

<u>Target 1</u>	Remember that BERA guidance needs to be adhered to in assignments in order to protect the Schools and children involved.
<u>Target 2</u>	To enhance critical analysis, consider integrating a greater number of literature citations. Utilizing more references will aid in the critique and development of your arguments, elevating the depth and quality of your work.

ECAD 6010: Research Project: Case Study based on an Electives Experience An exploratory case study arising from practice (noticing) and investigated further through identified research tools. The assignment concludes with the identification of an intervention which can be piloted throughout Professional Teaching Experience and evidenced through reflection in the Professional Learning Standards.

Part 1

Introduction

The purpose of undertaking this research project is to develop my research skills and then to use those skills in order to assess how, what are generally perceived as, 'negative' behaviours impact the progression of the learners. The primary aims of the research activity are to develop my understanding of how teachers and other members of school staff feel pupils' 'negative' behaviours impact the learning of ALN behaviour pupils and also to critically evaluate a variety of research tools utilised while undertaking the research task. The objectives regarding the research project are to conduct a review of relevant literature and to explore how teachers feel the pupils' progression could be improved. The research will take place in [REDACTED] Primary School. [REDACTED] Primary School is located in a sub-urban environment within the Neath Port Talbot County Borough Council local authority. The school has 389 pupils on roll with 34.7% of them being eligible for free school meals (FSM) and with 27.7% being identified as having an additional learning need (ALN) (Estyn, 2023). The research project took place primarily in a specialised social, emotional and behavioural difficulties (SEBD) provision but also within the nurture classrooms. This allowed me to observe different approaches from staff members to pupils with differing levels of severity to their SEBD. My research question was developed in order to best describe what I wish to discover from my research and is as follows: What are the perceptions of teachers and other staff members regarding the progression of ALN behaviour learners? The reason for choosing this as my research question is that I am particularly interested in better educating myself and building on my existing experiences working with pupils with behavioural issues.

Literature Review

As briefly stated in the introduction, 27.7% of pupils in [REDACTED] Primary School are identified as having additional learning needs which is considerably higher than the national average of 16.1% (Estyn, 2023). In addition to this [REDACTED] Primary School also houses an SEBD unit which houses eight pupils on a full-time basis and one pupil on a part-time basis. SEBD or "Social, Emotional and Behavioural Difficulties can be defined as behaviours or emotions that deviate so much from the norm that they interfere with the child's own growth and development and/or the lives of others." (Zhang, Lu and Zhang, 2013). According to the Department for Children, Schools and Families (2008) departmental report, 60% of pupils who use SEBD provisions have other additional learning needs. This point shows that the pupils in these provisions are in need of access to the type of additional support and

resources that specialist provisions are able to provide when compared with mainstream schools. This is further supported by Steven Dexter (2014) when he stated,

“When one considers the prevalence of additional SEN for pupils experiencing SEBD, it is important that such additional needs are taken into account when planning a framework for school improvement to address the needs of pupils with SEBD.”

According to Conn and Hutt (2020) the new curriculum for Wales is “seen as benefiting all learners including those with additional learning needs”, they support this by saying that the curriculum is “less prescriptive about what is taught and less driven by standards” than the previous curriculum. They further support this by stating that “The curriculum was described as broader in terms of expectations about learning, allowing for multiple pathways to learning and different kinds of ‘learning journey’”. In 2012, Nisreen Anati stated that teachers “agreed in principle with the goals of inclusion, however, they were generally unsatisfied about the current practices of inclusion in their schools.” In the same study it is stated that the teachers that were questioned believed that there were a limited number of “certified special education personnel”. This statement gives the impression that not all of the teachers questioned were properly trained or equipped to be in charge of an inclusive classroom despite them saying that they believed they are a positive concept. One view opposing the idea of inclusive classroom is that of Sara Sklaroff (1994), who stated that pupils who have additional learning needs were “monopolizing an inordinate amount of time and resources and, in some cases, creating violent classroom environments”. She also stated that pupils with additional learning needs could feel uncomfortable in a mainstream classroom as they are “different from other students”. Anati (2012) had a contrasting view on this stating that provided that teaching staff are properly trained and prepared to have ALN pupils in the classroom that it is “extremely practical to provide almost all necessary supports for students with disabilities in general classrooms”. While the language used by Anati is outdated the sentiment remains that pupils with ALN are able and should have access to mainstream schooling. According to a paper by Lauren Charles-Nelson (2020) “Ewen and Topping (2012) reported that staff relationships with young people was an important factor in their motivation to attend school.” This extract shows that when in an alternative provision, pupils may be more inclined to go to school due to the smaller class sizes being able to develop better relationships with staff members. However, it could also show that were the pupils to develop a negative relationship they may be inclined to not attend school at all as opposed to only lessons where they dislike the teacher. Charles-Nelson (2020) also stated that “there is no expectation that provisions teach the full national curriculum (WG, 2017a)” meaning

that the alternative provisions are able to utilise an alternative curriculum in order to allow the pupils to progress at their own rate.

