Good transcript

Wide margin either side

Double-spacing

Numbered lines

Key: Interviewer in bold ; Interviewee (Jennifer) in plain font

	1	**Do you have any questions before we begin?**	
	2		
	3	Nope not at the moment.	
	4		
	5	**Great. I'd also like to just reiterate that anything that you mention today that**	
	6	**could be traced back to identify you will be replaced with some**	
	7	**unidentifiable context - so if you do say the names of any members of your**	
	8	**family or friends I will just replace those with different names when writing**	
	9	**up this interview. Is that ok?**	
	10		
	11	Yep that's fine.	
	12		
	13	**So first of all, can you please describe to me what eating healthily means to**	
	14	**you?**	
	15		
	16	Umm – the first thing that comes to my mind when I think of health eating is veg	
	17	[laughs]. And fruit. I mean… that's not all is it – it's about eating a balanced diet	
	18	and getting the correct amount of nutrients and stuff, isn't it? And minerals that	
	19	your body needs to function properly… I think that's what eating healthy mainly	

Interpreting your themes

New opportunities for abuse?	86	being, um, you know, financially exploited. They would be sending money and,	New opportunities for abuse
	87	and all kinds of things or, or making plans to move, erm, quite far away to	
	88	someone they had never physically seen.	
	89		
	90	**OK, wow. That's different. OK, that's fab. Thank you. So, the next question is, did**	
	91	**the pandemic impact how survivors access support and how it was delivered?**	*unfathomable impact*
	92		
COVID impact - flexibility.	93	(..) Massive, massive impact and I don't think we could have (.) appreciated it or	*Flexible*
	94	anticipated how (.) hard of a hit it would be because you know you, you have to be	
	95	as flexible as you can and creative sometimes in in getting to someone for their	
"overnight"	96	support. So, these sort of, the reasons, erm, a survivor or victim would give if they	Changed overnight access to help/support
	97	were in still that that abusive relationship for where they're going or who they're	
	98	seeing could have been, you know, a wide range of things, the hairdressers, coffee	
	99	with a friend going into work, XYZ, medical appointments, um, that overnight (.)	
	100	was no longer there.	relied on some freedom for support
	101		
	102	**Yeah?**	
	103		? Physical barrier
Physical barrier. Safety.	104	You know, they, they couldn't go to those places. And so, we had almost (.) no way	
	105	of getting to a very large proportion of people who were, you know, actively the	? Almost impossible?
	106	week before, people we were seeing, (.) maybe more than once a week.	
	107		Not safe

Safety

action forwards. Whether that was to give them time to think or if they wanted to be placed on a waiting list, or if there was an option for them to be brought straight on to support and then if they if they were engaging in our support, they would be having weekly sessions mostly, again in the office or a suitable space, it could have been another professional building, um, in a school. In their home, where it was safe to do so, um, and we were able to, to meet then on a regular basis to support them with the effect, erm, or safely leaving a relationship until they felt that their support needs had been met, basically.

Face to face support.

Safety priority

Fab. OK. So it's pretty much in person, meeting face to face.

Yeah.

Do you think there was a change in referrals during the pandemic? So, were there may be more referrals or was there a change in the types of abuse in the referrals or severity? Was there any difference there?

Physical Barriers

I think actually (.) we had quite a significant reduction of referrals from (..) our usual sources then. So, say other professionals. You know, social workers, GP's, er, schools, er, of the third sector agencies because they weren't seeing people come through the door so where they may have been going in to discuss something else and then they've, they've mentioned domestic abuse that, you know, they could

- reduction in referrals from other sources due to covid.
- physical barrier!
↳ opportunities reduced for access

Restrictions

"space"

COVID FEAR

'New normal'

Didn't exist before COVID.

No space safety.

Barrier

108 Yeah.

109

110 You know, it's really hard to get to people, erm, and equally, even if it was in their
111 home, they might now have the abusive partner at home with them because they
112 might not be at work either. Erm, you know everybody was, was off work or
113 working from home (..) and there was just hardly (..) any options of, of face to face
114 contact and we weren't allowed to do that for the, the sort of first lockdown for
115 the first couple of, of weeks or so. You know, we it was very scary for everyone in
116 respect of COVID itself. Erm, we were trying to conduct as many sort of telephone
117 support or online support that we could. Erm, It wasn't really set up for that
118 initially because, now you know, we don't know how we lived without teams or
119 zoom or whatever.

120

121 Yeah.

122

123 But it wasn't a thing before that. So, you know, it was trying for us to get our
124 heads around that and, and how that works for, for people if they had, you know,
125 good enough internet access for that mobile phone signal can be rubbish. You
126 don't know who else is in, (..) in the house, erm, and even if they could speak on
127 the phone, erm, and, and they were alone, that house just still felt like the walls
128 had ears. So, just trying to talk freely (.) it was still very difficult for people who
129 were in the space that they were not safe in.

Restrictions making more restrictive lives.

