Netherlands	Aged 0-18 years	N = MEDLINE, EMBASE, Cochrane Library, PubMed,	identified and synthesized the barriers and facilitators of SDM in	Mixed Method Appraisal Tool MMAT appraisal

	systematic **review**						PsycINFO, and CINAHL	pediatric practice from the perspectives of HCPs, parents, children, and observers	
Social Care Domain									
Delgado et al., (2022)	Children and **young people's participation in decision-making** in foster care.	Systematic scoping review	N=12	2009-2020	USA, Netherlands, Spain, South Africa, UK, Ireland, Canada	Aged 0-18 years	N=11 Academic Search Complete, Cinahl, Elsevier, Journal Citation Reports, Medline, Psychology & Behavioural Science, Sage, Springer, Taylor & Francis, Web of Science, and Wiley	(1) what does research tell us about children and young people's participation in decision-making in foster care and its consideration and respect by the other actors? (2) what factors are identified in the existing literature as	Not reported

									impacting children's and young people's participation in decision-making in **foster care**?.	
McPherson et al., (2021)	What does research tell us about **young people's participation in decision making** in residential care? A systematic scoping **review**.	Systematic scoping review	N=11	2010-2020	Ireland, Northern Ireland, Australia, Sweden, UK, Norway.	Aged 0-18 years	N=6 Academic Search Premier, Cinahl, Medline, ProQuest, PsycInfo, Scopus and InfoRMIT	What does research tell us about young people's participation in decision making in **residential care**?	Not reported
Kennan et al., (2018)	Supporting **children's participation in decision making**: a systematic	Systematic review and narrative synthesis	N=20	2000+	UK, Ireland, Germany, Canada, Belgium, Norway, Australia	Aged 0-18 years	N=5 Applied Social Sciences Index and Abstracts, Scopus, Sociological	The aim of this systematic literature review is to provide a narrative	EPPI-Centre weight-of-evidence

	literature **review** exploring the effectiveness of participatory processes						Abstracts and the Campbell Collaboration Library	synthesis of the evidence on how effective these processes, commonly used in practice are in realising a child's participation rights. It is intended to highlight processes that are effective in both supporting children to communicate their views and providing an opening for children to influence the decisions taken.	

Ten Brummelaar et al., (2017)	**Participation of youth in decision-making** procedures during residential care: a narrative **review**.	Narrative literature review	N=16	2000-2016	Western countries n=15. Non-western countries n=1.	Aged 0-18 years	N=4 PsycINFO, Education Resource Information Clearinghouse (ERIC), and Social Index (SocIndex).	Therefore, the aim of this review is to assess the current state of knowledge on the level and type of participation of young people in decision-making procedures related to their stay in **residential care**.	Appendix A: Quality Assessment of included studies.
Toros (2020)	A systematic **review** of **children's participation** in child protection **decision-making**: tokenistic	Systematic review	N=12	2006-2017	Spain, Austria, UK, Australia, England, Ireland	Aged 4-28	N = 7 Academic Search Complete (via EBSCOhost Web), Cambridge Journals, Oxford Journals,	This study aimed to examine children's views on and experiences with participation in decision-making in the	Not reported

							Sage Journals, ScienceDirect, Taylor & Francis, and Wiley Online Library.	**child protection system**.	
Toros (2021)	**Children's participation in decision-making** from child welfare workers' perspectives: a systematic **review**	Systematic review	N=12	2009-2019	UK, Spain, Ghana, Norway, Netherlands, USA, Australia	Aged 0-18 years	N=7 Academic Search Complete (via EBSCOhost Web), Cambridge Journals, Oxford Journals, Sage Journals, ScienceDirect, Taylor & Francis, and Wiley Online Library.	To gain greater insight into whether child welfare workers are supporting or obstructing the right of the child to be heard and be part of the decision-making process, the current study aims to explore **child welfare** workers' views and experiences of children's	

								participation in decision making in the child protection system.	

Appendix C: Cross-references to primary research within reviews

* duplicates highlighted in yellow

Author (date)	Number of papers	
Foster 2023	N=13 N=9, 4, 5, 7	Conder 2016 Dickinson 2014 Doell 2018 Eden-Mann 2022 Gibson 2009 Gibson 2016 Human Rights 2010 McLean 2000 Parbhu 2019 Provoost 2018 Teevale 2013 Van Rooyen 2015 Wynd 2015
Watson 2023	N=9 reviews N=21 primary	(Secondary N=9) Boland 2019 Cheng 2017 Freenstra 2014 Gurung 2020 Malone 2019 Pyke-Grimm 2019 Wingaarde 2021 Wyatt 2015 Yamaji 2020 (Primary N=21) Aoki 2019 Barber 2018 Cioana 2019 Coad 2008 Dion 2021 Groot 2021 Guinaudie 2020 Jordan 2019 Lopez-Vargas 2019 Martinez 2020 Morton 2017 Pfugeisen 2019 Rich 2014 Sauders 2016 Sebti 2019

		Simmons 2009
		Simmons 2017
		Twine 2016
		Von Scheven 2021
		Wysocki 2016
		Zwaanswijk 2011
Vis et al., (2011)	N=18	Altshuler 1999
		Barnes 2007
		Bell 2002
		Bell 2006
		Clark 2008
		Cocozza 2006
		Coyne 2006
		Davidson-Arad 2003
		Goldbeck 2007
		Holland 2006
		Holland 2008
		Holzheimer 1998
		Hubberstey 2001
		Kelsey 2007
		Lambert 2008
		Leeson 2007
		McPherson 2006
		Mullan 2007
		Munro 2001
		Murray 2000
		Runeson 2002 Nursing Ethics
Moore & Kirk (2010)	N=25	Alderson 1993
		Alderson 2006
		Angst 1996
		Beresford 2003
		Bjork 2006
		Bricher 2000
		Carter 2002
		Cox 2007
		Cox 2008
		Cox 2009
		Coyne 2006
		Dixon-Wood 2002
		Hallstrom 2004
		Kelsey 2007
		Lambert 2008
		Noyes 2000

		Runeson 2000
		<mark>Runeson, Enskar, Elander & Hermeren 2001</mark>
		<mark>Runeson 2002a in</mark> Nursing Ethics
		<mark>Runeson 2002b</mark> International Journal of Nursing Practice
		Runeson 2007
		Sartain 2000
		Van Dulmen 1998
		Young 2003
		<mark>Young 2006</mark>
Boland et al., (2019)	N=79	Abrines-Jaume 2016
		Andre 2005
		Bejarano 2015
		Boss 2009
		Delany 2017
		Dodds 2016
		Fay 2016
		Frize 2013
		Honeycutt 2005
		Lee 2006
		Lipstein 2013
		Miller 2001
		Partridge 2005
		<mark>Runeson, Enskar, Elander & Hermeren 2001</mark>
		Schalkers 2016
		Simmons 2013
		Shirley 2015
		Tam-Seto 2015
		Vaknin 2011
		Coyne 2012
		Coyne 2011
		Kelly 2016
		<mark>Kelsey 2007</mark>
		Koller 2017
		Lamber 2013
		Lipstein 2013
		Weaver 2015
		Bulter 2014
		Butler 2015a
		Butler 2015b
		Fiks 2010
		Gkiousias 2016
		Hummelinck 2007
		Kline 2012
		Lerret 2016
		Li 2016

		Mack 2011
		Mak 2014
		Pyke-Grimm 2006
		Rosati 2017
		Smalley 2014
		Valenzuela 2014
		Walker-Vischer 2015
		Walker 2016
		Xu 2004
		Yin 2012
		Brinkman 2011
		Cahill 2017
		Elwyn 1999
		Hallstrom 2002
		Lipstein 2014
		<mark>Runeson 2002</mark> Nursing Ethics
		Wiering 2016
		Angst 1996
		Astbury 2017
		Beck 2014
		Boland 2016
		Coyne 2006
		Coyne 2014
		Daboval 2016
		Fiks 2011
		Garnett 2016
		Heath 2016
		Lachini 2015
		Kahveci 2014
		Karnieli-Miller 2019
		Kavanaugh 2005
		Lecouturier 2015
		Levy 2016
		Markworo 2014
		Miller 2009
		Pentz 2012
		Ruhe 2016
		Sajeev 2016
		Sleath 2011
		Smith 2013
		Stille 2013
		<mark>Young 2006</mark>
		Zwaanswijk 2007
Delgado et al., (2022)	N=12	<mark>Balsells 2017</mark>
		<mark>Brady 2019</mark>
		Havlicek 2018
		Havlicek 2016

		Kriz 2017 Mitchell 2010 Nybell 2013 Park 2020 Pert 2017 Schiller 2019 Weisz 2011 ==Zeijlmans et al 2019==
McPherson et al., (2021)	N=11	==Brady 2019== McCarthy 2016 McDowall 2018 Moore 2017 Moore 2018 Palsson 2017 ==Roesch-Marsh 2017== – checked Serbati 2017 ==Southwell & Fraser 2010== Vis & Fossum 2015 ==Vis et al 2012==
Kennan et al., (2018)	N=20	Bell 2011 Bell 2011 Bell 2006 Boylan 2006 Bruce 2014 Chase 2006 Dalrymple 2002 Daly 2014 ==Goldbeck 2007== Holland 2001 ==Holland 2006== Hoy 2013 Jelicic 2013 Oliver 2006 Morgan 2010 Ney 2013 Roose 2009 Sanders 2006 Thomas 1999 Tregeagle 2008 ==Vis & Thomas 2009==
Ten Brummelaar et al., (2017)	N=16	Brown 2010 Brown 2011 Carra 2014 Cousins 2006 Fudge Schormans 2008

		Henriksen 2008
		Hepper 2005
		Hitzler 2010
		Malmsten 2004
		Manful 2013
		Palsson 2015
		Roesch-March 2014 - checked
		Salamone-Violi 2015
		<mark>Southwell & Fraser 2010</mark>
		Stevens 2008
		Vis & Fossum 2013
Toros (2021a)	N=12	<mark>Balsells 2017</mark>
		Bessell 2011
		Boylan 2006
		Cashmore 2008
		Cossar 2016
		Fitzgerald 2011
		Franklin & Sloper 2009
		Graham 2010
		Holland 2006
		McCarthy 2016
		McNeilly 2015
		<mark>Roesch-March 2017</mark> - checked
Toros (2021b)	N=12	Alfandari 2017
		<mark>Balsells 2017</mark>
		Cudjoe 2019
		Kriz 2017
		Oppenheim-Weller 2017
		Rap 2019
		<mark>Roesch-March 2017</mark> -checked
		Van Bijleveld
		<mark>Vis & Thomas 2009</mark>
		<mark>Vis et al 2012</mark>
		Woodman 2018
		<mark>Zeijlmans et al 2019</mark>

Author (date)	Model of participation	Defining participation	Defining decision-making
Health Care Domain			
Foster et al., (2023)	Hart (1992)	'participation' refers to the process of sharing decisions which affect one's life, and life of the community in which one lives (Hart, 1992) (page. 5).	
Watson et al., (2023)	Hart (1992)	Not defined	
Vis et al., (2011)	Not included	Although definitions may vary, Franklin & Sloper (2005) suggest that there can be agreement on certain key features of children's participation in decision-making processes. First, the child has information in order to understand what the content of the decision-making is about and what the arguments and options are. Second, the child has an opportunity to express her or his own wishes and views. Third, the child's opinions are considered and have an impact on the decision being made.	
Moore & Kirk (2010)	Hart	Clearly, there is a danger here that tokenistic forms of participation are being interpreted as meaningful, that is children are viewed as having a say in decisions which do not make any overall difference to their care or treatment. This perhaps highlights a broader issue of the difficulty for	

		researchers in defining participation.	
Boland et al., (2019)	Hart (1992)		Shared decision-making (SDM) is an evidenced-based approach that promotes collaboration between patients, family members, and healthcare providers (HCP) when making health decisions.
Social Care Domain			
Delgado et al., (2022)	Hart's ladder of participation, Shier (2001), Wright et al (2006), Healy & Darlington (2009), Lundy (2007), Bouma (2018)	we conceptualise 'participation' as a meaningful one in the ongoing process over time and space and not be limited to identifying the degree of involvement children must have in making certain decisions. As the authors assumed, "at every step, children should be informed, heard and involved" (2019, p.281)… Thus, they defined 'participation' as hearing children's opinions beforehand and involving them in decision-making (Bouma et al., 2018, p. 281).	Franklin & Sloper (2005) associated children's participation in decision-making processes with information, knowing what is at stake and what the options are, the opportunity to express their wishes and views, and the possibility of their opinions being considered and having an impact on decision-making.
McPherson et al., (2021)	Lundy (2007)	The Committee has endorsed a widely-held view of children and young people's participation as the "… ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the	The term 'decision making' was defined to include all decisions that affect the lives of young people in residential care, consistent with Article 12

		outcome of such processes" ((United Nations Committee on the Rights of the Child, 2009, p. 3).	
Kennan et al., (2018)	Shier (2001), Hart (1992), Lundy (2007)	Participation was defined as the right of the child to express their views in matters affecting them and for their views to be acted upon as appropriate, in accordance with Article 12 of the UNCRC and as conceptualised by Lundy (2007).	
Ten Brummelaar et al., (2017)	Hart (1992)	The Committee defines participation as "ongoing processes which include information sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes" (p. 5).	
Toros (2020)	Hart (1992), Bouma (2018)	p.396 includes four definitions; these are from: Van Bijleveld, Dedding, and Bunders-Aelen (2014) Lundy (2007) Partridge (2005, p. 181) Hart (1992) The UN Committee on the Rights of the Child (2009, p. 5) Bessell (2011a)	
Toros (2021)	Lundy (2007), Bouma (2018)	Rap et al.'s (2019) study, participation was understood as a child giving their opinion, getting a voice and a face, becoming aware of the influence on the process	

		and decisions, and being informed. Van Bijleveld et al., (2020)	

Appendix E: Final search terms

Child*	"Additional	Participation	Meeting
Young pe*	Support Need*"	Involvement	
Adolescen*	ASN	Consultation	
Pupil*	"Special	Decision-making	
	Education* Need*"	Plan*	
	"Special Need"	Review*	
	Disab*	Process	
	"Individual*		
	education"		
	IEP		
	"Child* Plan"		
	"Education, Health		
	Care"		
	EHCP		
	SEND		
	SEN		
	"Person-Centred"		
	"Solution focused"		
	Transition		

Appendix F: Concept definitions

Term	Definition
Psychological Meeting Characteristics	Experience and perceptions of the meeting.
Participation	Active engagement as evidenced by language and interaction during the meeting.
Satisfaction	Satisfaction with the outcome of the meeting and process of the meeting.
Feelings	Feelings experienced before, during and after a meeting
Structural meeting characteristics	Collective term for Physical, Attendee, Procedural, and Temporal characteristics
Physical characteristics	The meeting setting and environment
Attendee characteristics	Information about those in attendance
Procedural characteristics	How the meeting is conducted
Temporal characteristics	How meeting time is used
Meeting preparation	Events prior to the meeting which contribute to the meeting

Appendix G: Meeting characteristics of literature review

First Author (year)	Meeting type	Psychological Characteristics			Structural Meeting Characteristics				Preparation	Invitation for YP to attend
		Participation (meeting interaction)	Satisfaction (meeting outcome)	Mood	Physical	Attendee	Procedural	Temporal		
Doronkin (2020)	IEP	✓	✓			✓	✓		✓	✓
Kozik (2018)	IEP	✓				✓			Not reported	
Royer (2017)	IEP	✓	✓	✓		✓		✓	✓	
Van Laarhoven-Myers (2016)	IEP	✓	✓						✓	

First Author (year)	Meeting type	Psychological Characteristics			Structural Meeting Characteristics				Preparation	Invitation for YP to attend
Sales (2018)	EHC		✓	✓					Not reported	
		Participation (meeting interaction)	Satisfaction (meeting outcome)	Mood	Physical	Attendee	Procedural	Temporal		
Barnard-Dadds (2018)	PCP	✓		✓	✓	✓	✓		✓	
Bason (2020)	PCP	✓	✓			✓	✓	✓		
Corrigan (2014)	PCP				✓	✓		✓	✓	
Hagner (2014)	PCP	✓			✓	✓	✓	✓	✓	

First Author (year)	Meeting type	Psychological Characteristics			Structural Meeting Characteristics				Preparation	Invitation for YP to attend
Kaehne (2014)	PCP	✓				✓				
White (2016)	PCP		✓	✓	✓	✓		✓	✓	
Wood (2019)	PCP	✓				✓	✓	✓	✓	
First Author (year)	Meeting type	Psychological Characteristics			Structural Meeting Characteristics				Preparation	Invitation for YP to attend
		Participation (meeting interaction)	Satisfaction (meeting outcome)	Mood	Physical	Attendee	Procedural	Temporal		
Bolin (2016)	Social Care	✓		✓						
Diaz (2018)	Social Care	✓	✓	✓		✓	✓		✓	
Edwards (2020)	Social Care			✓	✓	✓	✓			

Hultman (2017)	Social Care	✓		✓			✓		✓	
Muench (2017)	Social Care		✓	✓		✓	✓		✓	
Roesch-Marsh (2017)	Social Care	✓	✓	✓	✓	✓	✓	✓	✓	

Appendix H: Purpose, and decision making at meetings in the literature review

First Author (year)	Meeting type	Purpose / Goal of meeting	Decision-making/choice/change talk/influence
Doronkin (2020)	IEP	Complete IEP document and discuss transition	"team members often proceeded with decision making without consulting the student." (p.211)
Kozik (2018)	IEP	"consideration of post secondary goals for the child and the transition services" (p.115)	Not reported
Royer (2017)	IEP	Choose IEP and transition goals (p.236)	Not reported although may be an aspect of: IEP goal areas, percentage of time spent in special education, and accommodations. (p.242)
Van Laarhoven-Myers (2016)	IEP	IEP and Transition planning	MY VOICE: preferences, needs, and supports across various life domains (p.102).
Sales (2018)	EHC	Planning meeting ending with an action plan	"Children and young people reported being involved in the decisions that were made about them and felt they had been listened to and given choices" (p.76)

Barnard-Dadds (2018)	PCP	the meeting followed fundamental PCP principles in highlighting Helen's individual strengths, goals and support needs (p.18)	Gill (teacher) also uses strategies to give Helen more confidence in making choices and provides reassurance when Helen indicates doubt in her decisions. (p.19)
Bason (2020)	PCP	Transition planning	Limited options available to choose from p.75
Corrigan (2014)	PCP	Educational transition/reintegration following school exclusion	Not reported
Hagner (2014)	PCP	Planning meeting	Not reported
Kaehne (2014)	PCP	Transition planning for post-special school	Broad goals set and concrete goals set (see Figure 3. P.609)
White (2016)	PCP	Planning	Questions about choice in LOC scale (p.52)
Wood (2019)	PCP	Planning	Decision making in relation to career plans
Bolin (2016)	Social Care	support-focused processes in collaborative meetings where many different professionals are involved.	Strategies to exert influence (p.507)
Diaz (2018)	Social Care	Review of care	Apart from the three participants who had

			chaired their own reviews, the remaining seven all said that they had played no part in decisions about any of these. (p.377)
Edwards (2020)	Social Care	Care planning	Not reported
Hultman (2017)	Social Care	The main purpose of the meeting was to accomplish the social needs assessment,	The adolescents described that they experienced themselves as having limited or no influence in affecting the structure and the content of the meetings when they were present at the meetings. (p.514)
Muench (2017)	Social Care	Child protection conference: a multi-agency meeting that aim to ensure children's safety, promote children's health and development, and identify when a child is at continuing risk of significant harm. (p.49)	None of the children who had attended a conference had been told the outcome of the meeting, and none of them were able to identify any actions or goals of the meeting. (p.54)

Roesch-Marsh (2017)	Social Care	care planning and review	Questionnaire questions: their understanding about decisions being made and what, if any, impact they felt their views had on decision making (p.906)

Appendix I: Literature review: meeting type and attendees.

First Author (year)	Country	Meeting type	No. of meetings	Attended meeting				Advocate attended for young person	Facilitator of meeting
				Young People	Parents/Family	Professionals	Friend		
Doronkin (2020)	USA	IEP	9	Yes N= 9 Age 14-18 M=8 F=1	Yes N = 10	Yes N = 32	No	No	Special Education Teacher
Kozik (2018)	USA	IEP	124	Yes N = 40 Age 14+ M=21 F=19	Yes N = 49	Yes N = 45	No	No	IEP team leader

Royer (2017)	USA	IEP	39	Yes N = 39 Age 13-16 M=23 F=16	Yes N = 47	Yes N = 41	No	No	Young Person
Van Laarhoven-Myers (2016)	USA	IEP	100	Yes N = 100 Age 14-21 M=60 F=40	Yes N=83	Yes N = not reported	No	No	Teacher-led IEP meeting
Sales (2018)	UK	EHC	Not reported	Yes N = 4 Age 10-17	Yes N = 7	Yes N = 9	No	Yes Parent	Not reported
Barnard-Dadds (2018)	UK	PCP	1	Yes N = 1 Age 13	Yes N = 2	Yes N = 1	No	No	Teacher

Bason (2020)	UK	PCP	6	Yes N = 6 Age 16-18	Yes N = 6	Yes	No	No	Social Workers
Corrigan (2014)	UK	PCP	12	Yes N = 6 Age 5-15 M=5 F=1	Yes	Yes	Yes N = 2	Yes	Educational Psychologists
Hagner (2014)	USA	PCP	282	Yes N = 47 Age 16-19 M=45 F=2	Yes N = 153	Yes N = 61	Yes N = 31	No	Two trained facilitators
Kaehne (2014)	UK	PCP	44	Yes N = 36	Yes N = 30	Yes N = 139	No	No	Transition co-ordinator
White (2016)	UK	PCP	Not reported	Yes N = 16 Age 11 & 13	Yes N = 16	Yes	No	Yes Parent	Researcher

				M=12 F=4					
Wood (2019)	UK	PCP	3	Yes N = 3 Age 11-16 M=3 F=0	Yes N = 3	Yes N = 1	No	No	School staff
Bolin (2016)	Sweden	Social Care	Not reported	Yes N = 28 Age 5-20 M=14 F=14	Yes	Yes	No	No	Not reported
Diaz (2018)	UK	Social Care	10	Yes N = 10 Age 11-17 M=5 F=5	No	Yes N = 26	No p.378	No	Young Person N = 3 Independent Reviewing Officer N = 7
Edwards (2020)	UK	Social Care	1	Yes N = 1	Yes	Yes	Yes	No	Family Group Conference coordinator

				M=1 F=0					
Hultman (2017)	Sweden	Social Care	Not reported	Yes N = 13 Age 16-21 M=7 F=6	Yes	Yes	No	Yes Parent Independent Advocate	Social Worker
Muench (2017)	UK	Social Care	Not reported	Yes N = 22 Age 8 – 18 M=8 F=14	Yes N = 26	Yes	No	Yes	Child protection chair
Roesch-Marsh (2017)	UK	Social Care	69	Yes Questionnaire N = 48 Age 10+ Interview	Yes	Yes	No	Yes Professionals Advocates	Independent Reviewing Officers

				N = 10 Age 12-18 M=6 F=4					

Appendix J: Research methodology of literature review

First Author (year)	Meeting type	Research methodology	Data Collection	Data Analysis
Doronkin (2020)	IEP	Qualitative, phenomenological approach	Observational protocol of meeting. IEP meeting transcripts.	Grounded theory
Kozik (2018)	IEP	Action research - Comparative study	AI-IEP protocol. IEP meeting interaction measure.	Descriptive statistics
Royer (2017)	IEP	Quasi-experimental group design to compare an intervention called 'My IEP'	Young people: American Institutes for Research Self-Determination Scale (AIR SDS), Reading Test, Pre/post-IEP satisfaction survey,	Descriptive and inferential statistics

			pre/post-IEP knowledge survey	
			Parents: Pre/post-IEP meeting satisfaction survey	
			Professionals: post-IEP meeting satisfaction	
			Researchers: Student-led IEP meeting criteria, Meeting observation at 10-second intervals.	
Van Laarhoven-Myers (2016)	IEP	Mixed method research methodology	Young people: 8-item satisfaction survey (boardmaker pictures / text) Parents: 18-item satisfaction survey	Descriptive and inferential statistics

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First Author (year)	Meeting type	Research methodology	Data Collection	Data Analysis
Sales (2018)	EHC	Qualitative Research	Semi-structured interviews, questionnaires and a focus group	Thematic analysis
Barnard-Dadds (2018)	PCP	Case study	Recording of PCP meeting	Conversation Analysis
First Author (year)	Meeting type	Research methodology	Data Collection	Data Analysis
Bason (2020)	PCP	Multiple case study design	non-participant observation of the meeting, parent interviews following the meeting, questionnaire administration for professionals	Thematic analysis

			attending the meeting and document analysis.	
Corrigan (2014)	PCP	Action research methodology	Questionnaire at the end of the first PCP meeting and again after the review meeting. Target Monitoring and Evaluation (TME)	Quantitative data – Descriptive statistics Qualitative data – Thematic analysis
Hagner (2014)	PCP	Mixed method design	Adaptive Behavior Assessment Scale II (ABAS-II) Observational checklist called "How Person-Centred Was this Planning?" Photo of flip-chart paper. Facilitator progress notes.	Quantitative data – Descriptive statistics Qualitative data – coding categories.

First Author (year)	Meeting type	Research methodology	Data Collection	Data Analysis
Kaehne (2014)	PCP	Mixed methods	Meeting records Transition plans Telephone interviews	Quantitative data – Descriptive statistics Qualitative data – Coding template
White (2016)	PCP	Mixed method design	Semi-structured interviews with young people pre/post meeting and parents post meeting. 40-item Locus of Control scale	Quantitative data – Descriptive statistics Qualitative data – Thematic analysis
Wood (2019)	PCP	Qualitative methodology, inductive exploratory design	Semi-structured interview for young people, parent and school staff	Thematic analysis

First Author (year)	Meeting type	Research methodology	Data Collection	Data Analysis
Bolin (2016)	Social Care	Qualitative methodology	Semi-structured interview	Thematic analysis
Diaz (2018)	Social Care	Qualitative methodology	Semi-structured interview	Thematic analysis

Edwards (2020)	Social Care	Collective case study approach – generated one case study drawn from several case examples.	Not reported	Not reported
Hultman (2017)	Social Care	Qualitative methodology	Semi-structured interview	Qualitative inductive content analysis
Muench (2017)	Social Care	Qualitative methodology	Semi-structured interviews	Themes. Analytical approach not reported.

Roesch-Marsh (2017)	Social Care	Action Research (second cycle)	Survey by IRO N=5 Questionnaire by Social worker N=70 Questionnaire by young people N=26 Interview with young people Focus Group with IROs	Quantitative data – Descriptive statistics Qualitative data – Thematic analysis

Appendix K: Organisations approached about resources for young people to 'prepare for meetings'.

Name	Email address	Response received	Resource
Triangle	info@triangle.org.uk	Yes	No
Ambitious about autism	info@ambitiousaboutautism.org.uk	Automated	No
Who Cares Scotland	hello@whocaresscotland.org	Yes	https://www.scra.gov.uk/young-people/
Down's Syndrome Scotland	info@dsscotland.org.uk	Yes	No
Helen Sanderson Associates	info@helensandersonassociates.co.uk	Yes	Yes – conversation tool
Scottish Government	girfec@gov.scot	Yes	No
CELCIS	celcis@strath.ac.uk	Yes	No
Childrens Society	supportercare@childrenssociety.org.uk	No	No

Appendix L: Email to ECO Education and Learning

Dear [name],

As I am sure you are aware, I am undertaking my professional doctorate in Educational Psychology with the University of Strathclyde. As part of the course I will be undertaking a research project. Taking account of the information below, can you please give me permission to approach Head Teachers, Parents and Young People to undertake this project in our Local Authority school? The project has been considered by the Universities Ethics Committee and received approval.

Project aim

The preliminary survey will explore the involvement of young people in their Child's Plan meetings.

Procedure

Head Teachers will be asked to share an email with parents of young people who have a Child's Plan. After 1 week, Head Teachers will be asked to send an email to young people aged 10-19, who have a Child's Plan.

Parents will be asked for agreement for their child to take part in the research.

Young people will be asked to complete an online survey using any technology they are familiar with.

Best wishes

Jen Fraser-Smith

Area Principal Educational Psychologist

[Local Authority name] Psychological Service

Appendix M: Email to Head Teacher

Dear Head Teacher @ school name,

I am writing to you to seek your assistance in a [Local Authority name] wide research project exploring the young person's experience of Child's Plan meetings, from the young person's perspective. Young people aged 10-19, will be asked to complete an online survey using technology they are familiar with. I am equally interested to hear from young people who have and have not been involved in their meetings.

To begin, it is important to check that parents/carers with parental rights and responsibilities are happy for their child to receive the survey, for this to happen can you please share the attached document (Participation Information Sheet) with parents of children who have a Child's Plan. Where you are aware that a parent either does not have an email address or does not regularly access it, please share this by means you would normally contact the parent. Where a young person is Looked After, please ensure you obtain consent from those with parental responsibilities.

Attached to this email is information I need to collect from you, with the main purpose of ensuring the young people have an identification number for me to be able to highlight if they disclose anything in the survey which requires follow-up e.g. child protection concerns.

When I hear back from you, I will send you the email for young people. Thereafter, please forward the email with these research details to the young people using their school google email address.

I have allocated your school(s) this set of letters and you can add a different number for each young person to create the unique identification code ABC

Best wishes
Jen Fraser-Smith

Area Principal Educational Psychologist
[Local Authority] Psychological Service

Participant Information Sheet for Parents/Carers

Name of department: Psychological Science and Health

Title of the study: Exploring the involvement of young people in their Child's Plan meetings.

Introduction

My name is Jen Fraser-Smith and I am an Educational Psychologist working for [Local Authority name] Psychological Service. I am undertaking a Professional Doctorate with the University of Strathclyde and as part of the course I will be undertaking a research project.

What is the purpose of this research and what does it involve?

The research project is a preliminary survey to explore the involvement of young people in their Child's Plan meetings. Young people aged 10-19 with a Child's Plan in [Local Authority name] will be invited to take part. This age group have typically been allocated a Chromebook by [Local Authority] Council and each have a school based google email address. This will allow them to receive the survey by email. This has been chosen with the hope that each learner has access to software to meet their individual need and the survey is compatible with the assistive technology they may choose to use e.g. Read & Write, or a screen reader. However, if there are difficulties with translation, please get in contact with me.

Does your child have to take part?

No they do not have to take part. Participation is voluntary. If they wish to withdraw after completing the survey, you or they can contact me to remove their responses, using an identification code.

What are the potential risks in taking part?

There are no risks to taking part in this research. None of the questions are expected to be upsetting, and at the end of the survey, the young people are directed to speak with someone they trust, like a parent/carer or teacher.

What information is being collected in the project?

No personal information will be shared with me. The school has been provided with an identification code for each young person. This will allow for the young person's answers to be matched with the Head Teachers. The Head Teacher has been asked to identify the following:

- Additional Support Need
- Why does this child have a Child's Plan?
- In what areas do they need support? (answer categories: Learning environment, family circumstances, disability or health need, and social and emotional factors)
- Wellbeing indicators the plan aims to address (SHANARRI)
- Personal Learning Plan (PLP)? (Yes/No)
- Individualised Educational Plan (IEP)? (Yes/No)
- Coordinated Support Plan (CSP)? (Yes/No)
- Lead Professional (Education / Social Care / Health Care)

The young people will be asked about whether they have attended a child's Plan meeting or not and if they have to comment on their experience of the meeting.

Who will have access to the information?

I will have access to this anonymous data. My supervisor may view the data only.

Where will the information be stored and how long will it be kept for?

All responses to the survey will be stored in my University OneDrive account following completion of the survey using Qualtrics. All data will be deleted at the end of the project which is expected in 2022. Please see the university Privacy Notice here:

https://www.strath.ac.uk/media/ps/rkes/ethics/Privacy_Notice_Research_Participants_Oct18.pdf

What happens next?

If you wish for your child to receive an invitation to take part in this research, you do not need to do anything further. The Head Teacher will forward the invitation to take part, along with the link to the survey directly to your child's school email address. They may welcome some support to complete this.

If you do not wish for your child to receive an invitation to take part in this research, please inform the Head Teacher by [date].

The findings from the research will form part of my doctoral thesis, and some may be published in academic journals. Some quotes, if the free text box is filled in, may be used for illustrative purposes, and these will be anonymous.

There are no direct benefits to the young person taking part in the research. However, it is hoped that this survey will inform a second stage of research, where young people will be involved in co-producing guidance for adults to involve young people in their meetings.

Researcher contact details:

Please get in contact if you have any questions about the research project; contact me at jenny.fraser-smith@highlandschools.net

Jen Fraser-Smith, Area Principal Educational Psychologist, [Local Authority name]

Chief Investigator details:

The research is supervised by Clare Daly at Strathclyde University and by Bernadette Cairns, Principal Educational Psychologist at [Local Authority].

This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee

Research & Knowledge Exchange Services

University of Strathclyde

Graham Hills Building

50 George Street

Glasgow

G1 1QE

Telephone: 0141 548 3707

Email: ethics@strath.ac.uk

Appendix O: Email to young people with information video and survey link

Hi there,

Your identification number/code is: <mark>ADD HERE</mark>

This is an invitation to take part in research to explore the involvement of young people in their Child's Plan meetings. Please keep reading even if you have not been involved in a meeting before, I am keen to hear from those who have and have not been involved.

You can either get more information about the project by reading the document attached or you can watch the video at:

https://drive.google.com/file/d/1C4zXm8GUn3e6gcNGXQhoomAmoBC2gdt2/view?usp=sharing

To access the survey, please click this link: https://hass.eu.qualtrics.com/jfe/form/SV_cNQ1yzxwRoWfgP4
Or use the QR code:

If you have any questions about the project, please contact me at jenny.fraser-smith@highlandschools.net

Best wishes

Jen

Jenny Fraser-Smith
Educational Psychologist
North Area Principal
(Pronouns: she/her)

Information Sheet for Young Person

Dear pupil,

 My name is Jen Fraser-Smith and I am an Educational Psychologist with Highland Council. I am undertaking a Professional Doctorate with the University of Strathclyde and as part of the course I want to do a research project.

You are being invited to take part as you are aged between 10 and 19, have a Child's Plan and I'm interested in what you think.

There are meetings to plan support for you, so the aim of this research is to understand how you are involved in this planning.

Below is a link to the Survey which includes questions for you to answer.

Answering the questions will take about 10 minutes.

Taking part is voluntary. Only the Head Teacher will know you took part, if you use the identification number.

No-one will know what you said. As the researcher, I will not have your name.

If you need to use your voice to answer, then you can use the Read and Write extension on your Chromebook.

I hope you answer all the questions, but you can choose to skip questions.

You can stop answering the questions by closing it and your information will not be included.

Or if you complete it and decide you want the information removed, then please let your
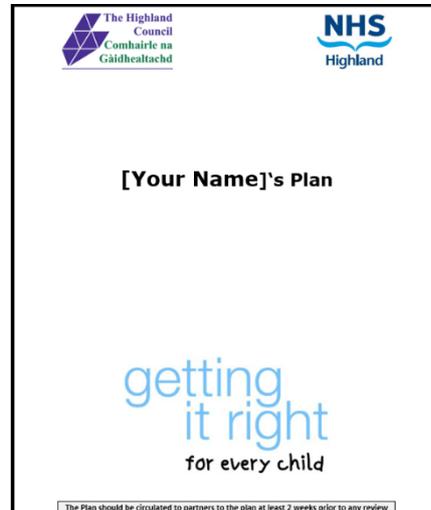
Parent/Carer or Head Teacher know and they will contact me to delete it, using the identification number you have been given.

I will ask your Head Teacher for some basic information about your Child's Plan which are the same questions you will be asked on the first page of the Survey.

All the information will be stored securely on my Strathclyde University account until I finish the course in August 2022. Then it will be deleted.

The results of this study will be used to create an understanding of young people's experience of Child's Plan meetings. You will get a summary of the findings sent to this email address by August 2021. If you leave school before then, you can email me to ask for the summary.

If you have any questions about the project, please contact me at jenny.fraser-smith@highlandschools.net

Please click this link to access the survey:

https://hass.eu.qualtrics.com/jfe/form/SV_cNQ1yzxwRoWfgP4

Appendix P: Ethics Application for Define phase

Ethics Application Form

Please answer all questions

1. Title of the investigation
Exploring the involvement of young people in their Child's Plan meetings.
Please state the title on the PIS and Consent Form, if different:

2. Chief Investigator (must be at least a Grade 7 member of staff or equivalent)
Name: Clare Daly ☐ Professor ☐ Reader ☐ Senior Lecturer ☐ Lecturer ☒ Senior Teaching Fellow ☐ Teaching Fellow Department: Psychological Science and Health Telephone: 07792 326 599 E-mail: clare.daly@strath.ac.uk

3. Other Strathclyde investigator(s)
Name: Jenny Fraser-Smith Status (e.g. lecturer, post-/undergraduate): Post-graduate: Professional Doctorate Educational Psychology Department: Psychological Science and Health Telephone: 07871063233 E-mail: jenny.fraser-smith@strath.ac.uk

4. Non-Strathclyde collaborating investigator(s) (where applicable)
Name: Status (e.g. lecturer, post-/undergraduate): Department/Institution: If student(s), name of supervisor: Telephone: E-mail: Please provide details for all investigators involved in the study:

5. Overseas Supervisor(s) (where applicable)
Name(s): Status: Department/Institution: Telephone: Email: I can confirm that the local supervisor has obtained a copy of the Code of Practice: Yes ☐   No ☐ Please provide details for all supervisors involved in the study:

6. Location of the investigation

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At what place(s) will the investigation be conducted
At home or school in Highland Council
If this is not on University of Strathclyde premises, how have you satisfied yourself that adequate Health and Safety arrangements are in place to prevent injury or harm?
This involves an online survey which can be completed in 10 minutes. The equipment is familiar to the young people due to being used daily as part of their education.

