Working Together: Educational Psychology and Youth Justice Services

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List of Acronyms

BPS	British Psychological Society
CoP	Code of Practice
CPD	Continuing Professional Development
CYP	Children and Young People
DCELLS	Department for Children, Education, Lifelong Learning and Skills
DfE	Department for Education
DfEE	Department for Education and Employment
EBM	Evidence-Based Medicine
EBP	Evidence-Based Practice
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
ETE	Education, Training or Employment
HCPC	Health and Care Professions Council
LA	Local Authority
MoJ	Ministry of Justice
NEET	Not in Education, Employment or Training
ONS	Office for National Statistics
PBE	Practice-Based Evidence
PHE	Public Health England
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta Analyses

RCT	Randomised Control Trial
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
UHDR	Universal Declaration of Human Rights
UNCRC	United Nations Convention on the Rights of the Child
WoE	Weight of Evidence
YJB	Youth Justice Board
YJW	Youth Justice Worker
YOT	Youth Offending Team
YJS	Youth Justice Service

Thesis Abstract

The Crime and Disorder Act (1998) requires all local authorities (LAs) to have a multi-agency team whose role is to support children and young people (CYP) known to the youth justice system. This thesis examines the current and potential role of educational psychologists (EPs) in working with youth justice services to promote better outcomes for those CYP.

The first paper describes a systematic literature review (SLR) exploring the general role and function of EPs in working with youth justice services. The second is an empirical study, employing a survey method of semi-structured interviews, carried out across two LA youth justice services to explore their role in eliciting and integrating the views of CYP and their families, and how EPs may contribute.

The SLR identified 15 possible functions of the EP role when working alongside youth justice services. Furthermore, these functions exemplified how EPs are working as scientist-practitioners within complex, real-world contexts. Findings from the empirical study suggest that there are challenges to inter-disciplinary work between the youth justice service and the educational psychology service, with one key challenge pertaining to youth justice workers (YJWs) not always being fully aware of the breadth of the EP role. Ways of working together were also identified and showed that there is scope for EPs to support YJWs to meet individual needs of those with special educational needs and disability (SEND), and to develop knowledge and understanding of psychological frameworks which would support YJWs in eliciting views and in other aspects of their work.

The research considers links to theory and practice and identifies how EPs can work as scientist-practitioners within the youth justice context. Implications for future research are considered, particularly with consideration to raising awareness of the role the EP. To increase the impact of the research, a dissemination strategy for sharing with the research sites and to the wider EP community is considered.

Declaration

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Finally, this is for my lovely dad, who knew I wanted to take this journey but never got to see me do it.

Introduction

Researcher's Professional Background and Relevant Experience

The researcher had trained and worked as a primary school teacher and special educational needs co-ordinator (SENCo) prior to beginning the Doctorate in Educational and Child Psychology. The researcher, as part of this previous role, worked as an advocate for children, young people and their families within the educational environment, supporting them in accordance with the SEND code of practice (Department for Education, 2015). This initiated the researcher's interest in person centred planning and the value and importance of integrating others' views.

During this time the researcher also taught and supported two children who were both known to, and working with, the youth justice service (YJS) within the local authority. Being a SENCo, the researcher was able to work closely with the school's educational psychologist (EP) to explore further ways to support these two children. Having obtained a bachelor's degree in psychology, the researcher had always had an interest in how the application of psychology can support children and young people, but these specific cases ignited an additional interest in youth justice and how educational psychology can transcend beyond the school context.

Rationale for Engagement

The researcher's previous experiences had likely driven engagement with the research area. The original thesis commission pertained to further research in the area of young people not in education, employment or training (NEET), following on from the commissioner's own doctoral research. However, reading of this subject highlighted that factors and characteristics relating to young people being more likely to become NEET encompassed disabilities, leaving Key Stage 4 with few or no qualifications (reasoned to be due to low motivation, physical and mental health and/or special educational needs), permanent exclusion or suspension from school, being eligible for free school meals, being known to the care system, having care responsibilities and being known to the youth justice system (Powell, 2018).

As the data proposed that young people known to the youth justice system were 2.6 times more likely to become NEET (Powell, 2018) and due to one of the multi-faceted reasons for criminality often relating to low educational attainment and disengagement with education (Stephenson, 2006), it seemed apt, both professionally and personally, that further exploration of EP involvement within this area was researched. This was agreed with the research commissioner as a relevant area of research to the profession. However, direct involvement from the commissioner ceased at this point due to their transfer of employment, and the retirement of the original research supervisor.

Participant engagement was likely to have also stemmed from a desire to bridge the two services of educational psychology and youth justice together, to develop ways of working and to jointly improve outcomes for CYP.

Research Aims

The overall objective of the research was to explore the role of the EP in supporting and working alongside the YJS. In paper 1, the systematic literature review (SLR) aimed to explore the role and function of EP practice within the context of youth justice so as to inform educational psychology service (EPS) delivery and commissioning. This was managed through an analysis and evaluation of empirical research literature centred on youth justice and educational psychology. The findings from the SLR informed the empirical research in paper 2, identifying the voice of children, young people and families as a key aspect to both the roles within educational psychology and youth justice. Thus, paper 2 aimed to explore how the YJS support the elicitation and integration of children's and families' views and what EPs could contribute to this and other areas of practice. This was managed through semi-structured interviews focusing on the following research questions:

1. Why and how do youth justice services elicit the views of children, young people and their families?
2. How do youth justice services integrate the views of children, young people and their families?
3. How could educational psychologists support youth justice services in the eliciting and integration of views of children, young people and their families?

Overall Strategy

The SLR (paper 1) indicated that there is potential for EPs to work with YJSs in a variety of ways, which expanded beyond the five core functions often associated with the EP role (Scottish Executive Education Department, 2002, as cited in Fallon, Woods and Rooney, 2010). Furthermore, it was shown that these functions are carried out across the individual, group and organisational levels (Fallon et al., 2010) and that they fit within the scientist-practitioner model (Lane & Corrie, 2006). While an overall view of the EP role in a youth justice context was given in the SLR, it did not identify specific gaps within YJS practice where support from EPs may be helpful. However, within the SLR the engagement of the child, young person and family formed a key theme in the findings as part of the work carried out by both EPs and YJSs. Moreover, the voice of children, young people and families, is a vital part of the developed scientist-practitioner model within paper 1 and explicitly sits within three of the proposed four areas to working as a scientist-practitioner: think effectively, formulate and act effectively (Lane & Corrie, 2006). Additionally, client values are identified as one of the three sources of evidence needed in evidence-based practice (Sackett, Strauss, Richardson, Rosenberg & Haynes, 2000).

   Paper 2, therefore explored why and how youth justice workers (YJWs) elicit and integrate the views of children, young people and families, and how they saw EPs contributing to this area of work. The results of the in-depth survey established some of the challenges YJWs face within this area of work, specifically relating to relationships and meeting individual needs with regards to special educational needs and disabilities (SEND). Particular difficulties centred around communication and interaction, cognition and learning, and social, emotional and mental health needs. The research further highlighted factors which may impede inter-disciplinary working between both services, especially pertaining to a lack of understanding of the EP role, but the findings also point out ways in which YJWs see the two services working together.

   It was concluded in paper 3 that dual dissemination of the findings to two sectors, educational psychology and youth justice, is important in helping to bridge these two

services together to better improve outcomes for children and young people known to the youth justice system.

Positioning for Data Access

The empirical research was undertaken with youth justice workers based in two local authorities within the Midlands and North West of England. The researcher was able to use specific contacts from a working group of EPs and a government electronic list of contact details of youth justice teams (HM Government, 2018) to invite participants to take part in the research. Owing to the provision of a research budget and assigned time through the doctoral programme, the researcher was able to travel to both local authorities to meet and interview the YJWs who had agreed to participate.

Evaluation of Axiological, Ontological and Epistemological Stances

Research is guided by the researcher's set of beliefs, these beliefs are what is known as a paradigm (Killam, 2013). It is proposed that a paradigm consists of four elements: axiology, ontology, epistemology and methodology (Heron & Reason, 1997). Within this section, axiological, ontological and epistemological stances will be considered.

In research, axiology refers to what beliefs are held to be both valuable and ethical (Cohen, Manion & Morrison, 2017; Killam, 2013). Within this research each participant will have each held their own beliefs with regards to their role, their work and the role of the EP. Indeed, the researcher has developed their own set of values based on their own previous experiences and it is important to acknowledge that these may have impacted upon the research process. These beliefs include:

- Children, young people and families have a right to express their views and feelings and participate in matters which concern and affect them (United Nations, 1948; United Nations, 1989). Moreover, these views should be properly valued and considered.

- All children and young people should have their individual needs met through their rights and through the equitable distribution of resources and support.

- Psychology, when effectively and safely shared, can enhance knowledge, understanding and facilitate change across individual, group and systemic levels.

- Educational psychologists are well placed to support the most vulnerable of children and young people in society and this requires working with other agencies and communities to holistically apply psychology.

The beliefs outlined above will have, undoubtedly, influenced this research and the approach taken. The researcher believes that the sharing of psychology is important in promoting better outcomes for CYP and their families and, therefore, is committed to trying to meet needs which may not necessarily be contained within the school context. For CYP their lives do not start and stop at the school gate (Baxter & Frederickson, 2005; Department for Education and Skills, 2003), therefore, the researcher feels that sharing psychology beyond the scope of the school, by working with other agencies and children's families, is important in ensuring that a young person's needs are effectively met. The researcher is, however, aware that this view may contrast with other professionals within the field, who may believe that the role of the EP is firmly placed within educational settings.

To add to this, the researcher also places high value on eliciting the voice of CYP and families (Department for Education, 2015; Harding & Atkinson, 2009) . It is thought important to the researcher that people have control of their own life and that their values are embedded within the work carried out by a psychologist; ensuring that meaningful participation occurs (Hayes, 2004; Sutcliffe & Birney, 2014). It is the sharing of this voice which also has the potential to open opportunity, which seems important in the context of youth justice in ensuring equitability for young people.

Ontology refers to beliefs about the fundamental nature and structure of reality (Killam, 2013), whereas epistemology refers to the relationships of knowledge acquisition and understanding (Killam, 2013). The stance adopted by the researcher with regards to ontology and epistemology is that of critical realist. Critical realism "combines ontological realism with epistemological constructivism" (Maxwell, 2015 p.90) proposing that real objects in the world (structures, meaning, people etc.) exist independently of our perception, constructions and knowledge of them (Maxwell,

2015) and that any understanding of the world is constructed from our own beliefs, values, experiences and interpretations, meaning that there are many alternative perceptions of reality (Maxwell, 2012). Fletcher (2017) explains that, in critical realism, reality can be organised into three levels: empirical where reality is "mediated through the filter of human experience" (Fletcher, 2017, p. 183), the actual level where, regardless of whether or not there is human experience or interpretation, events occur and the real level where causal mechanisms exist and produce events experienced at the empirical level.

From this stance, the researcher accepts and recognises that there will be individual perceptions and constructions amongst the participants, particularly with regards to the rights of CYP and families in being heard and listened to and how best to manage work in this area. Moreover, there will be individual perceptions relating to the role of the EP and whether contribution of psychological perspectives is helpful within the YJS context. The stance also allows the researcher to recognise that there are external influences within the systems in which both YJWs and EPs work, such as legislation, local government structures, priorities and models of service delivery, which will likely affect practice and contribute to experiences and perceptions. To allow for differing constructions of views, the research implemented an in-depth survey through the use of semi-structured interviews (Kvale, 1996). An inductive/deductive approach was also taken during data analysis. Data driven analysis allowed for the lived experiences of the participants' realities within their job role to be recognised throughout. Yet the researcher also maintained a deductive approach by giving consideration to other interpretations of events within the wider systems, which may not have been recognised by all participants This approach is congruent to the adopted stance of critical realism as acknowledges some of the levels in which realities are thought to be organised, primarily the empirical and the actual level (Fletcher, 2017).

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Paper 1: A Systematic Literature Review Exploring the Role of the

Educational Psychologist in Supporting Youth Justice Services

Prepared for in accordance with the author guidelines for submission to the journal

Educational Psychology in Practice (Appendix 1)

A Systematic Literature Review Exploring the Role of the Educational Psychologist in Supporting Youth Justice Services

The Creation of the Youth Offending Team

The current youth justice system within England and Wales was established as part of the 1998 Crime and Disorder Act (Taylor, 2016). The introduction of the new system aimed to reduce youth offending by, amongst other strategies, intervening to tackle the multi-faceted risk factors associated with youth offending, including personal, care, health and educational factors (Arthur, 2010).

The 1998 Crime and Disorder Act also placed a requirement on all local authorities (LAs) to introduce youth offending teams (YOTs) (more currently referred to as the Youth Justice Service (YJS) within many local authorities). These teams were to be multi-agency teams which consisted of health, education, care, police and probation agencies. The aim was for the service to work within a collaborative framework as a 'joined-up' approach to problem solving (Ryrie, 2006) and to be more effective at addressing youth offending (Taylor, 2016).

Since their introduction, the duties of the YJS remain similar and include preventative work with those identified as being at risk of offending, carrying out assessments, promoting education, training and employment (ETE) opportunities, providing reports for the courts and acting as supervisors for those known to the justice system (Her Majesty's Inspectorate of Probation, 2017).

The implementation of the youth justice system and the work of YJSs has been seen to be moderately effective, with the overall number of children and young people (CYP) receiving a caution or sentence falling by 82% over the last ten years and first-time entrants being down by 14% last year (Youth Justice Board (YJB), 2019). However, recent data (YJB, 2019) suggests that there have also been increases; knife and offensive weapon offences have risen over the last five years, the number of those held in custody has risen by 3% and incidents of self-harming behaviours within custody has risen by 40% in the last year. The YJB (2018) acknowledges that as the number of CYP within the justice system decreases, it is likely to become more concentrated with those experiencing more complex needs and will therefore rely on close and ongoing collaboration of services, including education and health.

Youth Offending Teams and Education

Including an education professional as part of the YJS acknowledges what the research tells us: that educational disengagement or detachment (e.g. by truancy, exclusion or reduced timetables) and underachievement often seem to be pertinent to the increased risk of developing offending behaviours (Stephenson, 2006; Taylor 2016).

Data from a joint study between the Ministry of Justice (MoJ) and the Department for Education (DfE) (MoJ, 2016) shows that between 78-94% of 16-17-year olds, identified to the YJS in 2014, had a previous history of being frequently absent from education and that 16-23% of those in custody had been previously permanently excluded from school. With regards to underachievement, data from The Prison Reform Trust (Edgar, Aresti & Cornish, 2012) highlights that, across core curriculum subjects, many adult prisoners achieve at or below the expected level of attainment for those leaving Key Stage 2. More recent data from the MoJ (2016) shows that in 2014 13.3% of young people known to the YJS achieved 5 or more A*-C grades (including Maths and English) at the end of Key Stage 4. For comparison, 59% of the overall population of pupils achieved the same grades that year - evidencing that there is a significant disparity between the achievements of the two populations. In addition, the report found that only 1% of those sentenced to less than 12 months in custody achieved 5 or more A*-C grades at the end of Key Stage 4.

However, Ozarow (2012) points out that directions of causality between factors of offending, educational engagement and educational achievement, or the identification of a primary factor have not been established, with there being a possibility of complex and bi-directional influences in different cases.

Youth Offending and Special Educational Needs

The Code of Practice (CoP) (DfE, 2015), defines special educational needs and disability (SEND) as a child or young person having "significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision" (DfE, 2015 p. 85). It further explains that SEND can be thought of in four broad areas: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs; and that for many CYP their needs may span across several of these areas and may change over time.

It is recognised that there is likely a significant number of CYP with SEND within the justice system, although an exact figure of prevalence is difficult to establish (Wyton, 2013). However, data from the MoJ (2016) suggests that approximately 41% of CYP known to YJSs and leaving Key Stage 4 at the end of 2014 were identified as having SEND without a 'statement of need' (a plan which identifies SEND and any additional support needed, formerly equivalent to an Education, Health and Care (EHC) plan) and that 15% were identified as having SEND with a statement. For comparison the figures for the same aged population from state funded schools but not known to YJSs were 17% and 4%, respectively. These figures show a clear indication that the cohort known to the justice system appear to have a higher prevalence rate of SEND.

However, the Department for Children, Education, Lifelong Learning and Skills (DCELLS, 2009) suggests that a sizable proportion of CYP who encounter YJSs have unidentified SEND, meaning that prevalence rates could be higher. Ryrie (2006) shares that the past ASSET framework (YJB, 2000a; 2000b) used by YJSs to assess CYP's needs often came under scrutiny with regards to SEND, suggesting that it significantly under-identified a person's needs, particularly emotional and mental health needs. In turn, this means that many CYP may not access the correct support and provision for their needs (DCELLS, 2009).

With regards to support for those with SEND, Games (2014) found that many education workers in YJSs do not tend to have strong educational backgrounds, such as teaching, and that few have additional SEND qualifications. Taylor (2016) further shares that, often, members of a YJS have little knowledge of typical and atypical learning development and that, sometimes, intervention strategies used did not follow evidence-based practice. Identification of training needs for staff was described by the DCELLS (2009) and further supplemented by Talbot (2010) who found that training on the identification of SEND had only been received by approximately half the members of a YJS. This in turn reiterates the point made by the DCELLS (2009), that CYP within the justice system may not be receiving the correct support for their needs.

Role of the Educational Psychologist (EP)

EPs have been identified by the CoP (DfE, 2015) as being a source of support in helping to meet the needs of CYP with SEND. The role of EPs has been identified as having five core functions: consultation, assessment, intervention, research and training - which

span across individual, group and organisational levels (Fallon, Woods & Rooney, 2010). Traditionally EPs worked within schools but since the implementation of the Children Act, 2004, and as a consequence of the 2008 global economic crisis, many LA educational psychology services have moved to a partially or fully 'traded' model of service delivery which has opened up opportunities to work within a variety of contexts (Fallon et al., 2010; Lee & Woods, 2017; Winward, 2015).

Although there is a desire from EPs to be more involved in work with YJSs (Farrell et al., 2006) and despite the Taylor (2016) review making a key suggestion that YJSs needed to develop a more psychologically-informed approach, the work and the role of the EP is very much affected by the social-political context, model of service delivery and aim of meeting the customers' expectations (Fallon et al., 2010; Lee & Woods, 2017; Winward, 2015). This means that there may be a disparity between the potential variety and range of work EPs could be involved in with YJSs, and the reality of practice.

Rationale and Aims of the Current Review

The current hybrid aggregative/configurative systematic literature review (SLR) aims to explore the role and functions of EP practice within youth offending work in order to inform service delivery and commissioning in both the present and future context.

Method

Literature Search Strategy and Study Selection

A systematic search of the research literature was conducted from July to October 2018 using the following six databases: PsycInfo, Applied Social Science Index and Abstract, Sociological Abstracts, Education Resources Information Centre, British Library e-theses online service and Social Policy and Practice. In order to find empirical research regarding educational psychology practice in the context of youth offending, the following key search terms were used: educational psycholog*, school psycholog*, juvenile delinquen*, juvenile justice, young offender, youth offender and youth offending.

A total of 532 studies were yielded from the database search and 70 from harvest referencing, which totalled 602 studies. Removal of duplicated and screening

of titles and abstracts led to 578 studies being excluded. The remaining 24 potential papers were screened against the following inclusion criteria:

1. Written in English
2. Focused on UK context to reflect ongoing developments or changes in government policy with regards to Youth Justice Services
3. Written between 1998 and 2018 to reflect the introduction of the Youth Justice Service and any ongoing developments or changes in government policy
4. Reported primary data and had implications for educational psychology practice within the youth justice field

In turn, this resulted in a further 14 papers being excluded as they did not fully meet the inclusion criteria, leaving the final number of relevant studies at 10 (Appendix 2), all of which were unpublished theses. Although this is thought to raise questions regarding quality, McLeod and Weisz (2004) report that in a comparison between published research and dissertations, the latter were superior on the composite for methodological quality, thus making their inclusion in this SLR both valid and useful.