Explanation of Case Study

Case Studies are a qualitative design in which the researcher explores in depth a program, event, activity, process, or one or more individuals. (Priya, 2020). Western Sydney University (2016) published a paper on the purpose of using case studies in research stating that

“the general purpose of a case study is to: describe an individual situation (case), e.g. a person, business, organisation, or institution, in detail; identify the key issues of the case (your assignment question should tell you what to focus on); analyse the case using relevant theoretical concepts from your unit or discipline; recommend a course of action for that particular case (particularly for problem-solving case studies).”

This source outlines why case studies are used and the benefits of using them when conducting research projects. The case study being researched in this project is ██████████ Primary School. The school was chosen as a case study due to the fact that it has a specialist SEBD provision on site in addition to having two pastoral support classrooms. These factors allow for a large amount of research to be conducted in a short period of time without having to travel large distances between sites. Case study research offers “in-depth insights into specific phenomena” (Drew, 2023) meaning that it can be very useful when gathering information on a specific area or subject, it could, however, be seen as too exclusive and therefore, not applicable to the wider populations or in alternate contexts. Case studies are best used in instances where the subject of research is exclusive to the case study, for example, in the instance of ██████████ Primary School, it has the only primary school aged SEBD provision in the local authority. In this instance, case study research is useful due to SEBD provisions being otherwise inaccessible for research and not allowing for other research techniques. The participants in the case study in ██████████ Primary School were all pupils with either SEBD or other identified additional learning needs.

Research Methods

When considering what research methods to use when conducting my research, I decided on using a combination of classroom observations on the pupils and interviews on the teachers and other members of staff. My reason for choosing observations was that I already have experience in using observations as a research tool therefore allowing for me to build on my past experiences of using the research method. Another reason for choosing

this method is that when using observations as a research tool it is possible to see things that pupils may not realise they are doing and therefore would not mention if given a questionnaire or interviewed. Urban Institute (n.d) supports this statement by saying that observations allow “researchers to learn about things that interview or focus group respondents might be unwilling to discuss.” The same source also states

“Observation can provide researchers with a better understanding of how a program or activity operates because it allows researchers to witness things that program staff, participants, or residents might not routinely notice or mention in an interview.”

Observations are not, however, without flaws. While the use of observations can be extremely useful in research and data collection they can also be susceptible to bias. Each person conducting observations may perceive things differently leading them to provide inaccurate or unreliable data. This point is supported by Melissa Brearley (2022) who stated “Observations are subject to researcher bias as what is observed may be recorded in a way that reflects their own opinions about something.” While the fact that there may always be the presence of unintentional biases when using observations as a research tool, I still felt that it would be the best tool available to me when conducting this research due to the nature of the pupils involved. The classes that were observed were two separate classes within the SEBD provision in addition to the two pastoral support classes in the mainstream building. Due to the nature of these classes it was decided that I would use observations as a tool because the pupils may not have responded well to being given a questionnaire or to being interviewed or indeed to other research methods. Due to having limited time in the school to conduct the research and having no knowledge of the pupils beforehand it was decided that naturalistic observations would be best suited to the research task.

“This type of observation is when market researchers study the behaviors of participants in a natural surrounding. There are typically no predetermined behavioral codes. Instead, the researcher will take rigorous notes and code the data later.”
(Shakespeare, 2019)

While this type of observation is necessary for the previously discussed reasons it is not without its limitations, one such limitation is that “You can’t control different variables, making it difficult to replicate the study and test for reliability.” (Shakespeare, 2019). Another limitation is that “determining the exact cause of a subject's behavior can be difficult” (Cherry, 2023).