7. Duration of the investigation

Duration(years/months) :   20 months

Start date (expected):   01 / 02 / 2021   Completion date (expected):   30 / 08 / 2022

8. Sponsor

Please note that this is not the funder; refer to Section C and Annexes 1 and 3 of the Code of Practice for a definition and the key responsibilities of the sponsor.

Will the sponsor be the University of Strathclyde: Yes ⊠   No ☐

If not, please specify who is the sponsor:

9. Funding body or proposed funding body (if applicable)

Name of funding body:

Status of proposal – if seeking funding (please click appropriate box):

☐ In preparation
☐ Submitted
☐ Accepted

Date of submission of proposal: /   /   Date of start of funding: /   /

10. Ethical issues

Describe the main ethical issues and how you propose to address them:

As a practicing psychologist, I work within the guidance of the Health and Care Professions Council (HCPC) and the Highland Council policy and practice. I am also a member of the Protection of Vulnerable Groups (PVG). Therefore, if a young person were to disclose any information of concern, I would follow the authorities Child Protection guidance. In order to respond to any disclosures online, a unique identifier will be used to match the respondent with their personal details held by the school.

The Named Person is the first gatekeeper to this project due to their knowledge of the young people; parent/carers and they are a common denominator for Child's Plans irrespective of whether they are led by Education, Health or Social Care. Through previous research about gathering the child's view for the Child's Plan, there was evidence of instances where young people in primary school were not aware of their Child's Plan and therefore to reduce the risk of emailing pupils who are unaware, the Named Person will be used to determine which pupils are invited to participate. As all participants will have Additional Support Needs, parental consent will be sought. To ensure parents are making an informed decision, they will receive the same information as the young person, also allowing consideration for the accessibility of the questionnaire.

Young people, aged 10-19 will be invited to participate. Hein et al. (2015) concluded that children age 11.2 years were decision-making competent when considering treatment options. They suggested it was unclear for children between age 9.6 and 11.2 years and individual assessment was advisable. The parent/carer and Named Person will be contributing to the assessment of the young person's capacity to consent. This involves understanding the nature, purpose and possible consequences of the project (GMC ethical guidance). This information will be available through a

video link and written information page, to ensure the information is accessible to the young person.

The parent/carer and Head Teacher will be aware that the young person has been sent an invitation to take part in the research. Where the identification code is included in the survey response, the Head Teacher will become aware that the young person completed the survey, as the researcher will request data from the Head Teacher for comparison purposes (see Appendix B). The participation information sheet and video has been amended to reflect this.

The survey questions are not anticipated to be upsetting and if a young person were to become upset, they are directed to speak with someone they trust, like a parent/carer or teacher. Also the researcher's contact details are provided.

The data collected will be collated through Qualtrics and stored on the Strathclyde University OneDrive which is only accessed by the researcher.

The email to the young people will include the researcher's contact details to follow-up with any questions.

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11. Objectives of investigation (including the academic rationale and justification for the investigation) Please use plain English.

This is a preliminary survey to explore the involvement of young people in their Child's Plan meetings.

Every young person has the right to be heard in matters affecting them and to participate in the life of their family, community and society (Article 12, UNCRC). The recent review of the implementation of additional support for learning (Scottish Government, 2020) included an overarching recommendation about the participation of young people. There is limited research into the role that young people are given by adults in the planning of support which is recorded in their Child's Plan.

---

12. Participants

Please detail the nature of the participants:
Participants aged 10-19 years old with a Child's Plan to coordinate support relating to their Additional Support Need (ASN).

Summarise the number and age (range) of each group of participants:
Number: 949   Age (range) 10-19 years

Please detail any inclusion/exclusion criteria and any further screening procedures to be used:
In Highland, there are 30,929 pupils (primary, secondary & special school) and of these, 12,644 pupils have at least one Additional Support need (ASN) and approximately 8,505 pupils have Child's Plans. The WHO (2014) defines adolescence as people between 10 and 19 years of age. Participants aged 10-19 years old will be invited to take part from these 8,505 pupils.

A sample size of at least 949 young people would be necessary for a population of 8505, with 95% confidence, and a margin of error of 3%. Based on a potential response rate of 15%, 6,340 young people would need to be invited to participate. However, due to the potential impact of a young person's ASN, not all will be able to engage with the survey and therefore Head Teachers and Parents will be approached for all pupils aged 10-19.

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13. Nature of the participants

Please note that investigations governed by the Code of Practice that involve any of the types of participants listed in B1(b) must be submitted to the University Ethics Committee (UEC) rather than DEC/SEC for approval.

Do any of the participants fall into a category listed in Section B1(b) (participant considerations) applicable in this investigation?: Yes ⊠   No ☐
If yes, please detail which category (and submit this application to the UEC):

i. are unable to consent for themselves or have significant learning difficulties and/or cognitive impairment of a nature and extent that would affect their ability to give informed voluntary consent (4.3.7 & 4.3.8) – please see section 10 above.
iv. live in or are connected to an institutional environment, as some young people may be looked after and accommodated.

14. Method of recruitment

Describe the method of recruitment (see section B4 of the Code of Practice), providing information on any payments, expenses or other incentives.

Recruitment
- I will contact the ECO Education and Learning about the project and gain permission to contact the Head Teachers directly (see Appendix A – Letter/Email to ECO Education and Learning).
- Head Teachers, as the Named Person, will be asked to identify any young people who are not aware of the existence of their Child's Plan. This number will be recorded and the parent/young person excluded from the project.
- Head Teachers will then share the project information with the parent/carers of pupils who know the Child's Plans exist (see Appendix B [part 1] – Letter/Email to Head Teacher).
- Parent can opt-out so the young person does not receive an email inviting them to participate. This number will be recorded. (see Appendix C – PIS Parent/Carer)
- Head Teacher will be asked to email the young people the information sheet and YouTube link to film. (see Appendix D – PIS Young Person). Consent will be built into the online questionnaire (see Appendix E – Survey).

School Roll	No. Child's Plans	Excluded from project due to not knowing about Child's Plan	Excluded from project due to parental consent being withdrawn	Total no. Young People invited to participate

15. Participant consent

Please state the groups from whom consent/assent will be sought (please refer to the Guidance Document). The PIS and Consent Form(s) to be used should be attached to this application form. Head Teachers as the Named Person will act as a gatekeeper. Head Teachers will be in a position to inform the researcher of where the information is not accessible to parents due to literacy level or English as an additional Language. Passive consent (opt-out) will be sought from Parents/Carers (see Appendix C – PIS Parent/Carer). It was decided that adopting active consent (opt-in) could lead to a bias in the representation of young people in the study and passive consent could lead to a higher participation rate (Spence

et al., 2015). Active consent will be sought from young People (Appendix D – PIS Young Person). The online survey has four sections, which the young person is required to click 'next' to progress through and then 'submit' at the end. Therefore, ongoing consent is built into the design of the survey.

16. Methodology

Investigations governed by the Code of Practice which involve any of the types of projects listed in B1(a) must be submitted to the University Ethics Committee rather than DEC/SEC for approval.

Are any of the categories mentioned in the Code of Practice Section B1(a) (project considerations) applicable in this investigation?   ☐ Yes   ☒ No

If 'yes' please detail:

Describe the research methodology and procedure, providing a timeline of activities where possible. Please use plain English.

Following ethical approval in January 2021, there will be a pilot of the survey in one small Associated Schools Group which is a secondary school and the feeder primary schools. Any changes required following the pilot will be presented to UEC for approval. This is part 1 of the project and will be complete by June 2021 to allow analysis over the school's summer break and Part 2 will be underway from August 2021. Separate ethical approval will be sought for part 2 and informed by the findings of part 1.

This is inductive survey research which allows for both qualitative and quantitative data to be collected. A computerized self-administered questionnaire (Lavrakas, 2008) will be adopted and questions will be informed by Thomas and O'Kane (1999) research about Looked After Children's experience of review and planning meetings.

All participates have been allocated a Chromebook by Highland Council and each have a school based google email address. This will allow them to receive the survey by email. Each learner also has software to meet their individual need and these applications are compatible with Qualtrics which will allow them to use assistive technology where necessary e.g. screen reader where necessary. The physical environment will be determined by the young person, opting to do this either at home or school.

Following the recruitment procedures noted in section 14, the young person will receive an email with participant information which will include a written description and a short film which they can choose which they'd prefer to use. The young person will have a link to the questionnaire through Qualtrics. The beginning of the questionnaire will require consent and the final page will be a submission button.

What specific techniques will be employed and what exactly is asked of the participants? Please identify any non-validated scale or measure and include any scale and measures charts as an Appendix to this application. Please include questionnaires, interview schedules or any other non-standardised method of data collection as appendices to this application.

A non-standardised online questionnaire will be available and take approximately 10 minutes to complete. (see Appendix E – Survey)

Where an independent reviewer is not used, then the UEC, DEC or SEC reserves the right to scrutinise the methodology. Has this methodology been subject to independent scrutiny?   Yes ☐ No ☒

If yes, please provide the name and contact details of the independent reviewer:

17. Previous experience of the investigator(s) with the procedures involved. Experience should demonstrate an ability to carry out the proposed research in accordance with the written methodology.

A core function of an Educational Psychologist is research. Online survey research is a common approach used for a needs analysis prior to undertaking systemic work with schools.

In 2014, the investigator's MSc research was titled; The Child's View for the Child's Plan: A Narrative Approach. This demonstrates the researcher's ongoing role in this field and with this topic.

Below are a list of publications the researcher has either led or been involved with:

Fraser-Smith, J., Morrison, L., Morrison, V., Templeton, J., (in press). What makes an ideal and non-ideal school in Scotland? – pupils' perspective. Educational Psychology in Practice: theory, research and practice in educational psychology. DOI: 10.1080/02667363.2020.1860909

Fraser-Smith, J., Jones, M., Martland, I., McHardy, A., & Quigley, R. (2020). Practitioner enquiry: supporting peer relationships by taking an online cooperative learning approach with upper-primary age pupils. Educational Psychology in Scotland. 20(1) 84-90.

Fraser-Smith, J.D., & Henry, K., (2016). A Systemic Evaluation of a Nurture Group in Scotland. International Journal of Nurture in Education. 2(1), 37-44.

Alexander, S., Brown, N., Farmer, K., Fraser-Smith, J.D., McClatchey, K., McKeown, V., Sangster, A., Shaver, I., & Templeton, J., (2014). Gathering the Views of Children and Young People to Inform Practice in a Psychological Service. Support for Learning. DOI: 10.1111/1467-9604.12066

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18. Data collection, storage and security

How and where are data handled? Please specify whether it will be fully anonymous (i.e. the identity unknown even to the researchers) or pseudo-anonymised (i.e. the raw data is anonymised and given a code name, with the key for code names being stored in a separate location from the raw data) - if neither please justify.

The survey response data will be fully anonymous as no personal data will be collected and therefore the identity of the young people will be unknown to the researcher. However, an identification code will be put in place, in case of disclosure which would allow for the young person to be identified by the school to follow-up.

Explain how and where it will be stored, who has access to it, how long it will be stored and whether it will be securely destroyed after use:

Following consultation with the Data Protection Officers at both Strathclyde University and Highland Council, the guidance provided for this specific project is that the University is the Data Controller. The data is being collected as part of the Professional Doctorate and the data is not wanted by Highland Council. Therefore, no Data Sharing Agreement is required.

The survey has been moved from a Google Form onto Qualtrics. The link will be shared through Highland Council Schools Google email. The survey data will be collected using Qualtrics which will then be exported onto the researchers University OneDrive. The information collected from Head Teachers will be received through email and stored on the researchers University OneDrive.

It is anticipated that the data collected from the survey will not contain identifiable data. However, as the survey includes the option to add free text, this does increase the potential. Participants will be directed to use the Read and Write application to allow them to use a speech-to-text application thus omitting the need for audio record answers.

Data will be stored and analysed on the University OneDrive and accessed by the researcher only. Both the computer and the University Account require different username/passwords. The data will be held until the completion of the Doctorate research which is anticipated to be complete by June 2022. The data will be deleted from the researchers OneDrive and Qualtrics. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. Alternatively, the researcher and supervisor may opt to screenshare and both use Council Microsoft Teams accounts for supervision. This is considered to be secure by Highland Council and is used for confidential meetings daily.

Will anyone other than the named investigators have access to the data? Yes ☐   No ☒
If 'yes' please explain:

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19. Potential risks or hazards

Briefly describe the potential Occupational Health and Safety (OHS) hazards and risks associated with the investigation:
Young People will be using equipment which they already access daily and have been provided with guidance about their computer workstation.

Please attach a completed eRisk Assessment for the research. Further Guidance on Risk Assessment and Form can be obtained on Occupational Health, Safety and Wellbeing's webpages

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20. What method will you use to communicate the outcomes and any additional relevant details of the study to the participants?

Young People are informed that a summary of the findings will be emailed to the same address they received the survey link.

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21. How will the outcomes of the study be disseminated (e.g. will you seek to publish the results and, if relevant, how will you protect the identities of your participants in said dissemination)?

The findings of the research will be shared with the university and will become part of the university library. The researcher will seek to publish the results. If there is any information which could identify a young person e.g. a rare genetic condition is named, then the data will be re-categorised to ensure anonymity.

Checklist	Enclosed	N/A
Participant Information Sheet(s)	☒	☐
Consent Form(s)	☒	☐
Sample questionnaire(s)	☒	☐
Sample interview format(s)	☐	☒
Sample advertisement(s)	☐	☒
OHS Risk Assessment (S20)	☒	
Any other documents (please specify below)	☐	☐
Letter/Email to ECO Education and Learning	☒	☐
Letter/Email to Head Teacher	☒	☐
Pupil Information from Head Teacher	☒	☐
	☐	☐

22. Chief Investigator and Head of Department Declaration

Please note that unsigned applications will not be accepted and both signatures are required

I have read the University's Code of Practice on Investigations involving Human Beings and have completed this application accordingly. By signing below, I acknowledge that I am aware of and accept my responsibilities as Chief Investigator under Clauses 3.11 – 3.13 of the Research Governance Framework and that this investigation cannot proceed before all approvals required have been obtained.

Signature of Chief Investigator

CDaly

Please also type name here: Clare Daly

I confirm I have read this application, I am happy that the study is consistent with departmental strategy, that the staff and/or students involved have the appropriate expertise to undertake the study and that adequate arrangements are in place to supervise any students that might be acting as investigators, that the study has access to the resources needed to conduct the proposed research successfully, and that there are no other departmental-specific issues relating to the study of which I am aware.

Signature of Head of Department

Please also type name here   Allan Hewitt

Date: 10 / 12 / 2020

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23. Only for University sponsored projects under the remit of the DEC/SEC, with no external funding and no NHS involvement

Head of Department statement on Sponsorship

This application requires the University to sponsor the investigation. This is done by the Head of Department for all DEC applications with exception of those that are externally funded and those which are connected to the NHS (those exceptions should be submitted to R&KES). I am aware of the implications of University sponsorship of the investigation and have assessed this investigation with respect to sponsorship and management risk. As this particular investigation is within the remit of the DEC and has no external funding and no NHS involvement, I agree on behalf of the University that the University is the appropriate sponsor of the investigation and there are no management risks posed by the investigation.

If not applicable, tick here ☐

Signature of Head of Department

Please also type name here	Allan Hewitt
Date:	10 / 12 / 2020

> For applications to the University Ethics Committee, the completed form should be sent to ethics@strath.ac.uk with the relevant electronic signatures.

24. Insurance
The questionnaire below must be completed and included in your submission to the UEC/DEC/SEC:

Is the proposed research an investigation or series of investigations conducted on any person for a Medicinal Purpose?
Medicinal Purpose means:
    ▪ treating or preventing disease or diagnosing disease or
    ▪ ascertaining the existence degree of or extent of a physiological condition or
    ▪ assisting with or altering in any way the process of conception or
    ▪ investigating or participating in methods of contraception or
    ▪ inducing anaesthesia or
    ▪ otherwise preventing or interfering with the normal operation of a physiological function or
    ▪ altering the administration of prescribed medication.
	Yes / **No**

If "**Yes**" please go to **Section A (Clinical Trials)** – all questions must be completed
If "**No**" please go to **Section B (Public Liability)** – all questions must be completed

Section A (Clinical Trials)

Does the proposed research involve subjects who are either:
    i.   under the age of 5 years at the time of the trial;
    ii. known to be pregnant at the time of the trial
	Yes / No

*If "**Yes**" the UEC should refer to Finance*

Is the proposed research limited to:
    iii. Questionnaires, interviews, psychological activity including CBT;
    iv. Venepuncture (withdrawal of blood);
    v.   Muscle biopsy;
    vi. Measurements or monitoring of physiological processes including scanning;
    vii. Collections of body secretions by non-invasive methods;
    viii. Intake of foods or nutrients or variation of diet (excluding administration of drugs).
	Yes / No

*If "**No**" the UEC should refer to Finance*

Will the proposed research take place within the UK?	Yes / No

*If "**No**" the UEC should refer to Finance*

Title of Research	
Chief Investigator	
Sponsoring Organisation	

Does the proposed research involve:	
a) investigating or participating in methods of contraception?	Yes / No
b) assisting with or altering the process of conception?	Yes / No
c) the use of drugs?	Yes / No
d) the use of surgery (other than biopsy)?	Yes / No
e) genetic engineering?	Yes / No
f) participants under 5 years of age(other than activities i-vi above)?	Yes / No
g) participants known to be pregnant (other than activities i-vi above)?	Yes / No
h) pharmaceutical product/appliance designed or manufactured by the institution?	Yes / No
i) work outside the United Kingdom?	Yes / No

If **"YES"** to **any** of the questions a-i please also complete the **Employee Activity Form** (attached).
If **"YES"** to **any** of the questions a-i, <u>and this is a follow-on phase</u>, please provide details of SUSARs on a separate sheet.
*If "**Yes**" to any of the questions a-i then the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Section B (Public Liability)	
Does the proposed research involve :	
a) aircraft or any aerial device	Yes / **No**
b) hovercraft or any water borne craft	Yes / **No**
c) ionising radiation	Yes / **No**
d) asbestos	Yes / **No**
e) participants under 5 years of age	Yes / **No**
f) participants known to be pregnant	Yes / **No**
g) pharmaceutical product/appliance designed or manufactured by the institution?	Yes / **No**
h) work outside the United Kingdom?	Yes / **No**

*If **"YES"** to any of the questions the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Email dated 09/03/2021
ETHICAL AND SPONSORSHIP APPROVAL
UEC21/11: Daly/Fraser-Smith: Reflections and recommendations from young people: how GIRFEC puts young people at the heart of decisions that affect them. [Part 1]

I can confirm that the University Ethics Committee (UEC) has approved this protocol and appropriate insurance cover and sponsorship have now also been confirmed.

I remind you that the UEC must be informed of any changes you plan to make to the research project, so that it has the opportunity to consider them. Any change of staffing within the research team should be reported to UEC.

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The UEC also expects you to report back on the progress and outcome of your project, with an account of anything which may prompt ethical questions for any similar future project and with anything else that you feel the Committee should know.

Any adverse event that occurs during an investigation must be reported as quickly as possible to UEC and, within the required time frame, to any appropriate external agency.

The University agrees to act as sponsor of the above mentioned project subject to the following conditions:

1. That the project obtains/has and continues to have University/Departmental Ethics Committee approval.

2. That the project is carried out according to the project protocol.

3. That the project continues to be covered by the University's insurance cover.

4. That the Director of Research and Knowledge Exchange Services is immediately notified of any change to the project protocol or circumstances which may affect the University's risk assessment of the project.

5. That the project starts within 12 months of the date of this letter.

As sponsor of the project the University has responsibilities under the Scottish Executive's Research Governance Framework for Health and Community Care. You should ensure you are aware of those responsibilities and that the project is carried out according to the Research Governance Framework.

On behalf of the Committee, I wish you success with this project.

Kind regards
Angelique

Angelique Laverty
University Ethics Committee Manager
Research & Knowledge Exchange Services (RKES)
University of Strathclyde
Room 3.01, Graham Hills Building
50 George Street
Glasgow
G1 1QE

ethics@strath.ac.uk

Appendix Q: Young people's survey data – Before the meeting – descriptive statistics

Before the meeting:	Attended (n=7)			Not attended (n=15)			Total (n=22)		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Did you see a copy of your Child's Plan?	100% (n=7)	0% (n=0)		47% (n=7)	47% (n=7)	6% (n=1)	64% (n=14)	32% (n=7)	5% (n=1)
Did you read your Child's Plan (or someone read it to you)?	86% (n=6)	14% (n=1)		47% (n=7)	47% (n=7)	6% (n=1)	59% (n=13)	36% (n=8)	5% (n=1)
Did you have the opportunity to share your view on your Child's Plan?	100% (n=7)	0% (n=0)		40% (n=6)	53% (n=8)	7% (n=1)	59% (n=13)	36% (n=8)	5% (n=1)
Do you have an advocate (a person who can speak on your behalf)?	71% (n=5)	14% (n=1)	14% (n=1)	13% (n=2)	33% (n=5)	53% (n=8)	32% (n=7)	27% (n=6)	41% (n=9)
Did someone explain to you why the meeting was happening?	100% (n=7)	0% (n=0)		27% (n=4)	53% (n=8)	20% (n=3)	50% (n=11)	36% (n=8)	14% (n=3)
Did you know when the meeting was going to happen (e.g. day/time)?	71% (n=5)	29% (n=2)		7% (n=1)	67% (n=10)	27% (n=4)	27% (n=6)	55% (n=12)	18% (n=4)
Did you have a say in when the meeting would happen?	0% (n=0)	100% (n=7)		7% (n=1)	67% (n=10)	27% (n=4)	5% (n=1)	77% (n=17)	18% (n=4)
Did you know where the meeting would be held?	86% (n=6)	14% (n=1)		13% (n=2)	60% (n=9)	27% (n=4)	36% (n=8)	46% (n=10)	18% (n=4)
Did you have a say in where the meeting would happen?	14% (n=1)	86% (n-6)		7% (n=1)	67% (n=10)	27% (n=4)	9% (n=2)	73% (n=16)	18% (n=4)
Did you know who else was invited to the meeting?	71% (n=5)	29% (n=2)		0% (n=0)	73% (n=11)	27% (n=4)	23% (n=5)	59% (n=13)	18% (n=4)

Were you asked if you wanted someone specific to be at the meeting?	29%	71%		7%	67%	27%	14%	68%	18%
	(n=2)	(n=5)		(n=1)	(n=10)	(n=4)	(n=3)	(n=15)	(n=4)

During the meeting (n=7):	A lot	Quite a lot	Some	A little	Not at all	Blank
How much were you prepared for the meeting	0% (n=0)	14% (n=1)	43% (n=3)	29% (n=2)	14% (n=1)	
How much support did you get during the meeting?	14% (n=1)	14% (n=1)	29% (n=2)	29% (n=2)	0% (n=0)	14% (n=1)
How much did you speak?			29% (n=2)	57% (n=4)	14% (n=1)	
How much did you communicate (e.g. shaking your head, smiling, frowning)?	14% (n=1)	29% (n=2)	29% (n=2)	14% (n=1)	14% (n=1)	
How much were you listened to?	29% (n=2)	14% (n=1)	0% (n=0)	14% (n=1)	43% (n=3)	
How much did your views influence the decisions at the meeting?	14% (n=1)	14% (n=1)	29% (n=2)	14% (n=1)	29% (n=2)	
How much choice did you feel you had?	14% (n=1)	14% (n=1)	14% (n=1)	14% (n=1)	43% (n=3)	
Choice and decision making combined (n=14)	14% (n=2)	14% (n=2)	21% (n=3)	14% (n=2)	36% (n=5)	
How comfortable did you feel attending the meeting?	14% (n=1)	14% (n=1)	29% (n=2)	14% (n=1)	29% (n=2)	

Appendix S: Young people's survey data – After the meeting – descriptive statistics

	Attended (n=7)			Not attended (n=15)			Total (n=22)		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know / blank
By the end of the meeting, was there a plan of action?	43% (n=3)	14% (n=1)	43% (n=3)	20% (n=3)	0% (n=0)	80% (n=12)	27% (n=6)	5% (n=1)	68% (n=15)
Did someone discuss the meeting with you?	43% (n=3)	14% (n=1)	43% (n=3)	47% (n=7)	20% (n=3)	33% (n=5)	45% (n=10)	18% (n=4)	36% (n=8)
Was there opportunity to change actions after the meeting?	29% (n=2)	43% (n=3)	29% (n=2)	13% (n=2)	20% (n=3)	67% (n=10)	18% (n=4)	27% (n=6)	55% (n=12)
After the meeting, did what was agreed in the actions actually happen?	29% (n=2)	29% (n=2)	43% (n=3)	40% (n=6)	7% (n=1)	53% (n=8)	36% (n=8)	14% (n=3)	50% (n=11)
Do you think you could have been involved more?	57% (n=4)	29% (n=2)	14% (n=1)	20% (n=3)	33% (n=5)	47% (n=7)	32% (n=7)	32% (n=7)	36% (n=8)
If you were not happy about an aspect of the CPM or Child's Plan, did you know what to do?	43% (n=3)	29% (n=2)	29% (n=2)	20% (n=3)	13% (n=2)	67% (n=10)	27% (n=6)	18% (n=4)	55% (n=12)

Appendix T: Young people's raw data from the survey – General

ID	22	25	IHS03	scd2	scd1	SJC1	SJC2	SJC3	CRA 5	CRA 6	see3	SEE4	SEE1	NEFO1	NEF 03	NEF02	NFFO6	NFF02	nff11	nffo4	nff10	nff13
Age	14	18	12	10	10	10	11	10	10	10	11	11	10	11	11	11	11	11	10	11	10	11
Stage	S3	S6	S1	P6	P6	P6	P7	P6	P6	P6	P7	P7	P7	P7	P7	P7	P6	P7	P6	P7	P6	P7
Gender	F	F	M	M	M	M	M	F	F	M	M	F	M	M	M	M	F	M	F	M	F	M
Area of support	"I'm not sure"	LE	LE	LE	LE	S&E	FC	FC	S&E	D&H	"nothing"	FC	"Don't know"	S&E	S&E	S&E	S&E	S&E LE	LE	ALL	LE	LE
Wellbeing	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI		SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI	SHANARRI		SHANARRI	SHANARRI	SHANARRI	SHANARRI
Have an IEP	Don't know	Yes	Don't know	No	Don't know	Don't know	Don't know	Don't know	No	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know		Don't know	No	Don't know	No	No	No
Attend IEP meeting?	I don't have one	No	No	No	Yes	No	No	I don't have one	No	No	I don't have one	No	I don't have one	No	I don't have one	No	I don't have one	I don't have one	I don't have one	No	I don't have one	I don't have one
Have a CSP	Don't know	No	Don't know	No	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know		Don't know	No	Don't know	No	No	No
Attend CSP meeting?	I don't have one	No	No	No	Yes	No	No	I don't have one	No	No	I don't have one	No	I don't have one	No	Yes	No	I don't have one	I don't have one	I don't have one	No	I don't have one	I don't have one
Have a CP?	Yes	Yes	Yes	No	Yes	Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Attend CPM?	Part of it	Yes	No	No	Yes	No	No	No	Part of it	Part of it	No	No	I don't have one	No	Yes	No	No	No	No	Yes	No	No
See CP	Part of it	Yes	No	No	Part of it	No	No	No	Yes	Part of it	No	No	I don't have one	Yes	Part of it	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Read CP	No	Yes	No	No	Yes	No	No	No	Yes	Yes	No	No	I don't have one	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Share views on CP	Yes	Yes	No	No	Part of it	No	No	No	Yes	Part of it	No	No	I don't have one	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes

Appendix T: Young people's raw data from survey – Before the meeting

ID	22	25	IHS03	scd2	scd1	SJC1	SJC2	SJC3	CRA 5	CRA 6	see3	SEE4	SEE1	NEFO1	NEF 03	NEF02	NFFO6	NFF02	nff11	nffo4	nff10	nff13
Explain **why** the meeting happening	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	Yes	Yes	No		No	No	Yes		
Informed of **when**	Yes	Yes	No	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No	No		No		Yes		
Have a say in **when**	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No		No		No		
Informed of **where**	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No	Yes	No		No		No		
Have a say in **where**	No	No	No	Yes	No	No	No	No	Yes	No	No	No	No	No	No	No		No		No		
Informed of **who** would be there	Yes	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No	Yes	No		No		Yes		
Were you asked **who** you wanted there	Yes	No	No	Yes	No	No	No	No	Yes	No	No	No	No	No	No	No		No		No		

Appendix T: Young people's raw data from survey – During the meeting

ID	22	25	IHS03	scd2	scd1	SJC1	SJC2	SJC3	CRA 5	CRA 6	see3	SEE4	SEE1	NEFO1	NEF 03	NEF02	NFFO6	NFF02	nff11	nffo4	nff10	nff13
Prepared	Some	Some			Quite a lot				Some	A little					A little					Not at all		
Support	Some	Some							Quite a lot	A little					A lot					A little		
Speak	Some	A little			A little				Some	A little					Not at all					A little		
Non-verbal comms	Quite a lot	Some			Quite a lot				Some	A little					Not at all					A lot		
Listened to	Quite a lot	A lot			Not at all				A lot	A little					Not at all					Not at all		
Views influenced decision	Some	Quite a lot			Not at all				A lot	A little					Not at all					Some		
Choice	Quite a lot	Some			Not at all				A lot	A little					Not at all					Not at all		
Comfortable	Some	Quite a lot			Not at all				Some	A little					Not at all					A lot		

Appendix T: Young people's raw data from survey – After the meeting

ID	22	25	IHS03	scd2	scd1	SJC1	SJC2	SJC3	CRA 5	CRA 6	see3	SEE4	SEE1	NEFO1	NEF 03	NEF02	NFFO6	NFF02	nff11	nffo4	nff10	nff13
Plan of action	Don't know	Yes	Don't know		No	Yes	Yes	Don't know	Yes	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Yes				Yes		
Discuss the meeting	Don't know	Yes	Don't know	No	Don't know	Yes	Yes	No	Yes		Don't know	Don't know	Don't know	Yes	Yes	Yes	Yes		No	No	Yes	Yes
change actions	Yes	Don't know	Don't know		No	No	No	Don't know	No	Don't know	Don't know	Don't know	Don't know	Don't know	Yes	Yes	Don't know			No	No	Yes
Were actions implemented	Don't know	Yes	Don't know	No	No	Yes	Yes	Don't know	Yes	Don't know	Don't know	Don't know	Don't know	Don't know	Don't know	Yes	Yes			No	Yes	Yes
Involved more?	Don't know	Yes	Yes		Yes	No	No	No	No	Yes	Don't know	Don't know	Don't know	Yes	Yes	Don't know	Yes			No	No	No
If not happy, know what to do?	Yes	Yes	Don't know		No		Yes	No	Yes	Don't know	Don't know	Don't know	Don't know	Yes	Don't know	Yes	No			No		

Appendix T: What do young people advise helps or hinders their participation at a meeting?

What makes a good meeting?	What makes an unhelpful meeting?
where everone listens while one speaks	when everones talking or people don't listen
To discuss whats happening	
Participation	Loud unhelpful people
i dont konw	taking my privit stuf
Talking	silence
when peple are there and they get a chance to say something	when people speak over you
talk	someone chatting while youre speaking
Being listened to	I dont know
Really not sure, think it is for adults.	I don't want any kids to know about it.
dont know	dont know
Don't know	Don't know
listening to each other	shouting out
Listening to, being respectful nice and kind	talking over people who talks,be mean or not nice not being respectful
if i was heard	being talked over
talking,everyone gets a chance to speak.	everyone talking over everyone.
NOT PUTINg ME IN A SMALL ROOM	PUTING ME IN A SMALL ROOM

Adult – Areas of support	Young People – Areas of support	Comparison
Social and emotional factors	social and emotional learning environment	Match + LE
Disability & health needs	All 4 categories	Match + SE, LE, FC
Social and emotional factors	Social and emotional factors	Match
Learning environment	Learning environment	Match
Learning environment	Learning environment	Match
Social and emotional factors	Social and emotional factors	Match
Social and emotional factors	Social and emotional factors	Match
Social and emotional factors	Social and emotional factors	Match
Family circumstances	Learning environment	
Social and emotional factors	Learning environment	
Disability & health needs	Social and emotional factors	
Disability & health needs	Disability & health need	Match
Social and emotional factors	Social and emotional factors	Match
Social and emotional factors	Family circumstances	
Social and emotional factors	Family circumstances	

Adult - Why does this child have a child's plan	YP - Why does you have a child's plan	YP - How would you describe your additional support need (ASN)?
Behaviour Support	I'm not well behaved	Blank
Behaviour Support	because Mrs T told me	Blank
Anxiety	i don't know	maths,writing,time outs
Academic support	i don't know	spelling, reading and speech
Academic support	no idea	reading, spelling and some maths
To support this child to manage their behaviour and emotions. They have some difficulties with social communication and likes to be prepared for changes to their routine. An NDAS referral was completed in May 2019.	so people who support me knows about me	[managing] maniching my emotions
Their challenging behaviour causes concern particularly at home and in the community. They can display defiant and aggressive behaviour towards adults and children. Their moods can change very rapidly. They struggle to sustain focus and attention on tasks not of their choosing. They struggle during unstructured times and can	adhd , learning to walk away	managing my feelings / adhd

often find themselves in bother.		
They have been exposed to significant domestic abuse and Mum's at times low mental health. They can find it difficult to attend school and require adult reassurance throughout the day.	To help me	To talk about emotions and to see how i feel
Care experienced, NDAS referred	to keep me safe	[support] supot
Compulsory supervision order, awaiting CAMHS	Blank	I am quiet.
ASD, anxiety, learning	Because i have autism and to make sure i am happy and coping well.	I have autism.
Hearing loss, social difficulties	No idea	I don't know
Diagnosis of ADHD	Because I have ADHD	Understanding what's going on in my head and something to fidget with so that I can listen properly.
Previous LAC/SEBD	adopted	To help with emotions
Previous LAC/SEBD	To help me with work	II get help about my brother

Support

- Behaviour support
- Academic support
- Emotional support

Diagnosis/categorising

- Anxiety
- Social communication difficulties
- Autism Spectrum Disorder (ASD)
- Attention deficit hyperactivity disorder (ADHD)
- Hearing loss
- Care experienced
- Social, Emotional and Behavioural Difficulties (SEBD)

Services and the outcome

- Neurodevelopmental Assessment Service (NDAS)
- Child and Adolescent Mental Health Service (CAMHS)
- Compulsory supervision order

Needs

- Likes to be prepared for changes in their routine
- Requires reassurance throughout the day

Concerns

- Challenging behaviour
- Defiant behaviour
- Aggressive behaviour
- Changeable mood
- Struggle to sustain focus and attention
- Struggle during unstructured times
- Exposed to domestic abuse
- Parental poor mental health
- Difficulty attending school
- Learning

Content analysis – young people

Support, to help me

- Help about my brother
- Keep me safe
- Make sure I am happy
- Make sure I am coping well
- People who support me know about me

Behaviour support

- Fidget to listen properly
- Not well behaved

Academic support

- Maths
- Writing
- Spelling
- Reading
- Speech

Emotional support

- Understand myself better
- Time outs
- Talk and manage my feelings and emotions

Physical support

- Learning to walk away

Diagnosis/categorising

- I am quiet
- Autism
- ADHD
- Adopted

AWB - safe	YWB - safe	AWB-Healthy	YWB-Healthy	AWB-Achieving	YWB-Achieving	AWB-Nurtured	YWB-Nurtured	AWB-Active	YWB-Active	AWB-Respected	YWB-Respected	AWB-Responsible	YWB-Responsible	AWB-Included	YWB-Included
Y		Y		N		N		N		Y		Y		Y	
Y	N	Y	N	Y	N	Y	N	N	Y	N	Y	N	Y	Y	N
N	N	Y	N	Y	Y	N	Y	N	N	N	N	N	N	N	Y
N	N	N	N	Y	Y	N	N	Y	N	N	N	N	N	Y	N
Y	N	Y	N	Y	Y	Y	N	N	N	N	N	N	N	Y	N
Y	N	N	N	Y	N	N	Y	N	N	N	N	N	N	Y	Y
Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y
Y	Y	N	N	Y	Y	N	Y	N	N	N	Y	N	N	Y	N
Y	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	Y
	N		N		N		Y		N		N		N		N
N	N	Y	N	Y	Y	N	N	N	N	N	N	N	N	Y	Y

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N	N	Y	N	Y	N	N	N	N	N	N	N	N	N	N	**Y**
N	N	N	N	Y	N	N	N	N	**Y**	Y	N	N	N	Y	N
N	**Y**	N	N	N	N	Y	N	N	N	Y	N	Y	N	Y	N
N	**Y**	N	N	Y	N	N	N	N	N	Y	N	N	N	Y	N
Y=7	Y=4	Y=6	Y=1	Y=11	Y=6	Y=3	Y=6	Y=1	Y=2	Y=6	Y=2	Y=4	Y=2	Y=11	Y=6

Matches

Safe = 2 matches for yes

Healthy = 0 matches for yes

Achieving = 6

Nurtured = 0

Active = 0

Respected = 1

Responsible = 2

Included = 3

Appendix X: Solution Focused Meetings training survey questions

What is your role within the school?

- ASN teacher
- Depute head teacher
- Guidance teacher
- Head teacher
- Other

Do you have experience facilitating a Child's Plan meeting?

- Yes/No

Do you have experience facilitating a Solution Focused meeting?

- Yes/No

Have you attended the Solution Focused meeting training by Highland Council Psychological Services?

- Yes/No

Solution Focused Practice

On a scale of 1 to 10, bow aware are you of the solution focused principles?

- Not aware 1-10 Extremely aware

Which of the following solution focused techniques are you able to use in practice?

- Finding exceptions
- Goal setting
- Miracle question
- Preferred future
- Strength-based profiling

Meetings

In preparation for a meeting, what steps do you take?

[free text]

Following a meeting, what steps do you take?

[free text]

Young People and their meetings

What are the benefits to involving young people in their meetings?

[free text]

What are the barriers to involving young people in their meetings?

[free text]

How do you prepare and support young people to present their views at the meeting?