A Preferred Reporting Items for Systematic Reviews and Meta Analyses (PRISMA) flowchart (Moher, Liberati, Tetzlaff, Altman, & Prisma Group, 2009) illustrates the number of studies at each stage of the review (Figure 1). This process yielded 10 studies which met criteria.
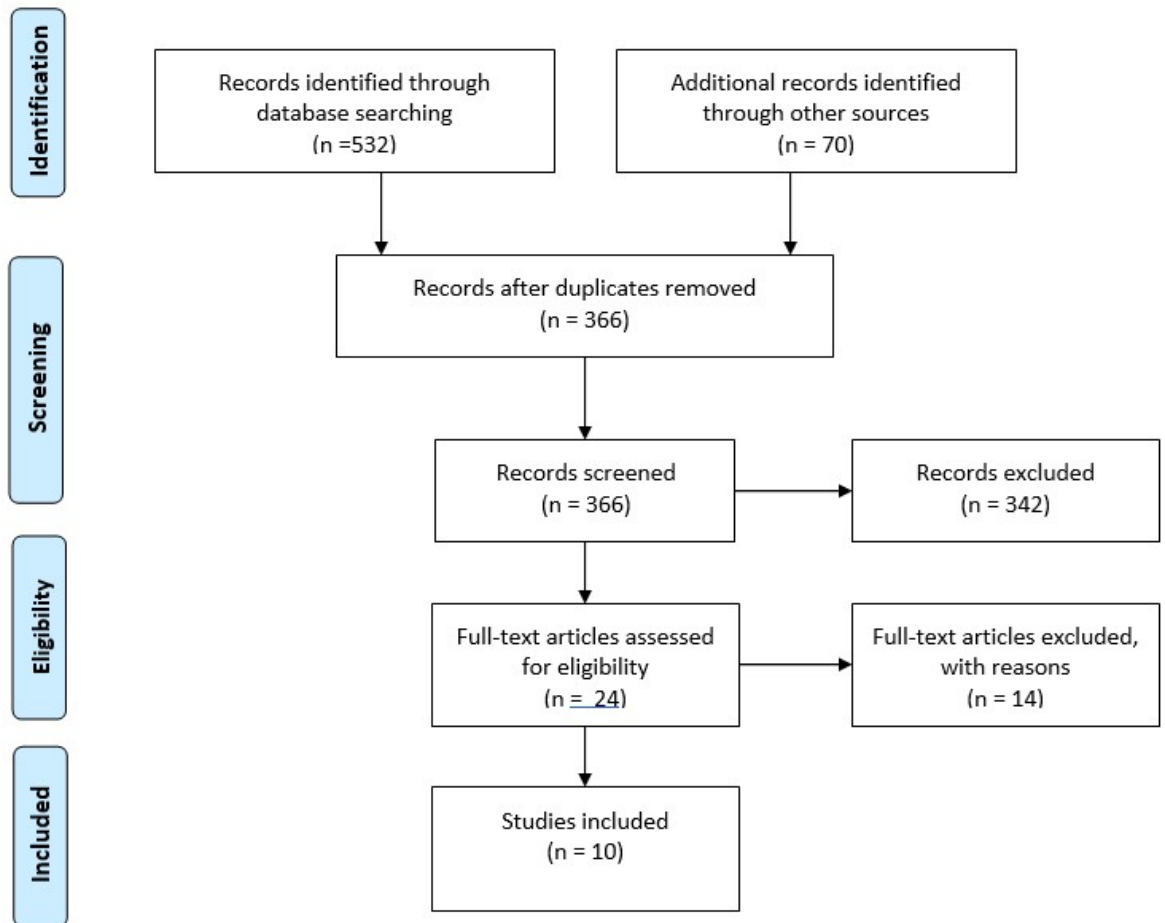
Figure 1: PRISMA flowchart highlighting the literature selection process of the review

Assessment of Quality

Gough's (2007) Weight of Evidence (WoE) framework was used as a process for assessing the research quality of the 10 papers. This focused on:

• Methodological quality (WoE A)
• Appropriateness of focus (WoE C)

Methodological quality (WoE A) was assessed using qualitative and quantitative scoring frameworks developed by Bond, Woods, Humphrey, Symes and Green (2013). Qualitative investigations were assessed using a framework (Appendix 3) which identified 12 criteria, including: the appropriateness of the research design, analysis close to the data, evidence of explicit reflexivity, negative case analysis and valid and

transferable conclusions. Each paper assessed against the criteria could achieve a total score between 0-14, with each criterion having a score between 0-1 or 0-2.

Quantitative investigations were assessed using a framework (Appendix 4) which identified 16 criteria and included: comprehensive data gathering, reduction of bias, missing data analysis, limitations of the research considered, and implications of findings linked to rationale of research questions. Each paper assessed against the criteria could achieve a score between 0-16.

The first researcher undertook training and supervision in the use and calibration of both the qualitative and quantitative critical appraisal frameworks and inter-rater checking was utilised. The author coded and held moderation discussions for 30% of the sample (three papers). This aimed to ensure consistent interpretation and scoring against the criteria (Appendix 5).

On completion, the scores gained were converted into percentages to ensure fair comparison. Mixed-methods studies which had both quantitative and qualitative components included only the highest score. Percentages were then banded into quality judgements: reports which scored 33% or below were considered to be of low quality, 43-66% for medium quality and 67-100% for high quality.

Each study was also evaluated in terms of the 'appropriateness of focus' (WoE C), which evaluated whether the focus of the study provided direct evidence of the contribution and evaluation of the EP role when working with YJSs. Scores of 0,1 or 2 were awarded in relation to this, with 0 being low in focus, 1 medium and 2 high (Appendix 6). Quality ratings for both methodological quality (WoE A) and appropriateness of focus (WoE C) were then combined to gain an overall composite (WoE D).

Data Extraction and Synthesis

Each of the papers was read at least twice and relevant content was extracted to complete each of the columns in Table 1. The information presented formed the basis for a thematic synthesis (Thomas & Harden, 2008) of the ten studies (See appendix 7 for data trail of coding to theming).

Table 1: Data extraction of the ten studies

Study Date Location	Research aims	Sample	Data collection method	Summary of findings Implications for the function of EP role	WoE A Quality	WoE C Focus	WoE D Overall Composite
Davidson 2014 England	Identifying enabling factors in restorative justice interventions	4 Youth offending team case managers (2 male 2 female)	Group interview	• Training of other professionals through sharing of models and knowledge regarding learning • Advising other professionals about learning development • Supporting skill development of case managers • Supervising other professionals drawing on skills of consultation and reflection • Applying problem-solving approaches • Planning, implementing and evaluating interventions	Medium	Low	Low/Med
Games 2014 England	Identifying factors for reducing risk of offending for vulnerable children	5 participants aged 10-15 years old (2 males 3 females)	Semi-structured interviews with each participant	• Advice and consultation to the YJS • Casework within the YJS • Support YJSs in developing, adapting and evaluating the impact of interventions • Research within the YJS	High	Low	Medium

Hall 2013 England	Exploring the characteristics of a successful working relationship between an EP and young offenders	20 educational psychologists completed the online questionnaire 8 educational psychologists were interviewed	Online questionnaire Interviews	• Working holistically and multi-systemically • Assessment of academic strengths and needs • Sharing knowledge about learning needs and child development • Identifying appropriate educational settings • Working collaboratively to improve engagement and attendance • Evaluation of practice • Supporting the reflection process of YJSs	Medium	Medium	Medium
Jane 2010 England	Investigating how professionals perceive the support and impact of peer supervision from an EP	7 Participants: 2 YJS workers 3 workers from integrated youth support service 2 youth intervention officers from the police force	Action research: using peer supervision to gain feedback Pre and post semi-structured interviews Reflective diary by trainee educational psychologist	• Meeting training needs • Ability to explicitly link psychology with practice and share this • Work systemically and manage group processes • Provide supervision to other professionals	Medium	High	Med/High

Newton 2014 England	Exploring the usefulness of Narrative Approaches in educational psychology practice with young people who have offended	6 participants aged 14-15 years: 3 from an alternative provision resourced unit 3 who were currently known to the YJS	2 x Interviews per participant to create stories for narrative analysis	• Intervention through therapeutic work and strength-based approaches • Training of other professionals regarding Narrative Therapy approach • Multi-agency working to develop problem-solving approaches • Early intervention development • Supporting other professionals to develop relationship skills • Supporting other professionals in reflective processes • Advocating for young people • Giving young people a voice • Assessment of needs	High	Medium	Med/High
O'Carroll 2016 England	Identifying the barriers and facilitators of educational inclusion and engagement from different stakeholders' perspectives	7 professionals from within the YOS 7 professionals from within education, employment or voluntary sectors 7 young people between 15-17 years old	Semi-structured interviews	• Holistic assessment of educational needs • Training schools • Application of psychology across different systems and levels • Providing an understanding of educational needs and ways of supporting this • Collaborative working with families, schools, young people and YOSs	Medium	Low	Low/Med

Ozarow 2012 England	An exploration of youth offenders' perceptions of their educational experiences	7 participants 14-18 years old (5 Male and 2 Female) in first interview 5 participants in second interview (4 Male and 1 Female)	Two sets of semi-structured interviews	• Training school staff and supporting the delivery of therapeutic work • Psychological assessment • Developing and support interventions • Developing other professionals' understanding of educational impact and reasons for disengagement	High	Low	Medium
Parnes 2017 England	Developing and investigating the use of a self-review framework designed for YOTs	9 YJS workers participated in semi-structured interviews 2 workshops with YJS managers	Action researchusingsemi-structured interviews Analysis of case records	• Assessment of needs • Identifying appropriate educational provision • Identifying barriers around a young person • Supporting school transition • Reviewing educational practice • Eliciting the voice of children, young people and their families • Training of YJS regarding SEND • Providing supervision for YJSs • Developing Post-16 interventions	High	High	High

| Swift 2013 England | Exploring the community's perceptions of the school's role in preventing and protecting children and young people from crime | Focus groups:

42 school pupils aged 10-14 (22 M and 20 F)

6 youth workers
5 charity youth group mentors
8 teachers
2 Teaching assistants
4 police officers

Interviews:
3 learning mentors
1 headteacher
1 youth services manager
1 head of youth crime prevention team
1 gang and serious youth violence leader | 12 focus groups. 5 groups were organised by job role e.g. all youth workers, all teachers etc. and the 7 school focus groups were organised by year groups and school i.e. Year 7 pupils from school A, Year 7 pupils from school B etc.

Semi-structured interviews | • Supporting school to meet the development and SEMH needs of young people
• Preventative and interventionist work within the community
• Engaging children and young people
• Understanding behaviour in a range of contexts
• Working within systems surrounding the young people
• Advising in a holistic manner
• Contributing to evidence base of interventions
• Work collaboratively with schools, parents and agencies | High | Low | Medium |

| Wyton 2013 England | Exploring a consultation model of EP service delivery to the YJS. | 208 questionnaire responses (heads of service, YJS manager, YJS caseworker and specialist staff)

3 focus groups:
6 staff from prevention team
 5 case managers
3 support workers

7 consultations with 6 staff (YJS staff and prevention team)

Focus group with 5 consultees | Action research including: Online questionnaire; 4 focus groups and 7x1 hour consultations | • Training with YOS
• Discussion of individual cases
• Consultation
• Developing problem solving skills
• Developing understanding of a situation and new ways of working among other professionals | Medium | High | Med/High |

Findings

Overview of Findings

Seven of studies were exploratory and investigative and three action research studies (Jane, 2010; Parnes, 2017; Wyton, 2013) were evaluative. Two of the studies adopted a mixed methods approach (Hall, 2013; O'Carroll, 2016), one used a case study design (Games, 2014), one used narrative oriented inquiry (Newton, 2014) and three adopted qualitative methods through the use of semi-structured interviews (Ozarow, 2012); group interviews (Davidson, 2014) and both semi-structured interviews and focus groups (Swift, 2013). All 10 of the studies were conducted in England and were completed between 2010 and 2017 as a professional training doctoral thesis.

Three of the papers explored direct EP involvement with YJSs, including the use of a consultation model of delivery (Wyton, 2013), a self-review framework (Parnes, 2017) and peer supervision for YJS workers (Jane, 2010). Davidson (2014) further explored enabling factors in supporting YJS workers to deliver restorative justice interventions.

Four of the papers included direct involvement with young offenders: Newton (2014) explored the usefulness of a narrative approach for CYP known to the YJS; Hall (2013) investigated the characteristics of a positive working relationship between a YP and an EP; Games (2014) identified factors for reducing offending and Ozarow (2012) elicited CYP's perceptions of their educational experiences.

The final two papers adopted a more holistic approach and explored stakeholders' and community perspectives of barriers and facilitators to educational inclusion and the school's role in reducing offending (O'Carroll, 2016; Swift, 2013). All of the studies identified a rationale for EP involvement in working with those known to the YJS or with the professionals who support them. They further explored the implications their findings may have for the future of EP practice in relation to working with YJSs. Detailed below is a thematic synthesis (Gough et al., 2013) of all 10 studies, from which both surface and latent themes were derived (Braun & Clarke, 2006). These findings should be read together with the aggregated summary presented in Table 1.

The Functions of the Educational Psychologist Role

The research shows that EPs can, and are, working across the three levels of working: individual, group and organisational, and are able to utilise the five core functions (Scottish Executive Education Department, 2002, as cited in Fallon et al., 2010) plus some additional functions, when working with YJS professionals or CYP known to the YJS.

Consultation

Wyton (2013) found a common thread within YJS meetings, in which the individuals wanted to explore different ways of working with CYP due to a feeling of being 'stuck'. Those who participated in EP consultation had found an educational perspective useful in enabling them to conceptualise the problem in a different way (Wyton, 2013). Jane (2010) found that participants in EP consultations appreciated advice around strategies and perceived the EP in an 'expert' role.

Assessment

Across the research, assessment was a frequent theme. O'Carroll (2016) found unidentified SEND was a barrier to educational inclusion for young offenders and that EPs are considered to be well placed to holistically assess CYPs' behavioural, psychological, emotional and educational needs. Interestingly, EPs felt that most of their work within the YJS was assessment based and that use of specialist assessments to identify areas of strength and need was a way to support young offenders in moving forwards and reducing offending (Hall, 2013; Parnes, 2017). It was also suggested that psychological assessment facilitates appropriate school-based intervention, educational placement and a clearer understanding of a person's needs prior to transition from custody back into the community and education (Newton, 2014, Ozarow, 2012, Parnes, 2017).

Intervention

Although six studies cite the EP's role in intervention, only Newton (2014) explicitly identifies an intervention for young offenders, describing a 'narrative approach' that can support increased emotional and motivational space to develop self-identity with regards to learning. Newton (2014) concludes that EPs are ideally situated to address

emotional well-being within an early intervention framework. Further support for a role within therapeutic intervention was evident in the implications for practice across other research (Ozarow, 2012), with a specific suggestion of support to those experiencing anxiety in relation to education (Parnes, 2017).

Swift (2013) proposes that to protect young people from crime, there is a need for schools to receive greater support in meeting CYPs' social, emotional and mental-health needs. She indicates that EPs can provide this through intervention that is responsive to the local context and continuous, rather than one-off.

Some studies focused on collaborative working with YJSs to support the development of interventions for CYP who are not in education, employment or training (NEET) due to disengagement (Ozarow, 2012). Others looked at supporting the differentiation and adaptation of intervention based on EPs' knowledge of learning and language development (Games, 2014). Games (2014) further suggests that EPs are appropriately skilled to facilitate the evaluation of interventions carried out by the YJS.

Research

The papers included within the review were written by EPs or trainee EPs and all highlight implications for EP practice; evidencing a link between research and practice within the EP role. One piece of research explored current EP practice with young offenders and highlighted key points for forming relationships in such work (Hall, 2013). Some research exampled direct work with YJSs to support them in developing practice or in exploring and changing the systems within which they work (Davidson, 2014; Parnes, 2017). Similarly, two studies used action research to further explore links and ways of working between the educational psychology service (EPS) and the YJS within their respective LAs (Jane, 2010; Wyton, 2013). Other research worked directly with CYP known to the YJS to explore and gain an understanding of their needs and their views (Games, 2014; Newton, 2014; Ozarow, 2012). Finally, two of the studies adopted a wider lens and drew on information from a variety of stakeholders working and living within many different systems to explore perceptions of educational inclusion and the role of the school in preventing and protecting young people from crime (O'Carroll, 2016; Swift, 2013).

This supports the notion that EPs can work within a dual role as both a researcher and a practitioner, but that they are also able to work within many systems as suggested by Fallon et al. (2010).

Training

Although not explicitly explored or evaluated within the research, many of the findings suggest that there are implications for EPs to provide more training to YJSs (Jane, 2010; Newton, 2014; Ozarow, 2012). Two of the focus groups in Wyton's (2013) research identified that they would find more training useful. Parnes (2017) went onto further elaborate that training YJS staff in developing their knowledge and understanding of SEND would prove helpful. Jane (2010) identified that attachment theory and knowledge of developmental psychology were missing from continuing professional development for those supporting vulnerable young people and felt training in these areas would be useful in such roles.

Engaging, listening and giving voice to CYP and families

A key principle of the CoP (DfE, 2015) is listening to the views of CYP and their families and is something which EPs do within their role. With regards to a youth justice context, the research suggests that EPs are trained to skilfully engage CYP (Swift, 2013). Parnes (2017) further proposes that working with the families of CYP known to the YJS may help to establish if attitudes and experiences are acting as a barrier to educational engagement and progress for the young people. Newton (2014) further explained that through using narrative oriented inquiry, it was found that actively listening and drawing on this framework meant that the co-constructed views, experiences and rights of young people were advocated for. This was felt important when trying to re-engage CYP with learning and in redressing the power imbalance between the CYP and the, sometimes, negative narratives surrounding them.

Providing supervision

Jane's (2010) action research evaluated how other professionals perceived the support and impact of peer supervision from an EP. The supervision drew on a solution focused framework (De Shazer, 1985) and was offered on a monthly basis to the professionals for 6 months. The findings suggested that the EP was valued by the professionals,

allowing time for talk and facilitating reflection. Davidson (2014) suggests that through supporting other professionals to reflect on their practice, EPs can support professional development. It was also shared by Jane (2010) that the participants of the research had found the reflective process useful . They reported that self-reflection of practice was one of the most impactful changes to come from the supervision sessions; sharing that it gave them more confidence when working with CYP.   Parnes (2017) indicated that within the YJS there is a lack of reflective supervision for professionals and felt that this identified a gap in the potential role of the EP.

Evaluating practice

Two of the studies identified the evaluation of practice as an ongoing and future function of the EP role. Hall (2013) identified that EPs use evaluation post-involvement to measure the impact of their work with young offenders but highlighted that subjective measures, such as self-reports and consultation reviews, were often chosen. Parnes (2017) suggested that prior to EPs beginning work within the YJS context, the process of reviewing and evaluating the educational practice of the service may serve as an invaluable starting point.

Further evidence of evaluation of practice came from Jane (2010) and Wyton (2013), whose action research made use of evaluation to ascertain what had, or had not, been useful to the YJS workers with regards to consultation and supervision.

Supporting transition processes

YJS workers within Parnes' (2017) research identified that the transition from primary to secondary school was a vulnerable time for the CYP they worked with. Parnes (2017) felt that this linked with the disengagement from school and exclusion experiences in Year 7 that were recorded in the EP and YJS case records. Parnes (2017) therefore highlights that this has implications for the role of both the EP and schools in supporting effective transitions.

Case work involvement

Wyton's (2014) findings identified that participants valued having direct access to an EP with regards to being able to discuss and share casework. Games (2014) further supports this and implies that casework is a helpful way to support concerns regarding a specific

young person or issue, and that EPs could easily develop and transfer this role from the school context into the YJS context.

Applying psychology

Throughout the research there is evidence of the application of psychology, for example: Bronfenbrenner and Morris' (2006) Eco-Systemic Model was used by Newton (2014) to develop questions within a narrative oriented inquiry (Hiles & Cermák, 2008). Also, Phelan, Davidson and Cao's (1991) Multiple Worlds Model and the Dimensional Theory of Learning (Illeris, 2007) were both utilised to conceptualise and frame the narratives shared by the young people. Furthermore, Jane (2010) applied and framed supervision sessions on Solution Focused approaches (De Shazer, 1985) .

It was also noted that professionals valued the psychologist's ability to place practice within psychological contexts by drawing on attachment theory (Bowlby, 1958) and developmental psychology. Wyton (2014) adopted a consultation model (Wagner, 2000) within their action research. Hall (2013) also identified that a variety of theories and models were being applied by EPs in their work with young offenders. This included: solution focused approaches, person-centred approaches, Cognitive Behavioural Therapy, Motivational Interviewing and person-centred psychology. It is suggested by Hall (2013) that EPs are able to apply theories and models to many diverse contexts in order to meet needs.

Offering a different perspective

In relation to above, the application of psychology and ability to use a holistic lens often further facilitates EPs to be able to offer those they work with a different perspective of a problem. The need to consider other possible hypotheses is something which was reiterated by Ozarow (2012). Newton's (2014) findings suggest that a key role for EPs is often being able to understand and unpick complex narratives so that alternative, hopeful and realistic stories, which draw on the individual experiences, can be developed.