NO SPACE

→ restrictions make life smaller, reflected abuse?

→ COVID FEAR

→ adaptations

→ new normal COVID forced it

Didn't exist before COVID.

→ out their control.

→ Not safe

↳ NO SPACE

→ Even though support available client's own technology might have been a barrier.

Lack of communication/
Information sharing - vital.

Breakdown in communication
Lack of contact
Collaborative work - breakdown
'No space' Restrictions

Yeah.

You know, to, to tell us what was going on. So, it, it was really, really (..) really difficult to manage and obviously no other services were kind of seeing them either, so they weren't getting a break if they were going to work, they weren't getting a break. If their partner was going to work or the kids were in school or they were meeting up with their friends or they were going for coffee or the WI or anything that they would normally do it was just (..) that intensified that home situation (..) massively.

- difficult to manage
- lack of interaction with other services/ break in collaborative work.
→ lack of opportunities to access support.
→ * NO SPACE

Yeah. OK. Yeah. So quite a lot of (...) a priority on safety there then.

Yeah, yeah.

So, the next question (.) you sort of answered that already, but it's (.) did the challenges survivors face appear to change due to the pandemic or did they stay the same?

→ increase in challenges.

COVID impact
'No space' Restrictions.

No, the challenges were definitely (..) higher. Um, it, it really was (..) erm, very difficult and very dangerous for a large amount of people who were who, you know, who were no longer able to (..) get (..) away, you know, to, to be, to have S

→ no options/ no space

Table 1

Superordinate and subordinate themes

	Superordinate Themes	Subordinate Themes	Quotes
1	Power & Control		
		1.1 Government	"…a lot of that stemmed from what they felt they'd been conditioned to over the last couple of years…" (Camilla, 215 - 216)
		1.2 Perpetrator	"…they could exercise the power and control and all sorts of form of abuse… more freely than they do in a, in the normal days." (Zena, 162-163)
		1.3 Survivor	"They would have a, a more of a self-control not to (.) react. And, and say something back…" (Zena, 328-329)
2	"…every barrier you could think of…was there." (Mary, 155)		
		2.1 Gov. Restrictions	"You know, they, they couldn't go to those places…we had almost (.) no way of getting to a very large proportion of people" (Mary, 104-105)
		2.2 Fear	"…Covid was more of a fear to them than the abuse, if that makes sense?" (Camilla, 186)
		2.3 Safety	"So, if it wasn't safe for us to phone somebody, then the barrier would be how do you safely talk to somebody?" (Julie, 238-239)
		2.4 Children	"…they just wanna be there with children, making sure that, (..) that they keep them as safe as possible." (Zena, 360-361)
3	Covid-19 Impact		
		3.1 Mental Health	"…my mental health is really suffering. I've never felt like this before, I feel so trapped… (Camilla, 366-367)
		3.2 Abuse Dynamic	"…suddenly their behaviour changed, and physical abuse was more of a presence and also there was a, a clear increase in sexual abuse..." (Camilla, 52- 54)
		3.3 Support Delivery	"…we all adapted to during Covid and the lockdowns that we've just continued with 'cause it works." (Camilla, 237-238)
4	Collaborative Work		
		4.1 Survivor autonomy	"…we need to look at what those clients want, what is best for them..." (Camilla 290-291)
		4.2 Agency Influence	"… whatever interaction before that happens, this need, really does need to be positive." (Julie, 420-421)
		4.3 Varied Needs	"…cause they are, you know, undeniably linked. It's not..deal with one and then the other." (Mary,284-285,289)

Writing your themes

The results aim to address the following research questions: How do news media depictions of bullying, victims, and perpetrators influence the perception of bullying? How do students perceive the subsequent impact of these portrayals on both victims and perpetrators?

The data elicited from the two focus groups contributed to the identification of four overarching themes: "News Media: Trust Source or Hidden Agenda", "Selective Storytelling", "The Need for Solutions-focused Reporting", and "The Always-on Effect". A simplified representation is presented in Table 1.

Superordinate Theme	Subordinate Theme	Quotes
1. News Media: Trusted Source or Hidden Agenda?	1.1. Spotlighting extreme cases.	"They're not reflecting the genuine cases, or the normal average case. It's very much the extreme case across all these articles."
	1.2. Prioritisation of profit over solution.	"I don't think it's there to actually make positive change. It's more just a money-making industry, which is sad."
	1.3. Questioning public consumption.	"It reminds me of that saying, the death of one child is a tragedy but 1000 is a statistic. People would be bored as soon as you add more numbers. As soon as you add more information… They assume people will become less interested, and they're probably right."
2. Selective Storytelling	2.1. Incomplete narratives.	"It's never like portraying the whole situation. It's almost relying on this sensationalised bully vs victims reporting. Like, where's the support coming from for the bully?"
	2.2. It is just part of life.	"They've almost normalised bullying. Like, you will go through this. Like, it's something that everyone goes through like they've made it just like this just happens in schools."
3.The Need for Solutions-focused Reporting.	3.1. Humanising stories, without sensationalism.	"I think there's always a reason that someone is being a bully for whatever reason… Maybe they, they're being bullied, or they have insecurities… they're not just evil people."
	3.2. Resource and support services.	
4. The Always-on Effect.	4.1. Digital alienation.	"Because social media is now everywhere, at all times. There's no escape from it. So, you can understand that the whole life is on a social media platform…So they're constantly being socially excluded, even from the group chats that they may have with friends."
	4.2. Impact on identity and self-esteem.	"I got this thing about a lump on my nose and when I was a kid and people used to tease me about that and now, I don't like this lump on my nose, and I probably wouldn't care about that if it wasn't pointed out to me in the first place."