[free text]

When preparing young people for their meeting, do you: Yes/No

- Provide information about <u>when</u> the meeting was going to happen (e.g. day/time)?
- Give the young person a say in <u>when</u> the meeting would happen?
- Provide information about <u>where</u> the meeting would be held?
- Give the young person a say in <u>where</u> the meeting would happen?
- Explain to the young person <u>why</u> the meeting was happening?
- Provide information about <u>who</u> else was invited to the meeting?
- Ask the young person if they wanted someone specific to be at the meeting?
- Prepare young people for the format of the meeting?

On a scale of 1 to 10, to what extent do you encourage young people to join their meetings?

- No encouragement 1-10 A lot of encouragement

Training

If further SFM training was to be offered, how likely would it be that you would attend?

- Unlikely 1-10 Likely

If further SFM training was to be offered, how likely would it be that you would recommend others in your school should attend?

- Unlikely 1-10 Likely

What would you see as the benefits to practice in attending SFM training?

[free text]

What do you hope to gain from the training?

[free text]

Appendix Y: Email to Head Teacher

Dear Head Teacher,

I am writing to you to seek your assistance in the next part of this research project exploring the young person's experience of Child's Plan meetings, from the young person's perspective.

To undertake this part of the project successfully, I require a conduit for information sharing with parents and young people who attend your school. Please could you identify a member of staff as a point of contact, e.g. Depute Head Teacher, Guidance Teacher or Support for Learning Teacher.

I will ask the member of staff to help identify young people to invite to participate and the decision making will be informed by the inclusion/exclusion criteria:

- Inclusion criteria; young people aged 10-19, who are English speaking and have experience of attending a Child's Plan meeting.
- Exclusion criteria; young people who do not communicate verbally, and those who are deaf and/or blind will be excluded due to the limitations of the group meeting online and the resources available to me to support them.

Once the young people are identified by the member of staff, I will ask them to share a one-page document (see attached) with the young people. When I hear from the school link person that a young person is interested in the project, I will send fuller information and the consent form for forwarding to the young person and their parent. The school link person or young person will send the consent form back to me. Following this, I will arrange to meet the young person one-to-one then within the group.

School link person:

1. Identify young person based on inclusion/exclusion criteria

2. Share research information (one-page) with young person

3. Those young people who are interested, send fuller information and consent form to young person and parent.

4. Consent form to be sent to Jen

5. Arrange date for one-to-one meet

6. Arrange date for group to meet (across multiple schools) with access to quiet room

The research group will be made up of 4-8 young people from different schools. This will involve meeting online using Google Meet for 6 sessions. The young person will therefore need a quiet space in school for an hour plus set-up time. Please provide a sign for the door (e.g. 'do not disturb') to provide the young person with a confidential space. Please ensure the young person has access to an identified member of staff during this time for both ICT and emotional support where required.

The project involves two parts:

Part 1: Creating information to prepare for a child's plan meeting

The first part of the project involves the group working together to create information which could help other young people prepare for a child's plan meeting. This might take the form of guidance and include; writing, drawing, photography, film, audio, storytelling. We may have expertise in the group to use some online resources like Bookmaker or Powtoon. The group will work together to create this.

Part 2: Evaluate the young people's experience of child's plan meetings

The second part of the project involves the group working together to create an evaluation tool to be used later to evaluate young people's experiences of child's plan

meetings. Young people will not be asked to collect or analyse any information from other young people who attend child's plan meetings.

If you have any questions about the project please email me at jenny.fraser-smith@highlandschools.net or my supervisor Clare.Daly@strath.ac.uk

Best wishes

Jen Fraser-Smith

DEdPsy Research, Strathclyde University

Area Principal Educational Psychologist, Highland Council Psychological Service

Research Information Sheet for Young People

Name of department: Psychological Science and Health

Title of the study: Co-producing information to support young people's participation at Child's Plan meetings and plan an evaluation.

Introduction

My name is Jen Fraser-Smith and I am an Educational Psychologist working for Highland Council Psychological Service. I am undertaking a Professional Doctorate with the University of Strathclyde and as part of the course I will be undertaking a research project.

Invitation

You are being invited to take part in this research project. Before you decide to do so, it is important you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me anything that is not clear or if you would like more information. Take time to decide whether you wish to take part. Thank you for reading this.

What is the purpose of this research?

The aim of this research is to explore what is important to you when attending a child's plan meeting and through this to create 1. information which could help other young people prepare for these meetings 2. a tool to evaluation a child's plan meeting experience. Evidence shows that there is limited understanding of the purpose of these meetings or what to expect from the meeting. Young people are in a position to support other young people to be prepared for a Child's Plan meeting by developing guidance.

Why have I been chosen?

You have been chosen because you have a Child's Plan and you have attended a Child' s Plan meeting. The co-researcher group will include young

people aged 12-16 from your secondary school. You will all have a Child's Plan and have attended at least one meeting about the Child's Plan. The co-researcher group will consist of between 4 and 8 young people.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be able to keep a copy of this information sheet and you should indicate your consent on the consent form. You can still withdraw at any time. You do not have to give a reason.

What will I do in the project?

The research involves two parts:

Part 1: Creating information to prepare for a child's plan meeting

The first part of the project involves us working together as a group to create information which could help other young people prepare for a child's plan meeting. This might take the form of guidance and include; writing, drawing, photography, film, audio, storytelling. We may have expertise in the group to use some online resources like Bookmaker or Powtoon. The group will work together to create this.

Part 2: Evaluate the young people's experience of child's plan meetings

The second part of the project involves us working together as a group to create an evaluation tool to be used later to evaluate young people's experiences of child's plan meetings. You will not be asked to collect or analyse any information from other young people who attend child's plan meetings.

When will we meet?

We will meet for six sessions, 50 min each, using Google Meet. In discussion with you as a group of co-researchers and a member of school staff, we will arrange for the group meetings to occur during the school day.

What are the potential risks to you in taking part?

This project will require you to give your own time. Please think about your commitments and responsibilities before agreeing to participate, to prevent you from being overwhelmed with this extra demand on your time.

As the group will meet online using Google Meet, it is acknowledged that by participating, you are agreeing to share your name, voice and face with the rest of the group. Although you are encouraged to join the call contributing using both the microphone and camera, you may choose to not use the camera and instead have your account icon displayed. Each young person will have a parent/carer in the vicinity, and they may see the screen if they are required to offer practical support with the technology. The online calls will not be recorded as part of the research, and you are not to screenshot or film the sessions. All young people in the group will have a Child's Plan and the implication of this mean that others will be aware that you also have a Child's Plan but the reason for having it will not be shared unless you choose to divulge that information.

There are no direct benefits to you taking part in the research. However, it is hoped that the information which is created as an outcome of this project will have a positive impact on other young people and this will be investigated using the evaluation tool designed by the research group.

Will my parent/carer be involved?

Your parent/carer has been sent an information sheet which tells them about the project. For those aged 12-15, your parent/carer has been asked to agree to you being involved in this project. However, the decision is yours and it is your consent that is required.

What information is being collected in the project?

I will need your name and contact details, as well as your parent/carer's (phone number and email address) and this will be stored for arranging the research group. This will be stored on my Highland schools Google account.

Co-research agreements and consent forms will be stored on my Highland schools Google account.

The activities where Jamboards are used, will allow for you to contribute to the boards anonymously. This will be stored on my Highland schools Google account.

During the Google Meets all your spoken words will be turned into written text which will be stored and analysed. The sound of your voice and the image on the screen will not be recorded. The transcript will indicate the name and time stamp of each verbal contribution and your name will be changed.

Who will have access to the information?

I will have access to all the data. The project will take place using the Google Education Suite which the Local Authority has confirmed is secure for Highland Council users. I will use your Highland Schools Google account which is part of a secure network allowing contact with young people who all have a Highland Schools Google account.

The findings from the research will form part of my doctoral thesis, and some may be published in academic journals. Some quotes, may be used for illustrative purposes, and these will be anonymous, meaning your name will not be included.

Where will the information be stored and how long will it be kept for?

Data will be stored and analysed on the Highland Council Google Education Suite and accessed by the researcher only. No other Highland Council employee will access this information. Both the computer and the Highland Council Google account require different username/passwords. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. In this instance, the data will be stored on the University OneDrive. The data will be deleted from the researchers Highland Council Google account and University OneDrive once the doctorate is

complete. The data will be held for 5 years following the completion of the Doctorate research on the University data repository called Pure.

All personal data will be processed in accordance with data protection legislation. Please read our [Privacy Notice for Research Participants](#) for more information about your rights under the legislation.

What happens next?

If you wish to take part in this research, please email me at jenny.fraser-smith@highlandschools.net attaching your consent form. You can sign this by typing your name. I will then contact you to arrange to meet you and your parent/carer online.

If you do not wish to take part in this research, thank you for taking the time to read this and you do not need to do anything further.

Researcher contact details:

Please get in contact if you have any questions about the research project; contact me at jenny.fraser-smith@highlandschools.net

Jen Fraser-Smith

DEdPsy Research, Strathclyde University

Area Principal Educational Psychologist, Highland Council

Chief Investigator details:

The research is supervised by Clare Daly at Strathclyde University and by Bernadette Cairns, Principal Educational Psychologist at Highland Council. This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee

Research & Knowledge Exchange Services

University of Strathclyde

Graham Hills Building

50 George Street

Glasgow

G1 1QE

Telephone: 0141 548 3707

Email: ethics@strath.ac.uk

[University Logo]

Consent Form for Young Person

Name of department: Psychological Science and Health

Title of the study: Co-producing information to support young people's participation at

Child's Plan meetings and plan an evaluation.

- I confirm that I have read and understood the Information Sheet for this project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice for Participants in Research Projects and understand how my personal information will be used and what will happen to it (i.e. how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that I can request the withdrawal from the study of some personal information and that whenever possible researchers will comply with my request. This includes the following personal data:
  - o my personal information from transcripts.
- I understand that anonymised data (i.e. data that do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the research will remain confidential and no information that identifies me will be made publicly available.
- I consent to transcripts being created from the Google Meet as part of the project
- I consent to being a participant in the project.

Consent from young person:	
(Young Person - PRINT NAME)	
Signature of Young Person:	Date:
Agreement from parent/carer for young people aged 12-15:	
(Parent/Carer - PRINT NAME)	
Signature of Parent/Carer:	Date:

Research Information Sheet for Parent/Carer

Name of department: Psychological Science and Health

Title of the study: Co-producing information to support young people's participation at Child's Plan meetings and plan an evaluation.

Introduction

My name is Jen Fraser-Smith and I am an Educational Psychologist working for Highland Council Psychological Service. I am undertaking a Professional Doctorate with the University of Strathclyde and as part of the course I will be undertaking a research project.

What is the purpose of this research?

The aim of this research is to explore what is important to young people when attending a child's plan meeting and through this to create 1. information which could help other young people prepare for these meetings 2. a tool to evaluation a child's plan meeting experience. Evidence shows that there is limited understanding of the purpose of these meetings or what to expect from the meeting. Young people are in a position to support other young people to be prepared for a Child's Plan meeting by developing guidance.

Why has this young person been invited to take part?

The co-researcher group will include young people aged 12-16 from one secondary school. All the young people will have a Child's Plan and have attended at least one meeting about the Child's Plan. The co-researcher group will consist of between 4 and 8 young people.

Does the young person have to take part?

No they do not have to take part in this research. Participation is entirely voluntary. If the young person chooses not to take part, there will be no

consequences. If they choose to take part then subsequently change their mind, they can withdraw at any time and do not have to give a reason.

What will the young person do in the project?

The group of young people will work together over six sessions, 50 minutes each. We will meet online using Google Meet. In discussion with the group of co-researchers, we will arrange for the group meetings to occur during school.

Part 1: Creating information to prepare for a child's plan meeting

The first part of the project involves the group working together to create information which could help other young people prepare for a child's plan meeting. This might take the form of guidance and include; writing, drawing, photography, film, audio, storytelling. We may have expertise in the group to use some online resources like Bookmaker or Powtoon. The group will work together to create this.

Part 2: Evaluate the young people's experience of child's plan meetings

The second part of the project involves the group working together to create an evaluation tool to be used later to evaluate young people's experiences of child's plan meetings. Young People will not be asked to collect or analyse any information from other young people who attend child's plan meetings.

What is my role in this research as the young person's parent/carer?

For young people aged 12-15, please provide your agreement to their involvement in this project, if they wish to participate. It is essential that they are willing and therefore whilst parent's may wish to encourage their young person to participate, the decision is for the young person to make. Where a young person does not consent, they will not be expected to take part.

If you were not in agreement for the young person to take part and they were consenting. The young person's consent would be accepted.

What are the potential risks to the young person in taking part?

This project will require the young people to give their own time. Please help them to think about their commitments and responsibilities before agreeing to participate, to prevent them from being overwhelmed with this extra demand on their time.

As the group will meet online using Google Meet, it is acknowledged that by participating, they are agreeing to share their name, voice and face with the rest of the group. Although they are encouraged to join the call contributing using both the microphone and camera, they may choose to not use the camera and instead have their account icon displayed. Each young person will have a parent/carer in the vicinity, and parent/carers may see the screen if they are required to offer practical support with the technology. The online calls will not be recorded as part of the research, and the young people are not to screenshot or film the sessions. All young people in the group will have a Child's Plan and the implication of this mean that others will be aware that they also have a Child's Plan but the reason for having it will not be shared unless the young people choose to divulge that information.

There are no direct benefits to the young person taking part in the research. However, it is hoped that the information which is co-produced as an outcome of this project will have a positive impact on other young people and this will be investigated using the evaluation tool designed by the research group.

What information is being collected in the project?

The parent/carer and young people's name, contact details (phone number and email address) will be stored for arrangements of the research group. This will be stored on the researcher's Highland schools Google account. Co-research agreements and parent consent forms will be stored on the researcher's Highland schools Google account.

The activities where Jamboards are used, will allow for young people to contribute to the boards anonymously. This will be stored on the researcher's Highland schools Google account.

During the Google Meets all spoken words will be turned into written text which will be stored and analysed. The sound of the voices and the image on the screen will not be recorded. The transcript will indicate the name and time stamp of each verbal contribution and all names will be changed to protect the young people's identity. The Google extension, Meet Transcript, does not store analytics, telemetry or tracking.

Who will have access to the information?

I will have access to all the data. The project will take place using the Google Education Suite which the Local Authority has confirmed is secure for Highland Council users. I will use young people's Highland Schools Google account which is part of a secure network allowing contact with young people who all have a Highland Schools Google account.

The findings from the research will form part of my doctoral thesis, and some may be published in academic journals. Some quotes, may be used for illustrative purposes, and these will be anonymous, meaning your name will not be included.

Where will the information be stored and how long will it be kept for?

Data will be stored and analysed on the Highland Council Google Education Suite and accessed by the researcher only. No other Highland Council employee will access this information. Both the computer and the Highland Council Google account require different username/passwords. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. In this instance, the data will be stored on the University OneDrive. The data will be deleted from the researchers Highland Council Google account and University OneDrive once the doctorate is

complete. The data will be held for 5 years following the completion of the Doctorate research on the University data repository called Pure.

All personal data will be processed in accordance with data protection legislation. Please read our [Privacy Notice for Research Participants](#) for more information about your rights under the legislation.

What happens next?

Please speak with your young person about the research. They have an information sheet also which explains the project, along with a video of me reading it aloud. They have also been sent a consent form which asks for their consent and your agreement.

If they wish to take part in this research, please support them to complete the consent form and they can email it to me directly at jenny.fraser-smith@highlandschools.net or you can email me at Jenny.Fraser-Smith@strath.ac.uk I will then contact you to arrange to meet you both online.

If your young person does not wish to take part in this research, then no further action is required. Thank you for taking the time to read this and you do not need to do anything further.

Researcher contact details:

Please get in contact if you have any questions about the research project; contact me at jenny.fraser-smith@highlandschools.net

Jen Fraser-Smith

DEdPsy Research, Strathclyde University

Area Principal Educational Psychologist, Highland Council

Chief Investigator details:

The research is supervised by Clare Daly at Strathclyde University and by Bernadette Cairns, Principal Educational Psychologist at Highland Council. This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee

Research & Knowledge Exchange Services

University of Strathclyde

Graham Hills Building

50 George Street

Glasgow

G1 1QE

Telephone: 0141 548 3707

Email: ethics@strath.ac.uk

Appendix AC: Jamboard for first session & drawing the ideal meeting activity

We are going to:

Chat about the project

Activity: Drawing the ideal meeting

Consent form

We will create some guidance about going to Child's Plan meetings.

We will create something to help us decide if it was a good meeting or not.

Non-ideal meeting
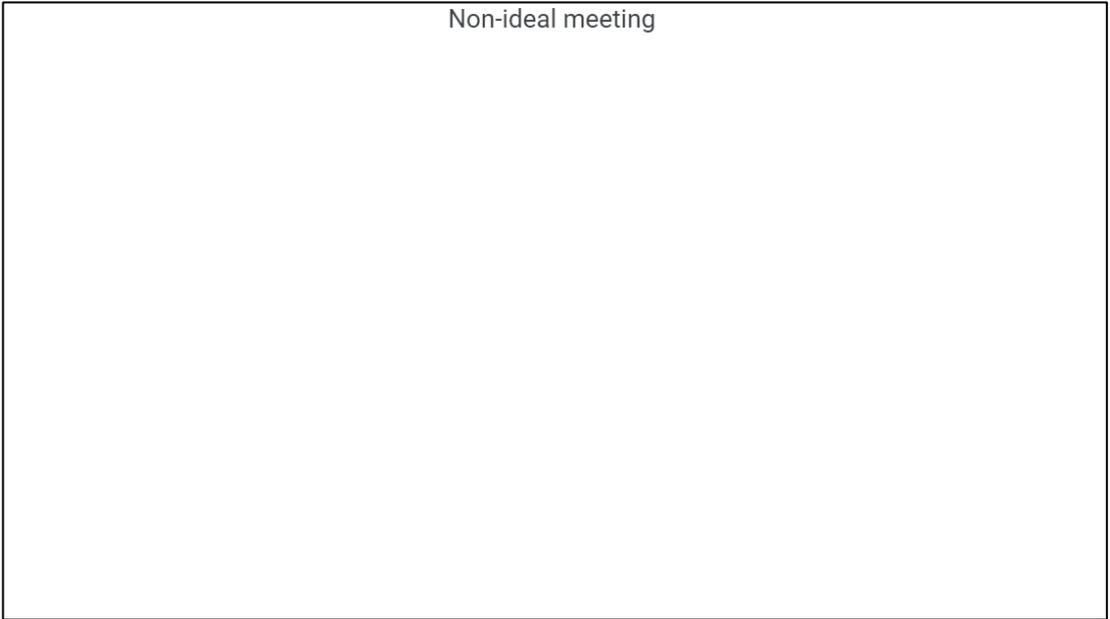
Ideal Meeting
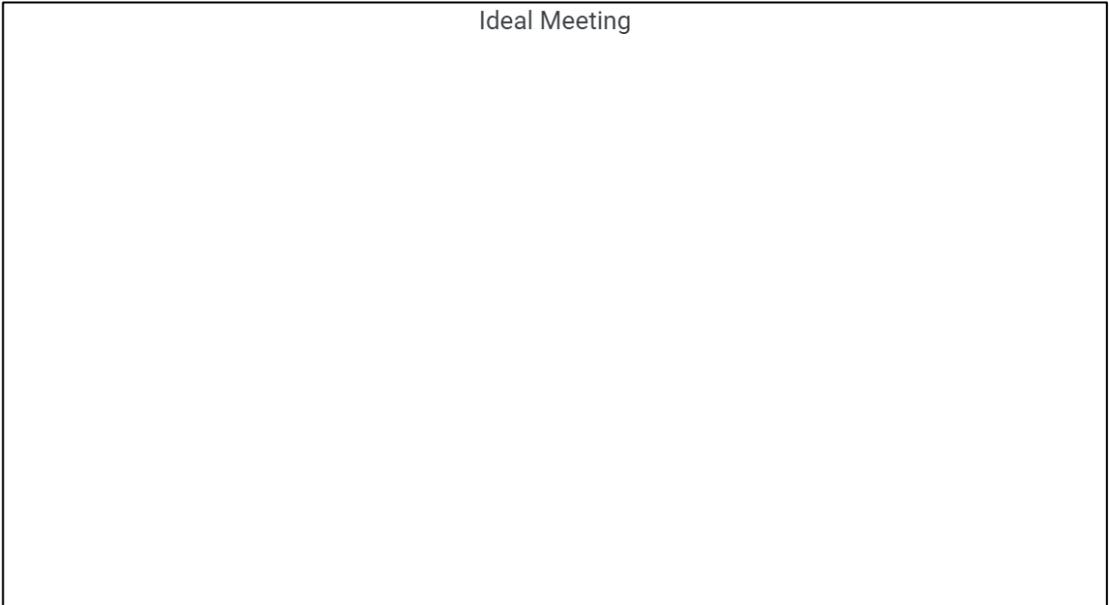
10	Ideal meeting
9	
8	
7	
6	
5	
4	
3	
2	
1	Non-ideal meeting

Consent Form

VOICE ON THE SCREEN!

Name one thing you love about summer?

A BIT OF BACKGROUND!

- Googled: "How to get ready for a child's plan meeting?"
- Perth

- Other people's research about "young people at meetings"
- Preparation, clear purpose, agenda

- Survey with young people in Highland
- https://sway.office.com/HjU3BPgkdbs3?ref=Link

THANK YOU!

https://wordwall.net/resource/26076637/get-to-know-each-other

JO

Where might the meeting be held?

Who might be at the meeting?

Who else might they want at the meeting?

When might the meeting happen?

What might be discussed at the meeting?

Jamboard:
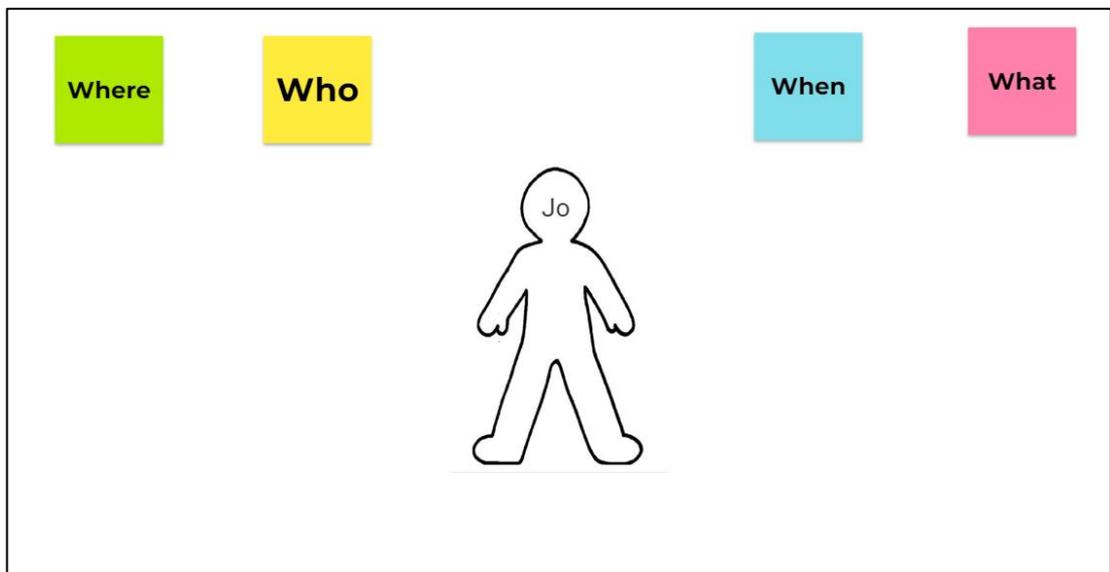
Jamboard:

Appendix AF: Pupil leaflet

Pupil Participation Project

Information for Pupils and Parents / Carers

Your Meeting Needs YOU
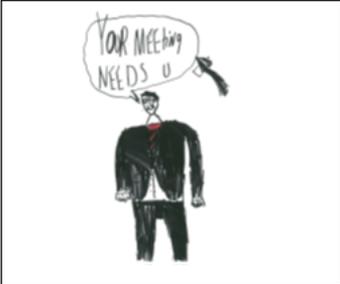
"Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously."

UN Convention on the Rights of the Child 1989

Why should you be involved in meetings about you?

The government says that all children and young people should be allowed to say what they think when decisions are being made about them and their views should be taken seriously.

What you have to say is important and you should be listened to.

Your named person is:

Your lead professional is:

Someone in your school will help you to think about what you want to say. This should be someone you are happy with.

Your named person will coordinate what people do for you.

Attending Meetings

The purpose of the meeting is to ensure that we continue to meet your needs. We will talk about what is going well and make a plan to improve the things which are not going so well.

Many pupils feel a bit worried or anxious about these meetings but remember there will always be someone there to help you.

You should decide how you want people to know what you think.

Do you want to come along to the meeting and take part or would you rather write something down, draw a picture or record yourself?

Whatever you decide will be fine, we just want to hear what you have to say.

Here are some things you might want to think about when you are getting ready for a meeting:

Why?

Why is the meeting taking place?

Who?

Who will be at the meeting? What is their job? Would you like to meet people you don't know before the meeting takes place?

When?

When will the meeting take place? How long will it last? Will you go to the whole meeting or just part of it? Will you go at all or will someone else speak for you?

Where?

Where will the meeting take place? Do you know this place? If not, can you visit it before the meeting? Where would you like to sit? Would you like to arrive first rather than walk into a busy room?

What?

What will happen at the meeting? What would you like to say at the meeting? What is going well at the moment? What could be better? What would help? How do you want to give your views?

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Feedback or Recap

It is important that someone talks to you after the meeting about what happened.

This is to make sure that:

- ✓ You know what is going to be done and why
- ✓ You understand what was discussed
- ✓ You can ask questions

This leaflet was developed by the Pupil Participation Project: Vibeke McKeown, Christine Gordon, Clare McLelland, Belinda Brindle, Susan Devenport, Ailsa Fraser and Eileen Henderson.

June 2013

Further copies of this leaflet can be downloaded from:

Plan

Watch film without subtitles https://www.youtube.com/watch?v=HdUKtQVqjlg

Watch film with subtitles https://www.youtube.com/watch?v=OQyjZ3GwXX8

What are your thoughts about what you've just seen?

In what way does this match your experience?

Sections

1. 0-26 seconds. Have you seen this before? Is this a familiar front page?
2. 27-45 seconds. Does this match your experience? (see flow chart)
3. 46-108 seconds. Have you seen this before?
4. 109-134 seconds. Does this match your experience? (see flow chart)
5. 135-150 seconds. Does this match your experience? (see flow chart)
6. 151-205 seconds. Have you seen this before?
7. 206-216 seconds. What kinds of things do you do to get ready for a meeting?
8. 217-238 seconds. Does this match your experience? (see flow chart)

There were lots of adults at the meeting, they all introduced themselves at the start, there was my guidance teacher, a support teacher and my mum. There was someone else there but I don't remember their name. I introduced myself which was a bit awkward cos we all knew we were there to talk about me!
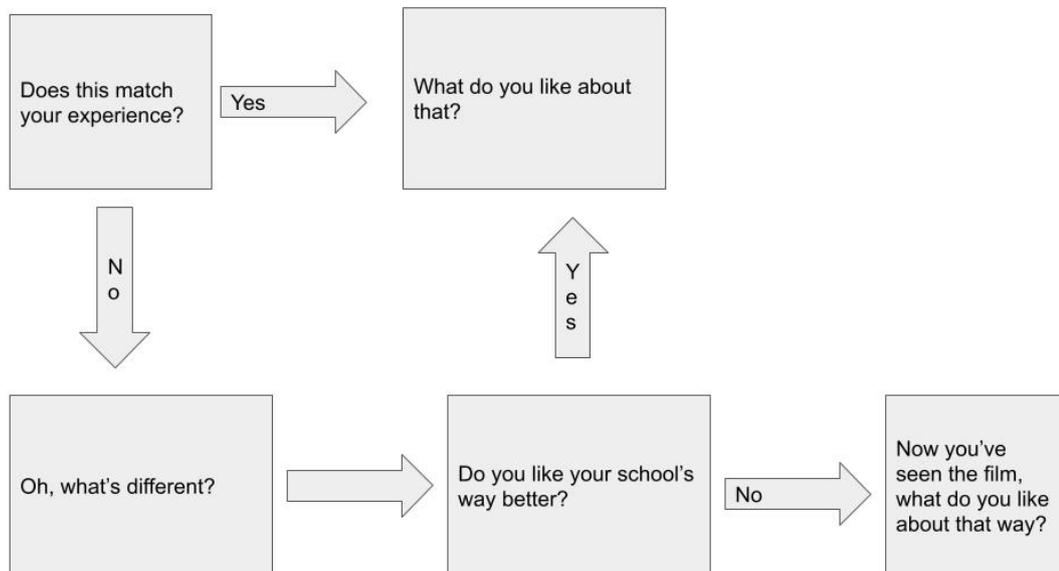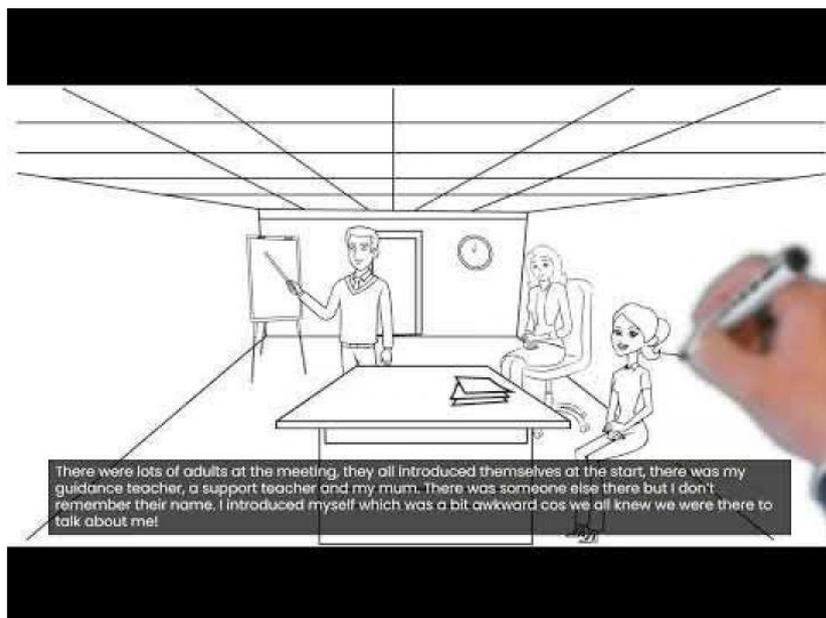
What did you like?

Child's Plan meeting FILM to get ready for a meeting

What did you not like?

What could be different or what could make it better?

Appendix AH: Ethics application

Ethics Application Form

Please answer all questions

1. Title of the investigation
Co-produce guidance to support young people's participation at Child's Plan meetings and plan an evaluation. (Part 2)
Please state the title on the PIS and Consent Form, if different: Co-producing information to support young people's participation at Child's Plan meetings and plan an evaluation.

2. Chief Investigator (must be at least a Grade 7 member of staff or equivalent)
Name: Clare Daly   ☐ Professor   ☐ Reader   ☐ Senior Lecturer   ☐ Lecturer   ☒ Senior Teaching Fellow   ☐ Teaching Fellow   Department: Psychological Science and Health   Telephone: 07792 326 599   E-mail: clare.daly@strath.ac.uk

3. Other Strathclyde investigator(s)
Name: Jenny Fraser-Smith   Status (e.g. lecturer, post-/undergraduate): Post-graduate: Professional Doctorate Educational Psychology   Department: Psychological Science and Health   Telephone: 07871063233   E-mail: jenny.fraser-smith@strath.ac.uk

4. Non-Strathclyde collaborating investigator(s) (where applicable)
Name: James Boyle   Status (e.g. lecturer, post-/undergraduate): 2nd Supervisor   Department/Institution: Schools of Psychological Sciences and Health and Education   If student(s), name of supervisor: Telephone: E-mail: Please provide details for all investigators involved in the study:

5. Overseas Supervisor(s) (where applicable)
Name(s):   Status: Department/Institution: Telephone:

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Email:
I can confirm that the local supervisor has obtained a copy of the Code of Practice: Yes ☐ No ☐
Please provide details for all supervisors involved in the study:

6. Location of the investigation
At what place(s) will the investigation be conducted
At home in Highland Council
If this is not on University of Strathclyde premises, how have you satisfied yourself that adequate Health and Safety arrangements are in place to prevent injury or harm? This research group will meet online using Google Meet. The equipment is familiar to the young people due to being used daily as part of their education. All participates have been allocated a Chromebook by Highland Council and each have access to the Google Education suite. I have opted to not visit the school in person to undertake this research to take account of the additional risk and pressure this could put on the school setting due to Covid. Also, it means that if any participant needs to isolate during the course of the project, they can continue to be included online.

7. Duration of the investigation
Duration(years/months) :   6 months Start date (expected):   07 / 02 / 2022   Completion date (expected):   27 / 08 / 2022

8. Sponsor
Please note that this is not the funder; refer to Section C and Annexes 1 and 3 of the Code of Practice for a definition and the key responsibilities of the sponsor.
Will the sponsor be the University of Strathclyde: Yes ☒ No ☐ If not, please specify who is the sponsor:

9. Funding body or proposed funding body (if applicable)
Name of funding body:
Status of proposal – if seeking funding (please click appropriate box):
☐ In preparation
☐ Submitted
☐ Accepted
Date of submission of proposal: /   /   Date of start of funding: /   /

10. Ethical issues
Describe the main ethical issues and how you propose to address them: As a practicing psychologist, I work within the guidance of the Health and Care Professions Council (HCPC) and the Highland Council policy and practice. I am also a member of the Protection of Vulnerable Groups (PVG). Therefore, if a young person

were to disclose any information of concern, I would follow the authorities Child Protection guidance.

This research aims to engage young people as full and active partners which has led to considerations of how to operationalise ethical conduct. Traditional approaches to research distinguish between those who do the research and those who are participants. Participatory action research involving young people as co-researchers has the potential benefit of empowering young people.

Informed Consent

Please see section 15 regarding informed consent of both the parent and young person. Young people will have the opportunity to be actively involved in different stages of the research and therefore ongoing consent will be discussed for each stage;

- Involved in co-creating guidance for young people
- Involved in data collection methods to evaluate the guidance

The intention is to be clear and checking in at all stages of the research about the right for co-researchers to re-negotiate their involvement. This may be especially important to do so at key-stages of the research as there are two distinct parts.

Young people will not be invited to be involved in collecting or analysing the data due to the timeframes of the project.

Confidentiality & Anonymity

The home environment has been chosen for the online group to meet, to ensure there is an adult available for each young person participating, that there is less risk of other people seeing/hearing the group and it is anticipated that the young people are likely to be comfortable in their own home. The school environment was considered, however the schools have been struggling with space and staffing, so would be unable to offer individual space for each young person to join the online call and they could not have the one-to-one support from staff following the call as this would be a significant demand on the school.

Information about online etiquette and expectations will be shared through a Group Agreement (Appendix A). Young People will be encouraged to join the call contributing using both the microphone and camera. However, they may choose to not use the camera and instead have their account icon displayed. The Information Sheet will acknowledge that by participating, they are agreeing to share their name, voice and face with the rest of the group. The Information Sheet will also acknowledge that each young person will have a parent/carer in the vicinity and they may see the screen if they are required to offer practical support with the technology. The online calls will not be recorded and all participants will be explicitly told not to screenshot or film the sessions. All young people in the group will have a Child's Plan and the Information Sheet will express the implication that others will be aware that they also have a Child's Plan but the reason for having it will not be shared unless they choose to divulge that information.

Co-researcher

I will meet each young person and their parent online prior to the group meet to ensure I am aware of the young person's additional support needs. Also, this will be an opportunity to share the Highland Council guidance regarding expectations of online

engagement. I will also inform the parent/carer of their role in debriefing with their young person following the group meets. The young people, as co-researchers have the right to gain recognition for their role and therefore waiver public anonymity. This will be discussed through the consent form and with parents/carers. This decision can be revisited up to the date whereby the guidance is shared for the evaluation stage of the research. Young people will be reminded of their right to withdraw at any stage.

All young people will be encouraged to express their thoughts about an imaginary pupil and this depersonalised approach aims to support them to communicate a more objective perspective and thus provide those contributing some anonymity.

Coercion

Young people who may not wish to participate in the process/aspects of the process can feel group pressure to do so. To mitigate this risk, discuss with the group in planning stages will take place about how to navigate individual and group consent. I will be aware of any 'co-researchers' whose voice is less heard in group meetings and respond to this through the facilitation of the group. Also making it clear at organisational and individual levels that there is no pressure to be involved. This is also included in information sheets.

Domination

Where methods have been decided without 'co-researchers' involvement or consent, such as 'Group Agreement' being decided to impose a particular form of conduct, I will openly discuss the rationale and any tensions that may exist because of academic pressures, such as timelines and aim to negotiate with 'co-researchers'. I will be clear with co-researchers about non-negotiable conduct such as duty of care, breaking confidentiality for safety re: risk to self or others. I will check in with co-researchers as a group and individually to elicit and discuss any concerns in relation to being influenced.

Authority leading to disempowerment

If co-researchers concede an expert status of researchers. This may occur due to the inherent power imbalance (myself as an adult, professional) there is the risk that this power imbalance will be maintained throughout the process and unilaterally shape the research design, methods and discussion processes, rendering the process tokenistic and potentially disempowering. To mitigate this risk of this, I will discuss and acknowledge with the group the inevitable influence of my thesis requirements and how to minimise the consequences and safeguard against unilateral agenda setting. Also, I will use supervision to challenge and question my role in shaping the research agenda and process. I will acknowledgement the role of co-researchers where possible without identifying them.

Right to withdraw

Make clear through verbally and written information that it is expected that individuals may change their mind and can withdraw at any time with no consequences to non-involvement. Be clear about the right for 'co-researchers' to re-negotiate their terms of involvement at any stage (such as anonymity), as well as explicitly revisiting involvement at key stages of the project (e.g. stages of co-production).