Sharing knowledge and psychology

In addition to applying psychology, EPs often share psychology and their knowledge with those they work with and support. Throughout the research there was evidence

of the sharing of psychology, particularly in the action research (Jane, 2010; Parnes, 2017; Wyton, 2014). However, others referenced the impact sharing can have for others. Davidson (2014) identified that enabling learning through the sharing process was seen as being important from the interviews with YJS workers; specifically sharing knowledge of models of change to support them in their casework. Wyton (2013) further noted that the introduction of psychological knowledge enabled workers to both think and work differently.

Developing problem solving skills

Aligned with the previous acknowledgement by Wyton (2013), the researcher further explains that the use of consultation as a problem-solving model is beneficial in developing ways of thinking about a problem. Although it is identified that other problem-solving models may have also been beneficial; it does not deter from the idea that EPs are able to support the development of a range of productive problem-solving approaches with those they work with (Ryrie, 2006).

Developing relationship skills

O'Carroll (2016) identifies that some of the barriers and facilitators to delivering effective intervention to young offenders is related to relationships across many levels: peers, family and professionals. The study identifies that good relationships are often viewed as vital. Where possible, involvement of parents within the work is deemed effective. O'Carroll (2016) further discusses how EPs can work at all levels of a young person's support system and are able to develop relationships and skills to further facilitate effective intervention. Newton (2014) further suggests that EPs would be able to promote better relationships between school staff and young people known to the YJS through their work through supervision and self-reflection.

Multi-agency working at individual and systemic levels

Much of the research acknowledged that EPs can and do work as part of multi-agency teams and that an opportunity to work alongside YJSs is one in which EPs would be able to utilise their skills and knowledge, as well as being able to apply psychology across many levels (Games, 2014; Hall, 2013; Newton, 2014; O'Carroll, 2016). Jane

(2010) exemplified how participants within the research had noticed how they were using newly taught skills from supervision within their own multi-agency work.

The findings in Parnes (2017) suggest that YJS workers would find it useful for EPs to work with the system around the young people, including professionals and family, to help identify some of the barriers facing CYP. Parnes (2017) further proposes that there tends to be several professionals involved with young offenders, due to complexities often surrounding a young person, and that EP input may be best placed within the YJS system, rather than directly with the individual.

The suggestion that EPs may have a greater impact working collaboratively and with systems is also reiterated by Davidson (2014), who suggests that wider systems impact upon a young person's behaviour; therefore, working in isolation will only have a limited impact and only emphasises the need for multi-agency and systemic work (cf Swift, 2013).

Discussion

Summary of Findings

The current study is the first to systematically review the existing literature which outlines EP practice within youth justice work, with the aim of investigating the role and functions of EP practice within this area. The study highlights that there has been relatively limited research within this area, with only ten studies included in the review - all of which are unpublished doctoral theses. Whilst the relatively small dataset of the present study presents an inherent limitation, the findings clearly highlight the core functions of the EP role (Fallon et al., 2010) and give insight to the value of applied psychology within the field.

Implications for Understanding of the Educational Psychologist Role

A distinguishable thread within the review findings is that of EPs as science-practitioners, which is seen as being a distinct contribution to the services they provide (Fallon et al., 2010; Frederickson, 2002; Lane & Corrie, 2006; Woods & Bond, 2014). Lane and Corrie (2006) propose a framework of four functions for the scientist-practitioner psychologist role:

- Think effectively - incorporating judgement, reasoning, decision-making and problem-solving skills

- Create formulations which are grounded in psychological theory

- Act effectively – including the planning and monitoring of effective intervention

- Evaluate ourselves and our work for development purposes

Within the findings these four functions are evidenced through the research process and through the utility of skills and processes within the EP role when working with YJSs. Figure 2 shows how these four functions of the scientist-practitioner role occur across all levels of EP work and exemplifies how the specific functions of the EP role fit within the scientist-practitioner model. Although this model draws on findings related to a youth justice context, it is plausible to propose that understandings of the model can be applied to other contexts within which EPs may work.

Figure 2: A proposed scientist-practitioner model of the educational psychologist role across all levels of working

Think effectively

Lane and Corrie (2006) identify that EPs can apply their judgement and reasoning skills within their work and that using a systematic approach, through the application of frameworks, the process is transparent and open to critical reflection. During university training, trainee EPs are exposed to numerous frameworks in practice which aim to "develop and support robust and accountable professional methodology" (Kelly, Woolfson & Boyle, 2006, p.12). However, Wicks (2013) suggests that within real-world practice there needs to be more transparency from EPs about the

frameworks they are drawing on, so that conduct and practice guidelines are met (British Psychological Society (BPS), 2017; 2018, Health and Care Professions Council (HCPC), 2015; 2016). Within this research there was evidence of frameworks being used in practice, for example: consultation model (Wyton, 2013), Solution Focused approach (Jane, 2010) and Narrative Oriented Inquiry (Newton, 2014).

Formulate

Lane and Corrie (2006) identify how formulation is the foundation of psychological practice. Within the findings there is evidence of drawing upon a wealth of theories, not only in research, but in everyday practice (Hall, 2013; Jane, 2010; Newton, 2014; Wyton, 2013). However, Lane and Corrie (2006) also acknowledge that when working within social processes and social constructs, the use of co-construction and collaborative approaches allow EPs to consider their own and others' worldviews, without imposing (cf HCPC, 2015; 2016).

Working collaboratively, gaining others' perspectives and adopting a holistic lens enables EPs to consider variables across different levels and systems and to think about what may happen when these variables are changed or tested. Through explicit sharing of this, and bringing psychological theory to the forefront of their practice, EPs enable others to think and work differently (Wyton, 2013). As formulation should have substantive implications for change (Lane & Corrie, 2006), it is important that formulation is co-constructed such that people have ownership and recognition of their construction within this. It is this co-construction which enables an EP to empower others with the skills and knowledge needed for them to be part of the solution (Kelly & Gray, 2000).

Act effectively

This reflects the ways scientist-practitioners can "create, innovate and invent" (Lane & Corrie, 2006, p. 3). It considers how EPs translate theoretical understanding into useable strategies and plans. EPs have shown to be able to adopt a multi-agency approach across individual and systemic levels (Fallon et al., 2010). Acting effectively within wider systems and with other agencies is suggested to have a greater impact upon a young person's behaviour (Davidson, 2014; Parnes, 2017; Swift, 2013). Within

the EP role, this may be addressed through developing relationship skills, engaging CYP and families, training and supporting transition processes.

More direct work may take the form of assessment and intervention. The findings show that assessment and identification of strengths and needs is considered valuable by YJS workers (Hall, 2013; O'Carroll, 2016; Parnes, 2017) and is sometimes helpful in confirming or falsifying a hypothesis. EPs are skilled in facilitating the planning and implementation of intervention. By working in context, EPs can provide intervention that is responsive to the local context (Swift, 2013) and consider wider impacting variables.

Evaluate

Lane and Corrie (2006) suggest that evaluation requires the ability to systematically critique work. The findings within this study show that, within their role, EPs often self-reflect and evaluate their own and others' practice, evaluate the interventions and strategies they put in place and can support continued professional development through such processes (Davidson, 2014; Hall, 2013; Jane, 2010; Parnes, 2017). Although, Hall (2013) identifies that EPs may sometimes choose subjective measures, such as self-reports and consultation reviews this is often appropriate as it considers the experience and perspectives of those implementing or experiencing the proposed strategies or interventions.

As a profession, EPs experience regular supervision which is often set within a framework (Dunsmuir & Leadbetter, 2010), although this is not necessarily true of all other professionals working with vulnerable CYP (Parnes, 2017). Nonetheless, self-reflection of practice through supervision processes is valued as being one of the most effective catalysts for change in practice (Jane, 2010). For EPs, evaluation is a vital skill and as Lane and Corrie (2006) point out: without evaluation, one cannot be skilled in one's practice.

Implications for Educational Psychologist Practice

The findings of the current research contribute to the understanding of how the functions of the EP role can be utilised in supporting and working with YJSs. They demonstrate how the core functions, used predominantly in a school context, may also be used in a different context and how EPs' ability and knowledge of working within

wider systems and organisations enables them to work flexibly. Furthermore, they identify ways EPs can work as modern scientist-practitioners within a real-world context and, in doing so, are able to share psychological knowledge with wider audiences to benefit understanding and practice for other professionals and service providers.

When considering how functions are to be transferred across contexts it will be of importance to gain a base understanding of the systems in which YJSs work, as the justice system differs to the education system within which EPs often find themselves (Fallon et al., 2010). Furthermore, knowing what 'gap' it is an EP can fill will be important when thinking about the what services the EPS can offer and what YJSs are willing to commission (Lee & Woods, 2017).

Review Limitations

There is a narrow geographical spread in the studies used, with all studies being conducted in England. This means that there is possibly a limited overview of EP practice within the context of working with YJSs. Furthermore, each of the studies were conducted within LAs where the researcher tended to be working. The localised nature of this may reduce generalisability due to LAs having different priorities and commissioning services. Finally, the study only reviewed empirical data; incorporating reflective opinion or discussion pieces, may have offered further insight to experiences and practice within the context.

Implications for Future Research

Similar research incorporating studies from wider geographical locations or other forms of evidence may provide a useful extension to the current study. Within the findings one theme which showed to be embedded within the scientist-practitioner model and the EP role was that of 'engaging, listening and giving voice to CYP and families '. Further research about how EPs are able to support YJSs in this area may provide a useful insight as to how the YJS can promote the rights of children (United Nations, 1989). Through action research, further exploration of what functions of the EP role YJSs find most useful, or the development and evaluation of interventions used within the YJS context, will provide useful additions to the evidence base.

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Paper 2: Eliciting and Integrating Views of Children and Families Within the Work of Youth Justice Services: What Can Educational Psychologists Contribute?

Prepared for in accordance with the author guidelines for submission to the journal Educational Psychology in Practice (Appendix 1)

Eliciting and Integrating Views of Children and Families Within the Work of Youth

Justice Services: What Can Educational Psychologists Contribute?

What is the Youth Justice Service?

Youth Justice Services (YJSs) are placed within local authorities (LAs) and work in accordance with the 1998 Crime and Disorder Act, which stipulates the requirements of the service (Youth Justice Board (YJB), 2019). The overall responsibility of the YJS is to reduce offending of youth populations by reacting promptly to offending behaviour and the initial signs of such behaviour through prevention, diversion and intervention (Crawford & Newman, 2003; Taylor, 2016; YJB, 2019).

In addition, the YJS are expected to adhere to the Standards for children in the youth justice system (YJB, 2019). Underpinning these standards is the 'child first' principle. It is suggested that the standards support youth justice workers (YJWs) in adhering to this principle throughout their work by ensuring that:

1. Prioritise the best interests of children, recognising their needs, capacities, rights and potential.

2. Build on children's individual strengths and capabilities as a means of developing a pro-social identity for sustainable desistance from crime. This leads to safer communities and fewer victims. All work is constructive and future-focused, built on supportive relationships that empower children to fulfil their potential and make positive contributions to society.

3. Encourage children's active participation, engagement and wider social inclusion. All work is a meaningful collaboration with children and their carers.

4. Promote a childhood removed from the justice system, using prevention, diversion and minimal intervention. All work minimises criminogenic stigma from contact with the system.

(YJB, 2019, P.6)

The Importance of Eliciting Views

It is within everyone's rights to have their views heard. Article 19 of the 1948 Universal Declaration of Human Rights (UHDR) states that everyone has the freedom of expression (United Nations, 1948). Furthermore, article 12 of the 1989 the United Nations Convention on the Rights of the Child (UNCRC) (United Nations, 1989) states the right for all CYP to be able to express their feelings and views on all issues affecting them, and that those views be considered and taken seriously (O'Quigley, 2000; United Nations, 1989).

The aim of working within a 'child first' principle is to uphold the rights of the child (YJB, 2019). One of the ways in which YJWs support this principle is through eliciting and implementing the views of CYP and their families as part of their role in supporting them. This person-centred approach begins with an individual and utilises tools to identify that person's wishes from their own perspective (Department of Health, 2001, P49). The basis is grounded in the belief that, through acceptance, empathy and facilitation within a relationship, people are able to use resources within them to develop self-understanding and change of their behaviours and self-perspective (Rogers, 1979). Sanderson and Lewis (2012) further share that person-centred practice can be effective in giving voice to people, supporting them in finding solutions and making change within their lives. Similarly, Hayes (2004) promotes such practice for its facilitation in creating meaningful participation. It is through true participation in decision-making processes that people tend to take more responsibility for their progress (Sutcliffe & Birney, 2014).

Educational Psychologists' Experiences of Eliciting and Implementing Views

Much of the work that EPs are concerned with, particularly statutory advice for Education, Health and Care Plans (EHCPs), is underpinned by the Children and Families Act 2014 and the Special Educational Needs and Disabilities (SEND) Code of Practice (Department for Education (DfE), 2015). Within this statutory guidance, it is made clear that LAs must have regard to the views and feelings of CYP and their family, and their participatory role in decision making. As the fundamental role of the EP, as highlighted by Fallon, Woods and Rooney (2010), is to support and improve outcomes for CYP through the application of psychology; ensuring that views are heard and that

participation is achieved is integral to the ways in which they work. The British Psychological Society (BPS, 2015) clearly identify in their guidance that a person-centred approach should always encompass the process of providing advice.

EPs often work with marginalised groups and advocate for them to try and promote inclusivity and equitability. They support CYP with a wide breadth of SEND (DfE, 2015). Meaning they are experienced and well placed in ensuring views are both elicited and included in plans (Kelly & Gray, 2000) from groups who may be deemed vulnerable. This is achieved through a number of ways: discussion-based methods, task related procedures, therapeutic based approaches, specific measures and indirect methods (Harding & Atkinson, 2009).

Working in Partnership

Several LA educational psychology services (EPSs) work closely with the YJS and, as such, are able to offer a range of support (Farrell et al., 2006). Doing so requires inter-disciplinary working, which remains one of the outcomes of the Crime and Disorder Act 1998 regarding the development of YJSs, which are to consist of education, health, care, police and probation agencies (Ryrie, 2006).

One of the key benefits of inter-disciplinary working is to address social exclusion (Fitzgerald & Kay, 2008), an often-reported aspect associated with CYP who offend due to factors of vulnerability (Ryrie, 2006), and from the stigma surrounding youth justice (Barry & McNeill, 2009) – all of which can have a criminogenic effect.

However, inter-disciplinary working can be difficult to establish due to several barriers: fragmentation in central government service planning and delivery; current structural and work arrangements within local government; cultural differences across agencies and lack of clarity around roles and responsibilities (Fitzgerald & Kay, 2008; Ryrie, 2006)

Since 2008, many LA EPSs have adopted a partially or fully traded model of service delivery (Lee & Woods, 2017), which has offered greater opportunity to work across a breadth of contexts and with a wider variety of services. This can sometimes allow EPs to become a peripheral member of another service or team for a temporary period to support ongoing projects or outcomes which require collaboration of other agencies (Fitzgerald & Kay, 2008).

Given the above, the aims of the current study are to explore and consider the following research questions:

1. Why and how do youth justice services elicit the views of children, young people and their families?

2. How do youth justice services integrate the views of children, young people and their families?

3. How could educational psychologists support youth justice services in the eliciting and integration of views of children, young people and their families?

Method

Epistemological Position

This research was approached from a critical realist position (Bhaskar, 2008), which is placed between the positivist and constructivism paradigms (Kelly, Woolfson & Boyle, 2008). Critical realism postulates that reality materialises from human perception, meaning there may be many viable interpretations (Maxwell, 2012; 2015), whilst also understanding that human perception represents a small part of a more extensive reality (Fletcher, 2017). Acknowledging the importance of participants' views, while accepting that there is a reality within the system in which they work, aligned with the fundamental approach to the research.

Design

To answer the research questions, an interview survey design was implemented and an audio recorded, face to face semi-structured interview method was used with youth justice workers to provide an in-depth exploration (Cohen, Manion & Morrison, 2017).

Participants

As the research required knowledge and experience of a specific issue, participants were recruited through purposive sampling (Cohen et al., 2017). The researcher asked EPs who are part of a working group interested in joint work between EPSs and YJSs to forward details of the study onto YJS leads within their respective LAs. The researcher also emailed additional YJS leads whose LAs were not represented by an EP in the

working group. In doing so, five English LA YJSs contacted the researcher to volunteer in the research.

Drawing on data collected from Public Health England (PHE, n.d.) and the Office for National Statistics (ONS, n.d.), the researcher was able to identify that the two had similar numbers of 10-17-year olds residing within the authority and, for the year 2017/18, they had a similar rate of first-time entrants into the youth justice system (Appendix 8). Furthermore, they were both large urban towns geographically positioned closely to main cities.

From the two LA services, nine participants volunteered to participate. The participant sample consisted of seven females and two males whose role was either as a youth justice officer or a crime prevention worker. All worked with CYP and families as part of their role. The length of experience within role ranged from 5 months to 14 years.

The two YJSs involved in the study did not yet have an EP embedded within their services, this meant that, alongside understanding the YJW role in eliciting and integrating views, the focus of the research was to establish what the YJWs saw as the potential for the role of the EP in an ideal world. Involving services which may have more established inter-agency working with EPs may have provided a different perspective to those identified within the present study. However, given the voluntary and opportunistic nature of sampling, together with indications of low degree of active involvement of EPs with YJSs, this was not possible.

Data Gathering

Prior to collecting data, collaborative work with a service lead for the YJS from another LA provided the basis for the development of the questions used as part of the interviews). This collaboration gave the researcher opportunity to develop an understanding of the context and the systems within which the YJWs work. Through the use of the Second-Generation Activity Theory Model (Leadbetter, 2007) the YJS manager was able to support the researcher in conceptualising the process of eliciting and integrating the views of children, young people and families within the youth justice context. It was deemed important that this knowledge was gained prior to the interviews so that the researcher had a base understanding of the systems and

processes within which the participants worked, and to ensure that questions being asked were relevant and appropriate.

Through this process the semi-structured questions developed were framed within the Second-Generation Activity Theory Model (Leadbetter, 2007) as this allowed for some focus to be inserted (Appendix 9) and provided a framework when carrying out deductive analysis. However, the less structured aspects of the interview allowed opportunity for participants to describe their experiences and thoughts in greater detail. Kvale (1996) shares that semi-structured interviews allow the researcher to unpick the interpretation of others' experiences. This approach of understanding individual perceptions, while also acknowledging the wider systems, coincided well with the critical realist position taken.

The interviews took place at the participants' location of work , were audio-recorded and fully transcribed. In addition, notes were made by the researcher to supplement the audio recordings (Appendix 11).

In an interview such as this, participants may have had concerns regarding confidentiality so to reassure participants about the boundaries of confidentiality, they were reminded that all data would be anonymised and stored in a secure electronic system. As an outsider from another profession, the researcher was aware of how there may have been a power imbalance. To address this, the researcher was transparent about why the research was being done, shared all resources, including question prompts, explained why the Second-Generation Activity Theory Model (Leadbetter, 2007) (Appendix 12) was being used, what would happen following the interviews and aimed to build a rapport.

Data Analysis

Data from the interviews were analysed using the six-stage thematic analysis proposed in Braun and Clarke's (2006) model (Appendix 13) , an approach which allowed the research questions to be investigated through data driven analysis, while also ensuring that the data provided adequate information and sufficiently answered the research questions. A hybrid deductive-inductive approach was used when coding) and analysing the data as this was consistent with the critical realist stance taken. Inter-rater coding with an experienced independent researcher showed an inter-rater agreement of 76% (Appendix 16).

Ethical Considerations

University ethical approval was applied for (Appendix 18) received with the research being considered of low risk (Appendix 19). The research adhered to the ethical principles set out within in the Code of Ethics and Conduct by the British Psychological Society (BPS, 2018).

A participant information sheet (Appendix 20) was shared with the lead contact for each of the LAs, who disseminated this to potential participants within their team. This was then shared again by the researcher prior to participation and an opportunity for questions was given. Written consent for all participants was obtained prior to interviews (Appendix 21) and all participants were reminded of their right to withdraw at any time. Due to the discussions within the interviews likely requiring reflection on real casework within a professional team setting, boundaries about confidentiality and anonymity within the storage and reporting of all data were made clear to the participants prior to the interviews.

Findings

Analysis and coding of the data (Braun & Clarke, 2006, 2019; Braun, Clarke & Rance, 2014) resulted in 48 basic themes being developed. Adoption of Attride-Sterling's (2001) thematic network analysis identified three further levels within which the basic themes could be organised. This concluded in 48 basic themes, 8 organising themes and 3 global themes (Appendix 22). The organising and global themes are presented in Figure 3 (below) and the basic themes are highlighted in italics throughout the text.