The purpose of choosing to use interview with staff members is that they will allow me to yield the best possible data required to answer my research question. The use of interviews combined with observations will allow me to gain a large understanding of how the ALN

pupils progress when compared with mainstream pupils. Members of staff who work with the pupils involved on a day-to-day basis have the best experience and judgement when it comes to how the pupils are progressing and therefore are the best people to ask. As with observations there are many strengths to using interviews as a method of research. One of these is that interviews allow for the researcher to clarify answers when this may not be possible when using a tool such as a questionnaire, especially if it were anonymous. Kiri DeBose (2018) supported this point by stating “They help you explain, better understand, and explore research subjects’ opinions, behavior, experiences, phenomenon, etc.” While there are clear benefits of using interviews as a method of research there are also definite weaknesses to them. One such weakness, as with observations, is bias. Interviewer bias can “distort the outcome of the research” (Study Smarter, n.d.). In order to avoid this bias, as with the observations, I will be using the two research methods in conjunction with one another. When conducting the interviews, I have opted to use a mixture of structured and unstructured interviews. Unstructured interviews are ones “without any pre-planned questions” (Tutor2u, 2024), whereas structured interviews are when “you ask the same predetermined questions to all candidates in the same order” (Bika, 2016). The reason for using this blend of two interviewing techniques is that I decided it best if I gave room to ask follow up questions in order to collate more relevant data. It was also decided that the interviews would take place in an informal setting so that the staff members being interviewed would feel more comfortable and not feel as though I was in any way questioning their practice. The fact that both of the research methods that I chose have been identified as being susceptible to personal biases mean that I must ensure that I take the upmost care when conducting the research study. According to Campus Labs (2018) there are a few steps that researchers can take to avoid bias in their research. One such step is the use of triangulation when reviewing data and another is to ask peers to review any conclusions made.

Data Presentation and Analysis Method(s)

Due to the fact that two research tools were used while conducting the research I will be discussing how both methods were reported on separately. The first method of research I will discuss is observations. While conducting the observations I made comprehensive notes of what the pupils were doing throughout the days that I was there. While taking these notes I opted to use the Leuven Scale in order to monitor the involvement of the pupils involved. The Leuven Scale “is a five-point scale that allows teachers, child care experts, and nursery practitioners to measure children’s emotional well-being and involvement” (Structural Learning, 2021). It is important to note that I only used the Leuven Scale to monitor involvement and not the emotional well-being of the pupils involved. According to Learning

Journals (2021) “one of the major advantages of The Leuven Scale is that it is observation based, and puts the child at the centre of their own learning.” This statement shows the benefits of using the Leuven Scale as a tool while performing observations in an educational environment. While conducting observations I found that the best approach was to first introduce myself to the pupils and ensure that they understood the purpose of my presence in the classroom. The reason that I felt this was important was that due to the nature of the pupils and their needs, I understand that the pupils may not feel comfortable with a stranger in the classroom without understanding the reason for them being there. The second method of research is the use of interviews. Due to the fact that the interviews conducted in an informal setting, the primary use of data presentation was simply transcription of notes. One of the main benefits of transcribing interviews is that they provide “an accurate record of the conversation” (Radhakrishnan, 2023). The source supports this statement by stating that transcription allows you to “capture the exact words and nuances spoken during the discussion in writing”. This statement displays the effectiveness of using transcriptions as tool for presenting and analysing data.

Ethical Considerations

When performing a research study, it is extremely important that the research is conducted ethically. There are a multitude of ethical considerations to make before undertaking such a study. Prior to conducting the study, I completed and submitted an ethics form (see appendix 1) in conjunction with the University of Wales Trinity Saint David and with the British Educational Research Association (BERA, 2018) ethical guidance. All participants in the study were made aware that they reserved the right to not participate and also that if they did participate that they were able to withdraw from the study. They were informed of this at regular intervals throughout the study. All pupil participants had a consent form (see appendix 2) sent home which were then signed and returned to myself before the research project began, verbal assent was also attained and the pupils were aware that they had the right to withdraw from the study if they wished. Verbal consent was attained from all adult participants before the interviews took place. All data that was collected was anonymous with no names taken at any point as it was deemed unnecessary to do so (appendix 1, section I). All of the data that was collected was in paper form. All copies were kept on my person at all times while the research was being conducted and then in a locked filing cabinet at night (appendix 1, section J12).