Distress

Young people may have had uncomfortable experiences at previous child's plan meetings and may revisit these feelings throughout the project. To mitigate the risk of this,

- Create environment of understanding that young people may re-experience negative feels associated with previous experiences of attending meetings.
- Check-in throughout group meetings and on individual basis.
- Feeling upset is proposed to be discussed and procedures negotiated when constructing 'Group Agreement' and individual meetings. E.g. speak with their parent/carer
- If a young person becomes upset, encourage them to speak to me or their parent/carer.
- If there are any concerns about young people or others safety, the council safeguarding policy will be followed with the aim to discuss with the young person in the first instance.

This section is informed from research by McGregor, L., (2018). A participatory action research approach to participation with young people within mental health settings. University of East London.

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11. Objectives of investigation (including the academic rationale and justification for the investigation) Please use plain English.

The objective of the second phase of this research is to co-produce information which could help young people prepare for a child's plan meeting and to explore how to evaluate the young people's experience of child's plan meetings.

Part A: Co-produce information to prepare for a child's plan meeting

The preliminary survey found 20% (n=15) of young people were partially prepared for their meeting and 33% (n=15) attend the meeting partly or in its entirety. Also, through service evaluation, initial findings suggest that the section of the Child's Plan document, where 'support required to attend meetings' is recorded is typically blank. Together, these early findings suggest that a focus on preparation and planning for meetings could support young people to attend and be active participants.

There is guidance available for adults to prepare for meetings involving children (e.g. solution focused meeting leaflet, https://www.youtube.com/watch?v=dqDd6Jk7DMk), however there are no resources tailored for the target audience of young people in Scotland. There are films produced for parents/carers and young people in America to prepare for Individualised Education Programme (IEP) meetings (https://www.youtube.com/watch?v=dwJAgrmAoFQ). Article 5 of the UNCRC states "that the direction and guidance parents give their children should reflect the evolving capacities of each child" and often parents are reliant on the local authority to provide information about Getting it Right for Every Child (GIRFEC) and the associated processes.

Part B: Evaluate the young people's experience of child's plan meetings

The initial findings from the phase 1 preliminary survey exploring the involvement of young people at child's plan meetings suggest that there were only 24 respondents, from a potential 8,500 young people with a Child's Plan in Highland. There are many factors which could explain this low response rate. Involving young people as co-researchers provides an opportunity to develop a data collection instrument which could address many of the issues arising from the preliminary survey.

Part A aims to provide an understanding of what is important to young people and Part B allows for this to be translated to inform an evaluation tool which will assess the experience of young people based on what is important to them.

12. Participants

Please detail the nature of the participants:

Participants aged 12-16 years old at one secondary school (n=1035) who have attended a Child's Plan to coordinate support relating to their Additional Support Need (ASN). Children's development occurs through their own lived experience and to ask young people to co-produce information requires they have an experience to comment from.

Summarise the number and age (range) of each group of participants:

Number: 4-8   Age (range) 12-16 years

Please detail any inclusion/exclusion criteria and any further screening procedures to be used:

Exclusion criteria; young people who do not communicate verbally, and those who are deaf and/or blind will be excluded due to the limitations of the group meeting online and the resources available to me to support them. Those who are non-English speaking will be excluded. Those who are deemed not to have sufficient maturity and understanding to consent to take part in the research, as reviewed by school staff.
Inclusion criteria; young people who are English speaking and have experience of attending a Child's Plan meeting. The inclusion criteria will be checked at the first meeting with the young person and their parent.
Screening; the Secondary school staff in both the Guidance/Pastoral team and the Support for Learning (SfL) department of the secondary school are familiar with the young people due to working with them regularly and hold knowledge of their ASN. I will be in direct contact with the SfL staff to ensure the exclusion criteria above is followed and therefore only those invited to participate meet this criteria. These school staff attend and often chair the Child's Plan meeting and will have knowledge of the young people who have previously attended meetings in their setting. However, where young people have experience of attending meetings in their primary years or have moved from another area, the staff may not hold this information. Therefore, young people who have attended a Child's Plan meeting will be self-selecting.

13. Nature of the participants

Please note that investigations governed by the Code of Practice that involve any of the

types of participants listed in B1(b) must be submitted to the University Ethics Committee (UEC) rather than DEC/SEC for approval.
Do any of the participants fall into a category listed in Section B1(b) (participant considerations) applicable in this investigation?: Yes ☒ No ☐   If yes, please detail which category (and submit this application to the UEC):   vi. are unable to consent for themselves or have significant learning difficulties and/or cognitive impairment of a nature and extent that would affect their ability to give informed voluntary consent (4.3.7 & 4.3.8) – please see section 10 above.

14. Method of recruitment
Describe the method of recruitment (see section B4 of the Code of Practice), providing information on any payments, expenses or other incentives.   **Recruitment**   - I will contact the Secondary Head Teacher, as the Named Person, and ask them for their willingness to be a conduit for information sharing with their young people to participate and to identify a member of staff as a point of contact, e.g. Depute Head Teacher, Guidance Teacher or Support for Learning Teacher. (see Appendix B – Email to Head Teacher)   - The member of school staff to following the inclusion/exclusion criteria above then share the project information with the parent/carers of pupils who have attended a Child's Plan meeting.   - Project information will be shared with parent/carer and young person by email through the school contact (see Appendix C & D – Information Sheet for parents & Information Sheet and Consent form for young people, see Appendix E – Email to young people for forwarding by school staff)   No payments, expenses or incentives will be offered.

15. Participant consent
Please state the groups from whom consent/assent will be sought (please refer to the Guidance Document). The PIS and Consent Form(s) to be used should be attached to this application form.   The Secondary Head Teacher, as the Named Person will act as a gatekeeper. The Head Teacher or alternative school contact will be in a position to inform the researcher of where the information is not accessible due to literacy level or English as an additional Language. Active consent (opt-in) will be sought from the young person (see Appendix C) and agreement from their Parent/Carer (see Appendix D). A joint response from the parent/carer and young person will be requested to ensure the young person has both practical and emotional support from their parent/carer.

Parents/Carers and young people will receive a copy of the Information Sheet, along with a recording of this with the researcher reading the information aloud. On this occasion, an animated film is not going to be produced, to allow the young person a sense of familiarity with the researcher prior to consenting.

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16. Methodology

Investigations governed by the Code of Practice which involve any of the types of projects listed in B1(a) must be submitted to the University Ethics Committee rather than DEC/SEC for approval.

Are any of the categories mentioned in the Code of Practice Section B1(a) (project considerations) applicable in this investigation? ☐ Yes ☒ No

If 'yes' please detail:

Describe the research methodology and procedure, providing a timeline of activities where possible. Please use plain English.

Research methodology

This research takes a participatory design approach using a service design process (see Figure 1).

To understand the problem, the first step was to **discover** initially through a literature review young people's participation in meetings (see Figure 2). Following this, an exploratory survey of young people's participation in specifically Child's Plan meetings and an audit of a section of Child's Plans provided information to **define** the problem. It was hypothesised that young people could benefit from preparation before their Child's Plan meeting, thus supporting them to attend and therefore contribute to the decision-making process.

This is phase 2 of this research project, representing the step to **develop** in the Design Council's Double Diamond model (Scottish Government, 2019). This will involve a co-researcher group together creating

a) information to help other young people prepare for a child's plan meeting

b) a tool to evaluate the young people's experience of child's plan meetings.
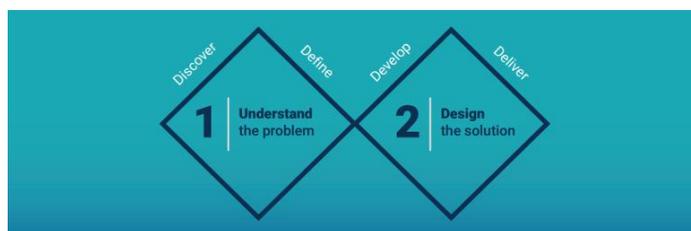
Figure 1: Design Council's Double Diamond model (Scottish Government, 2019).
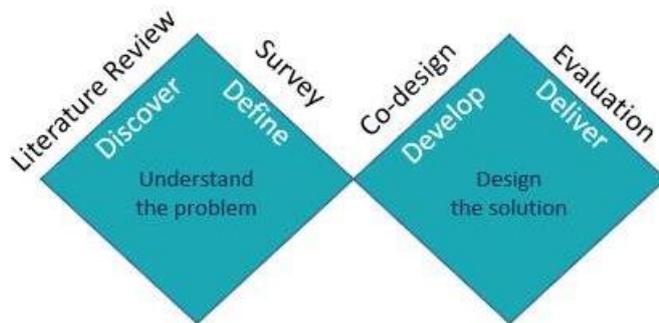
Figure 2: Double Diamond model applied to this project

The researcher will gain an understanding of what is important to young people through the first task of creating a guide or information for other young people to preparate them for meetings. This will inform aspects worthy of evaluation from the young person's perspective. Shamrova & Cummings (2017) review of Participatory Action Research with young people found a small number of studies where young people were involved in the development of data collection instruments (see Figure 2).
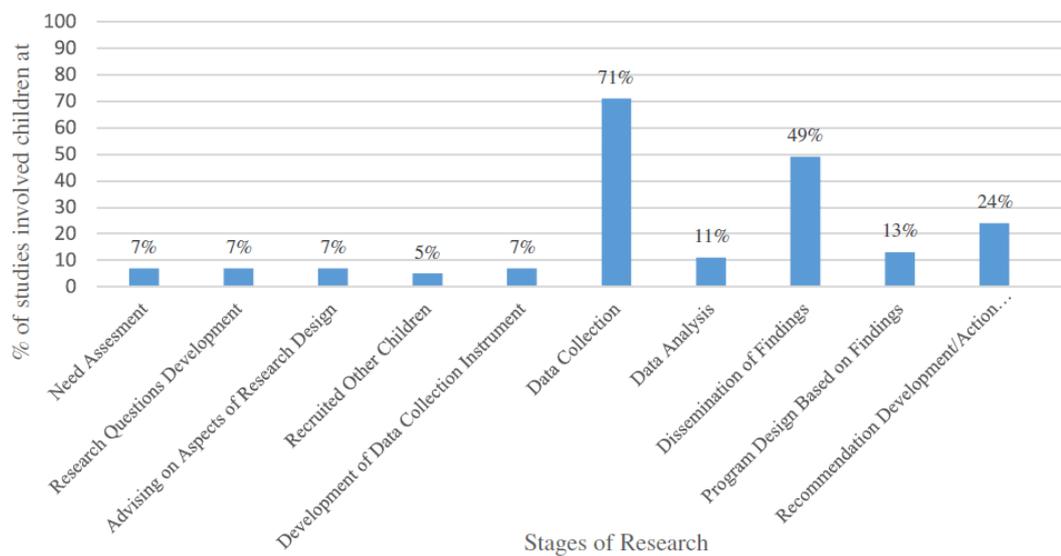
Figure 2: Distribution of areas of participation across the selected papers (n=45) (Shamrova & Cummings, 2017)

Procedure – Term 3

Following ethical approval in March 2022 and the recruitment procedures noted in section 14, informed consent will be gained from both parent/carer and young person (see section 15).

I will meet each young person individually online to be aware of their additional support needs and to ensure they are familiar with the technology being utilised.

I will offer the young people the option of the group meeting after school 4.15-5.15pm on Mon-Thurs and on a Friday 2-3pm due to the secondary schools closing at lunch time on a Friday. I am opting to arrange these group meets outside of the school day, so not to impact their learning and to ensure there is a parent/carer available following the meet to debrief.

The young people will form a 'co-researcher' group. The group will meet on six occasions, online, preferably twice weekly. The group will follow the workshop plan to a) plan how to evaluate the young people's experience of child's plan meetings b) co-produce information which could help other young people be prepared for a child's plan meeting (see Appendix F for Workshop outline). The output from the co-production might take the form of guidance and could include; writing, drawing, photography, film, audio, storytelling.

Procedure – Term 4

Following young people's Child's Plan meeting in term 4, the young people will be asked to evaluate their experience using the tool designed as part of this project. Additional ethical approval will be sought for this evaluation.

Reference

Design Council. (2020). What Is the Framework for Innovation? Design Council's Evolved Double Diamond. Available online: https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond

Scottish Government (2019). Scottish Approach to Service Design https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2019/04/the-scottish-approach-to-service-design/documents/the-scottish-approach-to-service-design/the-scottish-approach-to-service-design/govscot%3Adocument/Scottish%2BApproach%2Bto%2BService%2BDesign.pdf

Shamrova, D.P., & Cummings, C.E., (2017). Participatory action research (PAR) with children and youth: an integrative review of methodology and PAR outcomes for participants, organisations and communities. Children and Youth Services Review. 81. 400-412.

What specific techniques will be employed and what exactly is asked of the participants? Please identify any non-validated scale or measure and include any scale and measures charts as an Appendix to this application. Please include questionnaires, interview schedules or any other non-standardised method of data collection as appendices to this application.

Please see the workshop plan (Appendix F)

Where an independent reviewer is not used, then the UEC, DEC or SEC reserves the right to scrutinise the methodology. Has this methodology been subject to independent scrutiny?   Yes ☐   No ☒

If yes, please provide the name and contact details of the independent reviewer:

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17. Previous experience of the investigator(s) with the procedures involved.
Experience should demonstrate an ability to carry out the proposed research in accordance with the written methodology.

A core function of an Educational Psychologist is research. This occurs at the level of the individual child, school and local authority. As an Area Principal Educational Psychologist, I also work strategically and involved with service design. Participatory research is a common approach used as an aspect of case work as well as systemic work for school improvement.

In 2014, the investigator's MSc research was titled; The Child's View for the Child's Plan: A Narrative Approach. This demonstrates the researcher's ongoing role in this field and with this topic. In 2016, the investigator's BPS Qualification in Educational Psychology (Scotland, Stage 2, at SCQF level 12) involved an action research project: Applying a solution focused approach to Child's Plan meetings with a school cluster.

Below are a list of publications the researcher has either led or been involved with:

Fraser-Smith, J., Morrison, L., Morrison, V., Templeton, J., (2021). What makes an ideal and non-ideal school in Scotland? – pupils' perspective. Educational Psychology in Practice: theory, research and practice in educational psychology. DOI: 10.1080/02667363.2020.1860909

Fraser-Smith, J., Jones, M., Martland, I., McHardy, A., & Quigley, R. (2020). Practitioner enquiry: supporting peer relationships by taking an online cooperative learning approach with upper-primary age pupils. Educational Psychology in Scotland. 20(1) 84-90.

Fraser-Smith, J.D., & Henry, K., (2016). A Systemic Evaluation of a Nurture Group in Scotland. International Journal of Nurture in Education. 2(1), 37-44.

Alexander, S., Brown, N., Farmer, K., Fraser-Smith, J.D., McClatchey, K., McKeown, V., Sangster, A., Shaver, I., & Templeton, J., (2014). Gathering the Views of Children and Young People to Inform Practice in a Psychological Service. Support for Learning. DOI: 10.1111/1467-9604.12066

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18. Data collection, storage and security

How and where are data handled? Please specify whether it will be fully anonymous (i.e. the identity unknown even to the researchers) or pseudo-anonymised (i.e. the raw data is anonymised and given a code name, with the key for code names being stored in a separate location from the raw data) - if neither please justify.

The project will take place using the Google Education Suite which the Local Authority has confirmed is secure for Highland Council users. The researcher will use their Highland Schools Google account which is part of a secure network allowing contact with young people who all have a Highland Schools Google account. Young people are unable to email anyone external to the Highland Schools Google account (@highlandschools.net) and therefore it is not possible to use the Strathclyde university email for correspondence as this would lead to young people being unable to correspond directly with the researcher and all correspondence would be through the parent/carer. Previously I spoke with the Data Protection Officer in Highland Council regarding the agreement between Highland Council and Google.

The Google Education Suite features used for this project include:

- Google Meet – video conferencing
- Email – digital mailing
- Jamboard - digital interactive whiteboard
- Drive – store consent forms, spreadsheet with contact details
- Doc – Google Meet Transcription is generated in Google Doc and stored in Google Drive.

The parent/carer and young people's name, contact details (phone number and email address) will be stored for arrangements of the research group. This will be stored on the researcher's Highland schools Google account.

The activities where Jamboards are used, will allow for young people to contribute to the boards anonymously. This will be stored on the researcher's Highland schools Google account.

The activity to evaluation the process will use a Jamboard allowing for anonymous contributions. Again, this will be stored on the researcher's Highland schools Google account.

Each Google Meet will not be recorded (audio or video), however Meet Transcript is an extension which will allow for the meeting to be transcribed and stored in a Google Doc. Meet Transcript does not store analytics, telemetry or tracking. The transcript will indicate the name and time stamp of each verbal contribution. The chat from the Google Meet will not be collected or contribute to the data set.

Where the researcher and supervisor require to discuss the data and analysis, the transcript can be uploaded to the researcher's university OneDrive.

Explain how and where it will be stored, who has access to it, how long it will be stored and whether it will be securely destroyed after use:

All data will be stored on the Highland Council Google Education Suite.

Data will be stored and analysed on the Highland Council Google Education Suite and accessed by the researcher only. No other Highland Council employee will access this information. Both the computer and the Highland Council Google account require different username/passwords. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. In this instance, the data will be stored on the University OneDrive. The data will be deleted from the researchers Highland Council Google account and University OneDrive once the doctorate is complete. The data will be held for 5

years following the completion of the Doctorate research on the University data repository called Pure.

Will anyone other than the named investigators have access to the data? Yes ☐   No ☒
If 'yes' please explain:

19. Potential risks or hazards
Briefly describe the potential Occupational Health and Safety (OHS) hazards and risks associated with the investigation: Young People will be using equipment which they already access daily and have been provided with guidance about their computer workstation.
Please attach a completed eRisk Assessment for the research. Further Guidance on Risk Assessment and Form can be obtained on Occupational Health, Safety and Wellbeing's webpages

20. What method will you use to communicate the outcomes and any additional relevant details of the study to the participants?
A summary of the key findings from this phase of the research will be shared with the young people.

21. How will the outcomes of the study be disseminated (e.g. will you seek to publish the results and, if relevant, how will you protect the identities of your participants in said dissemination)?
The findings of the research will be shared with the university and will become part of the university library. The researcher will seek to publish the results. If there is any information which could identify a young person e.g. a rare genetic condition is named, then the data will be re-categorised to ensure anonymity. The findings will be summarised for young people and shared within the local authority.

Checklist	Enclosed	N/A

Appendix A – Group agreement/Online guidance	☒	☐
Appendix B – Initial Email to Head Teacher	☒	☐
Appendix C – information Sheet and Consent Form YP	☒	☐
Appendix D – information Sheet for parent/carer	☒	☐
Appendix E – Email for YP forward from school staff	☒	☐
Appendix F – Workshop plan / outline	☒	☐
OHS Risk Assessment (S20) – ID5413		
Sample Advertisement		

22. Chief Investigator and Head of Department Declaration
Please note that unsigned applications will not be accepted and both signatures are required

I have read the University's Code of Practice on Investigations involving Human Beings and have completed this application accordingly. By signing below, I acknowledge that I am aware of and accept my responsibilities as Chief Investigator under Clauses 3.11 – 3.13 of the Research Governance Framework and that this investigation cannot proceed before all approvals required have been obtained.

Signature of Chief Investigator

CDaly

Please also type name here: Clare Daly

I confirm I have read this application, I am happy that the study is consistent with departmental strategy, that the staff and/or students involved have the appropriate expertise to undertake the study and that adequate arrangements are in place to supervise any students that might be acting as investigators, that the study has access to the resources needed to conduct the proposed research successfully, and that there are no other departmental-specific issues relating to the study of which I am aware.

Signature of Head of Department

Please also type name here   Lynn Williams

Date: 15 / 12 / 2021

23. Only for University sponsored projects under the remit of the DEC/SEC, with no external funding and no NHS involvement

Head of Department statement on Sponsorship

This application requires the University to sponsor the investigation. This is done by the Head of Department for all DEC applications with exception of those that are externally funded and those which are connected to the NHS (those exceptions should be submitted to R&KES). I am aware of the implications of University sponsorship of the investigation and have assessed this investigation with respect to sponsorship and management risk. As this particular investigation is within the remit of the DEC and has no external funding and no NHS involvement, I agree on behalf of the University that the University is the appropriate sponsor of the investigation and there are no management risks posed by the investigation.

If not applicable, tick here ☐

Signature of Head of Department

Please also type name here

Date: /   /

For applications to the University Ethics Committee, the completed form should be sent to ethics@strath.ac.uk with the relevant electronic signatures.

24. Insurance

The questionnaire below must be completed and included in your submission to the UEC/DEC/SEC:

Is the proposed research an investigation or series of investigations conducted on any person for a Medicinal Purpose? Medicinal Purpose means: ▪ treating or preventing disease or diagnosing disease or ▪ ascertaining the existence degree of or extent of a physiological condition or ▪ assisting with or altering in any way the process of conception or ▪ investigating or participating in methods of contraception or ▪ inducing anaesthesia or ▪ otherwise preventing or interfering with the normal operation of a physiological function or ▪ altering the administration of prescribed medication.	Yes / **No**

If "**Yes**" please go to **Section A (Clinical Trials)** – all questions must be completed
If "**No**" please go to **Section B (Public Liability)** – all questions must be completed

<div align="center">

Section A (Clinical Trials)

</div>

Does the proposed research involve subjects who are either:
  ix.   under the age of 5 years at the time of the trial;
  x.   known to be pregnant at the time of the trial
	Yes / No

*If "**Yes**" the UEC should refer to Finance*

Is the proposed research limited to:
  xi.   Questionnaires, interviews, psychological activity including CBT;
  xii.   Venepuncture (withdrawal of blood);
  xiii.   Muscle biopsy;
  xiv.   Measurements or monitoring of physiological processes including scanning;
  xv.   Collections of body secretions by non-invasive methods;
  xvi.   Intake of foods or nutrients or variation of diet (excluding administration of drugs).
	Yes / No

*If "**No**" the UEC should refer to Finance*

Will the proposed research take place within the UK?	Yes / No

*If "**No**" the UEC should refer to Finance*

Title of Research		
Chief Investigator		
Sponsoring Organisation		
Does the proposed research involve:		
j) investigating or participating in methods of contraception?	Yes / No
k) assisting with or altering the process of conception?	Yes / No
l) the use of drugs?	Yes / No
m) the use of surgery (other than biopsy)?	Yes / No
n) genetic engineering?	Yes / No
o) participants under 5 years of age(other than activities i-vi above)?	Yes / No
p) participants known to be pregnant (other than activities i-vi above)?	Yes / No
q) pharmaceutical product/appliance designed or manufactured by the institution?	Yes / No
r) work outside the United Kingdom?	Yes / No

If **"YES"** to **any** of the questions a-i please also complete the **Employee Activity Form** (attached).
If **"YES"** to **any** of the questions a-i, <u>and this is a follow-on phase</u>, please provide details of SUSARs on a separate sheet.
*If "Yes" to any of the questions a-i then the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Section B (Public Liability)	
Does the proposed research involve :	
i) aircraft or any aerial device	Yes / **No**
j) hovercraft or any water borne craft	Yes / **No**
k) ionising radiation	Yes / **No**
l) asbestos	Yes / **No**
m) participants under 5 years of age	Yes / **No**
n) participants known to be pregnant	Yes / **No**
o) pharmaceutical product/appliance designed or manufactured by the institution?	Yes / **No**
p) work outside the United Kingdom?	Yes / **No**

*If **"YES"** to any of the questions the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Email dated 23/03/2022

ETHICAL AND SPONSORSHIP APPROVAL
UEC22/06 Daly Fraser-Smith: Co-produce and evaluate guidance to support young people's participation at Child's Plan meetings using online Participatory Action Research (part 2)

I can confirm that the University Ethics Committee (UEC) has approved this protocol and appropriate insurance cover and sponsorship have now also been confirmed.

I remind you that the UEC must be informed of any changes you plan to make to the research project, so that it has the opportunity to consider them. Any change of staffing within the research team should be reported to UEC.

The UEC also expects you to report back on the progress and outcome of your project, with an account of anything which may prompt ethical questions for any similar future project and with anything else that you feel the Committee should know.

Any adverse event that occurs during an investigation must be reported as quickly as possible to UEC and, within the required time frame, to any appropriate external agency.

The University agrees to act as sponsor of the above mentioned project subject to the following conditions:

1. That the project obtains/has and continues to have University/Departmental Ethics Committee approval.

2. That the project is carried out according to the project protocol.

3. That the project continues to be covered by the University's insurance cover.

4. That the project complies with Scottish Government restrictions and University guidance in relation to Covid-19 procedures and permissions.

5. That the Director of Research and Knowledge Exchange Services is immediately notified of any change to the project protocol or circumstances which may affect the University's risk assessment of the project.

6. That the project starts within 12 months of the date of this letter.

As sponsor of the project the University has responsibilities under the Scottish Executive's Research Governance Framework for Health and Community Care. You should ensure you are aware of those responsibilities and that the project is carried out according to the Research Governance Framework.

On behalf of the Committee, I wish you success with this project.

Kind regards
Angelique

Angelique Laverty

University Ethics Committee Manager
Research & Knowledge Exchange Services (RKES)
University of Strathclyde
Room 3.01, Graham Hills Building
50 George Street
Glasgow
G1 1QE

ethics@strath.ac.uk

Email dated 25/05/2022 for approval for recruiting through EPs

Amendment approval: UEC22/06 Fraser-Smith/Daly: Co-produce and evaluate guidance to support young people's participation at Child's Plan meetings using online Participatory Action Research

I can confirm that the University Ethics Committee has approved the amendment to this protocol and appropriate insurance cover and sponsorship are confirmed.

I remind you that the Committee must be informed of any changes that are made to the research project, so that it has the opportunity to consider them. The Committee also expects you to report back on the progress and outcome of your project, with an account of anything which may prompt ethical questions for any similar future project and with anything else that you feel the Committee should know.

The University agrees to act as sponsor of the above mentioned project subject to the following conditions:

1. That the project obtains/has and continues to have University/Departmental Ethics Committee approval.

2. That the project is carried out according to the project protocol.

3. That the project continues to be covered by the University's insurance cover.

4. That the project complies with Scottish Government restrictions and University guidance in relation to Covid-19 procedures and permissions.

5. That the Director of Research and Knowledge Exchange Services is immediately notified of any change to the project protocol or circumstances which may affect the University's risk assessment of the project.

6. That the project starts within 12 months of the date of this letter.

As sponsor of the project the University has responsibilities under the Scottish Executive's Research Governance Framework for Health and Community Care. You should ensure you

are aware of those responsibilities and that the project is carried out according to the Research Governance Framework.

On behalf of the Committee, I wish you success with this project.

Kind regards
Grace

Grace Murkett (she/her) | **Research Policy Officer**
Research and Knowledge Exchange Services
University of Strathclyde
Graham Hills Building, 50 George Street
Glasgow, G1 1QE
Email: grace.murkett@strath.ac.uk
Tel: +44 (0) 141 574 5156
www.strath.ac.uk/rkes

Email dated 19/10/2022 for approval to recruit ages 10-12 or through voluntary organisation.

Amendment Approval: UEC22/06: Daly Fraser-Smith Co-produce and evaluate guidance to support young people's participation at Child's Plan meetings using online Participatory Action Research (Part 2)

I can confirm that the University Ethics Committee has approved the amendment to this protocol and appropriate insurance cover and sponsorship are confirmed.

I remind you that the Committee must be informed of any changes that are made to the research project, so that it has the opportunity to consider them. The Committee also expects you to report back on the progress and outcome of your project, with an account of anything which may prompt ethical questions for any similar future project and with anything else that you feel the Committee should know.

The University agrees to act as sponsor of the above mentioned project subject to the following conditions:

1. That the project obtains/has and continues to have University/Departmental Ethics Committee approval.

2. That the project is carried out according to the project protocol.

3. That the project continues to be covered by the University's insurance cover.

4. That the project complies with Scottish Government restrictions and University guidance in relation to Covid-19 procedures and permissions.

5. That the Director of Research and Knowledge Exchange Services is immediately notified of any change to the project protocol or circumstances which may affect the University's risk assessment of the project.

6. That the project starts within 12 months of the date of this letter.

As sponsor of the project the University has responsibilities under the [UK Policy Framework for Health and Social Care Research]. You should ensure you are aware of those responsibilities and that the project is carried out according to the UK Policy Framework.

On behalf of the Committee, I wish you success with this project.
Kind regards
Angelique

Angelique Laverty
University Ethics Committee Manager
Research & Knowledge Exchange Services (RKES)
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Appendix AI: Qualitative analysis approaches comparison for qualitative data from focus group or interview

Qualitative analysis	Key features (Focus & purpose)	Data type and source	Analysis process
Thematic analysis (Braun & Clark, 2012)	Systemically identifying, organising and offering insight into patterns of meaning (themes) across a data set (p.57). Tends to be inductive analysis.	Transcribed interview or focus group data	Six-phase approach (p.60)
Template analysis (King, 2014 & Brooks, et al., 2015)	A style of thematic analysis which emphasises the use of hierarchical coding balanced with a high degree of structure in the process and flexibility to adapt to the needs of the study (Brooks, 2015, p.203). Template Analysis has strong roots in organisational research (p.206). Can use a priori themes.	Interview transcripts, textual data from focus group, diary entries, open-ended question responses on a questionnaire.	Development of a coding template, usually on a subset of data, then applied to further data, revised and refined (Brooks, 2015, p.203).
Qualitative content analysis (Assarroudi et al., 2018)	Qualitative content analysis consists of conventional, directed and summative approaches for data analysis (p.42). Directed QCA is deductive approach which uses a prior themes.	Textual data.	(1) preparation of data, (2) definition of the unit of analysis, (3) development of categories and the coding scheme, (4) testing the coding scheme in a text sample, (5) coding the whole text, (6) assessment of the coding's

			consistency, (7) drawing conclusions from the coded data, and (8) reporting the methods and findings (Zhang and Wildemuth, 2009).
Discourse analysis (Grbich, 2013)	Two types of DA; Foucauldian and Critical. DA is a way of exploring how a discourse developed (historical formation and powerful groups); how it works (ordering and exclusion) and what the outcomes have been (p.246).	Spoken and written language. Visual and multi-model communication such as images and videos. Digital communication such as social media posts and email exchanges.	Guidelines suggested by Huckin 1997 (cited in Grbich, 2013, p.252): Identifying framing Interpretation
Conversation analysis (Grbich, 2013)	The goal of conversation analysis is the exploration of the procedures that speakers use to communicate in socially mediated situations, with the analysis focusing on the forms of exchange.	Spoken or transcript of conversation	Select episode to be analysed Transcribe recording Check the episode in terms of turn taking Look for sequences Try to make sense of the episode Interpret the material in a comparative manner (p.233)
Interpretative phenomenological analysis (IPA) (Smith, Flowers & Larkin, 2009)	A focus on the participants lived experience and how they make sense of their experience (p.79). Inductive analysis.	Usually transcripts of semi-structured interviews (p.4) from a relatively small sample (p.3)	An iterative and inductive cycle (p.79) involving identifying themes and patterns in the data. By the end, the account is of how the analyst thinks the participant is thinking (p.80).

Matrix Analysis (Miles & Huberman, 1994; Gale, 2013)	An approach which can use used to analyse data from multiple sources to identify themes; making contrasts, comparisons; clustering; and counting (Miles & Huberman, 1994, p.117). Can be used for deductive analysis.	Interviews, documents and focus groups.	Transcription Familiarisation Coding Developing a working analytical framework Applying the analytical framework Charting data into the framework matrix Interpreting the data (Gale, 2013, p.4)
Framework analysis (Ritchie & Spencer, 1994)	Framework analysis has much in common with template analysis (Brooks, 2015, p.206). Framework Analysis was developed by health services researchers specifically for use in health policy research contexts (p.206). It involves a systematic process of sifting, charting and sorting material according to key issues and themes. (Ritchie & Spencer, 1994, p.177). Can be used for either inductive or deductive analysis.	Interview, group discussion, observational notes	Stages (p.178): Familiarization identifying a thematic framework, indexing, charting, mapping and interpretation When identifying and constructing this framework or index, the researcher will be drawing upon a priori issues (p.180)
Narrative analysis (Clandinin & Connelly, 2000)	Broadly, narrative analysis explores the stories and narratives which construct meaning. The three-	Written narratives, personal stories, and oral histories.	The analysis may involve identifying narrative structure, themes, and patterns, and the

	dimensional narrative inquiry space includes; Interaction (personal and social), Continuity (past, present, future) and Situation (place) (p.50).		interpretation of these. Data is narratively coded for names of characters, places where actions and events occur, story lines that interweave, gaps or silences and tensions (p.131).

Appendix AJ: Qualitative analysis approaches comparison for qualitative data from focus group or interview

RQ: What are young people's experiences of Child's Plan meetings?

Data type and source: Qualitative transcribed group discussion from design workshops and conversation based on activities

Qualitative analysis	Advantages	Disadvantages	Feasibility / Accessibility
Template analysis (King, 2014 & Brooks, et al., 2015)	Deductive approach. Not bound to any one epistemology. Can be tailored to the research and research question. Emphasises the use of hierarchical coding. Provides a clear and structured approach. Allows for a customized template. Allows for in-depth analysis Re-development of coding structure explicit (Brooks, 2015, p.206).	The use of a template can be constraining, with a potential for missing emergent themes. The process of coding data can be subjective, with different researchers coding the same data differently. This could affect the validity and reliability of the analysis. Template does not focus on a single case in depth, instead it takes account of multiple cases. More focused on description than interpretation compared to other approaches.	Feasibility Developing a template or coding framework can be time-consuming and resources intensive. Accessibility Pre-existing templates or guidance can help reduce the time and resource required.

Framework analysis (Ritchie & Spencer, 1994)	Can be used for both deductive and inductive analysis. Flexibility in epistemology. Systematic analysis within demands and constraints for applied policy research (p.176). Provides a structured approach to analysis.	The use of a framework can be constraining, with a potential for missing emergent themes. Framework analysis studies do not tend to show the depth of coding compared with Template (Brooks, 2015, p.206).	Feasibility Developing a framework can be time-consuming and resources intensive. Accessibility High training component.
Matrix Analysis (Miles & Huberman, 1994; Gale, 2013)	Flexibility in epistemology. Outcome of analysis is a visual representation of the relationships between different themes. Allows for comparison between different data sources. Good for large amounts of data. Can be combined with other analytical techniques.	It can be difficult to establish clear themes from the matrix.	Feasibility Can be time-consuming and resources intensive when creating matrix that allows for comparison of data across multiple sources. Accessibility Software and training are components which can help manage the large amount of data.

Qualitative content analysis (Assarroudi et al., 2018)	Directed QCA is a deductive approach. Pre-existing concepts can help ensure the analysis is grounded in relevant theory. Using pre-defined categories can make the analysis process more efficient and allow for comparison with previous studies.	The use of pre-defined categories can be constraining, with a potential for missing emergent themes. Risk of confirmation bias if the pre-defined categories are sole focus. Tends to be grounded in post-positivist epistemology where testing of hypothesis occurs.	Feasibility Can be time-consuming and resources intensive when selecting pre-existing codes from a theoretical framework. Accessibility Relevant theoretical framework

Appendix AK: A priori themes for the template analysis

Theme	Definition	Codes from the Discover Phase
Participation	Active engagement as evidenced by language and interaction during the meeting.	Asked questions. Responding to questions Single work utterances Need thinking time Use different medium; speaking, assistive technology, writing, advocate Jargon & acronyms Being spoken about
Satisfaction	Satisfaction with the outcome of the meeting and process of the meeting.	Satisfaction higher when young people facilitated own meeting Satisfaction higher when prepared for meeting Speak with adult after meeting for clarification of what was decided Awareness of learning targets

		Knowing reason and purpose of meeting
		Understanding information presented
Feelings	Feelings experienced before, during and after a meeting	Feelings affected by wider context of life. Increased anxiety & fear from lack of preparation. Format of meeting intimidating Nervous to speak or write Feel drained at the end No evidence of what happens after meeting for young person
Physical characteristics	The meeting setting and environment	Venue Location Seating arrangements Mode – in person / online / hybrid Refreshments Technology for displaying information

Attendee characteristics	Information about those in attendance	Number of attendees
		Roles of attendees; professional, parent/carer, friend, own (self-advocate), advocate
		Facilitator / chair
		Invitation to attend – choose who to invite, how young people are invited.
		Unfamiliar attendees
		Non-attendee contributions in writing
Procedural characteristics	How the meeting is conducted	Start with positive framing.
		Agenda used to prepare young person
		Form-driven meeting – topic progression
		Minutes and document combined?
		Opening meeting including introductions
		Closing meeting
		Setting clear goals
Temporal characteristics	How meeting time is used	Length of meeting
		Attendance of young person e.g. start, end

		Breaks
		Meeting time conflicting with other commitments/activities
		Pace of meeting
		Pre-meeting talk
Meeting preparation	Events prior to the meeting which contribute to the meeting	Who will attend?
		What would happen at the meeting?
		Opportunity to record their view prior to meeting
		How they want to participate
		Attend some or all
		Choice about venue and timing
		Discuss invite list
		Prepare for emotional impact and plan strategies to cope
		Choice to attend or not
		Pre-meeting orientation (content)

Content	Topics discussed during the meeting	Likes
		Dislikes
		Aspirations
		What was working for them in school?
		What issues were important to them?
		What thoughts they had about how these could be resolved?
Outcome	Decision making which contributed to final action plan	

Appendix AL: Initial coding

Theme	Coding	Example
Participation:	Need thinking time.	A: "I can't usually think straight away when I'm put on the spot."
	Asked questions	D: "sometimes I kind of have to speak. Sometimes the question will be about me and then if I don't say anything, they'll just be staring at me for god knows how long?"
	Do not want to speak. Adults speaking.	D: "sometimes I don't really want to say anything and I kind of want to just like quietly go over to the corner and just wait for them to finish speaking so I can leave."
	Kept occupied. Asked questions.	A: "something that would make me want to go is if I had something to do, for instance, if I'm creating something like, making something, anything to keep me occupied, while they're asking me questions or anything, something I can actually do, so I'm not sat there bored"
	Do not feel included. Being spoken about.	A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there."
		[it sounds like you're listening to the adults talking, and then when they want to ask you a question, they ask you a question and then you answer]
		A: "And then it goes back to them talking."
	Asked questions	A: "The only time I get, like, to take part is if they ask me a question. or want me to do something like grab a piece of paper or anything."