Global themes 1 and 2 provide information about eliciting and integrating of views within a YJS context, which is intended to facilitate the interface of educational psychology and youth justice services but consideration of the implications this has on EP practice are briefly discussed to add relevance and contextualisation to understanding. As Fallon et al., (2010) highlight, a presenting challenge for EPs is *how* to utilise the functions of their role within different contexts, therefore, developing an understanding of YJS engagement processes through this research aims to better prepare EPs for inter-disciplinary working within this context.

Figure 3: A thematic map of the global and organising themes

Global Theme 1: Participation

Working with the whole family

YJWs identified how the YJS has moved towards a more holistic approach, aiming to *support the whole family* in order to increase participation and prevent young people "becoming entrenched in criminal behaviour" (Service A, participant 1); they recognised that family members' own needs sometimes affects engagement with the service. For EPs, this holistic approach aligns with their practice of considering the impact of wider factors.

Work with families through *gaining the family voice* was considered important as it enables YJWs to identify needs and gives a wider understanding of family history and context: "without gaining the family's and young person's views...how we can move forward to support that family?" (Service A, participant 2). Sometimes *parent/carer views of young people* may be polarised: either painting the young person in a very positive light or being very negative due to the sense of 'crisis' within the situation. Reflecting on this, it was shared that young people hearing negative views can reinforce the idea that no-one is listening to them.

Often a court order can act as "a big stick behind people's co-operation" (Service A, participant 4), resulting in *false participation* which may militate against positive long-term impact of involvement. When supporting the YJS, it will be important for EPs to be aware of the potential contextual power dynamics and work within these so that CYP and families feel empowered to safely express their views. Although YJWs endeavour to *empower families* through giving voice, developing skills and increasing responsibility, *dependency* may be created when families become reliant upon the additional support.

Working with children and young people

YJWs spoke positively about gaining *the voice of children and young people* and that hearing things from the perspective of CYP allows for ownership of ideas and decision-making. They aim for CYP to gain a "better outlook" (Service A, participant 1) on their *future prospects* and for increased CYP *engagement* (e.g. attending meetings, making decisions). CYPs' views are elicited through individual meetings "…about finding out what they think they need" (Service B, participant 4) and "…what's meaningful and important for them" (Service B, participant 2) so that YJWs are "helping them [CYP] address something they feel is an issue for them" (Service A, participant 4).

One interviewee reflected that "their views can have impact and develop our service" (Service B, participant 5) (*service development*). EPs elicit views of CYP regularly as part of their role, using person-centred approaches and planning tools, such as Planning Alternative Tomorrows with Hope (PATH) (Pearpoint Forest & O'Brien, 1993) and Making Action Plans (MAP) (Forest, Pearpoint & O'Brien, 1996), which could be easily applied within the context of the YJS.

Relationships

The building of relationships and rapport underpins all cases (*relationships are key*), through this, CYP and families are more likely to share their views; however, it is recognised that building relationships can be challenging. There is often *stigma* and fear of *judgement* from many families associated with YJS involvement:

> I think if you can go in and acknowledge that, that we are not here to kind of...tell you [parent] what to do, we are not here to...be critical or

condescending, then you [YJW] can get in, but I think automatically they [parent] think...they're [YJW] going to try and put me [parent] down, they're going to try and tell me that I'm doing a bad job. (Service B, participant 4).

Lack of trust can stem from *stigma*, fear, past experiences or distrust of professionals as families may be "...dubious of professionals and what their intentions are" (Service B, participant 4), particularly when there have been a high number of professionals involved, suggesting that, "... it's another new person, coming in kind of asking a lot of questions, similar questions that they've been asked before, getting them to kind of dig up that past which they might not want to talk about" (Service B, participant 1). Accordingly, families may "not always see the positive of having all those professionals involved" (Service A, participant 2). Some families may see the role of the YJW as being linked to the police and that information sharing by families or CYP may result in something being used against them. In supporting the YJS, EPs should be mindful of whether direct involvement with families is the most appropriate strategy for support, and if so, how well this is being co-ordinated within an inter-disciplinary approach. Similarly, clarity regarding the role of the EP in such casework will be necessary in helping CYP and families to understand where EPs sit within the wider system of support.

In addressing *lack of trust,* the interviewees identify openness and honesty about their practice and service as important (*transparency*) "it's about having that communication and being quite open, being quite honest" (Service A, participant 1). Including, continued communication with families about the work that is taking place so that there is room for questions to be asked and concerns to be raised. Additionally, it also involves fully informed ongoing consent, ensuring that families and CYP are made fully aware of why they have been referred into the service and consent around information sharing with other services.

Global Theme 2: Meeting Needs

Meeting individual needs

 YJWs aim to integrate elicited views into a package of *tailored support* which ensures the support being offered is appropriate. The use of *guidelines, assessment* and *tools for gaining views* support with this process, such as: Asset Plus (YJB, 2014), self-

assessment tools, Early Help assessments, screening tools or approaches such as a restorative justice. These tools are viewed as more or less user-friendly, or useful, but do not provide a rich and full picture and often need adapting:

> the self-assessment …that creates some barriers within itself, for example, with parents, families that can't read and write, the type of language that's used through that, the wording of the questions...can be very kind of...it's a very formal...in the sense of the way that they're written, so that they [families] might not actually always understand (Service A, participant 1).

Terminology and language were identified as barriers within the justice system as a whole. YJWs identified that often they have to break complex language down and ensure that jargon is understood by CYP and families, "I try and sit beside them all the time and I'll say, 'Do you understand what's happening? Do you understand what's going on? …we can debrief afterwards to give you an idea of what's happening…" (Service A, participant 1). There is scope for EP support within this area. EPs support many CYP and families who may not be able to access materials and resources or professional terminology. Their knowledge regarding adaptations and tools to promote the elicitation of views may be of use to YJWs.

Communication and sharing information is often a challenge when *meeting the needs of an individual* due to identified SEND affecting service-users' understanding of the purpose of involvement, exploration of circumstances around the offence and understanding of the judicial system, "because of his diagnosis...obviously then creates a barrier for his understanding why" (Service A, Participant 3). It was also discussed that emotional and mental well-being needs were also frequently seen within casework and that this needed considering. To address these challenges it was identified that *working with other services* can often prove helpful in creating tailored plans which meet individual needs, as well as allowing the YJWs to draw upon another professional's specific skills. It was shared that joint working was valuable, "just jointly working with professionals supports me because...it gives me better understanding and if I've got better understanding I can work better with that family" (Service B, participant 4). Furthermore, *drawing on others' knowledge* within their own teams was

seen as a valuable resource in sharing what may, or may not, work in supporting individuals.

YJWs identified that they are developing skills and knowledge regarding individual needs through *continued professional development (CPD).* A range of training had taken place across both services, including: Autistic Spectrum Disorder, trauma, attachment theory and engagement and communication skills. Interestingly, training had been provided by health teams such as speech and language therapy (SALT) and child and adolescent mental health (CAMHS) teams. Specific training had not been provided by the EPS.

Capacity

In both eliciting and integrating views into plans there were similar challenges identified across both services which related to individual and contextual capacity. Although many could see the benefits of, and promoted, *multi-agency working* it was acknowledged that it does not come without difficulties. Often it is unclear whose remit or responsibility an aspect of the work may be; services have their own agenda and priorities and being able to access appropriate services can be a barrier. Furthermore, many shared that knowing services within the authority and the community can help meet needs but that this requires having a *knowledge of services* and without this YJWs are limited.

Limitations also extend to YJWs being *limited as professionals* with it being recognised that families often think YJWs have power and will be able to facilitate change, when in reality there is only so much they can do within their role, "...you've got the title of a professional that's coming in to fix a situation, that you've kind of got...this...this like throw away power where they tell you something, it's going to change things...and it can be really upsetting when you can't." (Service B, participant 3). Other limiting factors related to *capacity* of knowledge and limits of practice, as well as the capacity of the YJS and other services within the authority to be able to cope with the workload. Similar to this is *time,* which was a recurring discussion across both authorities. Many explained that they were constrained by timescales and it inhibited them from being able to create a package of support that considered everything. It was also noted that contrasting timeframes of varying services and systems can also create restrictions in the work that they do.

Another persistent topic was *lack of funding and resources* and how "… it's not just affected our service, it's affected many services…" (Service B, participant 4). This makes integrating views increasingly difficult as there is not always funding from other services to offer support, funding within the YJS to seek support and a lack of opportunities, relevant projects and provision within the local area that would support a need or interest. Related to this is *buildings as barriers* with many activities requiring specialist facilities or provision and available buildings not being suitable, "when I have wanted to do something a little bit more creative, like...cooking for example, there hasn't really been the facilities to do that ..." (Service B, participant 1). Often, YJSs are situated within local government buildings and it was shared that this can be intimidating for CYP and families as they are professional and formal settings, making them a barrier to increasing engagement.

Finally, it was pointed out that *risk management* is sometimes a barrier to integrating the views of CYP, "as an organisation we are here...as well to manage the risks that young people present ...that can't be ignored but sometimes we have to put the restrictive measures in place that aren't necessarily...what the young person wants" (Service B, participant 2).

Creativity and flexibility

In addressing the barriers identified, it is clear that the YJWs try to be *open and honest* about the limits of their role and the provision with those that they work with. In doing so, the YJWs are able be *creative and flexible* within the limitations of the system of which they work. This includes sharing ideas as a team, seeking inspiration from the wider community or more pragmatic things like where they meet CYP and families "so that they … feel … comfortable" (Service A, participant 2) in sharing their views and engaging with the work.

It seems that "being open and honest" (Service B, participant 2) allows for the developing of *compromise and expectations* among CYP and their families, but that this can only be achieved by acknowledging that CYP's views have been heard and explaining clearly why they sometimes can't be followed. It is through this open and honest approach that, together, CYP and YJWs can begin *creating achievable plans* reflective of the young person's interests and wishes.

Global Theme 3: Educational Psychologists and Youth Justice Services Working Together

Challenges

Many of the YJWs had heard of an EP but it became clear that a common thread throughout the data was a lack of *awareness of the EP role*. Most YJWs had not worked with an EP before and were unsure what EPs could offer:, "…if I'm completely honest, I'm not 100% clear on what an EP's role is and what they can offer, so just knowing that would be great" (Service B, participant 2). Another concern related to *time constraints* and whether the two services would be able to work collaboratively when YJWs worked within very limited timeframes.

Ways of supporting

Despite a limited awareness of the EP role, the YJWs spoke positively about how they saw the two services working together and were able to identify several ways they thought EPs could support them. It was deemed important to have someone from the EPS who could *act as a link* who they could contact directly when they felt support was needed. It was identified that *sharing information* between the services was important with regards to knowledge around EHCPs and in helping YJWs complete their court reports. It was discussed that *assessment of need* was a key role for EPs and it was shared that early identification is helpful as it allows YJWs to know where to pitch their work. In addition it was thought through *providing advice* EPs could offer a different perspective, give ideas regarding "strategies" (Service B, participant 4) for supporting and engaging CYP and help "identify suitable provision" (Service B, participant 4) with regards to both educational and custodial settings.

Furthermore, it is suggested that *developing skills and knowledge* may be achieved through training, however, training topics were not identified. Finally, *collaborative working* was seen as being ideal practice in an "ideal world" (Service B, participant 1), with EPs joining initial visits with YJWs to "gain an EPs view" (Service B, participant 4) and to "reflect on kind of the visit and what have you [EP] and what we've [YJW] got out of it and then maybe look at strategies or some ideas…" (Service A, participant 3). For one interviewee it was considered important that EPs were "not just there for the report" (Service A, participant 2) but became part of the reviewing process also.

Discussion

Summary of Findings

This research has explored the ways in which YJWs in two LA services elicit and integrate the views of CYP and their families, and how they see EPs supporting them with their work. Throughout the data, 'participation' is a golden thread, with YJWs aiming to increase engagement by building relationships, working with the whole family and CYP to elicit their views. This underpins the standards within which they work (YJB, 2019), but is also enshrined within the SEND Code of Practice (2015).

Another key thread is 'meeting needs', in which it is highlighted that there are facilitators and barriers regarding knowledge and experience of meeting individual needs and how wider social, economic and political factors impact upon the capacity, creativity and flexibility of the YJS. With regards to 'EPSs and YJSs working collaboratively', the main barrier was the limited awareness of the EP role; however, the YJWs were able to identify service and client support strategies through collaborative working, information sharing and training.

Implications for Understanding the Educational Psychologist Contribution to Youth Justice Services

When considering the implications of the findings in relation to the EP contribution they are not easily understood as the separate entities presented in Figure 3. Rather, there is a great deal of overlap between the findings presented and it is important to understand this overlap in relation to the interface between educational psychology and youth justice, for this allows exploration of core patterns. Figure 4 conceptualises how the developed global and organising themes presented separately in Figure 3 have considerable overlap and highlights that central to the findings are two core factors.
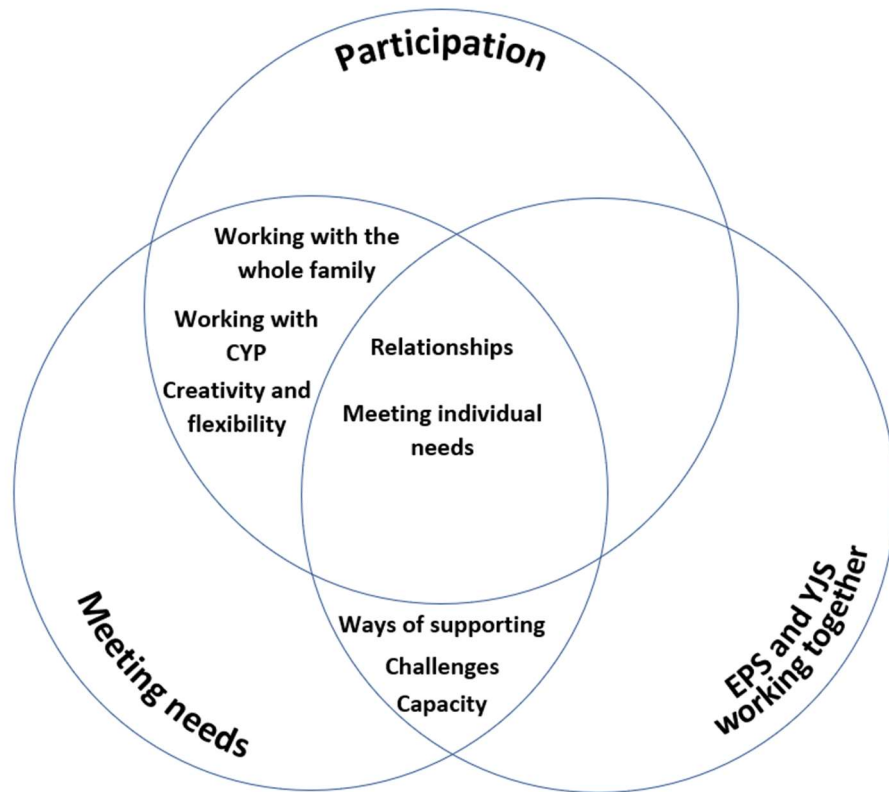
Figure 4: A visual representation demonstrating the overlap of the global and organising themes

Two key elements from the findings form our understanding: *relationships* and *meeting individual needs.* Relationships are at the core of many psychological theories and understandings, such as humanistic psychology (Rogers, 1967), thus highlighting the importance of relationships with regards to learning and personal development (cf. Cullen & Monroe, 2010), which are often underlying aims of YJS involvement.

Relationships and the inter-personal skills needed to build these are essential to the role of the EP (Health and Care Professions Council (HCPC), 2015). Dunsmuir, Frederickson and Lang (2004) identify that effective communication skills mean that EPs are well-placed to develop trusting partnerships between others. However, Squires et al. (2007) acknowledge that there are challenges to forming such trusting partnerships between families and professionals, reporting power positions, differing expectations and perspective of roles as factors.

As noted within the present findings, power imbalance between families and professionals can lead to a lack of trust, false participation and disempowerment. Williams, Billington, Goodley and Corcoran (2016) identify a continual movement in the balance of power in both the relationship and the use of dialogue, and the

potential within this for the role of expert to become justified. It is suggested that there is potential for the expert role to minimise the importance of the views, aspirations and understanding of CYP and their families (Williams et al, 2016). In their work, EPs follow both practice and ethical guidelines (BPS 2017; 2018). These structural supports are useful in assisting EPs to reflect on whether their practice is genuinely consensual and can therefore be considered to be ethical (Williams et al., 2016).

Furthermore, frameworks and approaches often adopted within EP practice allow space and consideration for the appropriateness of donating ideas, advice and strategies. For example, the psychotherapeutic approach of Motivational Interviewing (Miller & Rollnick, 2012) explicitly adopts a guiding style of communication which highlights steps for the practitioner to gain consent before donating information: elicit – provide – elicit. However, EPs should remain mindful and reflective of their practice when working with CYP and families and give due consideration to the evolving and shifting dyadic within these relationships.

The data suggests that relationships within the work of the YJS can often be delicate and that adopting a lens which provides a more holistic view of a family is often needed to identify how and where best to support; however, reference to psychological frameworks was not identified within the data. Explicitly drawing on psychological theory and approaches when working with families allows EPs, as scientist-practitioners, to gain an enhanced understanding of the familial context and the relationships within this and to also build upon their own relational skills. For example, Bronfenbrenner's (1979) ecological systems theory (Bronfenbrenner & Morris, 2006) offers EPs and other professionals an awareness and understanding of the systems in which families are embedded . The theory also identifies the network of relationships surrounding CYP and notes how they are key to all aspects of development (Cullen & Monroe, 2010; Swick & Williams, 2006). Developing other professionals' awareness and understanding with regards to the psychological understanding of relationships and inter-personal skills may be helpful in supporting them in their work within, what may often be, complex familial contexts.

Within the organising theme *Meeting individual needs* it was identified that YJWs follow guidelines and use tools to support them in gaining views and integrating views. However, throughout the data a recurring challenge was tailoring

communication and support to meet specific individual needs. This was pertinent with regards to both learning difficulties and social, emotional and mental health (SEMH) needs. The YJWs identified facilitators which supported their developing knowledge and understanding in meeting individual needs, which included working with other services, drawing on others' knowledge and CPD.

In their role, EPs help support and meet the needs of young people experiencing a very wide range of needs, including learning and SEMH needs, and so they are well-placed to support the YJS in developing their practice and awareness in meeting individual needs (Kelly & Gray, 2000; Ryrie, 2006). However, inter-disciplinary working is not without its challenges. Ryrie (2006) identifies how different systems, encompassing work culture, values and management styles, can act as barriers to effective joint working. Lack of clarity with regards to professionals' role and responsibilities was also identified as a barrier (Fitzgerald & Kay, 2008).

EP's function across varied systems within their work: individual, group and systemic (Fallon et al., 2010) and there is a developing, albeit less accessible, evidence base of EPs functioning within these levels when supporting YJSs, as demonstrated by Davidson (2014), Parnes (2017) and Wyton (2013) (Howarth-Lees, 2020). Furthermore, during university training, EPs are introduced to several models and frameworks, which can support them to develop an understanding of systems (Kelly et al., 2008). Application of the frameworks enables EPs to consider how systems may influence the role of the EP and where and how support may be most helpful, suggesting that EPs are able to work flexibly across varying systems and contexts.

Fitzgerald and Kay (2008) identify trust, communication, supportive work practices and CPD as being important factors to developing inter-disciplinary practice. This suggests that a core skill underlying this is a practitioner's ability to form trusting and communicative inter-professional relationships. Ryrie (2006) proposes that one of the challenges when working with experienced and highly skilled professionals within the YJS is possible scepticism they may have about the value of the EP within the context of the YJS, which may stem from inexperience of working together and a lack of trust. As identified within the present study, it was thought that lack of trust could be overcome through clear communication and transparency (cf. Fitzgerald & Kay, 2008).

Implications for Educational Psychologist Practice

The findings of the current study help to unpick the key underlying skills needed in working with professionals within the YJS. The findings highlight the skill and knowledge of YJWs whilst also identifying areas where it is thought EP support may be helpful to further knowledge and skill development. Many YJWs were unsure what an EP did and this is likely to act as a barrier to joint working between services. Consequently, EPs need to promote their role and raise awareness amongst other professionals of the ways in which EPs can, and do, work in order to promote inter-disciplinary working and to widen the scope of EP practice.