Results and Findings

While conducting my research in [REDACTED] Primary School I spent the majority of my time conducting observations in the SEBD provision. The provision has two teachers, six support staff and houses ten pupils who are split into two classes. The classes in the provision contain mixed ages with the pupils ranging from Year 1 to Year 6. The pupils in the provision have a variety of different ALN. There are pupils with ADHD, ASC, ODD in addition to some pupils with no identified ALN. While in the provision I observed that there was a large focus on mindfulness and well-being. Each morning the pupils in the provision start the day by completing a 'check-in'. The pupils take their photograph and stick it into a colour area. The colours represent how they feel that day. I then noticed that the schedule each day is very similar so that the pupils are able to understand their routine. The use of a routine is essential as "well established routines can help to reduce a person's anxiety as they can be confident in knowing what will happen next" (NHS Lanarkshire, n.d.). As the school day progresses the pupils are rewarded for positive behaviours with class dojo points. It was also observed that the pupils are allowed to listen to calming music when they begin to get overstimulated. According to the University of Nevada (n.d.), research confirms that "music is effective for relaxation and stress management". It was also observed that some of the pupils did not deal with the introduction of new faces as well as others. However, the pupils were asked if they wished to withdraw from the study and stated that they wished to continue taking part. The pupils also seemed to be aware of their emotions most of the time but had trouble expressing them in a constructive manner, this is where most of their outbursts tend to stem from. It is also important to note that the pupils in the provision do not work from the standard curriculum but rather an approved alternative curriculum that is better suited to their needs. The use of a much more nurturing approach than in mainstream schooling is also utilised in the interest of keeping the pupils as calm as possible when in the learning environment. There is also a large amount of non-traditional teaching of subjects with the vast majority of work completed being done with one-to-one support. Due to the use of the alternative curriculum, the pupils have large amounts of external activities, such as, swimming and cycling. There is also a large amount of relationship-based play in the provision. Relationship-based play is "a play based intervention that is modelled on healthy parent-infant relationships." (Cardiff Education Services, 2018). There were multiple instances when pupils became verbally and physically abusive towards staff members but they were always dealt with in a nurturing and professional manner.

During the interview process, a total of ten members of staff were interviewed. Of the ten staff members interviewed, three were situated within the SEBD provision. The staff members were asked four interview questions (see appendix 3) and their answers transcribed. The reason for opting to ask only a small amount of questions is that when the

interviews took place, the staff members were almost always in the classroom, especially in the case of the staff members from the SEBD provision. In response to the first question all of the staff members questioned believed that the pupils were progressing well but at their own pace. To the second question 70% of the interviewees believed that overall the behaviour of the pupils was improving with the other 30% believing the behaviour was deteriorating. The data related to the third question is not as simple. 20% of the staff members believed that the work was getting better, 10% believed it was getting worse. The remaining 70% gave answers that can not be easily displayed. One staff member stated "It depends on the child, on the whole they're improving but not all of them. One of the boys' work will be great one day and not so great the next. It just depends how he's feeling." This statement outlines the importance of the well-being check-ins that were previously discussed in the section on observations. In response to the final question, an overwhelming 90% of staff members stated that the best way to improve the progression of ALN behaviour learners would be increased amounts of resources and support staff but also stated that the school budgets simply do not allow for it. The other member of staff said that it would be beneficial if the SEBD provision were rebuilt further away from the mainstream building as it is difficult to have the SEBD pupils playing on the yard when they are prone to using obscene language when the yard is only separated from the Year 1 yard by a small fence. This would allow for the pupils to spend more time outside and allow for more time spent conducting outdoor learning, a large part of the alternative curriculum.

Conclusion and Recommendations

To conclude, while on the electives experience conducting my research, I feel as though I was able to collect some useful data. I do, however, believe that given more time and access to more SEBD units I would be able to collect more data and ensure that my findings are reliable. Nevertheless, the data that I was able to collect provide a good amount of insight to answering my research question. Consequent to the subjects of the research being a very small group, the findings are unlikely to be able to be generalised. In order to build upon the research that I have conducted, in the future I believe that if I were given the additional time and extra resources that I would be able to conduct a thorough evaluation of my research question. Even though I was able to get an answer to the question, the results may be flawed due to the control group being so small. Once again due to the limitations placed upon the research I believe that the only recommendations to be made are that the pupils are given access to as many resources as the school's budget will allow in order for the pupils to continue developing as the staff members believed that they were. The continued use of Relationship-Based Play will also aid in this development as will the continued use of one-to-one support with the pupils. Finally, to answer the research question: What are the

perceptions of teachers and other staff members regarding the progression of ALN behaviour learners? The research that was conducted through observations, interviews and engagement with literature, shows that the pupils are progressing well but at a slower pace than their neurotypical peers. I believe [REDACTED] Primary School are doing an excellent job in supporting these learners through their educational journey.

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