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	'Zone out'	D: "I just completely like zone out and I just go into my thoughts"
	Do not know what to share.	Jamboard: "speaking and not including me" "I don't know what to share" "I'm always sat there until someone asks me a question" "I'm asked questions that I can answer"
	Better when asked questions that can be answered.	
Satisfaction	Meetings do not help	A: "And most meetings I do have, there's no point even going because you never get anything done. Like, they don't help."
		D: "Nothing was really helpful to be honest."
Feelings	New people at the meeting leads young people to feel awkward, frightened, worried	D: "sometimes it gets a little awkward"
		A: [feel about people at meeting not met before] "I find it a bit awkward and weird and a bit frightening, kind of worrying".
Physical characteristics	Location	Conference room or the SfL.
	Mode	Google meeting where I was in a car.

Attendee characteristics	Number of attendees Roles of attendees - parent, teacher Unfamiliar attendees	Guidance teacher. Subject teacher. video call with my mum in the meeting. Other people I don't know. Three, I've forgotten their names, I've forgotten what they were doing as well. [met before] only through the calls.
Procedural characteristics		
Temporal characteristics	Meeting time conflict with other activity - class	[meetings happen around the time that you don't want to miss classes] yes During school time in one of my classes
Meeting preparation		
Content	How I was doing What to expect & how to improve	D: "in the meeting that I went to, like they were just discussing like, how I was doing in school and what to expect from me and other things, well like, what could happen. A: "Things about me and how I'm doing in my class and how I can improve and what I'll be doing in the future when I leave school."

	What could happen in the future	A: "in one of the meetings, when they says that em, it was about my future and when I leave school, they says, we understand that you can change your mind, but we still want to know how long we have left with you, but I didn't understand because I know that I could change my mind and then it depends on whether or not they have left with me and I just didn't understand."
Outcome		
Choice	No choice for meeting attendance	[how do you choose whether to go to your meeting or or to go to class?] D: "What, I can choose?" A: "No, we don't get the option to choose, they just make us come to the meeting." D: "before I didn't know that I could have a choice of if I wanted to go or not" A: "No, we don't have a choice." D: "They just don't give us a choice."
Child's Plan	Document	[have you read your child's plan?] D: "What's the child's plan?" A: "[ASN teacher name] talked it through with me to see if I agree with it." A: "Yeah it's good. And if there's anything else that I want to add, I'll tell her then."

		D: "I try to read it and then think I can't understand this. I'll just say yes to get out of the way and done with.
	Format of information preferences	[writing and images, they would all fit into posters and leaflets] A: "probably a text or something" D: "poster and films"
	Benefits of taking part in a meeting	A: "People hear my opinion"

Coding	Code description
Participation:	Active engagement as evidenced by language and interaction during the meeting.
Need thinking time.	Young people feel 'put on the spot' and benefit from thinking time which links with pace
Asked questions	Adults ask young people questions.
Do not want to speak.	Young people do not want to speak.
Adults speaking.	Young people notice adults speaking.
Kept occupied.	Young people want to have an activity along with the discussion at the meeting.
Do not feel included.	Young people do not feel included in the meeting.
Being spoken about.	Adults speak about the young person and not directly to them.
'Zone out'	Young people 'zone out', losing focus on the meeting.
Do not know what to share.	Young people do not know what to share with the adults, how to answer questions.
Better when asked questions that can be answered.	Young people prefer to be asked questions where they know the answers.
Satisfaction	
Meetings do not help	Young people report the meetings are not helpful
Feelings	

New people at the meeting lead young people to feel awkward, frightened, worried	Young people are not comfortable having new people at their meetings.
Physical characteristics - Location Mode	
Attendee characteristics Number of attendees Roles of attendees - parent, teacher Unfamiliar attendees	Number of people attending the meeting including the young person. The range of roles including professionals, parent/carer, friend, and self Unfamiliar adults attending the meeting
Procedural characteristics	
Temporal characteristics Meeting time conflict with other activity - class	At the time of the meeting, there are other commitments happening such as a lesson.
Meeting preparation	
Content	

How I was doing. What to expect & how to improve. What could happen in the future.	Reflect on past. Think about future. What needs to happen to see a change/improvement. What would be the outcome of that change/improvement.
Outcome	
Choice No choice for meeting attendance	Young people do not have a choice whether to attend the meeting or not.
Child's Plan Document	Knowledge of the existence of the child's plan. Read the child's plan Contributed to the child's plan
Format of information preferences	Young people indicate a preference for how information is presented

Benefits of taking part in a meeting	Benefits of taking part in a meeting

Appendix AN: Applying initial template to drawing the ideal meeting (all participants)

Theme	Coding	Example
Participation:	Being spoken about.	Anika: "eh they're talking about me and they're like, they look angry or disappointed and they're like scary, kind of because there's a lot of them or because there's like, adults that scare me or something or adults that I don't like" Nikita: "I guess just talking like, what I really like doing in school and like, in class and stuff because I mean, I already know what I do in class. I don't have eh for 15 minutes and then think about what the hell I'm doing. so, I guess that would be really unhelpful." Nikita: "Well, from the last one I went to I was kind of just waiting for them to stop talking for the thing to end. It's waiting for them to stop talking, well, about me to be honest." Nikita: "I guess not talking about me, 24/7. And like making the entire thing about me."
	Adults speaking	Anika: "And I'm just sat in the corner, while all the adults are talking."
	Disagreement Conflict/confrontation	William: "they're not friendly." Paul: "So, let's just say this one, he's having a go at my parents and they are dicks. I don't like it. Stop having a go at my parents, it's annoying. It just gets highly irritating after not that long, because, It's not like they've done anything wrong. It's just I am me and you can't exactly blame them for it. So, these people, they're dumb."

		Paul: "I don't like people bad mouthing me or my parents, is just annoying."
Satisfaction	Meetings do not help	Anika: "I was kind of just sat there and the meeting I went to didn't really help much."
		Anika: "That they [the meetings] don't really help much and it didn't really work or at least it didn't help much. Or it was like, they [parent/carers] hate going to meetings because they say that they either don't help or that it was just boring."
		William: "Mmm. well, and I think they [parents/carers] were hoping it will be helpful but it wasn't really"
		R: do you know why the meetings are are happening?
		Paul: Oh, my behavioral issues. Something like that. Along those lines.
		R: Okay. Do you ever find any of the ideas, make things better?
		Paul: 90% of them, no.
Feelings	Feelings associated with venue: Uncomfortable about	Paul: ""Because it was in school. I didn't enjoy it. I feel a bit uncomfortable."
		Paul: "I just don't like being in the same room as a teacher because I, it's a bit more uncomfortable, you know?"

	meeting venue being school.	Paul: "I feel like I just feel more comfortable in my own home because, you know, it's my own home."
	More comfortable if meeting from home.	
	Feelings associated with a non-ideal meeting	Anika: "Eh scared. Like worried. Eh upset." William: "Uncomfortable, I guess. Worried. Bored."
	Trapped – unable to escape from the meeting	Paul: "feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it."
	Feelings associated with an ideal meeting	Anika: "Happy and comfortable and proud." Nikita: "I guess I'd feel happy" William "Comfortable, safe, I guess, probably smiling, and more relaxed and not tense."

		Anika: "So I feel safe." [linked to physical characteristics of meeting]
	Dread the idea of going to the meeting	Paul: "I'll be honest, I feel like all, like my parents will always just say it's eh, [groan] Everyone dreads the meeting in my family. Even like, when one of my parents messages the other, by the way there's a meeting today, the other says, 'Oh God'. I feel like we all have a sort of sinking feeling every time there's a meeting."
Physical characteristics	Room full of people	Anika: "there's dangerous things inside the building, like people. Which I would not like to walk into. Cos a lot of people scare me."
	Meeting modality	Paul: "And I feel like meetings should be held in more of a home environment."
	Meeting from home	Paul: "It just feels like the meetings will be a lot better from home." R: are you picturing doing that on the computer or are you picturing all these different people coming into your home and sitting in your living room. Paul: "I can assure you the last time that happened. I lost my mind. So, Definitely the first [on the computer]". Paul: "Gives me more freedom to think." "and I can actually mute my mic and just get annoyed and complain when I'm in a bad mood. Which in school, there's a teacher, hanging over me just like 'mmm', staring at my soul."

	Meeting in the school	Nikita: "I'm thinking, like my house, I guess. Maybe on a computer I think. I might just go for my kitchen. I mean the last couple of meetings I've been in when I'm at my house with my mom, that's kind of where we've always done it."
		Paul: "I feel like I just feel more comfortable in my own home because, you know, it's my own home."
		Paul: "'classroom near corridor' and it's uncomfortable to be in because people can hear me talking. And I don't exactly, yeah. The thing is, I'm with the teacher, which makes it a lot more difficult and more uncomfortable".
	Items in the room Bean bags Rug Table/Desk/Chairs	Anika: "They're little bean bags... Like a rug there and a little table."
		William: "Just random things to look at. Interesting things on the walls and stuff."
		William: "Ye, interesting things on the walls, like posters and stuff is nice and bright and warm. There's a chair to sit at, at a desk."

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	Lighting quality Temperature comfort Meeting space	Anika: "It's small and cozy… And and it's nice and warm and it's like really comfy and cozy on the inside." Anika: "Eh it's really comfortable, there's things for me to do. And it's nice and warm and cozy. So I feel safe." William: "It's warm and comfortable. Ah, it's big, there's lots of rooms. and it's very clean" Paul: "It's small, slightly cramped, but comfortable." William: "it was just a normal meeting, just with people who seemed pretty friendly. And, you know, a good room. A warm room."
Attendee characteristics	Unfamiliar attendees	William: "Yeah, most of them I didn't know." William: "I don't know, just people with bags on their heads or something I guess. I don't know, just bag headed people." R: So we're not being able to see their faces much and they're not very friendly. R: Tell me three things about these adults. William: They're friendly. And don't have bags on their heads. R: What are the benefits of them not having bags on their heads? William: I can see who they are and can eh, you can see who they are.

	Role of attendees – self – oversee	Paul: "it's like I'd still be there to sort of well, sort of oversee the meeting. or at least still have input like"
Procedural characteristics		
Temporal characteristics	Meeting time conflict with other activity - class	Nikita: "So I think the best time for it to happen is right when I'm in like either Spanish or French and right when my test is about to happen. [laughter]"
Meeting preparation	Who will attend?	Nikita: "Like what their name is and like what they usually do and I guess it's kind of it. Yes, I could just get to see what they look like, and em, I actually know like who I'm waiting for at the meeting."
Content	Recognition Changes	Paul: "They're saying what I've actually done well, not everything I've done wrong." Anika: "They're proud and happy and and their like, cheerful, and like a way, and they're not just like seeming mad or anything that I, really happy and positive, and they're like, complete opposites of the people that I drew earlier." Paul: "This person is discussing what can be changed, this is a good person. This person is not very annoying."

	Previous incident	Paul: "And school kept on building up suspense about the 'boss' incident, "oh goodness', 'what possibly could it be?' 'What have I done on this bus?' It turned out it was just a slight conflict that I had with a little kid who had been really annoying me." Paul: "With too much suspense, like, she could have just said, 'oh yeah, by the way that happened'"
Outcome	Memory of meeting Did not talk about meeting after it.	Anika: "Can't remember because I can't remember the last time I had one" Anika "I don't know. I've got the brain span of three seconds." William "I don't really remember that much." William: Well, I don't know. we didn't really talk much about the meeting, it just, we just did the meeting and then the meeting was done."
Choice	Choice of activity Choice to move around	Anika: "there's things for me to do." Paul: "Not having to deal with the people, mainly. And more say and more freedom. But I can get a bit more side-tracked rather than feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it. And at home, I can always get a snack and it just makes me feel more comfortable in the meeting."

Decision making	Influence over decision making	R: Did you feel like any decisions were made at that meeting? Anika: A few. R: A few and did you feel you had any influence? Anika: Yeah, I think.
	Some Little	Paul: "I do like to influence the discussions quite often. Yeah." "Just a little bit, a teans (teansy)" "Pretty much none, they're like, 'hey, how does this look to you?' 'Does this look good [name], does this look good?' And I say No. And they're, like, 'oh, well, to be honest, we didn't really care'. It was sort of a false sense of security, so, uhh-hu, you're in for a treat, nothing you said that is good will ever happen. ha."
Child's Plan		
Meeting norms	Expectation to remaining seated during the meeting	Paul: "And I'll just be able to feel like I can actually do something instead of just having my budgies rooted to my seat and not being able to do anything."

Appendix AO: Evolution of Template from initial template to second generation (italic for those from discovery phase)

Coding	Code description (blank means there are no examples in the primary data analysed)
Meeting interaction:	Active engagement as evidenced by language and interaction during the meeting.
Need thinking time.	Young people feel 'put on the spot' and benefit from thinking time which links with pace
Asked questions	Adults ask young people questions.
Being spoken about.	Adults speak about the young person and not directly to them.
Responding to questions Do not know what to share.	Young people do not know what to share with the adults, how to answer questions.
Responding to questions Better when asked questions that can be answered.	Young people prefer to be asked questions where they know the answers.
Responding to questions	Young people do not want to speak.

Do not want to speak.	
Responding to questions Single work utterances	
Adults speaking.	Young people notice adults speaking.
Kept occupied.	Young people want to have an activity along with the discussion at the meeting.
'Zone out'	Young people 'zone out', losing focus on the meeting.
Disagreement	Conflict and confrontation
Use different medium	
Jargon & acronyms	
Meeting Outcome	Satisfaction with the outcome of the meeting and effectiveness of the process of the meeting.
Meetings do not help	Young people report the meetings are not helpful
Memory of meeting	Do not remember outcome of the meeting e.g. decision that were made
Did not talk about meeting after it.	Did not talk about meeting after it.
Do not feel included.	Young people do not feel included in the meeting.

Feelings associated with venue	Feeling comfortable or uncomfortable dependent on the meeting venue
Feelings associated with a non-ideal meeting	Negative feelings
Trapped – unable to escape from the meeting	Feeling trapped and unable to escape from the meeting
Feelings associated with an ideal meeting	Positive feelings
Dread the idea of going to the meeting	Anticipate the meeting with dread
Speak with adult after meeting for clarification of what was decided	

Awareness of learning targets	
Knowing reason and purpose of meeting	
Understanding information presented	
Physical characteristics	The meeting setting and environment
Room full of people	The quantity of attendees within the physical space
Items in the room	Seating options such as chairs or bean bags
Lighting quality	Brightness of the environment
Temperature comfort	Warm
Venue	The venue of the meeting
Location	The location of the meeting e.g. home, school, car
Seating arrangements	
Mode	The mode of the meeting including in person, online or hybrid.
Refreshments	

Technology for displaying information	
Attendee characteristics	Information about those in attendance
Number of attendees	Number of people attending the meeting including the young person.
Roles of attendees	The range of roles including professionals, parent/carer, friend, self and advocate
Unfamiliar attendees	Unfamiliar adults attending the meeting
New people at the meeting lead young people to feel awkward, frightened, worried	Young people are not comfortable having new people at their meetings.
Facilitator / chair	
Invitation to attend – choose who to invite, how young people are invited.	

Non-attendee contributions in writing	
Procedural characteristics	How the meeting is conducted
Start with positive framing.	
Agenda used to prepare young person	
Form-driven meeting – topic progression	
Minutes and document combined?	
Opening meeting including introductions	
Closing meeting	

Setting clear goals	
Temporal characteristics	How meeting time is used.
Meeting time conflicting with other commitments/activities	At the time of the meeting, there are other commitments happening such as a lesson.
Length of meeting	
Attendance of young person e.g. start, end	
Breaks	
Pace of meeting	
Pre-meeting talk	
Meeting preparation	Events prior to the meeting which contribute to the meeting
Who will attend?	What is their name, what they do, what they look like to help recognise them
What would happen at the meeting?	

Opportunity to record their view prior to meeting	
How they want to participate	
Attend some or all	
Choice about venue and timing	
Discuss invite list	
Prepare for emotional impact and plan strategies to cope (& exit)	
Choice to attend or not	
Pre-meeting orientation (content)	
Content	Topics discussed during the meeting

How I was doing.	Reflect on past.
What to expect & how to improve.	Think about future. What needs to happen to see a change/improvement.
What could happen in the future.	What would be the outcome of that change/improvement.
Recognition	Recognition of progress
Changes	What can be changed
Previous incident	Sharing information about previous incident
Likes	
Dislikes	
Aspirations	
What was working for them in school?	

What issues were important to them?	
What thoughts they had about how these could be resolved?	
Choice	
No choice for meeting attendance	Young people do not have a choice whether to attend the meeting or not.
Choice of activity	Activities to keep the hands busy whilst talking
Choice to move around	Young people feel restricted to sitting and want the option to move around during the meeting.
Child's Plan Document	Knowledge of the existence of the child's plan. Read the child's plan Contributed to the child's plan
Format of information preferences	Young people indicate a preference for how information is presented

Benefits of taking part in a meeting	Benefits of taking part in a meeting
Meeting norms: Expectation to remaining seated during the meeting	Expectation to remaining seated during the meeting

Appendix AP: Applying v2 template to design workshops (ALL)

Coding	Examples
Meeting interaction:	
Need thinking time.	A: "I can't usually think straight away when I'm put on the spot."
Asked questions	A: "The only time I get, like, to take part is if they ask me a question. or want me to do something like grab a piece of paper or anything."
	A: "I'm always sat there until someone asks me a question"
Being spoken about.	A: "They're basically just all talk. They they basically just all talk about like me"
	A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there."
Responding to questions Do not know what to share.	A: "I don't know what to share"
Responding to questions	A: "I'm asked questions that I can answer"

Better when asked questions that can be answered.	
Responding to questions Do not want to speak.	N: "sometimes I kind of *have to* speak. Sometimes the question will be about me and then if I don't say anything, they'll just be staring at me for god knows how long?" N: "sometimes I don't really want to say anything and I kind of want to just like quietly go over to the corner and just wait for them to finish speaking so I can leave."
Responding to questions Single work utterances	
Adults speaking.	W: "with me it is usually just about what I'm gonna do after school. And it's always exactly the same, just them talking about the options. And you just saying, No, I don't know what I want to do after school, stop asking me that" [it sounds like you're listening to the adults talking, and then when they want to ask you a question, they ask you a question and then you answer] A: "And then it goes back to them talking."

Kept occupied.	A: "There's the reason I don't exactly like the child plan meetings in the meetings is because there's nothing for me to actually do. There's nothing I can focus on, you know, nothing to occupy It's just, I just sit there bored. There's like nothing to do. It's always my parents. No, my grandparents and my like the people there. They're always discussing and I'm just sat there bored. Or anxious, either one." A: "something that would make me want to go is if I had something to do, for instance, if I'm creating something like, making something, anything to keep me occupied, while they're asking me questions or anything, something I can actually do, so I'm not sat there bored"
'Zone out'	N: "I just completely like zone out and I just go into my thoughts"
Fair assessment of the situation	P: " I do think it's better if they do also point out our flaws. Because you know, it can't be all good and they need to be honest." W: "They need to be honest, they need to tell us about the things we're not good at and our problems and flaws as well."
Disagreement	
Use different medium	
Jargon & acronyms	
Terminology	[R: "how would you describe a child's plan? What is the **child's plan**?"]

	W: "I have absolutely no idea."
	A: "a meeting where they discuss a plan about how to help me and what's going on with me and me in the future"
	[R: "what are needs or **additional support needs**?"]
	W: "Well, additional support needs are needs that are for support and their additional." "Like, if you have trouble learning things or something like that."
	A: "help in other classes and my social anxiety and all that"
	[R: "have you ever heard of something called wellbeing indicators?
	W: "No"
	[R: "What do you think they (named person and lead professional) mean?]
	W: "Named person, the person who the meetings for and lead professional the person in charge of a meeting, who's like setting it off or whatever."
Meeting Outcome	
Meetings do not help	W: "Actually don't like anything about the meetings" "they're just a waste of time".
	P: "I really don't enjoy them and 90% of the time they're just going at the parents trying to make them feel like they're bad people as possible. That's really annoying."
	N: "I don't mind at all". [R: Does something good come out of having had a meeting?] N: "sometimes"

	W: "None of it's ever really any help." A: "They don't help with anything though" W: "They're just yeah, they're just annoying, useless, pointless." A: "And most meetings I do have, there's no point even going because you never get anything done. Like, they don't help." N: "Nothing was really helpful to be honest."
Memory of meeting	
Did not talk about meeting after it.	
Do not feel included.	A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there." A: "speaking and not including me"
Feelings associated with venue	
Feelings associated with a non-ideal meeting	

Trapped – unable to escape from the meeting	W: "I mean for me, I don't care. I just go in, do the meeting, go out, I don't care what kind of meeting it is, I don't care anything about the meeting itself. I just want to get it over with."
Feelings associated with an ideal meeting	
Dread the idea of going to the meeting	
Alternative to attending class	W: "Repetitive, boring, annoying, but gets me out of class, so" A: "because it gets me out of class, but like, don't speak about that part."
Speak with adult after meeting for clarification of what was decided	
Awareness of learning targets	
Knowing reason and purpose of meeting	[R: "Why do you think there are these meetings?"] A: "to discuss how I'm getting on and everything and to like make things better and all that.

	W: "probably just because I'm absolutely no idea what I'm gonna do when I leave school." [R: "who's it actually having an impact on?] W: "Not me."
Understanding information presented	
Physical characteristics	
Room full of people	
Items in the room	
Lighting quality	
Temperature comfort	
Venue	
Location	A: "Conference room or the SfL." A: "Google meeting where I was in a car." N: "video call with my mum in the meeting."
Seating arrangements	
Mode	A: "Google meeting where I was in a car."

Refreshments	
Technology for displaying information	A: "sometimes we have a little sheets of paper stuff"
Attendee characteristics	
Advocate	A: "I actually do want my independence though and I want to be able to speak for myself. I'm not disabled."
Number of attendees	A: "Three, I've forgotten their names, I've forgotten what they were doing as well."
Roles of attendees	All: Guidance teacher. Subject teacher. N: "video call with my mum in the meeting."
Unfamiliar attendees	A: "Other people I don't know." A: "Three, I've forgotten their names, I've forgotten what they were doing as well." [met before] only through the calls.
New people at the meeting lead young people to feel	A: [feel about people at meeting not met before] "I find it a bit awkward and weird and a bit frightening, kind of worrying".

awkward, frightened, worried	
Facilitator / chair	
Invitation to attend – choose who to invite, how young people are invited.	
Non-attendee contributions in writing	
Procedural characteristics	
Sets agenda	W: "Person makes a plan probably [ASL teacher], maybe. I don't know actually, who makes the plans." A: "It's usually Mrs. O though. She's like, right? We're having a meeting on this day. So and so is gonna be here."
Problem-solving	[R: "do you brainstorm in your meetings, to come up with ideas about how to make things better?"

	A: "well, yeah, but it's also, it's exactly like that but then sometimes it can also be a case of them giving ideas and me just agreeing." [R: "And do you agree even though you don't actually want that to happen?" A: "Sometimes."
Start with positive framing.	
Agenda used to prepare young person	
Form-driven meeting – topic progression	[R: "Do you notice if there's a structure to the meeting?"] W: "sometimes in sections, but sometimes not" A: "No, they just talk randomly about things, basically. It's not really in an order. Well, sometimes it's in an order, but they also get side-tracked. If you get what I mean" W: "Yeah, just go off on random tangents."
Minutes and document combined?	

Opening meeting including introductions	
Closing meeting	
Setting clear goals	
Temporal characteristics	
Meeting time conflicting with other commitments/activities	[R: "meetings happen around the time that you don't want to miss classes"] N: "yes" A: "During school time in one of my classes"
Length of meeting	
Attendance of young person e.g. start, end	
Breaks	
Pace of meeting	
Pre-meeting talk	
Meeting preparation	

Who will attend?	
What would happen at the meeting?	
Opportunity to record their view prior to meeting	
How they want to participate	
Attend some or all	
Choice about venue and timing	
Discuss invite list	
Prepare for emotional impact and plan strategies to cope (& exit)	
Choice to attend or not	

Pre-meeting orientation (content)	
Content	
How I was doing.	N: "in the meeting that I went to, like they were just discussing like, how I was doing in school and what to expect from me and other things, well like, what could happen." A: "Things about me and how I'm doing in my class"
What to expect & how to improve.	A: how I can improve
What could happen in the future.	A: "what I'll be doing in the future when I leave school." A: "in one of the meetings, when they says that em, it was about my future and when I leave school, they says, we understand that you can change your mind, but we still want to know how long we have left with you, but I didn't understand because I know that I could change my mind and then it depends on whether or not they have left with me and I just didn't understand."
Recognition	
Changes	[R: "is there anything you want to change about how you're supported on a daily basis?"]

	W: I don't really care.
	[R: "You don't care. So does that mean that you're quite happy with how things are going?"
	W: "Yeah, probably."
	A: "it's just hard to speak up because the only thing that I really want changing is like sometimes I need help in classes but I'm too scared to put my hand up. But there's never any help near me. Like they're always with [girl name] which to grow in our class or their or it's just the teacher and they're never near me and I'm too scared to raise my hand and ask for help, so I won't like, you know,"
Previous incident	
Likes	
Dislikes	
Aspirations	
What was working for them in school?	
What issues were important to them?	

What thoughts they had about how these could be resolved?	
Choice	
No choice for meeting attendance	[how do you choose whether to go to your meeting or or to go to class?] N: "What, I can choose?" A: "No, we don't get the option to choose, they just make us come to the meeting." N: "before I didn't know that I could have a choice of if I wanted to go or not" A: "No, we don't have a choice." N: "They just don't give us a choice." A: "We never get a choice for anything like this. We just have to go." W: "Well, we don't have to. I've just skipped some."
Choice of where and who will attend meeting	A: "We don't get a choice whatsoever." W: "Absolutely none."
Choice of activity	

Choice to move around	
Child's Plan Document	[have you read your child's plan?] N: "What's the child's plan?" A: "[ASN teacher name] talked it through with me to see if I agree with it." A: "Yeah it's good. And if there's anything else that I want to add, I'll tell her then." N: "I try to read it and then think I can't understand this. I'll just say yes to get out of the way and done with.
Format of information preferences	[writing and images, they would all fit into posters and leaflets] A: "probably a text or something" N: "poster and films" W: "simply."
Benefits of taking part in a meeting	A: "People hear my opinion" [R: "your meeting needs you, do you agree with that"] W: "Without us, the meeting wouldn't even exist in the first place."
Meeting norms:	

Expectation to remaining seated during the meeting	

Appendix AQ: Applying v2 template to design workshops (ALL) and Drawing the ideal meeting (ALL)

Coding	Examples
Meeting interaction:	
Need thinking time.	A: "I can't usually think straight away when I'm put on the spot."
Asked questions	A: "The only time I get, like, to take part is if they ask me a question. or want me to do something like grab a piece of paper or anything."
	A: "I'm always sat there until someone asks me a question"
Being spoken about.	A: "They're basically just all talk. They they basically just all talk about like me"
	A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there."
	Anika: "eh they're talking about me"
	Nikita: "I guess not talking about me, 24/7. And like making the entire thing about me."
Responding to questions Do not know what to share.	A: "I don't know what to share"

Responding to questions Better when asked questions that can be answered.	A: "I'm asked questions that I can answer"
Responding to questions Do not want to speak.	N: "sometimes I kind of *have to* speak. Sometimes the question will be about me and then if I don't say anything, they'll just be staring at me for god knows how long?" N: "sometimes I don't really want to say anything and I kind of want to just like quietly go over to the corner and just wait for them to finish speaking so I can leave."
Responding to questions Single work utterances	
Adults speaking.	W: "with me it is usually just about what I'm gonna do after school. And it's always exactly the same, just them talking about the options. And you just saying, No, I don't know what I want to do after school, stop asking me that" [it sounds like you're listening to the adults talking, and then when they want to ask you a question, they ask you a question and then you answer]

	A: "And then it goes back to them talking."
	Nikita: "Well, from the last one I went to I was kind of just waiting for them to stop talking for the thing to end. It's waiting for them to stop talking, well, about me to be honest."
	Anika: "And I'm just sat in the corner, while all the adults are talking."
Kept occupied.	A: "There's the reason I don't exactly like the child plan meetings in the meetings is because there's nothing for me to actually do. There's nothing I can focus on, you know, nothing to occupy It's just, I just sit there bored. There's like nothing to do. It's always my parents. No, my grandparents and my like the people there. They're always discussing and I'm just sat there bored. Or anxious, either one."
	A: "something that would make me want to go is if I had something to do, for instance, if I'm creating something like, making something, anything to keep me occupied, while they're asking me questions or anything, something I can actually do, so I'm not sat there bored"
'Zone out'	N: "I just completely like zone out and I just go into my thoughts"
Fair assessment of the situation	P: " I do think it's better if they do also point out our flaws. Because you know, it can't be all good and they need to be honest."
	W: "They need to be honest, they need to tell us about the things we're not good at and our problems and flaws as well."
Disagreement	William: "they're not friendly."

	Paul: "So, let's just say this one, he's having a go at my parents and they are dicks. I don't like it. Stop having a go at my parents, it's annoying. It just gets highly irritating after not that long, because, It's not like they've done anything wrong. It's just I am me and you can't exactly blame them for it. So, these people, they're dumb." Paul: "I don't like people bad mouthing me or my parents, is just annoying."
Use different medium	
Jargon & acronyms	
Terminology	[R: "how would you describe a child's plan? What is the **child's plan**?"] W: "I have absolutely no idea." A: "a meeting where they discuss a plan about how to help me and what's going on with me and me in the future" [R: "what are needs or **additional support needs**?"] W: "Well, additional support needs are needs that are for support and their additional." "Like, if you have trouble learning things or something like that."

	A: "help in other classes and my social anxiety and all that" [R: "have you ever heard of something called wellbeing indicators? W: "No" [R: "What do you think they (named person and lead professional) mean?] W: "Named person, the person who the meetings for and lead professional the person in charge of a meeting, who's like setting it off or whatever."
Meeting Outcome	
Meetings do not help	W: "Actually don't like anything about the meetings" "they're just a waste of time". P: "I really don't enjoy them and 90% of the time they're just going at the parents trying to make them feel like they're bad people as possible. That's really annoying." N: "I don't mind at all". [R: Does something good come out of having had a meeting?] N: "sometimes" W: "None of it's ever really any help." A: "They don't help with anything though" W: "They're just yeah, they're just annoying, useless, pointless." A: "And most meetings I do have, there's no point even going because you never get anything done. Like, they don't help." N: "Nothing was really helpful to be honest."

	Anika: "I was kind of just sat there and the meeting I went to didn't really help much."
	Anika: "That they [the meetings] don't really help much and it didn't really work or at least it didn't help much. Or it was like, they [parent/carers] hate going to meetings because they say that they either don't help or that it was just boring."
	William: "Mmm. well, and I think they [parents/carers] were hoping it will be helpful but it wasn't really"
	R: do you know why the meetings are are happening?
	Paul: Oh, my behavioral issues. Something like that. Along those lines.
	R: Okay. Do you ever find any of the ideas, make things better?
	Paul: 90% of them, no.
Memory of meeting	Anika: "Can't remember because I can't remember the last time I had one" Anika
	"I don't know. I've got the brain span of three seconds."
	William "I don't really remember that much."
Did not talk about meeting after it.	William: Well, I don't know. we didn't really talk much about the meeting, it just, we just did the meeting and then the meeting was done."

Do not feel included.	A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there." A: "speaking and not including me"
Feelings associated with venue	Paul: ""Because it was in school. I didn't enjoy it. I feel a bit uncomfortable." Paul: "I just don't like being in the same room as a teacher because I, it's a bit more uncomfortable, you know?" Paul: "I feel like I just feel more comfortable in my own home because, you know, it's my own home."
Feelings associated with a non-ideal meeting	Anika: "Eh scared. Like worried. Eh upset." William: "Uncomfortable, I guess. Worried. Bored."
Trapped – unable to escape from the meeting	W: "I mean for me, I don't care. I just go in, do the meeting, go out, I don't care what kind of meeting it is, I don't care anything about the meeting itself. I just want to get it over with." Paul: "feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it."

Feelings associated with an ideal meeting	Anika: "Happy and comfortable and proud." Nikita: "I guess I'd feel happy" William "Comfortable, safe, I guess, probably smiling, and more relaxed and not tense." Anika: "So I feel safe." [linked to physical characteristics of meeting]
Dread the idea of going to the meeting	Paul: "I'll be honest, I feel like all, like my parents will always just say it's eh, [groan] Everyone dreads the meeting in my family. Even like, when one of my parents messages the other, by the way there's a meeting today, the other says, 'Oh God'. I feel like we all have a sort of sinking feeling every time there's a meeting."
Alternative to attending class	W: "Repetitive, boring, annoying, but gets me out of class, so" A: "because it gets me out of class, but like, don't speak about that part."
Speak with adult after meeting for clarification of what was decided	
Awareness of learning targets	

Knowing reason and purpose of meeting	[R: "Why do you think there are these meetings?"] A: "to discuss how I'm getting on and everything and to like make things better and all that. W: "probably just because I'm absolutely no idea what I'm gonna do when I leave school." [R: "who's it actually having an impact on?] W: "Not me."
Understanding information presented	
Influence over decision making	R: Did you feel like any decisions were made at that meeting? Anika: A few. R: A few and did you feel you had any influence? Anika: Yeah, I think. Paul: "I do like to influence the discussions quite often. Yeah." "Just a little bit, a teans (teansy)" "Pretty much none, they're like, 'hey, how does this look to you?' 'Does this look good [name], does this look good?' And I say No. And they're, like, 'oh, well, to be honest, we didn't really care'. It was sort of a false sense of security, so, uhh-hu, you're in for a treat, nothing you said that is good will ever happen. ha."

Physical characteristics	
Room full of people	Anika: "there's dangerous things inside the building, like people. Which I would not like to walk into. Cos a lot of people scare me."
Items in the room	Anika: "They're little bean bags... Like a rug there and a little table." William: "Just random things to look at. Interesting things on the walls and stuff." William: "Ye, interesting things on the walls, like posters and stuff is nice and bright and warm. There's a chair to sit at, at a desk." Anika: "It's small and cozy… And and it's nice and warm and it's like really comfy and cozy on the inside." Anika: "Eh it's really comfortable, there's things for me to do. And it's nice and warm and cozy. So I feel safe." William: "It's warm and comfortable. Ah, it's big, there's lots of rooms. and it's very clean"

	Paul: "It's small, slightly cramped, but comfortable." William: "it was just a normal meeting, just with people who seemed pretty friendly. And, you know, a good room. A warm room."
Lighting quality	William: "bright and warm"
Temperature comfort	William: "bright and warm" Anika: "And it's nice and warm and cozy"
Venue	Paul: "And I feel like meetings should be held in more of a home environment." Paul: "It just feels like the meetings will be a lot better from home." R: are you picturing doing that on the computer or are you picturing all these different people coming into your home and sitting in your living room. Paul: "I can assure you the last time that happened. I lost my mind. So, Definitely the first [on the computer]".

	Paul: "Gives me more freedom to think." "and I can actually mute my mic and just get annoyed and complain when I'm in a bad mood. Which in school, there's a teacher, hanging over me just like 'mmm', staring at my soul." Nikita: "I'm thinking, like my house, I guess. Maybe on a computer I think. I might just go for my kitchen. I mean the last couple of meetings I've been in when I'm at my house with my mom, that's kind of where we've always done it." Paul: "I feel like I just feel more comfortable in my own home because, you know, it's my own home."
Location	A: "Conference room or the SfL." A: "Google meeting where I was in a car." N: "video call with my mum in the meeting." Paul: "'classroom near corridor' and it's uncomfortable to be in because people can hear me talking. And I don't exactly, yeah. The thing is, I'm with the teacher, which makes it a lot more difficult and more uncomfortable".
Seating arrangements	

Mode	A: "Google meeting where I was in a car." Paul: "And I feel like meetings should be held in more of a home environment."
Refreshments	
Technology for displaying information	A: "sometimes we have a little sheets of paper stuff"
Attendee characteristics	
Advocate	A: "I actually do want my independence though and I want to be able to speak for myself. I'm not disabled."
Number of attendees	A: "Three, I've forgotten their names, I've forgotten what they were doing as well."
Roles of attendees	All: Guidance teacher. Subject teacher. N: "video call with my mum in the meeting." Paul: "it's like I'd still be there to sort of well, sort of oversee the meeting. or at least still have input like"
Unfamiliar attendees	A: "Other people I don't know." A: "Three, I've forgotten their names, I've forgotten what they were doing as well." [met before] only through the calls. William: "Yeah, most of them I didn't know."

	William: "I don't know, just people with bags on their heads or something I guess. I don't know, just bag headed people." R: So we're not being able to see their faces much and they're not very friendly. R: Tell me three things about these adults. William: They're friendly. And don't have bags on their heads. R: What are the benefits of them not having bags on their heads? William: I can see who they are and can eh, you can see who they are.
New people at the meeting lead young people to feel awkward, frightened, worried	A: [feel about people at meeting not met before] "I find it a bit awkward and weird and a bit frightening, kind of worrying".
Facilitator / chair	
Invitation to attend – choose who to invite, how young people are invited.	

Non-attendee contributions in writing	
Procedural characteristics	
Sets agenda	W: "Person makes a plan probably [ASL teacher], maybe. I don't know actually, who makes the plans." A: "It's usually Mrs. O though. She's like, right? We're having a meeting on this day. So and so is gonna be here."
Problem-solving	[R: "do you brainstorm in your meetings, to come up with ideas about how to make things better?" A: "well, yeah, but it's also, it's exactly like that but then sometimes it can also be a case of them giving ideas and me just agreeing." [R: "And do you agree even though you don't actually want that to happen?" A: "Sometimes."
Start with positive framing.	