Research Limitations

As previously mentioned, including services where established inter-agency working was embedded was not possible through the access point. As the YJS were the beneficiaries in this research, it may well have been that those with established joint-working relationships with their LA EPS may not, at present, see the value in the research so did not feel involvement was needed. As the research aimed to inform EPs who are not yet in such a position, it was deemed useful to gain a perspective from YJSs not currently working with an EPS as a bridge to these services needs to be built, thus knowing the footings to doing this was considered essential. Additionally, the two YJSs selected have similar numbers of first-time entrants into the justice system. Selecting two highly contrasting YJSs may have further highlighted different factors, challenges and priorities between the services.

Implications for Future Research

Longitudinal studies in services where EPs are working closely with their YJS may provide evidence of what has worked, challenges and how EP involvement within the YJS may vary over time depending on demand, need and wider factors such as the socio-political context. Furthermore, case study research where there has been joint working between both EPSs and YJSs may offer further insight to the advantages and disadvantages of inter-disciplinary working across the education and judicial systems. Including CYP and families as fully as possible in such research will be important in gaining a fuller understanding of the usefulness of EP-YJS joint working.

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Paper 3: The Dissemination of Evidence to Practice

The following paper aims to explore the concepts of evidence-based practice (EBP) and practice-based research and their pertinence within educational psychology. Additionally, effective dissemination of research is also considered. Leading from these considerations, a dissemination strategy regarding the research discussed in papers 1 and 2 is outlined.

Evidence-Based Practice

EBP historically stems from a medical context where it is coined evidence-based medicine (EBM) (O'Hare, 2015; Trinder & Reynolds, 2001) and is defined as "*…the integration of best research evidence with clinical expertise and patient values*" (Sackett, Straus, Richardson, Rosenberg & Haynes, 2000, p.1). This means using current and relevant research, drawing on professional skills and past experience and the integration of patient concerns, expectations and preferences to support explicit and judicious decision-making and systematic evaluations (Sackett, Richardson, Rosenberg & Haynes, 1997; Sackett, Rosenberg, Muir Gray, Haynes & Richardson, 1996; Sackett, Straus et al., 2000). Within the psychology professions, the American Psychology Association (APA) have defined EBP as being "…the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences" (Levant, 2005, p.5, showing similarities with the definition derived from the health context. The fundamental purpose of EBP is the need for a clear connection between research and professional practice (Fox, 2003), so that there is an increase in effective psychological practice and accountability (Boyle & Kelly, 2017).

Evidence-Based Practice in Educational Psychology

There has been an increased political stance on the need for EBP within the educational domain over the last two decades (Cameron, 2006; O'Hare, 2015) in an endeavour to improve outcomes through the implementation of effective intervention. O'Hare (2015) further highlights how there is also an underlying assumption within this stance that evidence-based practice within education will be cost effective like it is within the health context (Department of Health, 2013).

With regards to educational psychologists (EPs), the profession tends to find itself at the interface of numerous systems, policies and codes, all of which demonstrate an increasing focus on EBP (O'Hare, 2015). Woods (2018) highlights that the need for an explicit link between research and the application within professional practice is emphasised in the Standards of Proficiency set out by the Health Care and Professions Council (HCPC, 2015), the registering body with whom, by law, EPs are required to register with (O'Hare, 2015). Furthermore, the British Psychological Society (BPS) highlights the necessity for doctoral programmes in educational psychology to provide a curriculum which is informed by the evidence-base (BPS, 2019a). The BPS also indicate to the need for EPs to be able to draw upon and use an evidence-based approach to their practice to promote positive outcomes for children, young people and families (BPS, 2019b) through the safe and effective application of psychology.

As part of their practice, many EPs also have the responsibility of providing psychological advice as part of statutory assessment processes. Within England this process, as outlined in the Special Educational Needs and Disabilities (SEND) Code of Practice (Department for Education (DfE), 2015), relates to the distribution of resources and funding for those with SEND, which can place EPs as 'gatekeepers' to resources (Vivash & Morgan, 2019). However, it is suggested that the unfair distribution of resources within this process is probable (Woods, 2018) due to variation in practice amongst EPs within and across services (Kelly & Gray, 2000; Lamb 2009). Woods (2018) argues that the application of EBP has the potential to align services with some consistency through the use of similar assessment and intervention methods, which would possibly make the distribution of resources fairer.

However, Kelly and Gray (2000) and Winward (2015) suggest that variation in practice may be underpinned by factors such as the models of delivery and trading the service has had to adopt. Furthermore, Fox (2003) suggests that drawing on EBP for consistency in practice is not always appropriate. Fox (2003), for example, proposes that the application of a 'best fit' framework to all casework is not appropriate and may not align with the values of the stakeholders; it is the integration of these values which is important to the understanding of the problem and the implementation of intervention.

As outlined earlier, the definitions and philosophy of EBP place value on the integration of three fundamental ideas: the research base, evidence from the experience and skills of the practitioner and the values of the client (O'Hare, 2015; Sackett, Richardson et al., 1997; Sackett, Rosenberg at al., 1996; Sackett, Straus et al., 2000; Satterfield et al., 2009). With regards to evaluating evidence from the research base, the literature has tended to refer to the hierarchy of research evidence, suggesting that research varies in degrees of relevance, with systematic reviews of randomised control trails (RCTs) often being recognised as the 'gold standard' (Fox, 2003). However, Fox (2003) continues that this type of research is not always appropriate to EP casework; with Morrison (2001) and Cohen, Manion and Morrison (2011) further elaborating that RCTs control variables in isolation to find causality and that this view of science as positivism is not appropriate to the social context of education where a complex network of variables across levels are likely to be present and thus need to be considered.

Conolly, Keenan and Urbanska (2018) would however suggest that this narrative is typical within the education sphere, and in a systematic review of the use of RCTs in education they identified that 37.7% of their sample included a process evaluation which took context into consideration. Although the evaluations were not assessed for their rigour or how much they contributed to the findings of the study. Connolly et al., (2018) nevertheless emphasise that, despite lost opportunities in the sample, there is growing expertise to design nuanced RCTs which are reflective of the educational intervention context.

EBP also requires evidence from the experience and skills of the practitioner. Fox (2011) supports this notion through highlighting the importance of practice-based evidence (PBE) within educational psychology; suggesting that the evidence base can be boosted through the experiences of psychologists and through practice-based research in which approaches are trialled and monitored in real-life settings (Woods, McArdle & Tabassum, 2014). An example of such may be through action research: a collaborative and reciprocal approach with the client which aims to address the client's needs and preference, rather than necessarily being solely based on a knowledge gap, as is customary within academia (Woods, 2018).

Adopting a reciprocal view of the interaction between research and practice is the scientist-practitioner model which can be defined as an "… integrative approach to science and practice wherein each must continually inform the other" (Belar & Perry, 1992, p. 72), acknowledging that EBP and PBE go hand in hand. Lane and Corrie (2006) further propose that by working as scientist-practitioners, EPs are able to exemplify the rigour sought by the academic world while also promoting an effective psychological response to the problems encountered within their working context, thus enhancing outcomes for the public (Levant, 2005).

Within their everyday practice as part of the 'assess, plan, do, review' process (DfE, 2015), many EPs often adopt problem-solving frameworks (Dunsmuir, Brown, Iyadurai & Monsen, 2009) and it is proposed by Woods (2018) that such use facilitates the integration of the three evidence sources outlined in EBP. Frameworks, along with evaluation methods, such as Goal Attainment Scaling (GAS) (Kiresuk & Sherman, 1968) and Target Monitoring and Evaluation (TME) (Dunsmuir et al., 2009), allow EPs to articulate theory and use a systematic approach which supports explicit decision making and critical evaluation of involvement (Kelly, Woolfson & Boyle, 2008; Lane & Corrie, 2006).

In conclusion, it may be suggested that the application of EBP within educational psychology is contested more than it is within a health context. This is likely due to the problems and interventions EPs encounter being embedded in a real-life context made up of complex networks of reciprocal variables and effects, whereas medical interventions may be seen as being more discrete. However, as identified, through the use of models and frameworks, EPs are demonstrating that EBP and PBE are inherent to the way in which many EPs work.

Dissemination of Research
The fundamental purpose of EBP is to bridge a gap and create a connection between research and professional practice (Fox, 2003). However, Brownson, Eyler, Harris, Moore and Tabak (2018) propose that, across all fields and disciplines, a research-practice gap exists and that this is due to poor dissemination creating a 'translation-gap' between research and practice.

In order to make such a connection, researchers need to consider how they can increase the awareness and utilisation of their research amongst audiences and practitioners (Jackson-Taft, 2018). This process is known by many terms but within this paper will be referred to as dissemination, which may be defined as a planned strategy to actively sharing evidence with target audiences and settings (Rabin, Brownson, Haire-Joshu, Kreuter & Weaver, 2008; Wilson, Petticrew, Calnan & Nazareth, 2010a). It is further suggested that this be done in ways which will likely increase the implantation of the research evidence so that it is integrated into both practice and decision-making processes (Rabin et al., 2008; Wilson et al., 2010a).

Factors Affecting Effective Dissemination

Wilson at al. (2010b) identify, through survey research, that most health researchers acknowledge and show commitment to the dissemination of research but that this tends to be done through traditional output channels such as peer-reviewed academic journals. Where other approaches of dissemination are adopted and utilised, this tends to be done so "…in an ad hoc and opportunistic fashion." (Wilson et al., 2010b, p.6). It is presumed that similar findings would be representative across other fields, such as education.

Hemsley-Brown and Sharp (as cited in McKenny & Schunn, 2018), suggest that the gap between research findings and practice within the education sphere can often be attributed to how accessible the research outputs are to wider audiences. Bartels (2003) identifies that there remains differences in how researchers and practitioners value different output channels. They propose that the utilisation of journal articles, as a means for communicating and sharing research information, does not tend to function as an optimal mechanism amongst practitioners. McKenny and Schunn (2018) further propose that, within education, the process of research, development and dissemination is not linear and that dissemination output channels alone do not solely increase the likelihood of implementation and utilisation of research, rather it is the interaction of various groups and professionals within the research processes which increases the uptake of research. This is akin to earlier suggestions highlighted by Fox (2011) who advocates for a more practice-based evidence approach.

Evidence-Based Practice and Dissemination in the Youth Justice Context

The current research findings relate to the youth justice context which, for many, is not where EPs have traditionally worked. As with many public services, research evidence has been used within the justice system to help inform policy for a number of decades and, as is with other services, is influenced by wider social-political and funding factors (Wilcox, 2003).

The introduction of the Youth Justice Board (YJB) in 1998 meant the adoption of a 'what works' approach whereby the board set out to establish an evidence-based approach to improve effectiveness of services delivered over time (Wilcox, 2003). Blyth (2005) shares that the approach of the YJB to directly disseminate research into practice promotes messages that practice should be evidence-based and regularly reviewed. The YJB have since developed an Effective Practice Identification and Dissemination (EPID) framework (YJB, 2013). This framework highlights how the YJB aim to keep abreast of current research and resources and how they will classify these as a means to identify effective practice for disseminating throughout youth justice services.

To make information more accessible, the YJB developed the Youth Justice Resource Hub so that audiences can access information online. The YJB have also supported the development of The Youth Justice Institute which aims to bring together academic and practice organisations to offer training and courses which disseminate current research and evidence (The Youth Justice Institute, 2020). However, there is no clear and explicit guidance on how research evidence is effectively disseminated within this sector.

Models of Dissemination

As papers 1 and 2 aimed to further explore collaborative working between both educational psychology and youth justice services, it is important that the dissemination of the findings of the research adopts effective methods appropriate to both the education and youth justice sectors to ensure that it is accessible to both audiences.

In a systematic scoping review, Wilson et al. (2010a) identified twenty conceptual frameworks, from a range of domains, which had been, and could be, used by researchers to guide dissemination activities. 13 of the frameworks were

considered to draw upon McGuire's Persuasive Communication Matrix (McGuire, 2000). This matrix identifies five broad categories of communication input variables: source, message, channel, receiver and target, which need to be considered for communications to be more persuasive and for there to be influence on behavioural outputs. The review included the proposed framework for dissemination developed by Harmsworth and Turpin (2000), which although not explicitly stated, showed to incorporate three of the five variables identified in McGuire's Persuasive Communication Matrix (Wilson et al., 2010a).

Within their Interactive Workbook for Educational Development Projects, Harmsworth and Turpin (2000) suggest that there are three ways dissemination can be viewed: dissemination for awareness, understanding and action. Dissemination for awareness regards highlighting and raising awareness of the researcher's activities and outcomes to target audiences who may not need detailed knowledge, the aim is to build the researcher's profile within the community. Secondly, dissemination for understanding relates to more detailed and direct dissemination to audiences as the research may be seen as being more useful to them. Finally, dissemination for action is the use of materials, products or approaches to share the research with audiences who are most likely able to influence change within their group, organisation or system. In turn, this means that consideration of target audiences and matched communication needs is important within the dissemination strategy.

To support with the planning and structure of dissemination, as well as the evaluation of research impact, Harmsworth and Turpin (2000) propose ten questions (Figure 5) which need considering as part of the process; consideration of whether the dissemination is for awareness, understanding or action is threaded throughout the workbook activities which are matched to each question.

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Ten questions proposed by
Harmsworth and Turpin (2000, p.2)

1.  What is dissemination?
2.  What do we want to disseminate?
3.  Who are our stakeholders and what are we
    offering them?
4.  When do we disseminate?
5.  What are the most effective ways of
    disseminating?
6.  Who might help us disseminate?
7.  How do we prepare our strategy?
8.  How do we turn our strategy into an action plan?
9.  How do we cost our dissemination activities?
10. How do we know we have been successful?
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Figure 5: Questions developed by Harmsworth and Turpin (2000) to assist with dissemination

They also identify that one approach alone is often not enough for dissemination to be effective, rather, they suggest that a 'multi-strand approach', which uses multiple vehicles matched and tailored to the target audiences, is more likely to be effective. They also suggest that reasonable targets are planned within the strategy and that these be evaluated using a defined success criteria.

Dissemination in a Social Media World

Thinking about how to make research accessible to wider audience is likely needed for the findings in papers 1 and 2 which straddles two domains, achieving this through a 'multi-strand' approach (Harmsworth & Turpin, 2000) seems a viable option. As identified earlier, for some audiences, the traditional journal outlet is not always the most effective strategy for dissemination (Bartels, 2003). Keen and Todres (2007) identify that opportunities for discussion through the use of journal articles, although possible, are limiting depending on the journal and that dissemination has to therefore be 'active' in that it is tailored, beyond the journal article, for a target audience. Additionally, publication bias may restrict the range of research within published

journals (Scargle, 2000). With this in mind, it is important to consider other options, such as social media and social tools.

Cann, Dimitrou and Hooley (2011) define social media (sometimes referred to as Web 2.0) as being "internet services where the online content is generated by the users of the service" (p.7) and social tools as the technologies which enable the sharing, consuming and discussing of content. Cooper (2014) explains that the inherently open and participatory nature of social media means it is more aligned with the non-linear dissemination principles within the educational domain. Cann et al. (2011) identify several types of social tools which can be used for dissemination which fall under three broad categories of communication, collaboration and multimedia. Communication tools include blogging, microblogging, location, social networking and aggregators (e.g. LiveJournal, Twitter, Foursquare, Facebook and Google Reader). Collaboration tools include conferencing, wikis, social bookmarking, social bibliography, social news, social documents and project management (e.g. Skype, PBWorks, Delicious, Mendeley, Reddit, Dropbox and Huddle). Multimedia tools include photographs, video, live streaming, presentation sharing, and virtual worlds (e.g. Flickr, YouTube, Twitch, Sribd and OpenSim).

Advantages outlined by Bernhardt, Mays and Kreuter (2011) suggest that social media and social tools allows for easy searching of both individuals and organisations who may have a particular interest in the research topic. This in turn can facilitate the building of an extensive network of partnerships between researchers, practitioners and organisations which isn't bound by geographical barriers of the physical world. They also identify that social media and social tools facilitate an easy interactive exchange of information and due to the ease of being able to add new information, the interactions can remain actively ongoing.

However, it is also important to note that the use of social media or social tools comes with some criticism. Sugimoto, Work, Larivière and Haustein (2017) and Keen (2007) identify that quality assurance and privacy concerns are two key issues in the use of social media for research dissemination. It is also highlighted that social media is thought to be trivial and not suitable for professional research (Bernhardt et al., 2011), that it is peripheral in research and thus is only applicable to certain research demographics (Cann et al., 2011). Wider concerns relate to the impact on work-life balance and information overloading if clear boundaries between personal and

professional use are not defined. Despite the raised concerns, in light of how social media and social tools are increasing in popularity, it is reasonable to argue that their use and potential in research dissemination cannot be disregarded.

Summary of the Current Research

The present research explores the role of the EP in working with youth justice services and is composed of two papers: a literature review exploring the role and function of EPs in working with youth justice services; and an empirical study, employing a survey method of semi-structured interviews, exploring the youth justice workers' (YJWs) role in eliciting and integrating the views of children, young people and their families, and how EPs could support this. The findings of both pieces of research have implications for educational psychology services and practitioners working, or wanting to work, with youth justice services.

The systematic literature review identifies ten studies which met inclusion criteria for thematic synthesis (Gough, Oliver, & Thomas, 2016). This synthesis concludes that EPs demonstrate practice across different levels: individual, group and organisational (Fallon, Woods & Rooney, 2010) within the youth justice context. As part of this role, 15 varying functions were shown to be utilised, included in this were the core functions of consultation, research, assessment, intervention and training (Scottish Executive Education Department, 2002, as cited in Fallon et al., 2010). The synthesis also identified a recurring theme across these utilised functions which led to the creation of a scientist-practitioner model of the EP role in the YJS context. This model is based on Lane and Corrie's (2006) framework for the scientist-practitioner psychologist and identifies how the functions used in everyday practice are integrated into the four over-arching functions: think effectively, create formulations grounded in psychological theory, act effectively and evaluation (Lane & Corrie, 2006). These findings provided an initial overview of ways in which EPs may work with YJS as part of an inter-disciplinary approach to working and indicated further opportunity for exploration, through empirical research, about how EPs could support YJSs and how service delivery in this area could further be developed.

The data from the empirical research study proposes that there are three global themes with regards to the role of YJWs in eliciting and integrating views: participation, meeting needs and EPs and YJSs working together. It is further identified

that at the core of developing the role of EPs in inter-disciplinary working with YJSs lie two key elements: relationships and meeting individual needs. YJWs work hard to advocate for the voice of children and young people (CYP) within their work but barriers are sometimes present. These barriers are particularly evident in meeting individual needs, notably when special educational needs or disabilities (SEND) are present. They also related to joint working with EPs; many YJWs identify ideal practice and can foresee how EPs may be able to support them but this is often overshadowed by a lack of awareness of the breadth of the EP role, which leads to further consideration about implications for EP practice and service delivery.

Research Implications

In line with the suggestions of Harmsworth and Turpin's (2000) framework for dissemination, this paper considers key stakeholders for research dissemination by taking into account the implications of the current research across three levels: research site, organisational level and professional level.

Implications of the Research at the Research Sites

There are implications from both papers 1 and 2 which apply to the two research sites (two local authority (LA) youth justice services) and relate to both individual practice and service development. Both research sites have expressed a desire for the research findings to be shared at a future date and have shown a keen interest in how these findings may help with service development and future planning. One service conveyed an interest in using the findings to think about how they can further investigate ways of working with their educational psychology service (EPS). The other service wishes to carry out further research with regards to directly gaining the voice of the CYP they support so that they can identify further areas for development to their service delivery.

Participants were actively involved in the interview process used in paper 2 and reported that they had appreciated the time to reflect on their own practice. The reflection process allowed for the identification of challenges within their practice and gaps within their knowledge and/or skills to be highlighted. Some of which related to capacity, assessment tools, knowledge of other services within the LA, SEND and social, emotional and mental health needs of the CYP and families the YJWs support.

Further identified barriers relate to how the YJS work with other LA services, particularly EPSs, as part of inter-disciplinary work. However, the YJWs were also able to recognise ways in which they would like to work with other services, and what functions they felt would be helpful to them in their everyday practice and continuing professional development. In turn, this gives scope for managers to think about how they can further develop their service and meet the ongoing learning and training needs of their team.

Paper 1 explores the function of the EP role within the YJS context and dissemination of this would support one of the barriers found within the findings of paper 2: a lack of awareness of the EP role. There are examples from the literature of how EPSs have worked with YJSs and these are highlighted throughout the findings in paper 1. These findings could provide insight for service development planning when managers and teams are thinking about inter-disciplinary working. It may shine a light on ways of working which had not previously been considered, such as systems work or supervision of YJWs.