Briefly introduce your findings section

Present your themes in a table: This signposts both the themes and the order in which they will be discussed

<u>The ASD research report</u>:

Present all your themes and subthemes in the table.

Then state that due to the word limit for the assessed report, TWO themes, along with their subthemes will be developed and presented in the Results section.

Select the themes that can address:

- The different cognitive effects of social exclusion on people like Alan

-Ways in which life could be made easier and more pleasant for an older person with ASD.

These cover the assessment title/requirements

Theme 1: News Media: Trusted Source or Hidden Agenda?

The first superordinate theme 'News Media: Trusted Source or Hidden Agenda?' was interpreted as having extreme prominence across both focus groups. This superordinate theme asserts a prevalent sentiment amongst the participants' perceptions of news media depictions and portrayals of bullying, and victims and perpetrators, with participant discussions asserting a deep mistrust towards the national news media. The overarching theme interpreted encapsulated the participants' scepticism towards the content of news articles provided during the study; with scepticism extending beyond mere suspicion but encompassing a nuanced analysis of ulterior motivations and an evaluation of participants' perceptions regarding news media outlets' views of societal consumption of news media. It became progressively evident that participants not only held a sense of distrust towards news media, but also expressed curiosity and concern about the motivations that underpin news media outlets, the assumptions about what is newsworthy, and the broader societal consequences of such portrayals.

Subordinate theme 1.1: Spotlighting extreme cases.

Throughout the data, participants rationalised their scepticism towards news media and their motives by recognising that, even though diverse portrayals were presented as research materials to guide participant perceptions, each illustration primarily focused on the most extreme example to capture attention.

Name and explain each theme.

The name of the theme should clearly indicate the content .

Explain why the subthemes form this theme.

e.g. because they identify ways in which being alone can effect the lives of older people with ASD, and these effects cannot be artificially separated.

Then move on to the first subtheme belonging to the theme.

Subordinate theme 1.1: Spotlighting extreme cases.

Throughout the data, participants rationalised their scepticism towards news media and their motives by recognising that, even though diverse portrayals were presented as research materials to guide participant perceptions, each illustration primarily focused on the most extreme example to capture attention.

> *"It says vicar's daughter, like would people read if it didn't say vicar's daughter jumps out the window to kill herself? It's like portraying this extreme of bully and innocent daughter of well-respected member of the public." (Mary, focus group 2. P3, L19-20).*

In the initial stages of the group discussion, Mary highlighted a crucial aspect deserving of recognition; asserting that news media often construct a narrative of good versus evil, which in this instance is driven by the identification of a vulnerable and respected member of society who has become a victim. Mary's statement implies that the news media tend to emphasise sensational elements in their portrayals. This point was highlighted by the inquisition about whether the consumers of this article would be inclined to read it if certain characteristics of the victim were not highlighted. Mary highlights a point that seems to be echoed across the two focus groups, that media depicts characters in extreme roles, casting them the bullies or innocent figures with no in-between. Dale offered a further viewpoint:

> *"I find it interesting how throughout the article, she's still referred to as a bully. But technically she's a murderer." (Dale, focus group 1. P6, L1-8).*

The sentiment of spotlighting extreme cases was echoed by Dale. Dale's contemplation contributes complexity to the discussion by pointing out the repeated labelling of the perpetrator in the article as a 'bully', even though technically she should be considered a 'murderer'. This suggests that Dale is interpreting the situation through his moral lens, as he chooses to use the more extreme term 'murderer'. While some might perceive this as sensationalising the issue, for Dale, the language used fails to fully capture the gravity of the situation. Dale emphasised a crucial point whether the sensational emphasis on extreme cases

SUMMARISE YOUR FIRST THEME: What does this theme tell us overall

Theme 2.....

Task: Thematic Analysis practice

Using your pilot data transcript begin to make notes about what your interviewee talked about.

- Keep in mind that you are interpreting the interview with a view to contributing some understanding about the research topic.
- You are NOT cherry-picking only those phrases that support your own opinion
- You are NOT selectively editing quotes so that they can be interpreted in the way you want them to be.
- You MUST preserve the context of the participant's words – you are giving your participant 'voice', so they must be heard.