Agenda used to prepare young person	
Form-driven meeting – topic progression	[R: "Do you notice if there's a structure to the meeting?"] W: "sometimes in sections, but sometimes not" A: "No, they just talk randomly about things, basically. It's not really in an order. Well, sometimes it's in an order, but they also get side-tracked. If you get what I mean" W: "Yeah, just go off on random tangents."
Minutes and document combined?	
Opening meeting including introductions	
Closing meeting	
Setting clear goals	
Temporal characteristics	

Meeting time conflicting with other commitments/activities	[R: "meetings happen around the time that you don't want to miss classes"] N: "yes" A: "During school time in one of my classes" Nikita: "So I think the best time for it to happen is right when I'm in like either Spanish or French and right when my test is about to happen. [laughter]"
Length of meeting	
Attendance of young person e.g. start, end	
Breaks	
Pace of meeting	
Pre-meeting talk	
Meeting preparation	
Who will attend?	Nikita: "Like what their name is and like what they usually do and I guess it's kind of it. Yes, I could just get to see what they look like, and em, I actually know like who I'm waiting for at the meeting."
What would happen at the meeting?	

Opportunity to record their view prior to meeting	
How they want to participate	
Attend some or all	
Choice about venue and timing	
Discuss invite list	
Prepare for emotional impact and plan strategies to cope (& exit)	
Choice to attend or not	
Pre-meeting orientation (content)	
Content	

How I was doing.	N: "in the meeting that I went to, like they were just discussing like, how I was doing in school and what to expect from me and other things, well like, what could happen."
	A: "Things about me and how I'm doing in my class"
	Nikita: "I guess just talking like, what I really like doing in school and like, in class and stuff because I mean, I already know what I do in class. I don't have eh for 15 minutes and then think about what the hell I'm doing. so, I guess that would be really unhelpful."
What to expect & how to improve.	A: how I can improve
What could happen in the future.	A: "what I'll be doing in the future when I leave school."
	A: "in one of the meetings, when they says that em, it was about my future and when I leave school, they says, we understand that you can change your mind, but we still want to know how long we have left with you, but I didn't understand because I know that I could change my mind and then it depends on whether or not they have left with me and I just didn't understand."
Recognition	Paul: "They're saying what I've actually done well, not everything I've done wrong."

	Anika: "They're proud and happy and and their like, cheerful, and like a way, and they're not just like seeming mad or anything that I, really happy and positive, and they're like, complete opposites of the people that I drew earlier."
Changes	[R: "is there anything you want to change about how you're supported on a daily basis?"] W: I don't really care. [R: "You don't care. So does that mean that you're quite happy with how things are going?" W: "Yeah, probably." A: "it's just hard to speak up because the only thing that I really want changing is like sometimes I need help in classes but I'm too scared to put my hand up. But there's never any help near me. Like they're always with [girl name] which to grow in our class or their or it's just the teacher and they're never near me and I'm too scared to raise my hand and ask for help, so I won't like, you know," Paul: "This person is discussing what can be changed, this is a good person. This person is not very annoying."
Previous incident	Paul: "And school kept on building up suspense about the 'boss' incident, "oh goodness', 'what possibly could it be?' 'What have I done on this bus?' It turned out it was just a slight conflict that I had with a little kid who had been really annoying me." Paul: "With too much suspense, like, she could have just said, 'oh yeah, by the way that happened'"

Likes	
Dislikes	
Aspirations	
What was working for them in school?	
What issues were important to them?	
What thoughts they had about how these could be resolved?	
Choice	
No choice for meeting attendance	[how do you choose whether to go to your meeting or or to go to class?] N: "What, I can choose?" A: "No, we don't get the option to choose, they just make us come to the meeting." N: "before I didn't know that I could have a choice of if I wanted to go or not" A: "No, we don't have a choice." N: "They just don't give us a choice."

	A: "We never get a choice for anything like this. We just have to go."
	W: "Well, we don't have to. I've just skipped some."
Choice of where and who will attend meeting	A: "We don't get a choice whatsoever."
	W: "Absolutely none."
Choice of activity	Anika: "there's things for me to do."
Choice to move around	Paul: "Not having to deal with the people, mainly. And more say and more freedom. But I can get a bit more side-tracked rather than feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it. And at home, I can always get a snack and it just makes me feel more comfortable in the meeting."
Child's Plan Document	[have you read your child's plan?]
	N: "What's the child's plan?"
	A: "[ASN teacher name] talked it through with me to see if I agree with it."
	A: "Yeah it's good. And if there's anything else that I want to add, I'll tell her then."
	N: "I try to read it and then think I can't understand this. I'll just say yes to get out of the way and done with.
Format of information preferences	[writing and images, they would all fit into posters and leaflets]
	A: "probably a text or something"

	N: "poster and films"
	W: "simply."
Benefits of taking part in a meeting	A: "People hear my opinion"
	[R: "your meeting needs you, do you agree with that"]
	W: "Without us, the meeting wouldn't even exist in the first place."
Meeting norms: Expectation to remaining seated during the meeting	Paul: "And I'll just be able to feel like I can actually do something instead of just having my budgies rooted to my seat and not being able to do anything."

Appendix AR: Applying v2 template to design workshops (ALL), Drawing the ideal meeting (ALL) and film review (ALL)

Coding	Examples
Meeting interaction:	
Need thinking time.	A: "I can't usually think straight away when I'm put on the spot." R: Okay. Okay. So do you get much thinking time, do you feel? Nikita: No.
Asked questions	A: "The only time I get, like, to take part is if they ask me a question. or want me to do something like grab a piece of paper or anything." A: "I'm always sat there until someone asks me a question"
Being spoken about.	A: "They're basically just all talk. They they basically just all talk about like me" A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there." Anika: "eh they're talking about me" Nikita: "I guess not talking about me, 24/7. And like making the entire thing about me."
Responding to questions	A: "I don't know what to share"

Do not know what to share.	
Responding to questions Better when asked questions that can be answered.	A: "I'm asked questions that I can answer"
Responding to questions Do not want to speak.	N: "sometimes I kind of *have to* speak. Sometimes the question will be about me and then if I don't say anything, they'll just be staring at me for god knows how long?" N: "sometimes I don't really want to say anything and I kind of want to just like quietly go over to the corner and just wait for them to finish speaking so I can leave."
Responding to questions Single work utterances	
Adults speaking.	W: "with me it is usually just about what I'm gonna do after school. And it's always exactly the same, just them talking about the options. And you just saying, No, I don't know what I want to do after school, stop asking me that"

	[it sounds like you're listening to the adults talking, and then when they want to ask you a question, they ask you a question and then you answer] A: "And then it goes back to them talking." Nikita: "Well, from the last one I went to I was kind of just waiting for them to stop talking for the thing to end. It's waiting for them to stop talking, well, about me to be honest." Anika: "And I'm just sat in the corner, while all the adults are talking."
Kept occupied.	A: "There's the reason I don't exactly like the child plan meetings in the meetings is because there's nothing for me to actually do. There's nothing I can focus on, you know, nothing to occupy It's just, I just sit there bored. There's like nothing to do. It's always my parents. No, my grandparents and my like the people there. They're always discussing and I'm just sat there bored. Or anxious, either one." A: "something that would make me want to go is if I had something to do, for instance, if I'm creating something like, making something, anything to keep me occupied, while they're asking me questions or anything, something I can actually do, so I'm not sat there bored"
'Zone out'	N: "I just completely like zone out and I just go into my thoughts" R: Okay,. and would you like more preparation, more getting ready?

	Nikita: well, no, I get all the preparation I need but instead of thinking of stuff to think going like tell them, I usually just sit in a room, spinning in a chair or just completely just in my thoughts, just think about something else trying to remember, what I did yesterday or something.
Alternative to attending class	W: "Repetitive, boring, annoying, but gets me out of class, so" A: "because it gets me out of class, but like, don't speak about that part."
Fair assessment of the situation	P: " I do think it's better if they do also point out our flaws. Because you know, it can't be all good and they need to be honest." W: "They need to be honest, they need to tell us about the things we're not good at and our problems and flaws as well."
Disagreement	William: "they're not friendly." Paul: "So, let's just say this one, he's having a go at my parents and they are dicks. I don't like it. Stop having a go at my parents, it's annoying. It just gets highly irritating after not that long, because, It's not like they've done anything wrong. It's just I am me and you can't exactly blame them for it. So, these people, they're dumb." Paul: "I don't like people bad mouthing me or my parents, is just annoying."

Use different medium	
Jargon & acronyms	
Say you agree when you don't.	[R: "do you brainstorm in your meetings, to come up with ideas about how to make things better?" A: "well, yeah, but it's also, it's exactly like that but then sometimes it can also be a case of them giving ideas and me just agreeing." [R: "And do you agree even though you don't actually want that to happen?" A: "Sometimes." N: "I'll just say yes to get out of the way and done with."
Interpret what is said	Nikita: "Yeah, not really. I kind of just sit there and then they just talk about stuff, while I think, **what they're really saying**, and then I just try and ask later." [does this suggest translation or interpretation?] R: And who would you ask, would you ask any of them or have you got a kind of preferred person to ask? Nikita: I would just ask the closest person next to me meeting because they were both next to me I just just kind of asked both at the same time.
Terminology	[R: "how would you describe a child's plan? What is the **child's plan**?"] W: "I have absolutely no idea."

	A: "a meeting where they discuss a plan about how to help me and what's going on with me and me in the future"
	[have you read your child's plan?]
	N: "What's the child's plan?"
	A: "[ASN teacher name] talked it through with me to see if I agree with it."
	A: "Yeah it's good. And if there's anything else that I want to add, I'll tell her then."
	N: "I try to read it and then think I can't understand this. I'll just say yes to get out of the way and done with.
	Anika: Um, not much eh, I don't usually see it a lot, it's just in the meetings, I'm usually just sat there, don't get many like much paperwork, you know.
	William: No, I haven't.
	R: And so it sounds like you've been to a child's plan meeting, but you didn't know what a child's plan was. Is that right?
	William: Yeah.
	[R: "what are needs or **additional support needs**?"]

	W: "Well, additional support needs are needs that are for support and their additional." "Like, if you have trouble learning things or something like that."
	A: "help in other classes and my social anxiety and all that"
	[R: "have you ever heard of something called wellbeing indicators?
	W: "No"
	[R: "What do you think they (named person and lead professional) mean?"
	W: "Named person, the person who the meetings for and lead professional the person in charge of a meeting, who's like setting it off or whatever."
	Anika "I usually just call it a **meeting** instead of a child's plan meeting but usually just a child's plan meeting."
	R: "have you seen that before? (**My World Triangle** image)"
	William: Nope, never seen one of them.
	Nikita: No, No
	Anika: In these meetings, when I get passed over the paper and it was like, it rarely appears, I'm pretty sure it's in the meetings and we go through it.

	R: See with the headings being like **strengths and pressures and action plans** that's in the child's plan, but sometimes it's written on the flip chart as well. Is that something you've seen before?
	Anika: I've seen action plan. I, um, other than that, I don't recognize the other words. No.
	William: Yeah, I think so. It's kind of what we talked about. We talked about like plans for the future, probably too much since I too had to tell the multiple times that I didn't have any.
	Okay, so have you seen this before? (image of **wellbeing wheel**)
	Anika: I don't think I have seen the wellbeing wheel no.
	R: and have you come across the words that that are being described, these well-being indicators?
	Anika: Some of them, yeah.
	William: I've seen it in PSE.
	R: Okay. And so, have you spoken about these different areas, when when you were within your meeting?
	William: Eh, we didn't.
	Nikita: No
	R: No. And have you come across these well-being indicators, or any of these terms before
	Nikita: I don't remember

	R: In the child's plan, there's a section called in the **Child's view or the Child and Young Person's view**. Do you know if you've ever shared anything that has been noted in that. William: Don't think so. R: Have you ever heard of somebody called an **advocate**? Anika: No. William: I heard of them before but not in this sort of context. I've heard the word before Nikita: no R: Yeah, and have you come across the, the term **minutes**, you know, minutes of a meeting. Anika: "60 seconds. Have never come across it." William: Yeah, I have. Nikita: Like minutes as in time.
Meeting Outcome	
Meetings do not help	W: "Actually don't like anything about the meetings" "they're just a waste of time".

	P: "I really don't enjoy them and 90% of the time they're just going at the parents trying to make them feel like they're bad people as possible. That's really annoying."
	N: "I don't mind at all". [R: Does something good come out of having had a meeting?] N: "sometimes"
	W: "None of it's ever really any help."
	A: "They don't help with anything though"
	W: "They're just yeah, they're just annoying, useless, pointless."
	A: "And most meetings I do have, there's no point even going because you never get anything done. Like, they don't help."
	N: "Nothing was really helpful to be honest."
	Anika: "I was kind of just sat there and the meeting I went to didn't really help much."
	Anika: "That they [the meetings] don't really help much and it didn't really work or at least it didn't help much. Or it was like, they [parent/carers] hate going to meetings because they say that they either don't help or that it was just boring."
	William: "Mmm. well, and I think they [parents/carers] were hoping it will be helpful but it wasn't really"
	R: Okay. Do you ever find any of the ideas, make things better?
	Paul: 90% of them, no.

Memory of meeting	Anika: "Can't remember because I can't remember the last time I had one" Anika: "I don't know. I've got the brain span of three seconds." William "I don't really remember that much." Nikita: No. Yeah, my memory's kind of really bad. R: do you find that you're able to remember the actions after the meeting. Anika: I'm not gonna be able to remember it, but like I know that I've made one, but I won't have remembered what it was about or what I've done.
Did not talk about meeting after it.	William: Well, I don't know. we didn't really talk much about the meeting, it just, we just did the meeting and then the meeting was done." R: Did you chat at all with your family about the meeting? William: Not really R: So after the meeting, do you have wee chat with your parents about what happened? Nikita: No, not really.

	R: Okay, would you like to? Nikita: No.
Absence of transition from end of meeting to returning to class	R: So after your meeting, what do you remember happening? William: Nothing happened. I just went back to class and that was it.
Do not feel included.	A: "Them always speaking and not including, just like always sat there talking about me, talking about this that and I'm just sat there." A: "speaking and not including me"
Trapped – unable to escape from the meeting	W: "I mean for me, I don't care. I just go in, do the meeting, go out, I don't care what kind of meeting it is, I don't care anything about the meeting itself. I just want to get it over with." Paul: "feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it."
Feelings associated with a non-ideal meeting	Anika: "Eh scared. Like worried. Eh upset." William: "Uncomfortable, I guess. Worried. Bored."

Feelings associated with an ideal meeting	Anika: "Happy and comfortable and proud." Nikita: "I guess I'd feel happy" William "Comfortable, safe, I guess, probably smiling, and more relaxed and not tense." Anika: "So I feel safe." [linked to physical characteristics of meeting]
Dread the idea of going to the meeting	Paul: "I'll be honest, I feel like all, like my parents will always just say it's eh, [groan] Everyone dreads the meeting in my family. Even like, when one of my parents messages the other, by the way there's a meeting today, the other says, 'Oh God'. I feel like we all have a sort of sinking feeling every time there's a meeting."
Awareness of learning targets	
Influence over decision making	R: Did you feel like any decisions were made at that meeting? Anika: A few. R: A few and did you feel you had any influence? Anika: Yeah, I think. Paul: "I do like to influence the discussions quite often. Yeah."

	"Just a little bit, a teans (teansy)" "Pretty much none, they're like, 'hey, how does this look to you?' 'Does this look good [name], does this look good?' And I say No. And they're, like, 'oh, well, to be honest, we didn't really care'. It was sort of a false sense of security, so, uhh-hu, you're in for a treat, nothing you said that is good will ever happen. ha."
Physical characteristics	
Room full of people	Anika: "there's dangerous things inside the building, like people. Which I would not like to walk into. Cos a lot of people scare me."
Items in the room	Anika: "They're little bean bags... Like a rug there and a little table." William: "Just random things to look at. Interesting things on the walls and stuff." William: "Ye, interesting things on the walls, like posters and stuff is nice and bright and warm. There's a chair to sit at, at a desk." Anika: "It's small and cozy… And and it's nice and warm and it's like really comfy and cozy on the inside."

	Anika: "Eh it's really comfortable, there's things for me to do. And it's nice and warm and cozy. So I feel safe."
	William: "It's warm and comfortable. Ah, it's big, there's lots of rooms. and it's very clean"
	Paul: "It's small, slightly cramped, but comfortable."
	William: "it was just a normal meeting, just with people who seemed pretty friendly. And, you know, a good room. A warm room."
Lighting quality	William: "bright and warm"
Temperature comfort	William: "bright and warm"
	Anika: "And it's nice and warm and cozy"
Venue – home/school	Paul: "And I feel like meetings should be held in more of a home environment."
	Paul: "It just feels like the meetings will be a lot better from home."
	R: are you picturing doing that on the computer or are you picturing all these different people coming into your home and sitting in your living room.

	Paul: "I can assure you the last time that happened. I lost my mind. So, Definitely the first [on the computer]".
	Paul: "Gives me more freedom to think." "and I can actually mute my mic and just get annoyed and complain when I'm in a bad mood. Which in school, there's a teacher, hanging over me just like 'mmm', staring at my soul."
	Nikita: "I'm thinking, like my house, I guess. Maybe on a computer I think. I might just go for my kitchen. I mean the last couple of meetings I've been in when I'm at my house with my mom, that's kind of where we've always done it."
	Paul: "I feel like I just feel more comfortable in my own home because, you know, it's my own home."
	Paul: ""Because it was in school. I didn't enjoy it. I feel a bit uncomfortable."

	Paul: "I just don't like being in the same room as a teacher because I, it's a bit more uncomfortable, you know?" Paul: "I feel like I just feel more comfortable in my own home because, you know, it's my own home."
Location	A: "Conference room or the SfL." A: "Google meeting where I was in a car." N: "video call with my mum in the meeting." Paul: "'classroom near corridor' and it's uncomfortable to be in because people can hear me talking. And I don't exactly, yeah. The thing is, I'm with the teacher, which makes it a lot more difficult and more uncomfortable". Anika: "yeah it's usually either in the conference room that we're in or the big SfL room" William: "Well, I just went into a tiny room and went on a video call. Just like this one, with four people."
Seating arrangements	Nikita: There's kind of like, this like table like set in like a kind of a square shape and then [guidance teacher name] was sitting on one side of me, like one side of me and then the PSA was sitting on the others side of the table from me, and then the screen was just kind of facing me and the teachers.
Mode	A: "Google meeting where I was in a car." Paul: "And I feel like meetings should be held in more of a home environment."

	R: Do you think that what the animation is showing is a better way of doing the meeting or do you prefer the online meeting that you experienced? William: And I feel like it'd probably be better in person. R: Okay. Is there anything that's making you feel that way? William: It was just, I just feel like it would be easier for everyone. And other people might find it easier to talk to people who are actually there.
Refreshments	
Technology for displaying information	A: "sometimes we have a little sheets of paper stuff" Anika: "I've had one time where they were using a flip chart" Anika: "either on paper or on like a Chromebook, or some sort of laptop." Nikita: I think it was on a flip chart.
Attendee characteristics	
Advocate	A: "I actually do want my independence though and I want to be able to speak for myself. I'm not disabled." Anika: that would be so handy! R: What do you like about the idea of an advocate for you?

	Anika: So if I'm too nervous or don't want to speak, then they can do it for me. R: And do you think that it could be quite helpful to have an advocate? William: Yeah, maybe for some people. Could definitely be helpful for some. R: Is it something that you wouldn't want for yourself though? William: No, I wouldn't want it.
Number of attendees	A: "Three, I've forgotten their names, I've forgotten what they were doing as well." William: "Well, I just went into a tiny room and went on a video call. Just like this one, with four people."
Roles of attendees	All: Guidance teacher. Subject teacher. N: "video call with my mum in the meeting." Paul: "it's like I'd still be there to sort of well, sort of oversee the meeting. or at least still have input like" Nikita: "I was in like a room with [guidance teacher's name], em and a PSA and then on a call with my mom." Anika: "My guidance teacher, a few other people that, I don't know the name of, it's like two people on the computer. One of them I do know, though, her name is [name], I'm pretty sure she's usually downstairs and and then it's me and my grandparents.

Unfamiliar attendees	A: "Other people I don't know."
	A: "Three, I've forgotten their names, I've forgotten what they were doing as well." [met before] only through the calls.
	William: "Yeah, most of them I didn't know."
	William: "I don't know, just people with bags on their heads or something I guess. I don't know, just bag headed people."
	R: So we're not being able to see their faces much and they're not very friendly.
	R: Tell me three things about these adults.
	William: They're friendly. And don't have bags on their heads.
	R: What are the benefits of them not having bags on their heads?
	William: I can see who they are and can eh, you can see who they are.
	R: Yeah, did you all have your cameras on when you were online?
	William: Yeah
	R: the character in the animation said about, you know, there is someone there, but I didn't know who they were. Did you see you experience that too?

	William: Yeah, there were a lot of people who, like there were three people who I had no idea who they were.
	R: Okay. so, before your meeting would it have helped if you could have had some information about those people?
	William: Yeah, I think I got some information but I probably just forgot it.
	R: I think it was Annabelle had said about, she quite liked the idea of having a picture of the person with a bit of information about them before the meeting so that she had a photo, she knew what they looked like. What do you think that idea?
	William: Yeah, that's a pretty good idea, I'd say.
	Anika: "a few other people that, I don't know the name of, it's like two people on the computer. One of them I do know, though, her name is [name],"
	R: okay, and see these people that you're not familiar with. And before they come to your meeting, I was thinking, Is there anything that could like, could they maybe send you some information about themselves, or send a picture, a photo so that you've got like an image of what they look like?
	Anika: They don't, but it'd be wise to, you know, it'd be helpful.

	R: what kind of information do you think would be helpful to know about them before they turn up at your meeting? Anika: who they are, what they do, what they look like, you know, just their personality wise, you know, just basically about them.
New people at the meeting lead young people to feel awkward, frightened, worried	A: [feel about people at meeting not met before] "I find it a bit awkward and weird and a bit frightening, kind of worrying".
Facilitator / chair	
Invitation to attend – choose who to invite, how young people are invited.	
Non-attendee contributions in writing	

Procedural characteristics	
Knowing reason and purpose of meeting	[R: "Why do you think there are these meetings?"] A: "to discuss how I'm getting on and everything and to like make things better and all that. W: "probably just because I've absolutely no idea what I'm gonna do when I leave school." [R: "who's it actually having an impact on?] W: "Not me." R: do you know why the meetings are are happening? Paul: Oh, my behavioral issues. Something like that. Along those lines.
Agenda	W: "Person makes a plan probably [ASL teacher], maybe. I don't know actually, who makes the plans." A: "It's usually [ASL teacher] though. She's like, right? We're having a meeting on this day. So and so is gonna be here." R: we're thinking about like, what you're doing after school or with your friends, is that stuff that you don't really want to talk about or…

	Anika: well, I'm not really bothered but there is certain things that I've not like I don't really want to talk about R: Okay. Would you prefer if that wasn't spoken about in the meeting? Anika: Yes, probably some things. R: Yeah, okay. Okay. Do you feel like you have any influence over what is and isn't said at the meeting? Anika: No, we have no influence on anything.
Start with positive framing.	
Agenda used to prepare young person	
Form-driven meeting – topic progression	[R: "Do you notice if there's a structure to the meeting?"] W: "sometimes in sections, but sometimes not" A: "No, they just talk randomly about things, basically. It's not really in an order. Well, sometimes it's in an order, but they also get side-tracked. If you get what I mean" W: "Yeah, just go off on random tangents."

Minutes	R: And after the meeting did any notes come?
	William: No
	R: "do you get notes after the meeting?"
	Nikita: No.
Action Plan	R: At the end of the 20 minutes that you were there was there an action plan, where there actions noted somewhere?
	William: Ah no, I don't think so.
	R: Do you think that there was a plan made about how to support you?
	Nikita: I think there was
Minutes and document combined?	Anika: "Sometimes yeah, depending what we've discussed at that meeting. usually, usually, I'm pretty sure we get the, like a copy of the like Child's Plan meeting thing there, like thing about how, like, what we're going to do to help me. Usually we get something like that sent home."
Opening meeting including introductions	
Closing meeting	
Setting clear goals	

Content	
How I was doing.	N: "in the meeting that I went to, like they were just discussing like, how I was doing in school and what to expect from me and other things, well like, what could happen." A: "Things about me and how I'm doing in my class" Nikita: "I guess just talking like, what I really like doing in school and like, in class and stuff because I mean, I already know what I do in class. I don't have eh for 15 minutes and then think about what the hell I'm doing. so, I guess that would be really unhelpful."
What to expect & how to improve.	A: how I can improve
What could happen in the future.	A: "what I'll be doing in the future when I leave school." A: "in one of the meetings, when they says that em, it was about my future and when I leave school, they says, we understand that you can change your mind, but we still want to know how long we have left with you, but I didn't understand because I know that I could change my mind and then it depends on whether or not they have left with me and I just didn't understand."
Recognition	Paul: "They're saying what I've actually done well, not everything I've done wrong."

	Anika: "They're proud and happy and and their like, cheerful, and like a way, and they're not just like seeming mad or anything that I, really happy and positive, and they're like, complete opposites of the people that I drew earlier."
Changes	[R: "is there anything you want to change about how you're supported on a daily basis?"]
	W: I don't really care.
	[R: "You don't care. So does that mean that you're quite happy with how things are going?"
	W: "Yeah, probably."
	A: "it's just hard to speak up because the only thing that I really want changing is like sometimes I need help in classes but I'm too scared to put my hand up. But there's never any help near me. Like they're always with [girl name] which to grow in our class or their or it's just the teacher and they're never near me and I'm too scared to raise my hand and ask for help, so I won't like, you know,"
	Paul: "This person is discussing what can be changed, this is a good person. This person is not very annoying."
Previous incident	Paul: "And school kept on building up suspense about the 'boss' incident, "oh goodness', 'what possibly could it be?' 'What have I done on this bus?' It turned out it was just a slight conflict that I had with a little kid who had been really annoying me."
	Paul: "With too much suspense, like, she could have just said, 'oh yeah, by the way that happened'"

Likes	
Dislikes	
Aspirations	
What was working for them in school?	
What issues were important to them?	
What thoughts they had about how these could be resolved?	
Temporal characteristics	
Meeting time conflicting with other commitments/activities	[R: "meetings happen around the time that you don't want to miss classes"] N: "yes" A: "During school time in one of my classes" Nikita: "So I think the best time for it to happen is right when I'm in like either Spanish or French and right when my test is about to happen. [laughter]"
Length of meeting	William: "And then we just talked for like 20 minutes, and then I left."

	[R: "And do you know did the meeting keep going after you left?"] William: "No, I didn't. I don't think so. As far as I know, it didn't."
Attendance of young person e.g. start, end	
Breaks	
Pace of meeting	
Pre-meeting talk	
Meeting preparation	
Who will attend?	Nikita: "Like what their name is and like what they usually do and I guess it's kind of it. Yes, I could just get to see what they look like, and em, I actually know like who I'm waiting for at the meeting."
Notification of meeting	Anika: For sometimes I get told that I'm going to it a few weeks before or for instance a month before I'll get told oh you're going to a meeting then and I'm like okay.
What would happen at the meeting?	

Opportunity to record their view prior to meeting	
How they want to participate	
Attend some or all	
Choice about venue and timing	
Discuss invite list	
Prepare for emotional impact and plan strategies to cope (& exit)	
Choice to attend or not	
Pre-meeting orientation (content)	Anika: What like, what have I used to be in a meeting? R: To get ready for the meeting.

	Anika: Don't think I've ever got ready for a meeting. All I know is that I've been told I'm going to it and then I arrive. R: did you do anything before your meeting to get ready for it? William: No, not really. I just went in. R: Okay, so what kinds of things have you done to get ready for the meeting before? Nikita: I usually wait last minute and try and think of something.
Format of information preferences	[writing and images, they would all fit into posters and leaflets] A: "probably a text or something" N: "poster and films" W: "simply." R: What kind of information would you like to know about them? Nikita: Like what their name is and like what they usually do and I guess it's kind of it. R: Okay, would you like to see a picture of them before they turn up?

	Nikita: Yes, I could just get to see what they look like, and em, I actually know like who I'm waiting for at the meeting. R: what would you Google? What kind of search terms would you use? A: I just literally type in 'child's plan meeting' and see what it comes up with. William: what happens in a child's plan meetings? Nikita: No
Lack of choice	
No choice for meeting attendance	[how do you choose whether to go to your meeting or or to go to class?] N: "What, I can choose?" A: "No, we don't get the option to choose, they just make us come to the meeting." N: "before I didn't know that I could have a choice of if I wanted to go or not" A: "No, we don't have a choice." N: "They just don't give us a choice." A: "We never get a choice for anything like this. We just have to go."

	W: "Well, we don't have to. I've just skipped some."
Benefits of taking part in a meeting	A: "People hear my opinion" [R: "your meeting needs you, do you agree with that"] W: "Without us, the meeting wouldn't even exist in the first place."
Choice of where and who will attend meeting	A: "We don't get a choice whatsoever." W: "Absolutely none."
Choice to move around	Paul: "Not having to deal with the people, mainly. And more say and more freedom. But I can get a bit more side-tracked rather than feeling a bit more trapped in the meeting. I can't do anything about it. Because I sort of have to sit through it. And at home, I can always get a snack and it just makes me feel more comfortable in the meeting." Paul: "And I'll just be able to feel like I can actually do something instead of just having my budgies rooted to my seat and not being able to do anything."

Appendix AS: Final Template for the template analysis

RQ: What are young people's experiences of Child's Plan meetings?

Final Template for what young people's experiences of Child's Plan meetings with statement count in brackets.

1. Terminology (total = 32, 14.6%) 1.1 Additional Support Needs (5) 1.2 Child's Plan (7) 1.3 GIRFEC resources (14) 1.4 Roles (3) 1.5 Meetings (3) **2. Meeting Interactions (total = 27, 12.3%)** 2.1 Responding to questions 2.1.1 Need thinking time (2) 2.1.2 Better when asked questions that can be answered (1) 2.1.3 Do not know what to share (1) 2.1.4 Do not want to speak (2) 2.1.5 Agreeing when you don't (3) 2.2 Adults Speaking (3) 2.2.1 Asked questions (2) 2.2.2 Being spoken about (4) 2.2.3 Interpret what is said (2) 2.2.4 Feel bored (2) 2.2.5 Fair assessment of the situation (2) 2.2.6 Disagreement (3) **3. Meeting Outcome (total = 35, 15.9%)** 3.1 Poor memory of meeting (5) 3.2 Influence over decision-making (3) 3.3 Meetings do not help (11) 3.4 After meeting (5) 3.5 Feelings associated with the meeting (11) **4. Physical Characteristics (total = 41, 18.7%)** 4.1 Mode (4) 4.2 Venue (9) 4.3 Location within venue (6) 4.4 Meeting room (6) 4.4.1 Room full of people (1) 4.4.2 Items in the room (8)	**6. Procedural Characteristics (total = 30, 13.7%)** 6.1 Reason for meeting (5) 6.2 Agenda (5) 6.3 Structure of meeting (3) 6.4 Content of meeting 6.4.1 How I was doing (4) 6.4.2 How to improve (5) 6.4.3 Future focus (2) 6.4.4 Previous incident (2) 6.5 Action Plan (1) 6.6 Minutes / notes (3) **7. Temporal Characteristics (total = 4, 1.8%)** 7.1 Meeting time conflicting with other activities (2) 7.2 Length of meeting (2) **8. Lack of choice (total = 11, 5%)** 8.1 Whether to attend meeting or not (7) 8.2 In who and where meeting will happen (2) 8.3 To move around during meeting (2) **9. Meeting preparation (total 14, 6.4%)** 9.1 Who will attend? (1) 9.2 Notification of meeting (1) 9.3 Pre-meeting orientation (4) 9.4 Format of information (8) **Uncategorised** Anything else (0) Misunderstanding (0)

4.4.3 Lighting quality (1) 4.4.4 Temperature comfort (2) 4.4.5 Seating arrangements (1) 4.5 Technology for displaying information (3) **5. Attendee Characteristics (total = 25, 11.4%)** 5.1 Number of attendees (1) 5.2 Roles of attendees (5) 5.2.1 Advocate (5) 5.3 Unfamiliar attendees (14)	Total statements = 219.

<u>Appendix AT: Letter/email to secondary school Senior Leadership Team (SLT)</u>

Dear Senior Leadership Team,

I am writing to you to seek your assistance in a research project exploring the young person's experience of Child's Plan meetings, from the young person's perspective. The objective of this project is to understand the young person's experience of a Child's Plan meeting and how their participation impacts decision-making. There will be three stages to this:

1. In preparing the young person for their meeting, the teacher will show an animation film (<3min)
2. The online child's plan meeting is audio recorded for analysis of the decision-making language
3. The young person is interviewed about their experience of their meeting and their action plan is reviewed with them

I will need assistance from a member of staff to help identify young people to invite to participate and this will be informed by the inclusion/exclusion criteria:

- Inclusion criteria; young people aged 12-19 with additional support needs which are planned and reviewed using a Child's Plan, young people who are English speaking or where an interpreter attends the meeting, where the meeting is taking place online, where the young person intends to attend the full meeting including the action planning.
- Exclusion criteria; young people who are deemed not to have sufficient maturity and understanding to consent to take part in the research, as reviewed by school staff. Where the meeting is taking place in person. Young people who are not English speaking and an interpreter is not in attendance. Where the young person will not attend the full meeting therefore missing the action planning

Once the young people are identified, the research information will be shared initially with the young people and their parent/carer and following their agreement to participate, other people invited to the meeting will be provided with the project information. The guidance teacher or SfL teacher who is arranging the meeting will be asked to support my correspondence with those attending the meeting.

If you have any questions about the project please email me at jenny.fraser-smith@highlandschools.net.

Best wishes

Jen Fraser-Smith

DEdPsy Research, Strathclyde University

Area Principal Educational Psychologist, Highland Council Psychological Service

What is your experience of your child's plan meeting?

WHAT will we do?

Before your meeting, you will see an animated film to help get ready for the meeting.

then

You will go to your meeting as usually and on this occasion, I will make a record of

the discussions to analyse it for the language used in decision making.

then

We will talk about your experience and the influence you had over what was decided.

WHEN will we do this?
We will agree a time during the school day for the meeting and chat.

WHO will be there?
After the meeting, Jen Fraser-Smith, a researcher and psychologist and you.

HOW will we meet?

We will meet online using Google Meet for both the meeting and chat.

If you want to take part, talk to the person who gave you this information and together let Jen know by email jenny.fraser-smith@highlandschools.net.

Project Information Sheet

Understanding the young person's experience of participating at a Child's Plan meeting and the impact on decision making.
Jenny Fraser-Smith, Research & Educational Psychologist

? This sheet is to help you decide if you want to take part in this project. You can discuss this with a parent or guardian before you decide if you want to take part (they will get their own sheet to read).

What is the project about?

The project is about your experience of child's plan meetings and how your participation impacts the decision-making process and the action plan.

Do I have to take part?

No, you don't have to:

- it is completely up to you
- you can decide to stop taking part at any time
- you do not need to give a reason for not taking part or stopping
- choosing not to take part or stopping taking part will have no negative impact.

What would I need to do?

Before the meeting, your teacher will show you an animated film.

Attend your meeting online, as you normally do.

After the meeting, you will be asked to evaluate the experience.

Then you and I will meet online to talk about the animated film,

the experience of the meeting, and to consider how your

involvement impacted decision-making and the action plan.

Is there anything bad that could happen if I take part?

- *you might find having another person at your meeting a bit uncomfortable.*
- *If the meeting isn't a good experience, you might find talking about this makes you sad.*
- *you might discover you are more or less involved that you thought in decision-making.*

What information about me or recordings of me will you collect?

I will collect:

- Your name and age
- An audio recording of the meeting which will be turned into a written record. The audio recording will capture what everyone is saying so I can look at the decision-making process.
- An audio recording of you answering the questions which will be turned into a written record

How will my information be stored and how will it be looked after?

Your information will be stored in a pseudonymised form:

- o This means that your information will be changed so that you are given a different name, and your real name will be known only to me.
- o Your information will be stored in my Highland schools Google account, and only I will be able to look at or use it.
- o There will be a document which links your code name to your real name. This will be kept in my Highland Council account and only I will be able to see it.

o Recordings of you speaking will be taken on a secure device and turned into text as soon as possible. Then the recording will be destroyed.

How will you use my information?

Your information will be:
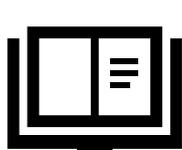
▪ shared by using it in my University work and I aim to write an article for other people to read
▪ shared by giving a talk about the project
▪ shared by putting it in an online library

o If shared, your information will be in a pseudonymised form:
  o this means that your information will be changed so that you are given a code name and your real name will be known only to me.
  o There will be a document which links your code name to your real name. This will be kept in my Highland Council account and only I will be able to see it.

This project will finish by June 2023.

When will my information be destroyed?

Your information will be destroyed five years after the project finishes.

Who will know that I am taking part?

I will know, and those who attend the meeting will know you took part.

Use of your personal information and your rights

The way we look after your information (your 'data') is ruled by UK law. Under UK law, we need to have a good reason (called a 'lawful basis') for handling your information. In this case, the reason is to do research which aims to benefit everyone (this means that it is in the 'public interest'). You have the right to make choices about your information under UK law. For more information on this visit https://www.strath.ac.uk/whystrathclyde/universitygovernance/accesstoinformation/dataprotection/.

If you do want to take part

Before you say yes, think carefully about everything in this sheet and ask questions (if you have any). Let your teacher know you want to take part and they will let me know. Then you can complete the consent form and send it to me.

What should I do if I have questions or am worried about this project or my information?

First, you should talk to the me as the researcher, a parent/guardian or teacher.

If you don't want to talk to me, then you can contact my Supervisor (see below).

If you want to look at University advice on how to complain, you can contact ethics@strath.ac.uk

Who to contact

Researcher:	Jenny Fraser-Smith	**Supervisor(s)**	Clare Daly

jenny.fraser-
smith@highlandschools.ne
t

clare.daly@strath.ac.u
k

0141 548 2700

Consent Form

Understanding the young person's experience of participating at a Child's Plan meeting and the impact on decision making.
Jenny Fraser-Smith, Research & Educational Psychologist

Please read this form carefully before signing (writing your name) at the bottom.