Implications of the Research at an Organisational Level

The findings from both papers propose clear implications for EPSs and YJSs. For EPSs this particularly relates to service delivery in the context of traded and partially traded models. These models have opened up opportunities for EPSs to work within varying contexts which shift away from the school context EPs traditionally work within (Lee & Woods, 2017).

Paper 2 identifies a lack of understanding among professionals in other services with regards to the role of the EP and the potential scope, which is congruent to personal experiences of Ryrie (2006) when working as part of a multi-agency team. This is of importance for EPSs when considering the broadening of work as part of traded commissions; it may be that raising awareness of the potential contribution of the EP role is a first step.

In addition, paper 1 highlights how the functions of the EP role are transferable into the youth justice context and, through the findings, examples how other services are implementing practice. Linked with above, this will be helpful in raising the awareness of the EP role amongst YJSs. The findings may also be of use to EPSs who are looking at opportunities to widen their breadth of work or who are in receipt of a

commission from their YJS. It may offer a starting point for discussion between both educational psychology and youth justice services with regards to what services can be offered and what ways of working may be most helpful and effective in achieving the outcomes desired through the commission.

As part of the doctoral programme, the researcher is on a placement with a LA EPS. The YJS within this LA contributed to the development of the questions for paper 2 and in exchange have shared a desire for the findings to be shared with their service managers. As above, this will hopefully help contribute to their understanding of how the EPS can contribute to their service. A recent commission between the LA's YJS and EPS has been developed and the findings from this research have fed into the ongoing development of this commission. Dissemination within the researcher's own EPS will further contribute to the way managers think about how the commission evolves over-time.

The researcher is also part of a working group of EPs who are working with YJSs or are interested in youth offending. The group is comprised of 74 EPs and trainee educational psychologists (TEPs) who are working across the UK in LA and private EPSs, meaning that the implications can be shared beyond the researcher's LA and the research sites. Although paper 2 is located within two specific geographical contexts, dissemination may be useful as it provides a contextual understanding of potential issues in developing traded services and provides and insight and understanding of challenges YJWs face when working in an inter-disciplinary manner.

Implications of the Research at a Professional Level

The findings outlined in paper 2 may be of interest to the wider professional community when thinking about their service commissions. Although the findings are set within the context of the YJS, the core underpinning elements identified to be of importance to developing inter-disciplinary practice may prove a useful point for consideration when EPSs are working with other agencies as part of service commissioning.

It is also likely that the findings in paper 1 will be of use to EPs and TEPs in thinking about how their role can be translated into varying contexts which may depart from the traditional school context. Furthermore, the proposed model of how EPs

function as scientist-practitioners within the real-world provides a visual representation of how EPs utilise the functions of their role, which integrates science and practice – two elements which Latham (2001) identifies as being interdependent, to provide a distinct contribution to other services. Again, the model draws on the functions of the EP role set within a youth justice context, however, it is plausible to suggest that the model could be transferred and utilised within varying contexts. The discussion of EPs as scientist-practitioners and the concept of EBP and PBE are interest points for many within the profession particularly as they form part of the HCPC (2015) standards. It is especially relevant to those in doctoral training, who have a central responsibility in producing evidence for practice through research as part of their thesis. Consequently it is incumbent upon those linked with training (supervisors and tutors) to hold a responsibility in supporting the link between trainee research to the needs of practice.

A Strategy for Promoting and Evaluating the Dissemination and Impact of the Research

Wilson et al. (2010b) define dissemination as a process which is planned for and shows consideration of audiences to facilitate effective uptake and change or implementation in practice. Planning for dissemination is also helpful in evaluating the impact of the research. Due to the dual nature of dissemination within this research, it was important to adopt a framework which considered varying views of dissemination purposes in relation to audience engagement. Therefore, a dissemination plan which draws on Harmsworth and Turpin's (2000) framework was developed (Table 2). This framework allowed for the consideration of three purposes of dissemination: awareness, understanding and action; all of which vary depending upon the target audience.

The main aims of the dissemination strategy are to increase awareness of the EP role amongst those working in YJSs, to raise the profile of EPs as scientist-practitioners and for service managers across both EPS and YJSs to have an awareness of the challenges of inter-disciplinary working between the two sectors.

A range of dissemination activities are considered. The dissemination strategy is comprised of more traditional academic outputs such as a peer-reviewed journal and

presentation and is balanced with outputs relating to social media, such as Twitter posts linking to the research, which aim to raise awareness across a broader audience.

Due to the current global pandemic of COVID-19, some of the planned dissemination activities are likely to be carried out at a later date, such as those requiring face to face interactions. At present, the researcher has disseminated the findings of paper 1 to the LA EPS management team to support the beginning of a new commission with the YJS at the start of 2020. Involvement with this will be ongoing as the commission evolves and in-line with demands and priorities of both services. There are plans for the findings of paper 2 to be shared at a future date and it is hoped that as the commission develops, a case study of the process may be developed or that action research can support with moving the commission forward.

Disseminations of findings from papers 1 and 2 were proposed to be delivered to a working group of EPs and to the YJS research sites in the summer of 2020; however, it is likely that due to current circumstances this will be delayed. It is hoped that dissemination here will evoke thoughts about how active working links can better be forged between EPSs and YJSs and also raise the awareness of the EP role amongst YJWs and allow EPs to reflect on their current practice, service delivery and how they promote the role of the EP. Furthermore, it may provide a starting point for the working group to think about their next steps with regards to research. It is the overall aim of the group to develop a larger-scale piece of research which will support EPs at a more national level. Interestingly, the size of the working group has more than doubled (32 to 74) since its establishment in 2018. This suggests that there is a growing interest in this area and provides a good base for disseminating research to a wider reaching audience.

To try and reach as many in the EP community as possible, submission to a journal presenting in both electronic and paper formats, with high subscription rate and in regular circulation has been considered. To further this reach, it is proposed that links to the online version would be shared through social media tools.

Table 2: A dissemination plan based on Harmsworth and Turpin's (2000) dissemination framework

Awareness outcome 1	To raise initial awareness of the proposed research project amongst EPs and YJSs				
Target audience	Method	Timescale	Responsibility	Resources	Evaluation
EPs with an interest in youth justice	Highlight proposed thesis research project regarding the role of the EP in working with YJSs following dissemination of pilot research at working group meeting at the University of Birmingham	July 2018	Researcher	Travel costs PowerPoint Printing materials	Feedback showed ongoing interest in research within the area of YJS
YJS managers	Email youth justice managers regarding research project in relation to possible participation	Sept 2018 – Jan 2019	Researcher, EPs and TEPs from working group with established links to YJS managers in their LAs	Research information sheet EP availability and capacity	Interest in participation was shown from 5 YJSs all of which have requested the findings at the end of the research
	Liaise with YJS manager at placement LA to explain research and collaborate on question development	Jan – March 2019	Researcher	Research information sheet AT materials Working space Availability of TEP and YJS manager	Discussion about EPS and YJS within the LA and how current research may benefit joint working in the future. Interest in the dissemination of findings was expressed.

Awareness Outcome 2	To raise awareness of the potential role of the EP in supporting YJSs as scientist-practitioners (Paper 1) To raise awareness of how EPs can support with the eliciting and integration of views and factors affecting inter-disciplinary working (Paper 2)				
Target audiences	**Method**	**Timescale**	**Responsibility**	**Resources**	**Evaluation**
Wider EP and YJS profession and the public	Publish papers 1 and 2 in educational psychology journal (EPIP)	Autumn 2020 onwards	Researcher and supervisor	Submission and editing time	Altmetrics e.g. citations and article downloads
	Share links to research via social media platforms		Others with interest in the research may share links	Social media account and development of multimedia tools e.g. images/video	Number of reads, likes and shares
	Summarise findings in a blog		Researcher Blogger	Blog source and contact	

Understanding Outcome	To develop understanding of the potential role of the EP in supporting YJSs as scientist-practitioners (Paper 1) To develop understanding of how EPs can support with the eliciting and integration of views and factors affecting inter-disciplinary working (Paper 2)				
Target audiences	**Method**	**Timescale**	**Responsibility**	**Resources**	**Evaluation**
YJWs from research sites	Present findings from papers 1 and 2 with particular consideration to: the lack of awareness of the EP role, the 15 functions of the EP role, the gaps in knowledge and skill amongst YJWs (particularly in relation to SEND) and facilitators and barriers affecting inter-disciplinary working.	Summer 2020	Researcher	PowerPoint Printing materials Travel Service and researcher availability	Feedback and evaluation sheets
EPs from researcher's LA placement					Verbal feedback and discussion in group reflection
EPs in working group		Autumn 2020			Emailed feedback

Wider EP profession	Publish papers 1 and 2 in educational psychology journal (EPIP)	Autumn 2020 onwards	Researcher and supervisor	Submission and editing time	Altmetrics e.g. citations and article downloads
	Share links to research via social media platforms		Others with interest in the research may share links	Social media account and development of multimedia tools e.g. images/video	Number of reads, likes and shares
	Summarise findings in a blog		Researcher Blogger	Blog source and contact	
	Support input on doctoral course particularly in relation to the widening context of the EP role and what functions can be translated across contexts, and EPs as scientist-practitioners and how this may look in the YJS context.		Researcher and university tutors	PowerPoint Printing materials Travel Availability of researcher and university	Feedback and evaluation sheets
YJWs from other LAs	Email previous contacts to consider presenting findings

Social media and blog use as outlined above | January 2021 onwards | Researcher | List of contacts from university email

See above for social media and blog resources | Feedback and evaluation sheets

See above for social media measures |

Action Outcome	To develop understanding of the findings from papers 1 and 2 and to begin to consider how these can be implemented into practice				
Target audiences	**Method**	**Timescale**	**Responsibility**	**Resources**	**Evaluation**
YJS managers from research sites	Present findings from paper 1 and 2 with particular consideration to: the lack of awareness of the EP role, the 15 functions of the EP role, the gaps in knowledge and skill amongst YJWs (particularly in relation to SEND) and facilitators and barriers affecting inter-disciplinary working	Summer 2020	Researcher	Printing materials Travel	Feedback and evaluation sheets
Placement EPS management team YJS managers at researcher's LA placement	Discuss and share findings as part of ongoing commission with YJS, particular interest may be the scope of the EP role and sharing the barriers the services may need to overcome. Consider how this feeds into developing work between the two services and think about next steps in possible project or research work, this may be in relation to the current systemic work around MI or DBT which is currently being delivered by the EPS.	January 2020 and ongoing	Researcher EP SMT YJS SMT	Printing Dropbox for sharing resources	Service development plans Evolution of commissioning over time Development and uptake of follow on research

Summary

The present paper has examined the concepts of EBP and PBE within educational psychology. The importance of the reciprocal relationship between science and practice (Latham, 2001) are explicitly identified in the findings of paper 1 in which a scientist-practitioner model is developed. It is further identified that links between research and practice are only constructed when dissemination is effective and can facilitate change. A potential strategy for the dissemination of findings from papers 1 and 2 is outlined. The dissemination process is ongoing and through use of the plan, will be evaluated over time.

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Appendices

Appendix 1: Author Guidelines for Submission to the Journal Educational Psychology in Practice

Instructions for authors

Thank you for choosing to submit your paper to us. These instructions will ensure we have everything required so your paper can move through peer review, production and publication smoothly. Please take the time to read and follow them as closely as possible, as doing so will ensure your paper matches the journal's requirements. For general guidance on the publication process at Taylor & Francis please visit our Author Services website.

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Educational Psychology in Practice is an international, peer-reviewed journal publishing high-quality, original research. Please see the journal's Aims & Scope for information about its focus and peer-review policy.
Please note that this journal only publishes manuscripts in English.
Educational Psychology in Practice accepts the following types of article:

- Research or Review Article
- Brief Report
- Research Note
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- Should be written with the following elements in the following order:
- Should be between 2000 and 6000 words.
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Research Note

- Should be written with the following elements in the following order:
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- Should be written with the following elements in the following order:
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- Should contain an unstructured abstract of 150 words.
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- Should contain an unstructured abstract of 150 words.
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Style Guidelines

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Updated 17-05-2018

Appendix 2: Excluded and Included Papers

Text	Criteria				
	Written in English	Date range: 1998-2018	Related to the English YJS	Primary data and implications for EP role in YJS work	Include/exclude
Christle, C. A., Jolivette, K., & Nelson, C. M. (2000). *Youth aggression and violence: Risk, resilience, and prevention.* Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education.	Yes	Yes	No	No	Exclude
Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of "Every Child Matters: Change for Children".* London: DfES Publications.	Yes	Yes	Not solely	Not entirely	Exclude (possible intro reference)
Gersch, I. S. (2000). Listening to children: an attempt to increase the involvement of children in their education by an educational psychology service. A commissioned reading for the Open University on the professional development of SENCos.	Yes	Yes	No	Yes	Exclude
Halliwell, M. (2008). *EP work in a young offenders institution – getting into the community.* British Psychological Society, Debate 129.	Yes	Yes	Yes	No	Exclude
Kelly, D. & Gray, C. (2000). Department for Education and Employment (DFEE), corp creator. *Educational psychology services (England): current role, good practice and future directions : the research report.* Retrieved from: http://dera.ioe.ac.uk/12356/1/epwg%20research%20report.pdf	Yes	Yes	No – one sentence	No	Exclude
Youth Justice Board. (2006a). *Barriers to engagement in education, training and employment.* London: Youth Justice Board.	Yes	Yes	Yes	No – not linked to EP role	Exclude

Dunbar-Krige, H., Pillay, J., & Henning, E. (2010). (Re-)positioning educational psychology in high-risk school communities. *Education As Change, 14, (S1)*, S3-S16	Yes	Yes	No	Yes	Exclude
Hill, V. (2013). Working Across Diverse Contexts with Wider Populations: The Developing Role of the EP. In Eds Arnold, C., & Hardy, J. (2013) *British Educational Psychology: The First Hundred Years. Division of Child and Educational Psychology. History of Psychology Centre*, Monograph . British Psychological Society 2013	Yes	Yes	V small section	No – reflection and discussion piece	Exclude
Beaver, R. (2011). *Educational psychology casework: A practice guide (2nd Ed).* Jessica Kingsley Publishers	Yes	Yes	Brief section	No	Exclude
Chimonais, R. (2009). *Effective multi-agency partnerships: Putting every child matters into practice.* London: Sage Publishing	Yes	Yes	No – small mention	No	Exclude
O'Carroll, J. (2016). *Identifying barriers and facilitators for educational inclusion for young people who offend.* Unpublished Professional Doctorate Thesis, UCL Institute of Education	Yes	Yes	Yes	Yes	Include
Welsh Assembly Government (2009). *Analysis of support for young people with Special Educational Needs (SEN) in the youth justice sector in Wales*. Llandudno: Welsh Assembly Government	Yes	Yes	No	No	Exclude
Talbot, J. (2010). *Seen and heard: Supporting vulnerable young children in the youth justice system*. Retrieved from http://www.prisonreformtrust.org.uk/Portals/0/Documents/SeenandHeardFinal.pdf	Yes	Yes	Yes	No	Exclude
Cameron, R. J. (2006). Educational psychology: The distinctive contribution. *Educational Psychology in Practice, 22*(4), 289-304.	Yes	Yes	Future implications	No	Exclude
Mackay 2006 the ep as a community psychologist	Yes	Yes	No	No	Exclude
Davidson, C. (2014). *Restorative justice and the prevention of youth reoffending.* (Doctoral thesis, School of Education, Communication and Language Sciences, University of Newcastle, England). Retrieved September 2018 from https://ethos.bl.uk/Order Details.do?did=1&uin=uk.bl.ethos.654913	Yes	Yes	Yes	Yes	Include

Games, L. (2014). *Factors that prevent offending in a cohort of children identified as potential offenders.* (Doctoral thesis, The School of Environment, Education and Development, Manchester, England). Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.632296	Yes	Yes	Yes	Yes	Include
Hall, S. (2013). *An exploration of the current working relationship between the educational psychologist and the young offender in England. (Doctoral thesis, School of Psychology, University of East London, England). Retrieved September 2018 from* https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.637583	Yes	Yes	Yes	Yes	Include
Jane, E.C. (2010). *Psychology for engaging vulnerable young people; The role of the community educational psychologist in supporting professionals who work with young people.* (Doctoral thesis, University Exeter, England). Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?did=9&uin=uk.bl.ethos.535878	Yes	Yes	Yes	Yes	Include
Newton, J. (2014). *Exploring the usefulness of narrative approaches in educational psychology practice when working with young people who have offended.* (Doctoral thesis, Institute of Education, University College London, England), Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?did=2&uin=uk.bl.ethos.643014	Yes	Yes	Yes	Yes	Include
Ozarow, L. (2012). *An exploratory study of how youth offenders perceive their experience of education.* (Doctoral thesis, School of Psychology, University of East London, England), Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.559454	Yes	Yes	Yes	Yes	Include

Parnes, H. (2017). *Educational psychologists and youth offending services: Working together to improve the educational outcomes of young offenders. An action research project*. (Doctoral thesis, Institute of Education, University College London, England), Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.746788	Yes	Yes	Yes	Yes	Include
Swift, S. (2013). *Thoughts, feelings and perceptions of an inner-city London community regarding the role of the school in preventing and protecting children and young people from crime.* (Doctorate thesis, Institute of Education, University College London, England). Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.590887	Yes	Yes	Yes	Yes	Include
Wyton, H. (2013). *Developing the work of the educational psychologist in a youth offending team.* (Doctoral thesis, The School of Environment, Education and Development, The University of Manchester, England). Retrieved September 2018 from https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.576861	Yes	Yes	Yes	Yes	Include

Appendix 3: Qualitative Evaluation Review Framework

D.Ed.Ch.Psychol. 2017
Review framework for qualitative evaluation/ investigation research

Author(s):

Title:

Journal Reference:

Criterion	Score	R1	R2	Agree coeff.	R1	R2	Agree coeff.	Comment
Appropriateness of the research design *e.g. rationale vis-à-vis aims, links to previous approaches, limitations*	1　0							
Clear sampling rationale *e.g. description, justification; attrition evaluated*	1　0							
Well executed data collection *e.g. clear details of who, what, how; effect of methods on data quality*	1　0							
Analysis close to the data, *e.g. researcher can evaluate fit between categories/ themes and data.*	2　1 0							
Evidence of explicit reflexivity *e.g. impact of researcher, limitations, data validation (e.g. inter-coder validation), researcher philosophy/ stance evaluated.*	2　1 0							
Comprehensiveness of documentation *e.g. schedules, transcripts, thematic maps, paper trail for external audit*	1　0							
Negative case analysis, *e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as*	1　0							

dimensional; diversity of perspectives.								
Clarity and coherence of the reporting *e.g. clear structure, clear account linked to aims, key points highlighted*	**1**	**0**						
Evidence of researcher-participant negotiation of meanings, *e.g. member checking, empower participants.*	**1**	**0**						
Emergent theory related to the problem, *e.g. abstraction from categories/ themes to model/ explanation.*	**1**	**0**						
Valid and transferable conclusions *e.g. contextualised findings; limitations of scope identified.*	**1**	**0**						
Evidence of attention to ethical issues *e.g. presentation, sensitivity, minimising harm, feedback*	**1**	**0**						
Total	*Max 14*			Mean coeff.			Mean coeff.	