By writing your name this confirms that you agree to take part in this project.

Signing this form does not mean you have to do anything you do not wish to do.

You can choose to stop taking part at any time.

Please read the information below and check/tick the box if you agree:

- o I have read and understand the Project Information Sheet (marked '[PIS_Dec_2022.V2_Deliver') ☐

- o I have been given the chance to ask questions about the project and am happy with the answers given. ☐

- o I understand that choosing to take part is up to me and I can stop taking part or choose not to do any activity or answer any question, at any time without giving a reason without my education or support being affected. ☐

- o I understand a transcript of the meeting and interview will be created from the Google Meet as part of the project ☐

- o I understand how my information will be used. ☐

- o I agree to take part in this project. ☐

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Audio recordings

I understand that part of this project involves audio recordings of me.

o I agree to being audio recorded ☐

Read the statements below and print and sign your name if you agree

I agree that I have talked about this project with my parent/guardian and that they are willing for me to take part. I agree that am willing to take part in this research

	Print name	Date	Signature
Participant (you)			

Participant Information Sheet for Parents/Carers

Name of department: Psychological Science and Health

Title of the study: Understanding the young person's experience of participating at a Child's Plan meeting and how they impact decision making.

Introduction

My name is Jen Fraser-Smith and I am an Educational Psychologist working for Highland Council Psychological Service. I am undertaking a Professional Doctorate with the University of Strathclyde and as part of the course I will be undertaking a research project.

What is the purpose of this research?

The aim of this research is to understand how young people participate in their Child's Plan meeting and how they contribute to the action plan which is the record of the decisions made during the meeting.

Do I have to take part?

It is for you to decide whether or not to agree for the meeting to be recorded. If you say no, you do not have to give a reason. The young person will be informed that I did not get consent for the recording from all attendees and therefore it will not be recorded. The young person can continue to meet me after the meeting for a one-to-one interview.

What will I do in the project?

You will attend the Child's Plan meeting online as normal. For the purpose of the project, the meeting will be audio recorded and transcribed for later analysis. The meeting will be analysed using discourse analysis to explore the process of decision making.

Why have I been invited to take part?

The young person has consented to be part of the research project. As their

parent/carer you are invited to attend the Child's Plan meeting and therefore are being asked to agree to the meeting being recorded.

What are the potential risks to taking part?

The recording of the meeting is being agreed for the purpose of this research and cannot be used for other purposes. There are no direct benefits to taking part in the research. However, it is hoped that the information will have a positive impact on what adults understand of involving young people in their meetings.

What information is being collected in the project?

The Child's Plan meeting will be audio recorded, meaning the recording will capture the sound of everyone's voices. Also, all the spoken words will be turned into written text (called a transcription) which will be stored and analysed. The transcript will indicate the name and time stamp of each verbal contribution. All the names will be changed to protect your identity.

Who will have access to the information?

I will have access to all the data. The project will take place using the Google Education Suite which the Local Authority has confirmed is secure for Highland Council users.

The findings from the research will form part of my doctoral thesis, and some may be published in academic journals. Some quotes, may be used for illustrative purposes, and these will be anonymous.

Where will the information be stored and how long will it be kept for?

Data will be stored and analysed on the Highland Council Google Education Suite and accessed by the researcher only. No other Highland Council employee will access this information. Both the computer and the Highland Council Google account require different username/passwords. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. In this instance, the data will be stored on the University OneDrive. The data will be deleted from the researchers Highland Council Google account and University OneDrive once the doctorate is

complete. The data will be held for 5 years following the completion of the Doctorate research on the University data repository called Pure.

All personal data will be processed in accordance with data protection legislation. Please read our [Privacy Notice for Research Participants](#) for more information about your rights under the legislation.

What happens next?

Please send the consent form to jenny.fraser-smith@highlandschools.net

Thank you for taking the time to read this.

Researcher contact details:

Please get in contact if you have any questions about the research project; contact me at jenny.fraser-smith@highlandschools.net

Jen Fraser-Smith

DEdPsy Research, Strathclyde University

Area Principal Educational Psychologist, Highland Council

Chief Investigator details:

The research is supervised by Clare Daly at Strathclyde University.

This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee

Research & Knowledge Exchange Services

University of Strathclyde

Graham Hills Building

50 George Street

Glasgow

G1 1QE

Telephone: 0141 548 3707

Email: ethics@strath.ac.uk

Consent Form for Parents/Carers

Name of department: Psychological Science and Health

Title of the study: Understanding the young person's experience of participating at a Child's Plan meeting and how they impact decision making.

- I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice for Participants in Research Projects and understand how my personal information will be used and what will happen to it (i.e. how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that I can request the withdrawal from the study of some personal information and that whenever possible researchers will comply with my request. This includes the following personal data:
    - my personal information from transcripts.
- I understand that anonymised data (i.e. data that do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the research will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project.
- I consent to being audio recorded as part of the project.

(PRINT NAME)	
Signature of Participant:	Date:

Participant Information Sheet for Professionals

Name of department: Psychological Science and Health

Title of the study: Understanding the young person's experience of participating at a Child's Plan meeting and how they impact decision making.

Introduction

My name is Jen Fraser-Smith and I am an Educational Psychologist working for Highland Council Psychological Service. I am undertaking a Professional Doctorate with the University of Strathclyde and as part of the course I will be undertaking a research project.

What is the purpose of this research?

The aim of this research is to understand how young people participate in their Child's Plan meeting and how they contribute to the action plan which is the record of the decisions made during the meeting.

Do I have to take part?

It is for you to decide whether or not to agree for the meeting to be recorded. If you say no, you do not have to give a reason. The young person will be informed that I did not get consent for the recording from all attendees and therefore it will not be recorded. The young person can continue to meet me after the meeting for a one-to-one interview.

What will I do in the project?

You will attend the Child's Plan meeting online as normal. For the purpose of the project, the meeting will be audio recorded and transcribed for later analysis. The meeting will be analysed using discourse analysis to explore the process of decision making.

Why have I been invited to take part?

The young person has consented to be part of the research project and their parent/carer agrees. You are a professional invited to attend the Child's Plan meeting and therefore are being asked to agree to the meeting being recorded.

What are the potential risks to taking part?

The recording of the meeting is being agreed for the purpose of this research and cannot be used for other purposes. There are no direct benefits to taking part in the research. However, it is hoped that the information will have a positive impact on what adults understand of involving young people in their meetings.

What information is being collected in the project?

The Child's Plan meeting will be audio recorded, meaning the recording will capture the sound of everyone's voices. Also, all the spoken words will be turned into written text (called a transcription) which will be stored and analysed. The transcript will indicate the name and time stamp of each verbal contribution. All the names will be changed to protect your identity.

Who will have access to the information?

I will have access to all the data. The project will take place using the Google Education Suite which the Local Authority has confirmed is secure for Highland Council users.

The findings from the research will form part of my doctoral thesis, and some may be published in academic journals. Some quotes, may be used for illustrative purposes, and these will be anonymous.

Where will the information be stored and how long will it be kept for?

Data will be stored and analysed on the Highland Council Google Education Suite and accessed by the researcher only. No other Highland Council employee will access this information. Both the computer and the Highland Council Google account require different username/passwords. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. In this instance, the data will be stored on the University OneDrive. The data will be deleted from the researchers Highland Council Google account and University OneDrive once the doctorate is complete. The data will be held for 5 years following the completion of the Doctorate research on the University data repository called Pure.

All personal data will be processed in accordance with data protection legislation. Please read our [Privacy Notice for Research Participants](#) for more information about your rights under the legislation.

What happens next?

Please send the consent form to jenny.fraser-smith@highlandschools.net

Thank you for taking the time to read this.

Researcher contact details:

Please get in contact if you have any questions about the research project; contact me at jenny.fraser-smith@highlandschools.net

Jen Fraser-Smith

DEdPsy Research, Strathclyde University

Area Principal Educational Psychologist, Highland Council

Chief Investigator details:

The research is supervised by Clare Daly at Strathclyde University.

This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

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Graham Hills Building

50 George Street

Glasgow

G1 1QE

Telephone: 0141 548 3707

Email: ethics@strath.ac.uk

Consent Form for Professionals

Name of department: Psychological Science and Health

Title of the study: Understanding the young person's experience of participating at a Child's Plan meeting and how they impact decision making.

- I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice for Participants in Research Projects and understand how my personal information will be used and what will happen to it (i.e. how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that I can request the withdrawal from the study of some personal information and that whenever possible researchers will comply with my request. This includes the following personal data:
   - my personal information from transcripts.
- I understand that anonymised data (i.e. data that do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the research will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project.
- I consent to being audio recorded as part of the project.

(PRINT NAME)	
Signature of Participant:	Date:

Appendix AY: Interview schedule

To evaluate the meeting, use https://hubnanog.ie/wp-content/uploads/2021/04/5611-Hub_na_nOg-Feedback_Form_group_online.pdf (send this before the interview)

The Preparation

Using this 3-point scale, gain ratings for the usefulness of the animated film.

What more could be helpful to know about before the meeting?

The Meeting

Tell me about your Child's Plan meeting.

Prompts:

- Who was there with you?
- What did you say? How did you communicate your preferences?
- Did you cover everything important to you?
- To what extend did you influence the decision making? How do you know?

What happened before the meeting?

Prompts:

- Did you get the information to help you prepare?
- How did you prepare?
- What did you think of the information used to prepare? Was there anything you would add/change?

What happened after the meeting?

Prompts:

- Did you go back to class?
- Who spoke with you about the meeting?
- How did you feel after the meeting?

Using the action plan created during the meeting, look at each entry and discuss the questions.

It is okay for the young person to say 'I don't know'

What is the decision?	What were the options (before the decision was made?)	Where will it take place?	When will it be implemented?	Who is involved in implementing the decision?	Why will it take place? Desirable outcome. How do you expect it to impact you? What will be different for you?	On a scale of 1-10 where 1 is no influence and 10 is complete influence, how much influence did you feel you had?

Appendix AZ: Ethics application for deliver phase

Ethics Application Form

Please answer all questions

1. Title of the investigation
Explore the participation of young people in Child's Plan meetings and the impact of their participation on decision making. (Deliver Phase)
Please state the title on the PIS and Consent Form, if different: Understanding the young person's experience of participating at a Child's Plan meeting and the impact on decision making.

2. Chief Investigator (must be at least a Grade 7 member of staff or equivalent)
Name: Clare Daly   ☐ Professor   ☐ Reader   ☐ Senior Lecturer   ☐ Lecturer   ☒ Senior Teaching Fellow   ☐ Teaching Fellow   Department: Psychological Science and Health   Telephone: 0141 548 2700   E-mail: clare.daly@strath.ac.uk

3. Other Strathclyde investigator(s)
Name: Jenny Fraser-Smith   Status (e.g. lecturer, post-/undergraduate): Post-graduate: Professional Doctorate Educational Psychology   Department: Psychological Science and Health   Telephone: 07871063233   E-mail: jenny.fraser-smith@strath.ac.uk

4. Non-Strathclyde collaborating investigator(s) (where applicable)
Name: James Boyle   Status (e.g. lecturer, post-/undergraduate): 2nd Supervisor   Department/Institution: Schools of Psychological Sciences and Health and Education   If student(s), name of supervisor: Telephone: E-mail: Please provide details for all investigators involved in the study:

5. Overseas Supervisor(s) (where applicable)
Name(s):   Status: Department/Institution:

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| Telephone: |
| Email: |
| I can confirm that the local supervisor has obtained a copy of the Code of Practice: Yes ☐ No ☐ |
| Please provide details for all supervisors involved in the study: |

6. Location of the investigation

At what place(s) will the investigation be conducted

At school or home in Highland Council

If this is not on University of Strathclyde premises, how have you satisfied yourself that adequate Health and Safety arrangements are in place to prevent injury or harm?

All contact will be online using Google Meet. The equipment is familiar to the young people due to being used daily as part of their education. All young people of secondary age have been allocated a Chromebook by Highland Council and each have access to the Google Education suite. Since 2020, Highland Council and NHS Highland employees involved with Child's Plan meetings have experience attending these online as it has become daily practice.

I have opted to not visit the school in person to undertake this research to take account of the additional risk and pressure this could put on the school setting due to Covid. Also, it means that if any participant needs to isolate during the course of the project, they can continue to be included online. Furthermore, it allows flexibility for undertaking this project across a range of schools in Highland Council which geographically is 33% of the land mass of Scotland.

7. Duration of the investigation

Duration(years/months) :   6 months

Start date (expected):   25 / 11 / 2022   Completion date (expected):   25 / 05 / 2023

8. Sponsor

Please note that this is not the funder; refer to Section C and Annexes 1 and 3 of the Code of Practice for a definition and the key responsibilities of the sponsor.

Will the sponsor be the University of Strathclyde: Yes ☒ No ☐

If not, please specify who is the sponsor:

9. Funding body or proposed funding body (if applicable)

Name of funding body:

Status of proposal – if seeking funding (please click appropriate box):

☐ In preparation

☐ Submitted

☐ Accepted

Date of submission of proposal: /   /   Date of start of funding: /   /

10. Ethical issues

Describe the main ethical issues and how you propose to address them:

As a practicing psychologist, I work within the guidance of the Health and Care Professions Council (HCPC) and the Highland Council policy and practice. I am also a member of the Protection of Vulnerable Groups (PVG). Therefore, if a young person were to disclose any information of concern, I would follow the authorities Child Protection guidance.

Informed Consent

Please see section 15 regarding informed consent from the young person. As well as consent for participating in the meeting from parent/carers and professionals.
The intention is to be clear and checking in at all stages of the research about the right for young people to re-negotiate their involvement. This will be achieved at key-stages of the research as there are two distinct parts, the Child's Plan meeting and the interview with the researcher.

Confidentiality & Anonymity

Young People attending the Child's Plan meeting may be in their home environment or the school environment, this will depend on individual circumstances. The physical environment will be set up by the school if the young person joins from school and by the parent if they join from home. The online environment includes each person having a space on the screen with their image or icon where they can contribute using their voice. However, there may be instances where the young person shares a computer with family or school staff and therefore shares the controls.
Child's Plans are known to contain confidential information and the purpose of the meeting is to discuss the young person's needs and support, including reviewing and planning the support. All those in attendance (young person, parent/carer, professional) are required to introduce themselves and their role within the meeting. Therefore, there is no option for anonymity and this would be contrary to the purpose of this forum for collaboration. Young People will be encouraged to contribute using both the microphone and camera. However, they may choose to not use the camera and instead have their account icon displayed.
The meeting data will be analysed with a focus on decision making language and the decision making process and therefore the wider context of the young person's situation will not be reported. The identity of all those involved in the meeting will be anonymised and their role will be used (e.g. young person, parent, guidance teacher, speech and language therapist).

Coercion

Young people will be reminded of their right to withdraw at regular intervals throughout the project. To ensure anyone who does not wish to be recorded during the child's plan meeting has the opportunity to voice this, agreement will be sought before the meeting. Doing this outside of the meeting reduces social influence.
The researcher will not undertake this research with any young person of whom they are the named educational psychologist.

Domination

Where adult domination occurs over a young person during the child's plan meeting, it will not be in the researchers role to intervene.

During the interview, the researcher will give the young person the option not to answer questions.

Right to withdraw
Make clear through verbally and written information that individuals can withdraw at any time with no consequences to non-involvement. It is acknowledged that if one individual withdraws consent for the recording of the meeting, then the meeting will not be recorded. The young person can continue to the interview if they wish, without the meeting being recorded.

Distress
The recording of the meeting will not be physically invasive but may add some stress to an experience already involving tension.
The meeting is occurring for the purpose of planning and reviewing the support of the young person and therefore it would not be appropriate for the researcher to have a say on whether the meeting was to be stopped or not. If the young person or parent becomes upset during the meeting, those who attend the meeting will continue to respond as they would during any meeting to offer emotional support. Teachers who facilitate the meetings are often experienced in managing these situations. As they arrange the meetings, they consider how to support the young people and parents/carers with their knowledge of the people and situation e.g. planning for breaks. Also, there is a network of support linked to every school including an Educational Psychologist, Primary Mental Health Worker and School Nurse.
Within 3 days of the meeting, the researcher will be in contact with the young person and parent/carer to for the interview. The initial part of this contact will contribute to debriefing following the meeting.
All individuals attending the meeting have the right to ask for the researcher to stop recording and leave the meeting at any time. Participant's can also withdraw consent for the data to be included in the research once the meeting is complete. In the event this happens, I will contact all those involved to inform them that the data is being withdrawn.
As a qualified psychologist I am able to speak with the young person in the event of distress. Whether the young person joins the interview online from home or school, there will be either the teacher or the parent available to provide support.

11. Objectives of investigation (including the academic rationale and justification for the investigation) Please use plain English.

The objective of this phase of the research is to understand the young person's experience of a Child's Plan meeting and how their participation impacts decision-making.

12. Participants

Please detail the nature of the participants:

Participants aged 12-19 years old at secondary schools who are due to attend their Child's Plan meeting. The parent/carer and professionals at the meeting are considered participants and will be asked to give informed consent to the meeting being recorded.

Summarise the number and age (range) of each group of participants:

Number: 4-6   Age (range) young people aged 12-19 years, parents/carers and professionals

Please detail any inclusion/exclusion criteria and any further screening procedures to be used:

Inclusion criteria;

- Young People aged 12-19 with Additional Support Needs (ASN) level 2 or 3 on the ASN matrix.
- Young people who are English speaking or where an interpreter attends the meeting
- Where the meeting is taking place online.
- Where young person intends to attend the full meeting including the action planning.
- Young people who speak loud enough for their voice to be heard using Google Meet.

Exclusion criteria;

- Young people who are unable to retain the memory of decisions.
- Where the meeting is taking place in person.
- Young people who are not English speaking and an interpreter is not in attendance
- Where young person will not attend the full meeting therefore missing the action planning
- Young people who have a quiet speaking voice and therefore the microphone will not work.

Screening; the Secondary school staff in both the Guidance/Pastoral team and the Support for Learning (SfL) department of the secondary school are familiar with the young people due to working with them regularly and hold knowledge of their ASN. These school staff attend and often chair the Child's Plan meeting. I will be in direct contact with the SfL staff to ensure the exclusion criteria above is followed and therefore only those invited to participate meet this criteria.

13. Nature of the participants

Please note that investigations governed by the Code of Practice that involve any of the

types of participants listed in B1(b) must be submitted to the University Ethics Committee (UEC) rather than DEC/SEC for approval.
Do any of the participants fall into a category listed in Section B1(b) (participant considerations) applicable in this investigation?: Yes ☐   No ☒ If yes, please detail which category (and submit this application to the UEC): The young people have at least one additional support need. School staff and parents are making the judgement of the young person's maturity and understanding to consent. From my experience, on occasions when young people attend their meetings, they may only contribute to the meeting by talking about their experiences indicating like/dislike e.g. I like art, I dislike reading. There are some young people who struggle to contemplate something they are yet to experience. Also, some young people have limited recall of single events and benefit from multiple exposure to information before it is retained. The teachers and parents will have knowledge of the young person's ability to engage in a unique experience like participating in research.

14. Method of recruitment
Describe the method of recruitment (see section B4 of the Code of Practice), providing information on any payments, expenses or other incentives. Recruitment • I will contact the Secondary Head Teacher, Depute Head Teacher with ASN responsibility, the Guidance teachers and Principal Teacher of ASN as all the possible Named Persons for the pupils in their school. The email will explain this phase of the project and what would be required of staff who choose to participate. (see Appendix A – Email to Secondary School) • Discuss with the teacher the number of Child's Plan meetings due to take place. Thereafter using the inclusion/exclusion criteria above and determine the number of possible invitations to the project. • The teacher to approach the young person and their parent/carer and share the one-page participant information sheet (see Appendix B1 and C1). • From those who indicated an interest, the teacher will share a detailed participant information sheet and consent form for young people and their parents/carers (see Appendix B2 & C2). • The teacher will provide the researcher with the names of professionals due to attend the meeting and the researcher will contact them to provide a participant information sheet and consent form (see Appendix D). • The teacher will show the young person the animation film to prepare for the meeting. No payments, expenses or incentives will be offered.

15. Participant consent

Please state the groups from whom consent/assent will be sought (please refer to the Guidance Document). The PIS and Consent Form(s) to be used should be attached to this application form.

The Secondary School, Senior Leadership Team, as the Named Person will act as a gatekeeper. The teacher will be in a position to inform the researcher of where the information is not accessible due to literacy level or English as an additional Language.

For part 1 (the meeting) and part 2 (interview), active consent (opt-in) will be sought from the young person. Parents/Carers and Professionals will also be asked for their consent to participate in part 1, the meeting.

Participant information sheets will be sent to Young People, Parents/carers and professionals.

16. Methodology

Investigations governed by the Code of Practice which involve any of the types of projects listed in B1(a) must be submitted to the University Ethics Committee rather than DEC/SEC for approval.

Are any of the categories mentioned in the Code of Practice Section B1(a) (project considerations) applicable in this investigation? ☐ Yes ☒ No
If 'yes' please detail:

Describe the research methodology and procedure, providing a timeline of activities where possible. Please use plain English.

Research methodology

This research takes a participatory design approach using a service design process (see Figure 1).

To understand the problem, the first step was to **discover** initially through a literature review young people's participation in meetings (see Figure 2). Following this, an exploratory survey of young people's participation in specifically Child's Plan meetings and an audit of a section of Child's Plans provided information to **define** the problem. It was hypothesised that young people could benefit from preparation before their Child's Plan meeting, thus supporting them to attend and therefore contribute to the decision-making process. In the **develop** stage, young people codesigned information to help other young people to prepare for a child's plan meetings, this is an animated film. The develop stage had intended to lead to the co-design of a tool to evaluate the young people's experience of child's plan meetings, however this was not created.

This is the 'deliver' phase of this research project, representing the step to '**deliver**' in the Design Council's Double Diamond model (Scottish Government, 2019). This is where the

animation film from the develop phase is implemented and the experience of the young people is investigated.
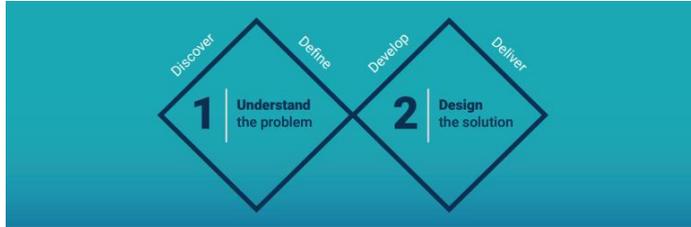
Figure 1: Design Council's Double Diamond model (Scottish Government, 2019).
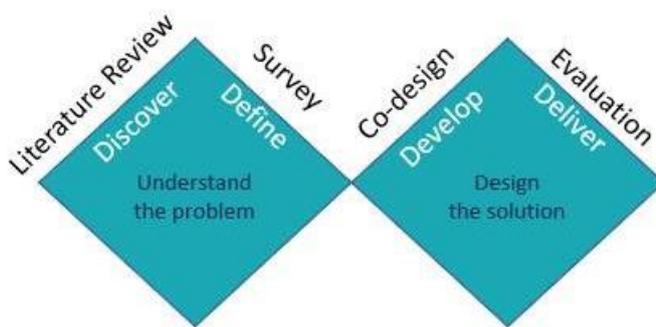
Figure 2: Double Diamond model applied to this project

Procedure

- Before a Child's Plan meeting, the school staff will provide the young person with the animated film. This will be in addition to the normal preparation the school typically undertake.

- Before a Child's Plan meeting, agreement to record will be gained from all attendees.

- The Child's Plan meeting will take place online. Before recording, all attendees will be given another opportunity to withdraw agreement for recording. The researcher will have their camera and microphone off so that they are clearly not participating and purely there to record.

- Following the meeting, researcher will share this evaluation tool with the young person in preparation for the interview: https://hubnanog.ie/wp-content/uploads/2021/04/5611-Hub_na_nOg-Feedback_Form_group_online.pdf

- Within 3 days of the Child's Plan meeting, the researcher will meet with the young person to gain feedback about the animation film, discuss their experience of the meeting and to consider how their participation impacted decision-making and the action plan. (see Appendix F)

Data analysis

As illustrated in Figure 3, the recording of the meeting will be analysed using discourse analysis to explore decision making. The interview will be analysed using IPA to explore the young person's experience of participating at the child's plan meeting. Guidance for IPA used within a Doctoral study is between 4-10 interviews (Smith, Flowers & Larkin, 2013).

Young People will experience: Data analysis:

Watch animation to prepare for meeting

Attend meeting → Recording of meeting to explore decision making using discourse analysis

Post meeting interview → Interview to explore young person's experience of participation at a meeting using Interpretative Phenomenological Analysis (IPA)
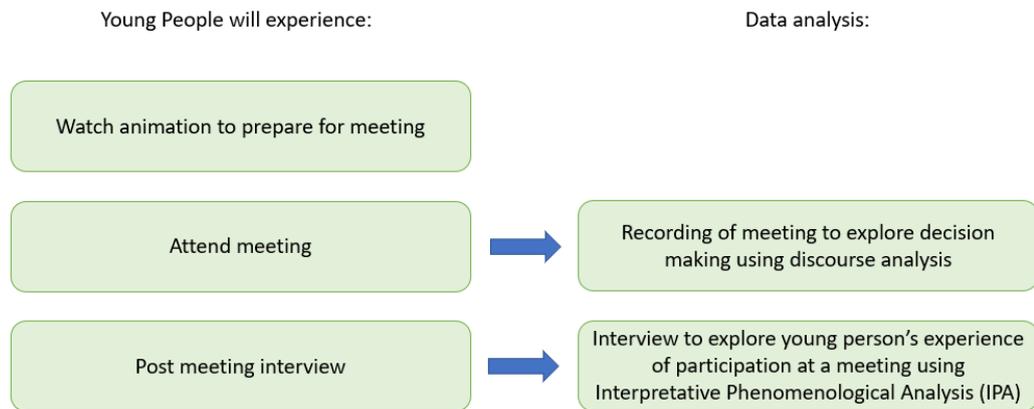
Figure 3: Data analysis plan

Reference

Design Council. (2020). What Is the Framework for Innovation? Design Council's Evolved Double Diamond. Available online: https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond

Scottish Government (2019). Scottish Approach to Service Design https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2019/04/the-scottish-approach-to-service-design/documents/the-scottish-approach-to-service-design/the-scottish-approach-to-service-design/govscot%3Adocument/Scottish%2BApproach%2Bto%2BService%2BDesign.pdf

What specific techniques will be employed and what exactly is asked of the participants? Please identify any non-validated scale or measure and include any scale and measures charts as an Appendix to this application. Please include questionnaires, interview

schedules or any other non-standardised method of data collection as appendices to this application.

Please see the interview schedule (Appendix E)

The animated film which was created during the design phase 2 is available:
https://youtu.be/HdUKtQVqjIg

Where an independent reviewer is not used, then the UEC, DEC or SEC reserves the right to scrutinise the methodology. Has this methodology been subject to independent scrutiny?   Yes ☐   No ☒
If yes, please provide the name and contact details of the independent reviewer:

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17. Previous experience of the investigator(s) with the procedures involved.
Experience should demonstrate an ability to carry out the proposed research in accordance with the written methodology.

A core function of an Educational Psychologist is research. This occurs at the level of the individual child, school and local authority. As an Area Principal Educational Psychologist, I also work strategically and involved with service design. Participatory research is a common approach used as an aspect of case work as well as systemic work for school improvement.
In 2014, the researcher's MSc research was titled; The Child's View for the Child's Plan: A Narrative Approach. This demonstrates the researcher's ongoing role in this field and with this topic. In 2016, the investigator's BPS Qualification in Educational Psychology (Scotland, Stage 2, at SCQF level 12) involved an participatory research project: Applying a solution focused approach to Child's Plan meetings with a school cluster.
Below are a list of publications the researcher has either led or been involved with which can be viewed through ORCID:
Fraser-Smith, J., Morrison, L., Morrison, V., Templeton, J., (2021). What makes an ideal and non-ideal school in Scotland? – pupils' perspective. Educational Psychology in Practice: theory, research and practice in educational psychology. DOI: 10.1080/02667363.2020.1860909
Fraser-Smith, J., Jones, M., Martland, I., McHardy, A., & Quigley, R. (2020). Practitioner enquiry: supporting peer relationships by taking an online cooperative learning approach with upper-primary age pupils. Educational Psychology in Scotland. 20(1) 84-90.
Fraser-Smith, J.D., & Henry, K., (2016). A Systemic Evaluation of a Nurture Group in Scotland. International Journal of Nurture in Education. 2(1), 37-44.
Alexander, S., Brown, N., Farmer, K., Fraser-Smith, J.D., McClatchey, K., McKeown, V., Sangster, A., Shaver, I., & Templeton, J., (2014). Gathering the Views of Children and Young People to Inform Practice in a Psychological Service. Support for Learning. DOI: 10.1111/1467-9604.12066

The chief investigator (CI) has worked as an Educational Psychologist (EP) within a large Local Authority for 15 years and a senior teaching fellow at The University since 2018. As noted above research is a core function of an EP. The

investigator's doctoral work (2015) on post-school transitions focused on pupil lived experiences (the experiences of people on whom a social issue, or combination of issues, has a direct impact) and behavioural change through goal setting. This was a mixed method design which included mixed questionnaires, focus groups, interviews, critical incident techniques, programme design, facilitation, and evaluation. The participants (n 378) involved in this study were considered vulnerable and attended specialist bases within mainstream high schools (language and communication and social, emotional, and behavioural needs).

Examples of recent research projects overseen or supported by the CI with a similar methodology to the proposed study, offer demonstrative evidence of the CI's ability to carry out research in accordance with the proposed study include:

- Authority wide Additional Support for Learning (ASN) Review (North Lanarkshire Council, 2019-2021), the researcher's role was to capture the views of pupils (age 4-18) where they may be a barrier to participation to ensure best practice, evidenced based support particularly in practice areas such as assessment, supporting planning and recording of data.
- Authority wide data gathering and analysis of myself as a learner scale (age 5-12) to inform policy and development planning (2017-ongoing). Follow-up investigation included focus groups and individual interviews.
- Scottish Attainment Challenge (Scottish Government, 2015-2020) health and wellbeing audit across SIMD (Scottish Index Multiple Deprivation) 1-2 (scale of 1-10, 1 being most deprived) cluster primary schools. Again, the researcher role was to design methodology, gather and analyse qualitative and quantitative data on pupil journey. Ethical approval was granted by the authority and by the Scottish Government. The CI presented the findings at the Scottish Parliament as part of the Coalition of Care and Support (CCPs) (2018).
- Authority wide audit of education staff mental health and wellbeing (2018-2020) and pandemic follow-up (2020-2021). This research was a mixed method design using questionnaires and semi-structured interviews. Data was used to inform the authority staff support policy, co-written by the CI and the authority staff welfare officer.

In addition, the CI was first supervisor on four MSc Educational Psychology theses (2018) at the University of Strathclyde, the research was carried out in four different local authorities. . Projects were all mixed methodological designs e.g., assessment and evaluation of mental health support in a secondary school, service evaluation of severe and complex needs establishments using activity theory and poverty related attainment interventions. The CI is currently first supervisor for 8 Doctorate in Educational Psychology (DEdPsy) doctoral students. Methodological frameworks for professional research in educational psychology follow a similar structure in terms of approach. Implementation science and critical realism underpin the projects to ensure professional integrity and adherence to ethical principles.

Daly, C. J. (2015). GOALS (Grasping Opportunities After Leaving School), evaluating a brief goal-setting intervention programme for adolescents. Strathclyde Inspire. Case study – Clare Daly. https://www.strath.ac.uk/workwithus/strathclydeinspire/casestudies/claredalyiamdynamic/

18. Data collection, storage and security

How and where are data handled? Please specify whether it will be fully anonymous (i.e. the identity unknown even to the researchers) or pseudo-anonymised (i.e. the raw data is anonymised and given a code name, with the key for code names being stored in a separate location from the raw data) - if neither please justify.

The project will take place using the Google Education Suite which the Local Authority has confirmed is secure for Highland Council users. The researcher will use their Highland Schools Google account which is part of a secure network allowing contact with young people who all have a Highland Schools Google account. Young people are unable to email anyone external to the Highland Schools Google account (@highlandschools.net) and therefore it is not possible to use the Strathclyde university email for correspondence as this would lead to young people being unable to correspond directly with the researcher and all correspondence would be through the parent/carer. Previously I spoke with the Data Protection Officer in Highland Council regarding the agreement between Highland Council and Google.

The Google Education Suite features used for this project include:

- Google Meet – video conferencing
- Email – digital mailing
- Jamboard - digital interactive whiteboard
- Drive – store consent forms, spreadsheet with contact details
- Doc – Google Meet Transcription is generated in Google Doc and stored in Google Drive.

The young person and their parent/carer's names and contact details (phone number and email address) will be stored for arranging the interview. This will be stored on the researcher's Highland schools Google account.

The Child's Plan meeting and interview will take place online using Google Meet and recorded. This will be stored on the researcher's Highland schools Google account. The meeting transcript will indicate the name and time stamp of each verbal contribution. The chat from the Google Meet will not be collected or contribute to the data set, unless this is the only way the young person contributes. In this instance, the researcher will copy and paste the chat into the Google Doc created by the transcription extension.

A Jamboard may be used to facilitate the interview. This will be stored on the researcher's Highland schools Google account.

Where the researcher and supervisor require to discuss the data and analysis, the transcript can be uploaded to the researcher's university OneDrive.

The transcripts will be anonymised. I will log into my Strathclyde university OneDrive and the Google Drive using a web browser. To transfer the document, I will download from the Google Drive and upload to the OneDrive. I will then delete the copy which was downloaded to the laptop. The laptop is a Highland Council machine which has an encrypted hard drive requiring a password then a

Explain how and where it will be stored, who has access to it, how long it will be stored and whether it will be securely destroyed after use:

Data will be stored and analysed on the Highland Council Google Education Suite and accessed by the researcher only. No other Highland Council employee will access this information. Both the computer and the Highland Council Google account require different username/passwords. Where the researcher seeks involvement of the supervisor regarding analysis, a sample of the data may be shared. In this instance, the data will be stored on the University OneDrive. The data will be deleted from the researchers Highland Council Google account and University OneDrive once the doctorate is complete. The data will be held for 5 years following the completion of the Doctorate research on the University data repository called Pure.

Will anyone other than the named investigators have access to the data? Yes ☐   No ☒
If 'yes' please explain:

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19. Potential risks or hazards

Briefly describe the potential Occupational Health and Safety (OHS) hazards and risks associated with the investigation:
Young People will be using equipment which they already access daily and have been provided with guidance about their computer workstation.

Please attach a completed eRisk Assessment for the research. Further Guidance on Risk Assessment and Form can be obtained on <u>Occupational Health, Safety and Wellbeing's webpages</u>

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20. What method will you use to communicate the outcomes and any additional relevant details of the study to the participants?

A summary of the key findings from this phase of the research will be shared with the young people.

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21. How will the outcomes of the study be disseminated (e.g. will you seek to publish the results and, if relevant, how will you protect the identities of your participants in said dissemination)?

The findings of the research will be shared with the university and will become part of the university library. The researcher will seek to publish the results. If there is any information which could identify a young person e.g. a rare genetic

condition is named, then the data will be re-categorised to ensure anonymity. The findings will be summarised and shared within the local authority.

Checklist	Enclosed	N/A
Appendix A – Initial Email to SLT	☒	☐
Appendix B1 – One-page PIS for YP	☒	☐
Appendix B2 – Detailed PIS and Consent Form YP	☒	☐
Appendix C1 – One-page PIS for parent/carer	☒	☐
Appendix C2 – PIS & Consent Form for parent/carer	☒	
Appendix D – PIS for Professionals	☒	☐
Appendix E – Interview Schedule	☐	
OHS Risk Assessment (S20) – ID5413	☐	

22. Chief Investigator and Head of Department Declaration
Please note that unsigned applications will not be accepted and both signatures are required

I have read the University's Code of Practice on Investigations involving Human Beings and have completed this application accordingly. By signing below, I acknowledge that I am aware of and accept my responsibilities as Chief Investigator under Clauses 3.11 – 3.13 of the Research Governance Framework and that this investigation cannot proceed before all approvals required have been obtained.

Signature of Chief Investigator	*CDaly*

Please also type name here: Clare Daly

I confirm I have read this application, I am happy that the study is consistent with departmental strategy, that the staff and/or students involved have the appropriate expertise to undertake the study and that adequate arrangements are in place to supervise any students that might be acting as investigators, that the study has access to the resources needed to conduct the proposed research successfully, and that there are no other departmental-specific issues relating to the study of which I am aware.

Signature of Head of Department	*Lynn Williams*

Please also type name here   Lynn Williams

Date: 09/12/2022

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23. Only for University sponsored projects under the remit of the DEC/SEC, with no external funding and no NHS involvement

Head of Department statement on Sponsorship
This application requires the University to sponsor the investigation. This is done by the Head of Department for all DEC applications with exception of those that are externally funded and those which are connected to the NHS (those exceptions should be submitted to R&KES). I am aware of the implications of University sponsorship of the investigation and have assessed this investigation with respect to sponsorship and management risk. As this particular investigation is within the remit of the DEC and has no external funding and no NHS involvement, I agree on behalf of the University that the University is the appropriate sponsor of the investigation and there are no management risks posed by the investigation.

If not applicable, tick here ☐

Signature of Head of Department

Please also type name here

Date: /   /

For applications to the University Ethics Committee, the completed form should be sent to ethics@strath.ac.uk with the relevant electronic signatures.