Appendix 4: Quantitative Evaluation Review Framework
D.Ed.Ch.Psychol. 2018
Review framework for quantitative investigation research

Author(s):
Title:
Journal Reference:

Criterion	Score		R1	R2	Agree %	R1	R2	Agree %	Comment
Data gathering									
Clear research question or hypothesis *e.g. well-defined, measurable constituent elements*	**1**	**0**							
Appropriate participant sampling *e.g. fit to research question, representativeness.*	**1**	**0**							
Appropriate measurement instrumentation. *e.g. sensitivity; specificity*	**1**	**0**							
Comprehensive data gathering *e.g. multiple measures used; context of measurement recorded (e.g. when at school vs at home)*	**1**	**0**							
Appropriate data gathering method used *e.g. soundness of administration*	**1**	**0**							
Reduction of bias within participant recruitment/ instrumentation/ administration *e.g. harder-to-reach facilitation; accessibility of instrumentation*	**1**	**0**							
Response rate/ completion maximised *e.g. response rate specified; piloting; access options*	**1**	**0**							
Population subgroup data collected *e.g. participant gender; age; location*	**1**	**0**							
Data analysis									

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Missing data analysis *e.g. Level and treatment specified*	**1** **0**							
Time trends identified *e.g. year on year changes*	**1** **0**							
Geographic considerations *e.g. regional or subgroup analyses*	**1** **0**							
Appropriate statistical analyses (descriptive or inferential) *e.g. coherent approach specified; sample size justification.*	**1** **0**							
Multi-level or inter-group analyses present *e.g. comparison between participant groups by <u>relevant</u> location or characteristics*	**1** **0**							
Data interpretation								
Clear criteria for rating of findings *e.g. benchmarked/ justified evaluation of found quantitative facts*	**1** **0**							
Limitations of the research considered in relation to initial aims *e.g. critique of method; generalizability estimate*	**1** **0**							
Implications of findings linked to rationale of research question *e.g. implications for theory, practice or future research*	**1** **0**							
Total	*Max 16*			Mean % agree			Mean % agree	

Appendix 5: Quality Criteria Moderation Example

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(T)

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D.Ed.Ch.Psychol. 2017
Review framework for qualitative evaluation/ investigation research

Author(s): Helen Wynron 2013
Title: Developing the worth of the EP in a VOT

Handwritten: Relates to current situation w/in work place

Journal Reference: N/A

Criterion	Score	R1	R2	Agree coeff.	R1	R2	Agree coeff.	Comment *LIMITATIONS? *
Appropriateness of the research design e.g. rationale vis-à-vis aims, links to previous approaches, limitations	1 0	1	1	100	1	1	AR and reflective practitioner. Rationale following res - Not imposing - wanting to be collab
Clear sampling rationale e.g. description, justification; attrition evaluated	1 0	0.5	.5	100	.5	.5	Description of groups. No description of sampling rationale. Selection by mgrs!
Well executed data collection e.g. clear details of who, what, how; effect of methods on data quality	1 0	.5	1	50	.5	.5	Focus groups. 6 Prev T scanning 5 sup w audio recorded facilitate x 2 *
Analysis close to the data, e.g. researcher can evaluate fit between categories/ themes and data.	2 1 0	.5	2	50	2	2	Small group non general. Ph eg2 - vague not explicit. No quotes and clear interp. Relate to whole data set. No them map
Evidence of explicit reflexivity e.g. impact of researcher, limitations, data validation (e.g. inter-coder validation), researcher philosophy/ stance evaluated.	2 1 0	1	.5	50	1	1	- Impact of res disc. earlier on - No inter coder - No epistemology
Comprehensiveness of documentation e.g. schedules, transcripts, thematic maps, paper trail for external audit	1 0	.75/1	1	100	1	1	No them map
Negative case analysis, e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.	1 0	0.5	1	50	1	1	Not really - highlighted a slightly more neg. view from one of the focus groups.
Clarity and coherence of the reporting e.g. clear structure, clear	1 0	1	1	100	1	1	Could follow and structured well in most parts

Handwritten left margin notes: inside vs outside / recording implications, reflect on sign.

account linked to aims, key points highlighted							
Evidence of researcher-participant negotiation of meanings, e.g. member checking, empower participants.	1 0	0	.5	50	0	0	Not seen
Emergent theory related to the problem, e.g. abstraction from categories/ themes to model/ explanation.	1 0	0	0	100	0	0	Reflected in use of consultation model rather than emergent theory
Valid and transferable conclusions e.g. contextualised findings; limitations of scope identified.	1 0	.5	0	50	0	0	Implications for future prac but not necess related to consult.
Evidence of attention to ethical issues e.g. presentation, sensitivity, minimising harm, feedback	1 0	1	.25	25/ 82/ 12	.5	.5	Ethical consin focus groups No feedback though?
Total	Max 14 8.5/6	69	Mean coeff	100/ 9.5	Mean coeff		(61%)

3 focus groups - idea of YOT, SEN understand (ph 1
- consultation (ph 2)
implement
- review of consultation foc group.

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* Limitation identified that consultation useful for consultees but impact on YP is unknown.

* Some vague desc of job role - no info on age, experience etc.
- Did they know explicitly what consultation was
- Q4?

Consult Qs better - 9 parts in consult but ltd details

Appendix 6: Weight of Evidence (WoE) C

Weight of Evidence C Relevance of focus Criteria		
1. EP role and functions within a youth justice context is clear		
2. Application of psychology within a youth justice context is evident		
3. Role of the EP within a youth justice context is evaluated		
Low 0 or 1 criteria met	Medium 2 criteria met	High all 3 criteria met

Appendix 7: Process of coding to theming in thematic synthesis of papers forming SLR

Step 1:	Pertinent quotes were selected from pdfs and added into a table on Microsoft Word (see appendix 7i)
Step 2:	Quotes were then given a descriptive code (see appendix 7i)
Step 3:	Analytical coding which drew upon the research question of the function of the EP role was applied to support the organisation of the codes into groupings on another table in Microsoft Word. From which themes were developed as shown in the last table (see appendix 7ii)

Appendix 7i: Example of tables showing quotes to descriptive coding of T1 papers

D

Quote	Code
Enabling learning was a key area discussed during the interview. Clearly this in an area in which EPs could have a great impact, using their knowledge and experience regarding learning, to provide advice and support to Case Managers. (65)	Sharing knowledge about learning
EPs could be well placed to share their knowledge of models of change to support Case Managers in implementing these with young people. (64)	Sharing models of psychology
EPs may have a role to play here in supporting the Case Manager's development of skills. Following the group interview the group expressed that they had found the process useful and compared it to peer supervision. (71)	Supervision of other professionals
This research demonstrates that through supporting other professionals to think about and reflect on their practice, EPs can play an important role in transformation perhaps through supporting professional development. (79)	Using supervision to develop practice

O

Quote	Code
EPs could work in schools to deliver training (119)	Delivering training to schools about offending behaviour (education and YOS link)
EPs should address sociability in discussion and use consultative approaches ... (119)	Consultation
EPs to carry out psychological assessments ...(120)	Psychological assessment
EPs are also well placed to work with professionals in youth offending teams and improve understanding of the impact that education is likely to have had on youth offenders and their decisions to commit crime (120)	Developing knowledge and understanding among other professionals
EPs working with the YOS could help develop and support interventions with youth offenders who are NEET and disengaged with education. (120)	Joint working to develop interventions
Another aspect of EP involvement with the YOS could include a supportive/therapeutic role, such as the delivery of on-going support programmes ... (120)	Therapeutic work
involve the EP collaborating with the YOS in order to help identify and deliver suitable evidence-based models which help shape and change negative automatic thoughts/cognitions such as Cognitive Behavioural Therapeutic approaches. (120)	Sharing therapeutic knowledge with others

Appendix 7ii: Table of T1 codes organised into analytical themes

Code	Theme
Sharing knowledge about learning D	Sharing knowledge and psychology
Sharing models of psychology D	
Sharing psychology to look at different ways of working W	
Developing knowledge and understanding among other professionals O	
Sharing therapeutic knowledge with others O	
Providing support regarding learning needs P	
Supervision of other professionals D	Providing supervision
Using supervision to develop practice D	
Professionals valued supervision by EP J	
Providing supervision to YOS workers P	
Case work involvement G	Case work involvement
Discussion of case work W	
Consultation used to discuss casework J	Providing consultation
Consultation for YOT workers W	
Consultation O	
Research within YOSs G	Researching
Using research to contribute to the evidence base S	

Developing interventions with YOT G	**Developing and evaluating intervention**
Evaluation of interventions G	
Adopting early intervention N	
Supporting schools in developing intervention S	
Developing Post 16 intervention P	
Joint working to develop interventions O	
Joint systemic working H	Working Systemically
Multi-agency systemic working H	
systemic working OC	
Joint multi-systemic working OC	
Systemic working P	
Working systemically S	
Working systemically S	
Joint systemic working S	
Joint systemic working S	
Making use of strengths-based assessment H	**Assessing and identifying needs**
Identifying learning needs H	
Assessing learning needs using cognitive assessment H	
Drawing on a strengths-based assessment H	
Assessment of needs N	
Holistic approach to assessment OC	
Identifying needs of YP OC	
Assessing learning needs	

P	
Assessing learning needs P	
Assessment of learning needs P	
Psychological assessment O	
Applying psychology in practice H	**Applying psychology**
Applying psychology in a range of contexts S	
Applying psychology in context S	
Applying psychology to a range of contexts S	
Applying psychology in context S	
Evaluating educational practice within a YOS H	**Evaluating practice**
Reviewing others' educational practice P	
Training other professionals supporting vulnerable YP J	**Training**
Training with school staff on therapeutic approaches N	
Delivering training to schools about offending behaviour (education and YOS link) O	
Training of YOS regarding SEND P	
Training other professionals W	
Direct therapeutic work with YP N	**Delivering therapeutic work**
Direct therapeutic work within the community N	
Therapeutic work O	
Therapeutic work for anxiety P	

Re-framing of others' ideas/thoughts N	**Offering a different perspective**
Adopting of a strengths-based approach N	
Understanding complex life stories (holistic view) N	
Joint working P	**Multi-agency working**
Multi-agency working P	
Multi-agency working P	
Multi-agency work with YOS N	
Encouraging multi-agency working OC	
Supporting school staff working with CYP known to YOS to develop relationship skills N	**Developing relationship skills**
Supporting relationship development between professionals and YP OC	
Supporting transition processes P	**Supporting transition processes**
Supporting transition processes P	
Using case studies to develop problem solving W	**Developing problem solving skills**
Sharing psychology to develop problem-solving W	
Developing problem-solving skills with other professionals N	
Advocating and giving voice to CYP and families P	**Engaging, listening and giving voice to CYP and families**
Engaging young people S	
Listening and giving voice to CYP N	
Collaborative working with CYP and families OC	

Appendix 8: Data Collated from the Office for National Statistics and Public Health England

Office for National Statistics. (n.d). *Local area report for areas in England and Wales.* Retrieved February 9, 2019, from https://www.nomisweb.co.uk/reports/localarea

Public Health England. (n.d). *Child and maternal health.* Retrieved February 9, 2019, from https://fingertips.phe.org.uk/profile/child-health-profiles

KS102EW - Age structure

Source	ONS Crown Copyright Reserved https://www.nomisweb.co.uk/reports/localarea				
Population	All usual residents				
Units	Persons				
date	2011	2011	2011	2011	2011
geography	Location A	Location B	Location C	Location D	Location E
measures	value	value	Value	Value	Value
Age					
Age 10 to 14	17,266	16,759	13,378	42,030	9,712
Age 15	3,590	3,544	2,989	8,635	2,039
Age 16 to 17	7,237	7,169	5,597	17,733	4,179
Total	28,093	27,472	21,964	68,398	15,930
Source	Public Health Engliand Child Health Profiles https://fingertips.phe.org.uk/profile/child-health-profiles				
Date	2018	2018	2018	2018	2018
Geogrpahy	Location A	Location B	Location C	Location D	Location E
	First time entrants to YJS	First time entrants to YJS	First time entrants to YJS	First time entrants to YJS	First time entrants to YJS
Age 10-17	61	70	59	150	42
% of 2011 pop.	22%	25%	27%	22%	26%

An example of one of the documents used to form the basis of question development
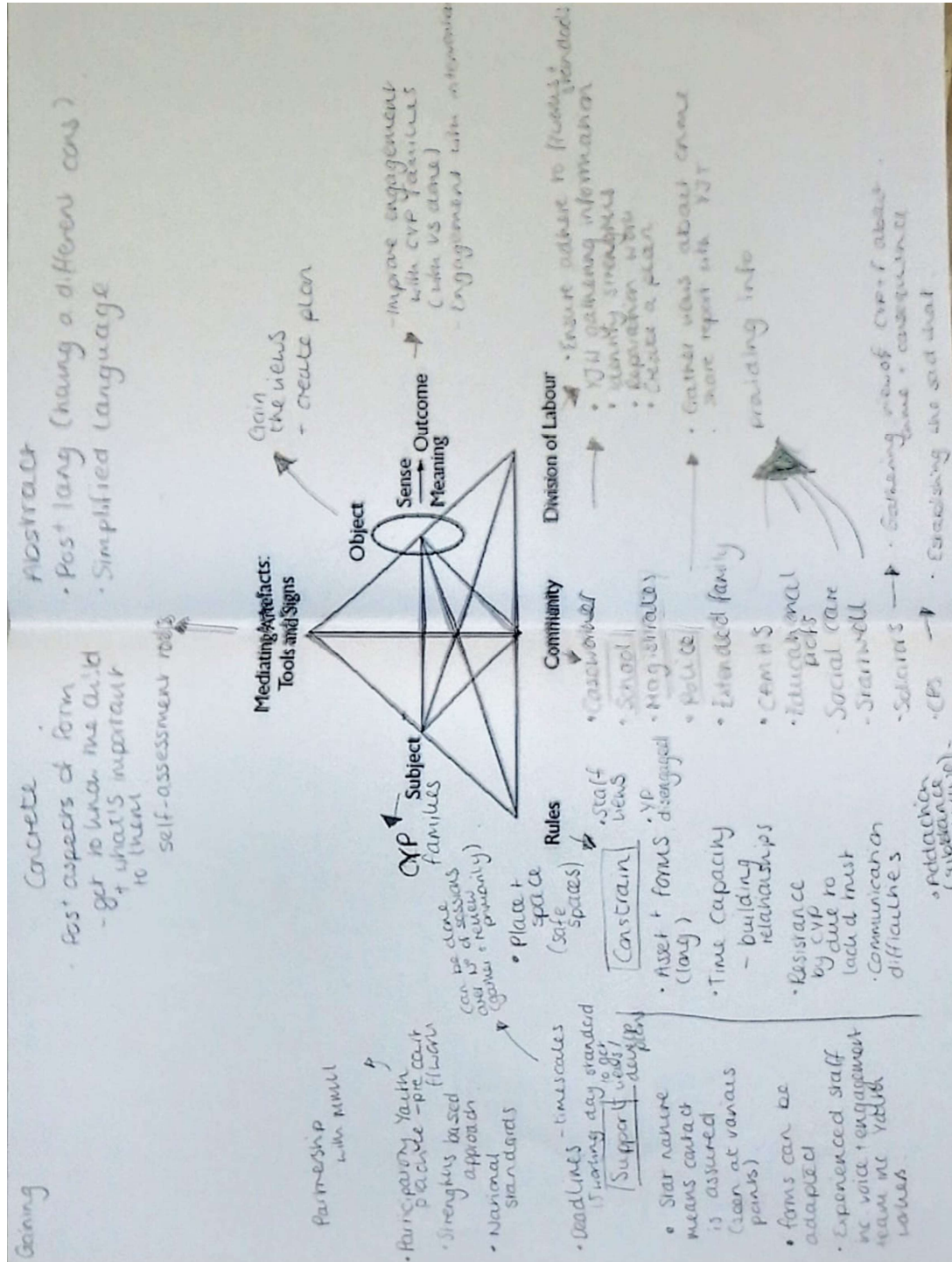
Appendix 10: Interview Schedule

Eliciting and integrating the views of children, young people and their families within youth justice services.
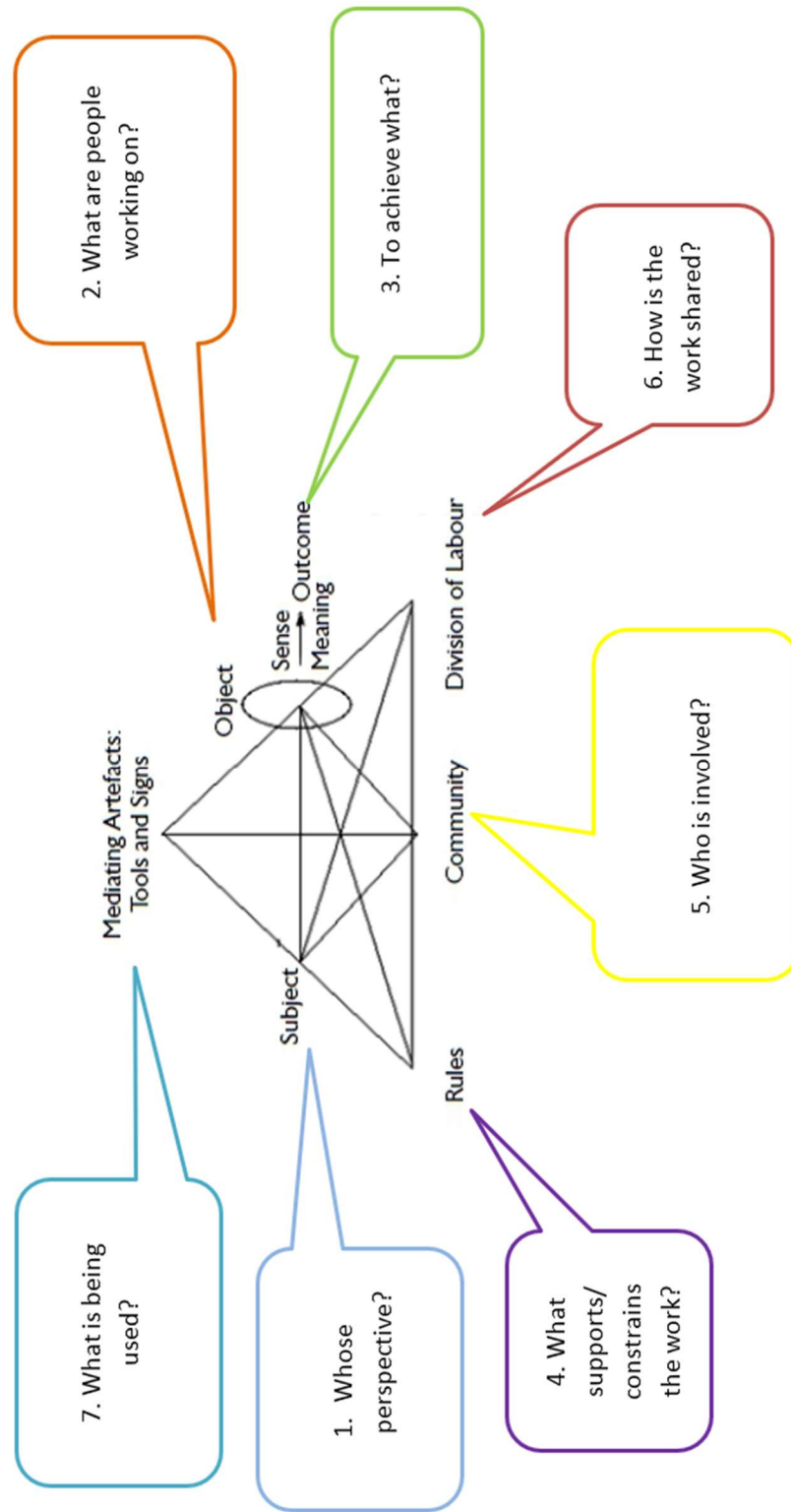
Possible proposed interview questions

Semi-structured interview questions	Activity Theory Link	Research question
1: What is the hoped outcome of gaining the views of children, young people and their families?	• Outcome	1. Why and how do youth offending teams elicit the views of children, young people and their families?
2: What supports you in gaining views?	• Rules • Community and division of labour	
3: What challenges are there to gaining views? (Differentiate between children and family in 2 and 3)	• Mediating artefacts	
4: What tools or techniques do you use to help you when eliciting views?	• Mediating artefacts • Community and division of labour	
5: Have you ever received training or had input on gaining the views and how have you used this in your practice?		
6: What is the hoped outcome by integrating the views?	• Outcome	2. How do youth offending teams integrate the views of children, young people and their families?
7: What supports you in integrating views?	• Rules • Community and division of labour	
8: What barriers are there when integrating their views? (differentiate between children and families in 7 and 8)	• Mediating artefacts • Rules • Community and division of labour	
9: How do your service try to overcome such barriers to ensure that those you work with feel like their views have been integrated into the work you do?	• Community and division of labour • Mediating artefacts	
10: Have you ever received input from educational psychologists on eliciting the views of others/voice of the child?		3. How could educational psychologists support youth offending services in their work of gaining the views of children, young people and their families?
11. In an ideal world, what support do you think EPs could offer your service in developing the ways the views of children, young people and their families are gained and integrated?		
12: What factors do you feel are already in place to support work between the YJS and the EPS?	• Rules • Community and division of labour	
13. What factors may need to change?		
14. Are there any other issues/comments you would like to make regarding the eliciting and integration of the views of children, young people and their families?		