24. Insurance

The questionnaire below must be completed and included in your submission to the UEC/DEC/SEC:

Is the proposed research an investigation or series of investigations conducted on any person for a Medicinal Purpose? Medicinal Purpose means: ▪ treating or preventing disease or diagnosing disease or ▪ ascertaining the existence degree of or extent of a physiological condition or ▪ assisting with or altering in any way the process of conception or ▪ investigating or participating in methods of contraception or ▪ inducing anaesthesia or ▪ otherwise preventing or interfering with the normal operation of a physiological function or ▪ altering the administration of prescribed medication.	Yes / **No**

If "**Yes**" please go to **Section A (Clinical Trials)** – all questions must be completed
If "**No**" please go to **Section B (Public Liability)** – all questions must be completed

Section A (Clinical Trials)

Does the proposed research involve subjects who are either: xvii. under the age of 5 years at the time of the trial; xviii. known to be pregnant at the time of the trial	Yes / No

*If "**Yes**" the UEC should refer to Finance*

Is the proposed research limited to: xix. Questionnaires, interviews, psychological activity including CBT; xx. Venepuncture (withdrawal of blood); xxi. Muscle biopsy; xxii. Measurements or monitoring of physiological processes including scanning; xxiii. Collections of body secretions by non-invasive methods; xxiv. Intake of foods or nutrients or variation of diet (excluding administration of drugs).	Yes / No

If "No" the UEC should refer to Finance

Will the proposed research take place within the UK?	Yes / No

If "No" the UEC should refer to Finance

Title of Research	
Chief Investigator	
Sponsoring Organisation	

Does the proposed research involve:		
s)	investigating or participating in methods of contraception?	Yes / No
t)	assisting with or altering the process of conception?	Yes / No
u)	the use of drugs?	Yes / No
v)	the use of surgery (other than biopsy)?	Yes / No
w)	genetic engineering?	Yes / No
x)	participants under 5 years of age(other than activities i-vi above)?	Yes / No
y)	participants known to be pregnant (other than activities i-vi above)?	Yes / No
z)	pharmaceutical product/appliance designed or manufactured by the institution?	Yes / No
aa)	work outside the United Kingdom?	Yes / No

If **"YES"** to **any** of the questions a-i please also complete the **Employee Activity Form** (attached).

If **"YES"** to **any** of the questions a-i, and this is a follow-on phase, please provide details of SUSARs on a separate sheet.

*If "Yes" to any of the questions a-i then the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Section B (Public Liability)		
Does the proposed research involve :		
q)	aircraft or any aerial device	Yes / **No**
r)	hovercraft or any water borne craft	Yes / **No**
s)	ionising radiation	Yes / **No**
t)	asbestos	Yes / **No**
u)	participants under 5 years of age	Yes / **No**
v)	participants known to be pregnant	Yes / **No**
w)	pharmaceutical product/appliance designed or manufactured by the institution?	Yes / **No**
x)	work outside the United Kingdom?	Yes / **No**

*If **"YES"** to any of the questions the UEC/DEC/SEC should refer to Finance (*insurance-services@strath.ac.uk*).*

Email dated 19/12/2022

Amendment Approval: UEC22/34 Daly Fraser-Smith: Evaluate the participation of young people in Child's Plan meetings and the impact of their participation on decision making (Part 3)

Dear Jenny

I can confirm that the University Ethics Committee has approved the amendment to this protocol and appropriate insurance cover and sponsorship are confirmed.

I remind you that the Committee must be informed of any changes that are made to the research project, so that it has the opportunity to consider them. The Committee also expects you to report back on the progress and outcome of your project, with an account of anything which may prompt ethical questions for any similar future project and with anything else that you feel the Committee should know.

The University agrees to act as sponsor of the above mentioned project subject to the following conditions:

1. That the project obtains/has and continues to have University/Departmental Ethics Committee approval.

2. That the project is carried out according to the project protocol.

3. That the project continues to be covered by the University's insurance cover.

4. That the project complies with Scottish Government restrictions and University guidance in relation to Covid-19 procedures and permissions.

5. That the Director of Research and Knowledge Exchange Services is immediately notified of any change to the project protocol or circumstances which may affect the University's risk assessment of the project.

6. That the project starts within 12 months of the date of this letter.

As sponsor of the project the University has responsibilities under the UK Policy Framework for Health and Social Care Research. You should ensure you are aware of those responsibilities and that the project is carried out according to the UK Policy Framework.

On behalf of the Committee, I wish you success with this project.
Kind regards
Angelique

Appendix AAA: Qualitative analysis approaches comparison for qualitative data from meeting and to analyse decision making

RQ: How does young people's participation impact decision making at the Child's Plan meeting?

Qualitative analysis	Key features (Focus & purpose)	Data type and source	Analysis process
Template analysis (King, 2014 & Brooks, et al., 2015)	A style of thematic analysis which emphasises the use of hierarchical coding balanced with a high degree of structure in the process and flexibility to adapt to the needs of the study (Brooks, 2015, p.203). Template Analysis has strong roots in organisational research (p.206). Can use a priori themes.	Interview transcripts, textual data from focus group, diary entries, open-ended question responses on a questionnaire.	Development of a coding template, usually on a subset of data, then applied to further data, revised and refined (Brooks, 2015, p.203).
Discourse analysis (Grbich, 2013)	Two types of DA; Foucauldian and Critical. DA is a way of exploring how a discourse developed (historical formation and powerful groups); how it works (ordering and exclusion) and what the outcomes have been (p.246).	Spoken and written language. Visual and multi-model communication such as images and videos. Digital communication such as social media posts and email exchanges.	Guidelines suggested by Huckin 1997 (cited in Grbich, 2013, p.252): Identifying framing Interpretation
Conversation analysis (Grbich, 2013)	The goal of conversation analysis is the exploration of the procedures that speakers use to communicate in socially mediated situations, with	Spoken or transcript of conversation	Select episode to be analysed Transcribe recording Check the episode in terms of turn taking

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			Look for sequences Try to make sense of the episode Interpret the material in a comparative manner (p.233)
Interpretative phenomenological analysis (IPA) (Smith, Flowers & Larkin, 2009)	A focus on the participants lived experience and how they make sense of their experience (p.79). Inductive analysis.	Usually transcripts of semi-structured interviews (p.4) from a relatively small sample (p.3)	An iterative and inductive cycle (p.79) involving identifying themes and patterns in the data. By the end, the account is of how the analyst thinks the participant is thinking (p.80).

Qualitative analysis	Advantages	Disadvantages	Feasibility / Accessibility
Template analysis (King, 2014 & Brooks, et al., 2015)	Deductive approach. Not bound to any one epistemology. Can be tailored to the research and research question. Emphasises the use of hierarchical coding.	The use of a template can be constraining, with a potential for missing emergent themes. The process of coding data can be subjective, with different researchers coding the same data differently. This could affect the validity and reliability of the analysis.	<u>Feasibility</u> Developing a template or coding framework can be time-consuming and resources intensive. <u>Accessibility</u> Pre-existing templates or guidance can help reduce the time and resource required.

	Provides a clear and structured approach. Allows for a customized template. Allows for in-depth analysis Re-development of coding structure explicit (Brooks, 2015, p.206).	Template does not focus on a single case in depth, instead it takes account of multiple cases. More focused on description than interpretation compared to other approaches.	
Discourse analysis (Grbich, 2013)	Provides insight into power dynamics. Allows for in-depth analysis	The interpretation of discourse can be subjective. May overlook nonverbal communication	<u>Feasibility</u> Can be time-consuming particularly when working with large amounts of data. <u>Accessibility</u>
Conversation analysis (Grbich, 2013)	Provides a detailed understanding of the organization and structure of social interaction. Can reveal the social meaning of language use in context	No description of sampling techniques nor coding procedures, no testing and no statistics (p.230) Conversation analysis requires specialized training to become proficient in the methodology and interpretation of data.	<u>Feasibility</u> Can be time-consuming particularly when working with large amounts of data. <u>Accessibility</u>

Code	Definition
Identify alternative courses of action	Identify a set of alternative courses of action
Information about the options	Share accurate information about each alternative course of action
Consequences	Anticipate probable consequences of each alternative
Make the decision	Select one alternative as being the most reasonable

Table 7.1 A Priori themes (informed by Wehmeyer & Sands, 1998).

Appendix AAC: Course of action

	No alternatives	Single alternative	Small list of alternatives
Continuing support for Maths & English	✓		
Continue to have no homework	✓		
Return to doing horse riding in S4	✓		
Continue with baking club		✓	
Talk to someone			2 options
Apply for College course			2 options
Work on life skills; handling money	✓		
Wearing glasses	✓		
S4 courses options			2 courses
Don't feel safe coming to school		✓	
Continuing soft-start in the morning	✓		
Link up with the career's advisor	✓		
Work with Kate	✓		
Guidance teacher speak with History teacher	✓		
Courses run by the school next year			3 courses
Meeting in April being arranged	✓		
Neurodevelopmental assessment	✓		
Flexible learning	✓		

Courses of action (Baron & Brown, 1991, p.35)

Decision	Identify Catalyst	Justify need for change	Provide Information	Weigh-up option(s)	Communicate decision	Contingency plan
Review previous decisions:						
Continuing support for Maths & English	Guidance: And so the dyslexia was identified in P4 and the comprehension and reading challenges…	Guidance: her reading skills are improving with a lot of support	Guidance: Jasmine is working within the first level and in some second level. In maths she is	Guidance: So Jasmine, you're better if someone's kinda sitting beside you, helping you along, do you	Guidance: So the last actions that we had were to support Jasmine in her learning and that was to	✖

	She's been more consistent in her learning within the base and she benefits from targeted support.		supported for number work, and you always try really hard, but sometimes you find things a bit tricky	prefer that? Jasmine: Yeah.	Maths and English
Continue to have no homework	Guidance: Eh homework can be a pressure.	✘	✘	✘	PT/ASN: And there's no homework expectations on you.	✘
Return to doing horse riding in S4	✘	✘	PT/ASN: but if I can get RDA back because	✘	Mum: yes. certainly	✘

			obviously it clashes with her timetable at the moment, that could be considered for next year.			
			Mum: No, she's doing her private lessons at the moment anyway. PT/ASN: but ==if there was flex next session in the timetable and I could certainly put==			

			her down for that.			
Continue with baking club	Mum: She still does the Baking Club.	Mum: You like that, you want to continue doing that, don't you?	✖	✖	Jasmine: Yeah.	✖
New decisions:						
Talk to someone	Mum: She built that up for weeks before she would actually tell anyone Guidance: Then you may be holding things inside Jasmine? Jasmine: Yeah.	PT/ASN Because when we did the the wee chat last week Jasmine and I spoke about this to you, you don't, there's no close, like no close person you talk to, and the fact that you're	Guidance: Yes, they're called Cross Reach and we employ them and they come in, eh full-time, and they do 50 minutes slots, which with each young person… So, Mikeysline are	Guidance: she's a lot more chatty, there's a lot more kind of back and forth between the person and the counsellor as opposed to just come in and talk and it being a bit more on the	Guidance: But I just wondered if, what you and your mum thought about that, whether that might be something you might like to do. What do you think?	Guidance: It's completely up to you. I'm happy to talk to you about it, Jasmine, one-on-one if you want later.

		holding stuff in and even not talking to your mom, it can be quite concerning	coming in on a Monday and it's not, it can just be for be for small things and not to be for anything massive but an opportunity to for you to have a chat to somebody on a Monday for you know 50 minutes, half an hour.	young person to chat which I don't know Jasmine, if you'd maybe find a wee bit tricky.	Mum: Well. I'll have a think about it and Jasmine what do you think? Jasmine: I honestly don't mind.	
Apply for College course	Guidance: If you want to apply for college, that's great. I imagine you're probably	Guidance: My hope is, is where I think, we're gonna talk a little bit more about next year and	Guidance: you stick with the same subjects, but you can choose to apply to	Guidance: So, it's a bit longer than what your current day in school is, and you get the	PT/ASN: Mrs. S thinks applying for both for Jasmine	✖

	thinking the hairdressing course? Jasmine: Yeah.	what that's going to look like, there's maybe options of things that you can do next year	college on a Friday. And the college course that's on a Friday, the only thing I would say is it's 9 to 3:30.	bus through there. Jasmine: Mmm, I think Moray might be better. PT/ASN: Okay that's a Wednesday so, but we, it'll be fine, we can catch up on any missed subject.		
Work on life skills; handling money	Guidance: but it's the actual, so you understanding	PT/ASN: Jasmine you spoke about you felt you lack	PT/ASN: I spoke to a Laura about we sometimes	✖	✖	✖

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	money a bit more	confidence with life skills, like going out and using money.	well on a Monday the kids get shopping as in with Mrs G and they take the shopping list and they are then responsible and doing it so we can start building in all that for her.			
Discussion without decision:						
Wearing glasses.	Guidance: You wear glasses but	Guidance: do you find it hard though to see the stuff on the board?	✖	PT/ASN: not wearing your glasses, which	Guidance: Okay, right, we'll just have	✖

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	will not wear them and has a stigmatism in both eyes. Is that still true? Mum: Yes, that's true. Guidance: Do you wear glasses at all Jasmine? Jasmine: No.	Jasmine: No. Guidance: Do you wear glasses at home? Jasmine: Not really. Mum: I'll be honest, I don't know where her glasses are right now. (laughter). Guidance: Is it because you don't like the way they look or is it because you don't like		could be a disadvantage in the future Guidance: Especially because you've got such lovely eyes, draws attention to them. I guess from our end of things, you know, it's tricky, but it will, it will probably make school a bit trickier, I	to park that for now.	

		the way they feel? Jasmine: The way they look. Guidance: And have you tried like trying different styles on?		think without the glasses.		
Tech						
S4 courses options	Guidance: Yeah, we can be flexible. It depends what is best for you. The other thing that	✘	Guidance: So we run them through the college, but they actually do them in school. So	✘	✘	✘

	we've got on next year is Mrs. H's just finalized now, but there's also gonna run some courses in school as well.		there's ones that might float your boat and ones that might not. So there's construction and I think there's going to be some child care courses and stuff as well.			
Don't feel safe coming to school	Guidance: you did say about that, you don't, you don't feel safe	Mum: It's not a true reflection that she doesn't feel safe	Mum: I mean, you don't feel like that right now, do you Jasmine?	Guidance: But if you will look at speaking to Mikeysline,	✖	✖

		at school, which, and that you find, that you do find it quite difficult to get in.	coming into school all the time. I don't think.	Jasmine: No.	then they might give, because I know, counselling tends to just make you come up with your own, I think Mikeysline be a bit more direct saying, have you thought about this		

Appendix AAE: Decision-making episodes and codes for Simon

Decision	Identify Catalyst	Justify need for change	Provide Information	Weigh-up option(s)	Communicate decision	Contingency plan
Review previous decisions:						
Continuing soft-start in the morning	Guidance: So just to recall on some of the things we talked about, em and we'll maybe go over the actions from	Guidance: So, we reduce stress for Simon	✖	✖	✖	✖

	last time. So, <mark>we reduce stress for Simon with a softstart on a Tuesday and a Wednesday</mark> and this is when we met in December 2021, so cast your mind back a year ago!					
New decisions:						
Link up with the career's advisor	Guidance: <mark>the electrician</mark>	Guidance: <mark style="background:#00ff00">I just think as</mark>	Guidance: <mark style="background:#00ffff">So the ones I'm</mark>	✖	Guidance: would that be alright, she's so nice.	✖

	course are super, I know your mum will agree with me here, the courses are super competitive, to get an apprenticeship and get on a course… you've got such a good career path ahead	you've got a clear career path and we know probably that you've got a plan for leaving school probably sooner rather than later, I'd quite like to link her you up together so at least kind of there's a plan in place,	thinking about for *this* year, are I think, one would be to link you up with SDS, so Skills Development Scotland, so that's Penny, whose our Careers Advisor.		Simon Ye	

| Work with Kate | Guidance: but when you go to apply for college, they're going to ask your attendance percentage, so I can justify an 80 a little bit better than I can justify a 70. | Guidance: if you miss bits and bobs, it's much harder to get the grades that you deserve. | Guidance: we've got a lady called Kate, whose working with us this year, who is looking at supporting kids, just throughout the school from S1 to S6, and I'm wondering about putting you forward for a little bit | Guidance: and just check-in and say look is there anything going wrong, is there anything I can help you with, and get a bit of a catch-up and try to edge up that attendance a bit, | Guidance: Would that be worthwhile? Simon: Ye. | ✖ |

			of extra support, so it would just be an opportunity to meet with Kate, like once a fortnight, maybe once a week			
Guidance teacher speak with History teacher	Simon: I like my teachers but like some classes I don't enjoy but I will attend them. Mum: He	Simon: I don't really enjoy History anymore, like I did enjoy it but it's just not as fun as it used to be. Mum: Cos he wants to concentrate	Guidance: I've actually had a look at the timetable, and column E is History, you'll be glad	Guidance: and if everyone else that is apply has got seven subjects and you've got six,	Guidance: so I think I would like to keep you in History at the minute, talk to Mrs T, make a plan to apply for the College Simon: Alright	PT/ASN: That's a positive thing there because if you get into College you'll drop History. So it's a win, so definitely keep at it. Ye?

	spoke about withdrawing from it Heather, if that was a possibility?	on his physics, like he said to you and his maths, cos that obviously goes hand-in-hand with being a sparkie. Guidance: I know it's quite a big class,	to know, which is where you'd be applying for College	they're going to want to know why that is and what you've done instead, and I just don't want to disadvantage you when you've got such a good career path ahead, to make a change now which could be		

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				detrimental, I think we want to make a change, if we've exhausted all other options, and we agree that that's the best thing to do, but we'll definitely come back to that.		
Meeting in April being arranged	Guidance: So I just think what you	Guidance: is it maybe worthwhile	✖	PT/ASN Just reviewing, cos I'll have exams	Guidance: Let's say April, okay.	✖

	need to consider is your package for next year,	trying to schedule a meeting in for May or something		Guidance: It might maybe need to be April actually, I guess with College would it		
Courses run by the school next year	Guidance: so the courses at the college next year, there's also some courses that we run in school	Guidance: they are interesting, they are things you have expressed a similar interest to in the past but	Guidance: next year they're running a construction class, a motor vehicle mechanics course and something	Guidance: it would mean you could do a day at College, a day of the Day One Motor Vehicle and then three days in school and it	Mum: Ye that sound really good

Simon: Ye that would be good | |

		it's also another practical subject that you may enjoy	else, I think it might be childcare	would just give you a wee bit of variety and quite a good preparation for next year		
Discussion without decision:						
Neurodevelopmental assessment	✖	✖	Guidance: Mum to fill in an NDAS as a beginning start for Mrs Litt and Mrs Scott, and we sent that away.	✖	✖	✖

Flexible learning	✖	✖	Guidance: Eh and consider kind of flexi learning.	✖	✖	✖

Appendix AAF: Young people's contribution and preceding speech, during decision-making episode (Jamsine).

Decision	Guidance/Facilitator	PT/ASN & Scribe	Parent	Young Person
Review previous decisions:				
Continuing support for Maths & English	11	5	7	5 1. Guidance: So Jasmine, you're better if someone's kinda sitting beside you, helping you along, do you prefer that? Jasmine: Yeah. 2. Guidance: And you'll ask, will you ask for help if you're stuck Jasmine? Jasmine: Yes. 3. Guidance: Can you think of somebody you might ask? Jasmine: I don't know. 4. Guidance: Is there anybody who you particularly get on with? Jasmine: Not sure. 5. Guidance: you always try really hard, but sometimes you find things a bit tricky. Jasmine: Yes

Continue to have no homework	1	1	0	0
Return to doing horse riding in S4	0	2	2	0
Continue with baking club	9	1	8	3 1. PT/ASN: is that something you still would like to be encouraged to do Jasmine? Or you're happy just having social time with your friends. Jasmine: I'm just happy having social time with my friends. 2. Mum: You like that, you want to continue doing that, don't you? Jasmine: Yeah. 3. Guidance: With Jackie yeah? Jasmine: Yeah.
New decisions:				
Talk to someone	10	2	7	2 1. Guidance: Then you may be holding things inside Jasmine? Jasmine: Yeah.

				2. Laura (mum): Well. I'll have a think about it and Jasmine what do you think? Jasmine: I honestly don't mind.
Apply for College course	27	12	23	7
				1. PT/ASN: And tech was the one that you probably found quite difficult.
				Jasmine: Yeah.
				2. PT/ASN: and you've got Mr. [teacher name]?
				Jasmine: Mr. [teacher name] has been like saying that I have been making progress and he has been helping me a lot in that class.
				3. Guidance: Does that sound all right? I think we'll need to give it a wee bit of time but if it's not working then come back to us so we can see what we can do.
				Jasmine: Okay.

				4. Guidance: anything that's been tricky this year or you think Jasmine or Mum that you need any extra support with? Jasmine: No. 5. Guidance: So, it's a bit longer than what your current day in school is, and you get the bus through there. Jasmine: Hmm. 6. Guidance: I imagine you're probably thinking the hairdressing course? Jasmine: Yeah. 7. Guidance: Have you a preference there Jasmine? West College or East College? Jasmine: Mmm, I think Moray might be better.
Work on life skills; handling money	2	2	4	0
Discussion without decision:				
Wearing glasses	13	3	5	5 1. Guidance: Do you wear glasses at all Jasmine? Jasmine: No.

				2. Guidance: No, do you find it hard though to see the stuff on the board? Jasmine: No.
				3. Guidance: Do you wear glasses at home? Jasmine: Not really.
				4. Guidance: Is it more because you can't see things or is it just a stigmatism? Jasmine: I'm honestly not too sure.
				5. Guidance: Is it because you don't like the way they look or is it because you don't like the way they feel? Jasmine: The way they look.
S4 courses options	4	0	3	0
Don't feel safe coming to school	6	2	7	3
				1. Guidance: Mrs. Scott's saying, you know, you're not, maybe feeling safe at school Jasmine. Is there anything in particular you're thinking that's related to? Is it the busyness, are people giving your hard time? Jasmine: No, none of that. I don't know. I just don't really feel too safe. Like, coming into the school and all that.

| | | | | 2. Dad: What's the reasons behind that? Jasmine: um, I'm not sure |
| | | | | 3. Mum: I mean, you don't feel like that right now, do you Jasmine? Jasmine: No. |

Young People's contribution and preceding speech, during decision-making episode (Simon)

Decision	Guidance/Facilitator	PT/ASN & Scribe	Parent	Young Person
Review previous decisions:				
Continuing soft-start in the morning	1	0	0	0
New decisions:				

Link up with the career's advisor	7	0	3	4
				1. Guidance: So the ones I'm thinking about for this year, are I think, one would be to link you up with SDS, so Skills Development Scotland, so that's Penny, whose our Careers Advisor. Simon: Right.
				2. Guidance: I'd quite like to link her and you up together so at least kind of there's a plan in place, would that be alright, she's so nice. Simon: Ye.
				3. Guidance: Do you remember Kevin who we had before? Simon: Ye.
				4. Guidance: I think one action I would like to put on is the attendance Simon, I'd agree with your mum, your mum is putting in loads of great things behind you, we want to put in loads of good things too, but we'd like to see it up in the 80s, we're at 77% at the minute, 85% would still be a little bit low, but I just think if we could edge… Simon: Ye.

Work with Kate				4
	4	0	0	1. Guidance: when you go to apply for college, they're going to ask your attendance percentage, so I can justify an 80 a little bit better than I can justify a 70. Simon: Ye. 2. Guidance: I'm wondering about putting you forward for a little bit of extra support, so it would just be an opportunity to meet with Kate, like once a fortnight, maybe once a week, and just check-in and say look is there anything going wrong, is there anything I can help you with, and get a bit of a catch-up and try to edge up that attendance a bit, because it's a tricky thing for you to do and I want to make sure that we are putting in all the support that we can to help. Simon: Ye. 3. Guidance: Would that be worthwhile? Simon: Ye. 4. Guidance: Are you happy with that? Simon: Ye.

Guidance teacher speak with History teacher	9	2	2	5
				1. Guidance: Ye so it's all been investigated but, and can you, you can't pinpoint it to anything in particular Simon? Like I hate this class or that teacher I don't get on with? Simon: No, not really, I like my teachers but like some classes I don't enjoy but I will attend them. 2. Guidance: So what classes is it that you don't enjoy so much? Simon: I don't really enjoy History anymore, like I did enjoy it but it's just not as fun as it used to be. 3. Guidance: Who have you got this year? Simon: Miss Torok. 4. Guidance: Miss Torok, so you don't enjoy it as much, would it be worthwhile if I talked, I know it's quite a big class, but would it help if I spoke with Miss Torok? Simon: Emm, sure. 5. Guidance: Not much time left, February, March, May, so I'm lying to you, it's three months that you've got

				left, it's not a huge amount of time, for your transfer over to the College course. Simon: Alright.
Courses run by the school next year				
Meeting in April being arranged	10	5	6	2 1. Guidance: it would mean you could do a day at College, a day of the Day One Motor Vehicle and then three days in school and it would just give you a wee bit of variety and quite a good preparation for next year. Simon: Ye. Mum: Ye that sound really good. Simon: Ye that would be good. 2. Guidance: Is there anything you think you'd like to add in, or anything else you guys would like to raise as a bit of a concern? Simon: No.
Discussion without decision:				
Neurodevelopmental assessment	1	0	0	0

Flexible learning	1	0	0	0

Young People's contribution and preceding speech, during decision-making episode, coded

Young Person	Code
1. Guidance: So Jasmine, you're better if someone's kinda sitting beside you, helping you along, do you prefer that? Jasmine: Yeah.	1 Leading
2. Guidance: And you'll ask, will you ask for help if you're stuck Jasmine? Jasmine: Yes.	1 Closed
3. Guidance: Can you think of somebody you might ask? Jasmine: I don't know.	1 Open
4. Guidance: Is there anybody who you particularly get on with? Jasmine: Not sure.	2 Open
5. Guidance: you always try really hard, but sometimes you find things a bit tricky. Jasmine: Yes	1 Statement
6. PT/ASN: is that something you still would like to be encouraged to do Jasmine? Or you're happy just having social time with your friends. Jasmine: I'm just happy having social time with my friends.	2 Leading
7. Mum: You like that, you want to continue doing that, don't you? Jasmine: Yeah.	3 Leading
8. Guidance: With Jackie yeah? Jasmine: Yeah.	2 Closed
9. Guidance: Then you may be holding things inside Jasmine? Jasmine: Yeah.	3 Closed
10. Laura (mum): Well. I'll have a think about it and Jasmine what do you think? Jasmine: I honestly don't mind.	3 Open
11. PT/ASN: And tech was the one that you probably found quite difficult. Jasmine: Yeah.	2 Statement

12. PT/ASN: and you've got Mr. [teacher name]? Jasmine: Mr. [teacher name] has been like saying that I have been making progress and he has been helping me a lot in that class.	1 Voluntary information provided
13. Guidance: Does that sound all right? I think we'll need to give it a wee bit of time but if it's not working then come back to us so we can see what we can do. Jasmine: Okay.	4 Closed
14. Guidance: anything that's been tricky this year or you think Jasmine or Mum that you need any extra support with? Jasmine: No.	4 Open
15. Guidance: So, it's a bit longer than what your current day in school is, and you get the bus through there. Jasmine: Hmm.	3 Statement
16. Guidance: I imagine you're probably thinking the hairdressing course? Jasmine: Yeah.	4 Leading
17. Guidance: Have you a preference there Jasmine? West College or East College? Jasmine: Mmm, I think Moray might be better.	5 Closed
18. Guidance: Do you wear glasses at all Jasmine? Jasmine: No.	6 Closed
19. Guidance: No, do you find it hard though to see the stuff on the board? Jasmine: No.	7 Closed
20. Guidance: Do you wear glasses at home? Jasmine: Not really.	8 Closed
21. Guidance: Is it more because you can't see things or is it just a stigmatism? Jasmine: I'm honestly not too sure.	9 Closed

22. Guidance: Is it because you don't like the way they look or is it because you don't like the way they feel? Jasmine: The way they look.	10 Closed
23. Guidance: Mrs. Scott's saying, you know, you're not, maybe feeling safe at school Jasmine. Is there anything in particular you're thinking that's related to? Is it the busyness, are people giving your hard time? Jasmine: No, none of that. I don't know. I just don't really feel too safe. Like, coming into the school and all that.	5 Open 5 Leading
24. Dad: What's the reasons behind that? Jasmine: um, I'm not sure	6 Open
25. Mum: I mean, you don't feel like that right now, do you Jasmine? Jasmine: No.	6 Leading
26. Guidance: So the ones I'm thinking about for this year, are I think, one would be to link you up with SDS, so Skills Development Scotland, so that's Penny, whose our Careers Advisor. Simon: Right.	4 Statement
27. Guidance: I'd quite like to link her and you up together so at least kind of there's a plan in place, would that be alright, she's so nice. Simon: Ye.	7 Leading
28. Guidance: Do you remember Kevin who we had before? Simon: Ye.	11 Closed
29. Guidance: I think one action I would like to put on is the attendance Simon, I'd agree with your mum, your mum is putting in loads of great things behind you, we want to put in loads of good things too, but we'd like to see it up in the 80s, we're at 77% at the minute, 85% would still be a little bit low, but I just think if we could edge… Simon: Ye.	5 Statement

30. Guidance: when you go to apply for college, they're going to ask your attendance percentage, so I can justify an 80 a little bit better than I can justify a 70. Simon: Ye.	6 Statement
31. Guidance: I'm wondering about putting you forward for a little bit of extra support, so it would just be an opportunity to meet with Kate, like once a fortnight, maybe once a week, and just check-in and say look is there anything going wrong, is there anything I can help you with, and get a bit of a catch-up and try to edge up that attendance a bit, because it's a tricky thing for you to do and I want to make sure that we are putting in all the support that we can to help. Simon: Ye.	7 Statement (ambiguous)
32. Guidance: Would that be worthwhile? Simon: Ye.	12 Closed
33. Guidance: Are you happy with that? Simon: Ye.	13 Closed
34. Guidance: Ye so it's all been investigated but, and can you, you can't pinpoint it to anything in particular Simon? Like I hate this class or that teacher I don't get on with? Simon: No, not really, I like my teachers but like some classes I don't enjoy but I will attend them.	8 Leading
35. Guidance: So what classes is it that you don't enjoy so much? Simon: I don't really enjoy History anymore, like I did enjoy it but it's just not as fun as it used to be.	7 Open
36. Guidance: Who have you got this year? Simon: Miss Torok.	8 Open
37. Guidance: Miss Torok, so you don't enjoy it as much, would it be worthwhile if I talked, I know it's quite a big class, but would it help if I spoke with Miss Torok?	14 Closed

Simon: Emm, sure.	
38. Guidance: Not much time left, February, March, May, so I'm lying to you, it's three months that you've got left, it's not a huge amount of time, for your transfer over to the College course. Simon: Alright.	8 Statement
39. Guidance: it would mean you could do a day at College, a day of the Day One Motor Vehicle and then three days in school and it would just give you a wee bit of variety and quite a good preparation for next year. Simon: Ye. Mum: Ye that sound really good. Simon: Ye that would be good.	9 Statement
40. Guidance: Is there anything you think you'd like to add in, or anything else you guys would like to raise as a bit of a concern? Simon: No.	9 Open

Appendix AAG: CYP online feedback form (5-point scale where 5 stars is the best)

	Jasmine	Simon
SPACE		
I have been listened to from the start	3	4
I felt comfortable giving my opinions	1	5
I felt safe giving my options	1	5
A lot of different voices were included	5	4
VOICE		
I got the chance to give my opinions	5	5
I got enough information to help me give my opinions	5	4
I got support to have my voice heard	4	5
I understood what was being discussed	5	4
I could give my options whatever way I wanted	5	5
I had enough time to talk	5	4
AUDIENCE		
I know who wants to hear my opinions	5	4
I know why they want my option	1	4
They were honest about what they would try to do with my option.	3	5
INFLUENCE		
I know where my options are going next	1	4
I know how we will be told about what happens to our opinions	5	5
I think what I said today will be taken seriously	5	5
The online space was…	2/3	3/3

Appendix AAH: Initial template analysis of interview data in evaluating the meeting

Jasmine's meeting	
Before the meeting	Researcher: Okay, so you knew everybody that was going to be there. So was your dad, a surprise to have him joining? Jasmine: Yeah, he usually doesn't like joining in with that stuff.
Associated feelings	Researcher: How did you feel about the meeting? Jasmine: I felt okay. That I let, like, people know.
Associated feelings	Researcher: How did you feel the adults around you responded to that information? Jasmine: I felt like they like didn't believe me. But it's my mum in particular. And how she said, "Do you feel that right now?" Because obviously I felt scared to answer to say "Yeah, a little bit". So I just said, eh, "no".
Associated feelings	Researcher: How did you feel about the meeting? Jasmine: And at the same time, scared of what my mom was going to think about, how she heard that I felt scared in school and all, I was like, scared to go back home to see what she would think about that. Researcher: And what did happen when you got home? Jasmine: Nothing really, she didn't really talk to me about it.
Influence	Researcher: To what extent do you feel like you influenced the action plan, the decisions that have been made. Jasmine: I'm honestly not too sure.

Influence	Researcher: During the meeting when the counsellor and [name of third sector organisation] were mentioned, did you feel able to ask a bit more about it? Jasmine: No
Simon's meeting	
Associated feelings	Researcher: Do you remember how it made you feel? Simon: Oh, made me feel better. Because I knew that I would be able to, like, go to college soon. Instead of going to a class, I was no longer enjoying.
Priorities	Researcher: Was there anything particularly important that you wanted covered in the meeting? Simon: Going to college definitely.
Influence	Researcher: how much influence did you feel you had over those decisions? Simon: Oh, definitely, most of it. Because like, if without my opinion, there'd just be shooting in the dark. Like they will not know what I would be wanting if they didn't take my opinion.
After the meeting	Researcher: has anyone chatted with you about the meeting since, other than our chat now? Simon: No, not really.

Appendix AAI: Template analysis of interview data in evaluating the meeting

Information young people had about the decisions

Jasmine

Decision	What were the options (before the decision was made?)	Where will it take place?	When will it be implemented?	Who is involved in implementing the decision, making it happen?	Why will it take place? What is the desirable outcome. How do you expect it to impact you? What will be different for you?
Jasmine					
Review previous decisions:					
Continuing support for Maths & English	No options	SfL base	On timetable	Family & School	Hoping that, it won't be too difficult. I'll be able to do maths and English quite good.
Continue to have no homework	No. Because it was decided in primary school.	N/A	N/A	N/A	I'm not too sure but I just find it alright now, nice and peaceful. So I'm able to like, relax and all that

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					stuff. I don't think homework would help really much.
Return to doing horse riding in S4	No	Past [town name]	Next year in S4	Mrs Scott	Might make me come into school a bit more
Continue with baking club	-	-	-	-	-
New decisions:					
Talk to someone	Counsellor OR [name of third sector organisation]	Don't know	Don't know	Don't know	Is it because of me struggling to get into school and scared of everything and scared of all that stuff?
Apply for College course	They were talking about like different stuff I could do in college, but they weren't talking about like jobs or any of that [apprenticeship] stuff.	At the Academy	No	Oh, no one. It was all myself. I've been wanting to do hairdressing for a really really long time.	I think I'll be happy. I'll be able to go to college. Do hairdressing, do my dream.
Work on life skills; handling money	No, no, I don't really think so.	In a shop	Next year in S4	Mrs Scott	Hoping that like, they would help me learn how to count

					money. And use money because sometimes my dad gets mad at me. For me just trying to, like, he's sometimes says you're getting scammed you're getting ripped off. You didn't get the right amount of change and all that, you've not got the right amount of money. And I'm just struggling learning how to count money, and I'm telling him that and yeah.
Discussion without decision:					
Wearing glasses					
S4 courses options					
Don't feel safe coming to school					
Simon					
Review previous decisions:					

Continuing soft-start in the morning	Researcher: you were having a soft start on a Tuesday and Wednesday morning. Simon: Yeah, I also went on like Thursday and Friday.	I went to the base	-	Mrs Litt, Mrs Scott, Mum and me	I think it was to help me like, ease into school easier.
New decisions:					
Link up with the career's advisor	Yeah, I think there were some other options. I can't remember what though.	I think it'll happen in the guidance department of school or online.	Not yet.	Mrs Litt, Mrs Scott – one of them.	Oh, to probably help me. Try figure out what course to take in college and along those lines. Help with like school. Probably just like you show me what courses I need to pick in school like what subjects to be whatever I want to be.
Work with Kate	Um, I don't remember.	Probably in school.	No, not yet.	Probably Mrs Litt and Mrs. Scott.	Um, just getting me out in the open, actually opening up. Get me feeling

					better. And more, I guess.
Guidance teacher speak with History teacher	I think it was last year. I think teachers got an email saying like, don't ask Simon questions in class, if he doesn't raise his hands.	I'm not sure.	No	-	It'll probably make history a bit easier.
Courses run by the school next year	-	-	-	-	-
Meeting in April being arranged	I don't think there's any other options than the meeting in April	Probably in school or online.	-	Probably Mrs Litt and Mrs. Scott.	Hopefully, it will be me going off to college or doing the electrical courses.
Discussion without decision:					
Neurodevelopmental assessment					I hope to get like help in the classroom.
Flexible learning					I think it was just like me working from home. Or something like that. I don't remember much.

Appendix AAJ Comparison of Improvement Methodology, Implementation Science and Double Diamond Design Model

Double Diamond Design Model (Design Council, 2007)	Improvement Methodology (Langley et al., 2009)	Implementation Science (Fixsen, 2005)
Discover	Creating conditions Build will and conditions for change	Exploration and adoption A degree of awareness that leads to gathering information and exploring options to match the need with the evidence-based program.
Define	Understanding systems Understand current system and opportunities for improvement	Installation Implementation infrastructure which creates the context for the program to be implemented (e.g. data systems, resources, training)
Develop / Design	Developing aims Develop aim and change theory	Initial implementation Early stage of implementation when everything is new and is described as the 'initial awkward stage' (Joyce & Showers, 2002).
Deliver	Testing changes Identify specific change ideas, test and refine using PDSA	Full implementation Integration of the program with new skills and operational procedures see the program is fully operational. Overtime this becomes the 'accepted practice'.
	Implement	Innovation

	Implement and sustain where tested	Core components of the program should be implemented and not adapted.
	Spread Share learning and spread where relevant	Sustainability Aim is for continued effectiveness of program within a changing world e.g. staff changes, resources, priorities.

https://www.nes.scot.nhs.uk/news/introducing-the-quality-improvement-zone/