Appendix 11: An Example of Notes Taken During the Interview
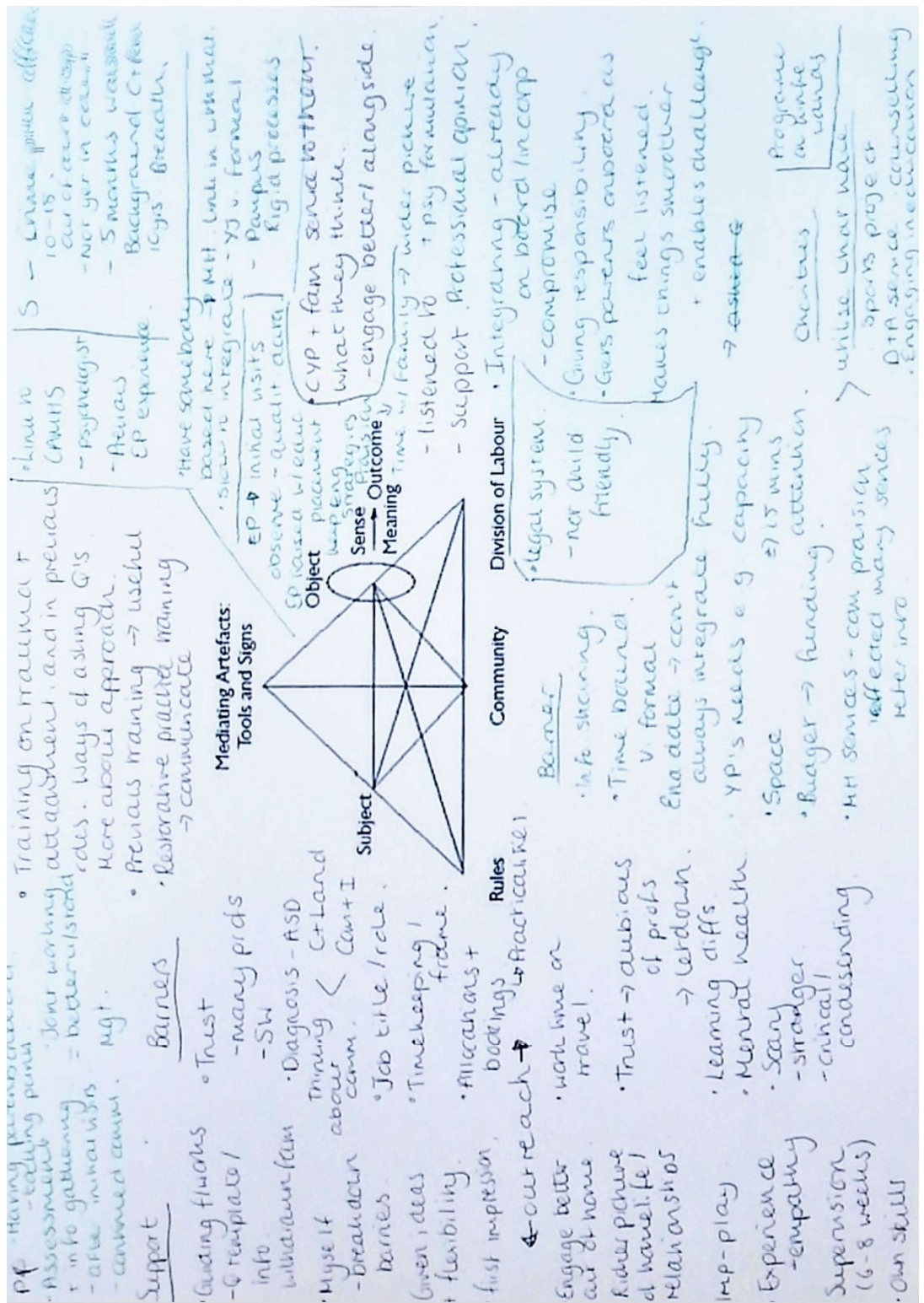
Appendix 12: The Second-Generation Activity Theory Model Shared with Participants

Second Generation Activity Theory Model - Engeström (1987) adapted by Leadbetter (2007)

2. What are people working on?

3. To achieve what?

6. How is the work shared?

5. Who is involved?

7. What is being used?

1. Whose perspective?

4. What supports/ constrains the work?

Mediating Artefacts: Tools and Signs

Object

Sense
Meaning
Outcome

Division of Labour

Community

Rules

Subject

Appendix 13: Braun and Clarke's (2006) Six Stage Model of Thematic Analysis

Stage	Activity
1. Familiarisation with data	Listened to audio recordings and reflected over notes taken during interviews and checked transcripts against recordings Read over data twice actively searching for meanings and patterns and making notes (Appendix 14).
2. Generation of initial codes	Highlighted pertinent quotes relating to inductive approach and then redid again with research question in mind (Appendix 14) Manually copied pertinent quotes from electronic transcripts into a Microsoft Word table. Developed descriptive codes and carried out content comparative analysis across each transcript to see if new codes were developing or if similar codes were being developed as part of (Appendix 15) Inter-rater coding with independent researcher provided opportunity to ascertain if coding was valid and reliable. This was a qualitative discussion but a quantitative example of how this was recorded is provided in appendix 16.
3. Searching for themes	Collated codes into one document and printed these out. These were then manually piled up into groups in relation to the research questions and then put under a basic theme. The groupings were then organised into a Microsoft word table (Appendix 17).
4. Review themes	Overview was discussed with research supervisor to ascertain if groupings made sense. Made revisions based on feedback.
5. Define and name themes	Applied Attride-Sterling's layer of organising and global themes to reduce the number of themes. This in turn resulted in 48 basic themes, 8 organising and 3 global themes (Appendix 22).

6. Produce the report	Themes shared within findings of Paper 2 through embedding extracts within the narrative to provide an illustration of the data

Appendix 14: Example of notes and manual coding

Initial thoughts and beginnings of coding through highlighting and notes

Participant: I suppose some of them I have, I mean _____ recently, actually on Thursday I'd rang up a mum and her son had been referred in by school and she didn't know that the child had been referred in, even though it said on the form it was consensual... so I said, 'Do you know anything about the youth offending service?' And she goes, 'Why is my son involved? My older son is involved, so why is my younger son being... referred through now?' I said, 'Look, I'll sit down, have a chat with the schools as to why they've been referred in and I'll come back to you and say whether or not... and look at what the school's identified and whether or not you agree with that and whether or not that referral into the _____ [00:06:11] would be the best referral or go to another service.'

[handwritten margin notes: "fully informal consent not necessarily occurring", "Q - why?", "Stigma ?", "Shame ?"]

Interviewer: Elsewhere, yeah.

Participant: So it's about having that communication and being quite open, being quite honest.

[handwritten: "transparency", "open + honest", "what aspects of communication"]

Interviewer: Yeah and families I suppose respond well to that.

Participant: Yeah and I think they're quite... yeah and I suppose if they've got... and I mean we're quite lucky at the _____ [00:06:25] here that we've got quite a good relationship with quite a lot of the families that we've worked through, coming through the years, so they already know who we are and they don't always _____ punitive element, they always look at it as a support element as well, so that's been quite good.

Interviewer: ... and then I suppose the flipside of that and thinking then, when you're gaining the views of children and young people, what would be... what are the barriers then? What things make it more difficult to gain those views?

[handwritten: "understands of referral", "focus"]

Participant: It's just contact with them, it's actually making them aware as to why they've been referred and I think it's that whole... stigma attached with the youth offending service and when I say I'm the social worker from youth offending service, so there's two barriers already about the... the labels of _____ [00:07:13], 'Well, actually your son or your daughter's referred into us to actually help and support you, not to... criticise what you do as a parent,' and I suppose that... they feel like we're coming out to criticise them or assess them as parents, but we say, 'Well, look, we're here to support rather than take your children away,' so that's...

[handwritten left margin: "processes and formal vs social construct around the labels?"]
[handwritten: "stigma", "why keg ?", "criticising parents / Power imbalance making clear expectations about the role."]

Interviewer: Yeah and I think it is isn't it? Especially if there's been negative experience of professionals in the past maybe... yeah, that can sometimes have an impact can't it?

Participant: Yeah, yeah.

Interviewer: Thinking about the wider systems that you work in then, are there any barriers that they create or constraints that they can sometimes create?

[handwritten: "notes = high level before involvement."]

Participant: Yeah, well I suppose it's about thresholds, we're used to that big terminology of threshold. We want to work with young people, if we feel they're at risk of offending or offending behaviour, but what we get is we get quite a lot of other services referring into us because they don't know what to do with them... so when we go back to that referring agency, we say, 'Well, why have you referred this child? They don't meet our criteria, they're not at risk of offending,' there may be other things going on with the family, so they're like, 'Well, we don't know what to do with them...' They don't meet our criteria, they don't... they're not high risk enough or they're not... or they're too high risk, so it's about people's thresholds of where they will work with those... those families and we do have that within S family remit as well, some of the agencies may not... feel

[handwritten left margin: "Clarity (or lack of) re role"]
[handwritten: "Referrals not meeting criteria", "early intervent ?"]

3

Appendix 15: Example of manual electronic coding and content comparative analysis

Document	Quote	Page	CN	Code	RQ
B3 T4					
	to empower	1	65	Empowering families	1
	to increase participation	1	76	Increased participation	1
	If people buy into what they're doing, it's more likely to have a sustainable impact....rather than something that's done to them... If it has a relevance in your own life...it's just going to have more benefit to you isn't it?	1	77	Long term impact	1
	the more you see somebody, the greater sense of relationship, the more you might get from those views	2	24	Building relationships	1
	you have to be quite open and honest	3	16	Transparency	1
	think sometimes people don't always trust you because you are linked to the police, so it might be that they feel like by sharing a view, they're kind of...they could be potentially giving away information...that could...you know...be used against them by informing a police officer	3	78	Concerns about information sharing	1
	people might be reluctant to trust you and tell you.	3	60	Lack of trust	1
	like it might be a very difficult issue that they've experienced and just not feel ready to share yet	3	79	Readiness to share	1
	So they're comfortable and not feeling judged	3	80	Non-judgemental	1
	it's more of a barrier with people who have got a lot of services involved and they've been...service-alised and they're a little bit more guarded	3	81	Trust in professionals	1
	some families can be distrusting of services	3	81	Trust in professionals	1
	...parents are often...a good proportion of the cause of the problem, if I'm honest with you. That can be a little bit of a barrier because it can present you with a bit of a conflict of interest. So...sometimes the parents have their own issues, they're sort of like put onto a child	3	82	Needs of the parent(s)	1
	you don't perhaps have the time	3	8	Time constraints	1
	parents can become quite attached to you in that sense...	3	82	Needs of the parent(s)	1
	the parent uses you as a sounding board and the young person's hearing that and it just reinforces that, you know, no-one's listening to them	4	83	CYP feeling unheard	1
	Well, I'm here to sort of hear your views, but actually your parents' views are important too	4	84	Balancing all views	1

Quote		Code	
Sometimes another barrier ...is sometimes your lack of power ... just because you've got the title of a professional that's coming in to fix a situation, that you've kind of got...this...this like throw away power where they tell you something, it's going to change things...and it can be really upsetting when you can't.	4	85	Lack of power as a professional	2
documents like self-assessments to formally gauge views.	4	2	Assessment tool	1
My Plans ... sort of sit down and gauge young people's views	4	6	Guidelines	1
I quote things because then at least that's their view and no-one can misinterpret that	5	86	Quoting views	2
So it's always bringing it back to their context.	5	87	Contextualising views	2
the thing is knowing the system	7	88	Knowing what is available	2
I think just policy, just generally policy ...so sometimes you have to prioritise what you can...what needs you can meet and what line you're going to take	7	89	Policies as a barrier	2
So it might be my approach...how I'm able to integrate their views into my approach, so that might be... 'I don't really want to meet at home,' so we go elsewhere, so like logistical, physical things	7	90	Ways of working	2
there's also the assessments, so their views are heard all the way through that and then it will influence the targets	7	2	Assessment tool	2

Content comparative analysis

15 new codes
5 codes from A1
2 codes from A2
22 codes total

Appendix 16: Inter-Rater Coding

Document				
B4 T2				

Quote	Page	Coder 1	Coder 2	Agreement
the way I see it is that we're there as a service to them firstly...so...I might have ideas of what I think I want to achieve with this young person, but actually it's about finding out what they think they need	1	Voice of CYP	Prioritising voice of the CYP	Y
that usually...one gives us more of an idea of where they think are	1	Identifying CYP individual needs	Assessing need	N
they engage much better with us because then we're kind of working alongside them as opposed to for them	1	Involvement of CYP	Engagement	Y
so we have certain frameworks that can guide us...to...pull out certain pieces of information.	1	Guidelines	Following frameworks	Y
we normally would go in with a template of the sort of questions that we'd like to ask or the types of information that we'd like to know and that is helpful because ...it's all important but pinpoint the bits that we might need for an assessment ...	1	Guidelines	Following frameworks	Y
my resource is myself...and how...I break down the barriers to get that information	2	Self as a resource	Building trust between CYP and EP	N
So in terms of resources, I would say we're not actually told the way we need to gather information...we're given ideas of how we can do that and I quite like that flexibility in all fairness because I think everybody's got their strengths.	2	Adapting tools	Autonomy to adapt resources and tools	Y
going into the home gives you a really good idea of what is going on... You get to kind of see the relationships sometimes, so that can be very useful in forming your assessments and the way that you kind of work with that family too	2	Understanding the bigger picture to add context and meaning to views	Entering their world for further context	Y
Trust....is huge	3	Trust (barrier)	Trust	Y
For a lot of our young people, they've had many professionals come in and out of their life	3	Involvement of professionals	Involvement of professionals	Y

Quote		Code	Theme	Agreement
And sometimes actually...whether that young person has got a diagnosis of some sort, whether that's autistic trait or a learning difficulty or processing or cognitive kind of...difficulty, so then...you're already having to...find ways of communicating differently and a bit more effectively so that they do understand	3	Meeting SEND	Adjusting practice to meet individual needs	Y
also, our role...we make it informal but actually the title of what we do is formal	3	Terminology	Addressing levels of formality	N
...timekeeping	3	Time constraints	Time	Y
I've come up against this a lot this week..barriers...from...other professionals in the sense that I've had a lot of problems this week with schools...just because it's exam period and there's so much going on. But I've made a lot of appointments, pre-booked, and got to schools this week...and they've not booked me a room or I've not been able to see a young person because they've forgotten they were in an exam	3	Multi agency working (barrier)	Barriers experienced working with other professionals	Y
I'm working with a family who's had five social workers in a short space of time, so she's very...dubious of professionals and what their intentions are and sort of like...	4	Involvement of professionals	Building trust between CYP and EP	N
actually mental health is a big one...and I'm saying...I'm saying that because I think we do have a lot of mental health issues with our young people,	4	Meeting SEND	Adjusting practice to meet individual needs	Y
I think if you can go in and acknowledge that, that we are not here to kind of...tell you what to do, we are not here to...be critical or condescending then you can get in, but I think automatically they think...they're going to try and put me down, they're going to try and tell me that I'm doing a bad job	4	Power imbalance	Addressing power imbalances	Y
Number of agreed codes				13
% of agreement				76%

Appendix 17: Table showing example of initial generated basic themes

CN	Source	Quote	Code
1	A1	giving them a better outlook for their adult future.	Improving future prospects
69	A2	we're supporting them to move forward	Supporting change for CYP
5	A1	more of a child-friendly approach plan through referral order, through court orders, so the young person can actually make that plan themselves.	Engaging CYP in developing plans
13	A1	also try to meet with them [cyp] individually	Work with individuals
31	A1	we do try to get the young person to attend any of their meetings	Involvement of CYP to promote engagement
	A1	we do have our referral planning meetings where we get that young person involved	
	A1	try and get that young person to attend any of the meetings that they have	
	B4	they engage much better with us because then we're kind of working alongside them as opposed to for them	
76	B3	to increase participation	Gaining views increases participation
	B2	I guess the hope is that they'll be able to engage and participate in the direct work that we do with them...	
103	A3	I suppose...the outcome is that they take on board some of the information that we....or I kind of offer	For CYP to take on information and support from YJS
104	A3	I suppose to take advantage of those....those kind of opportunities	Hope that YP will take advantage of opportunities provided through the work
43	B4	the way I see it is that we're there as a service to them firstly...so...I might have ideas of what I think I want to achieve with this young person, but actually it's about finding out what they think they need	A chance for CYP to share their views
	B2	giving them a voice, giving them opportunity to have their say and to....to talk from their own perspective	
	B2	them the chance to share their views really.	
	B2	take ownership of it because it's not been put onto them, it's encouraging them to...say what's meaningful and important for them.	
91	A4	it's their understanding so you seem to be helping them address something they feel is an issue for them	Understanding important issues for CYP makes them feel heard
114	A5	their views can't(?) impact and develop our service	Wider impact of views on service development

Appendix 18: Excerpts from the Ethics Application

The University of Manchester

Ethics Application

Research

Please be mindful that each application, submitted via the University's Ethical Review Manager (ERM), costs the University £750 due to the number of people required to process, review and approve your application.

Please respect this fact and ensure that you carefully follow the guidance provided and help bubble text in order to complete your application appropriately (and choose the correct route of ethical review). Please DO NOT use the ERM system for 'test' submissions. Misuse of the ERM system is a waste of numerous resources which could otherwise be dedicated to research, teaching and social responsibility activities.

You are logged into the Ethical Review Manager (ERM), the system provided by Infonetica Ltd that will process the application on behalf of The University of Manchester. Your contact details will be stored by Infonetica Ltd and used by the University for the purpose of managing your application for ethics review. The University will use your details for that purpose only. The information will be retained, archived and deleted in line with the agreed retention policy. Your details will not be passed to any other third party organisations.

The University, in compliance with the Data Protection Act 1998, has a **Data Protection Policy** and any information you provide on this form and associated documents will be protected in accordance with this policy. However, it will be assumed that you have not included any sensitive personal information and you should not, therefore, include a *curriculum vitae* or identifiable information about your racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health, sexual life, commission of offenses and/or criminal proceedings. Should you feel it essential to include such details in your application please contact the Research Governance, Ethics and Integrity team (research.ethics@manchester.ac.uk).

Please also note this system will send all correspondence related to your ethics application to your University of Manchester email account.

Please do not proceed unless you are content to comply with this.

A0. Data Protection Statement

☑ I confirm that I have read the above information with regard to data protection and will comply with the requirements as described.

Type	Document Name	File Name	Version Date	Version	Size
Additional docs	Off Campus UK based Risk Assessment T2 September 2018	Off Campus UK based Risk Assessment T2 September 2018.docx	24/09/2018	1	46.0 KB
Additional docs	Community Lone Worker Checklist Sept 2018	Community Lone Worker Checklist Sept 2018.docx	24/10/2018	1	23.8 KB

Please tick the box below if you do not have any additional supporting documentation for this project.

☑ I confirm that no additional supporting documentation is required for this project.

Final Declaration: L43

L43. In order for your application to proceed to review, please confirm the following:

- To the best of my knowledge the information that I have provided here is accurate and I understand that any deliberate attempts to withhold necessary information or mislead the School Research Ethics Committee will result in my project being given an unfavourable decision.
- I understand that while I have completed this form for undergraduate/postgraduate research, the School Research Ethics Committee may escalate my application to the University Research Ethics Committee (UREC) if my research is deemed to be high risk.

☑ I confirm both of the above declarations.

You MUST tick the box above in order to submit this form.

Required Signatures

Appendix 19: Ethical Approval

Low Risk Ethics Application Received: 2018-5167-7483 (Automatic Email from the UoM Ethical Review Manager (ERM) system)

donotreply@infonetica.net

15 November 2018 14:46

To: Danielle May Howarth-Lees; Kevin Woods

Please ensure you read the contents of this message. This email has been sent via the Ethical Review Manager (ERM) system on behalf of the University of Manchester.

Dear Mrs Danielle May Howarth-Lees , Prof Kevin Woods

Thank you for submitting your low risk ethics application for your project entitled: Integrating the views of CYP and their families within YOS ; Ref: 2018-5167-7483 which has now been approved by your supervisor and logged by the Ethics Administrator.

For those undertaking research requiring a DBS Certificate: As you have now completed your ethical application if required a colleague at the University of Manchester will be in touch for you to undertake a DBS check. Please note that you do not have DBS approval until you have received a DBS Certificate completed by the University of Manchester, or you are an MA Teach First student who holds a DBS certificate for your current teaching role.

If anything untoward happens during your research or any changes take place then please inform your supervisor immediately.

This approval is confirmation only for the low risk Ethical Approval application.

Please let us know if you have any additional queries by emailing:PGR.ethics.seed@manchester.ac.uk .

Best wishes,

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Appendix 20: Participant Information Sheet

Integrating the views of children, young people and their families within youth offending services.

Participant Information Sheet (PIS)

This PIS should be read in conjunction with The University privacy notice

You are being invited to take part in a research study as part of a student project exploring how youth offending teams gain the views and encourage participation of children, young people and families. Before you decide on taking part, it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take the time to decide whether you wish to take part. Thank you for reading this.

Who will conduct the research?
Danielle Howarth-Lees – Trainee Educational Psychologist Manchester Institute of Education

What is the aim of the research?
The researcher is hoping to explore how youth offending teams gain the views and encourage participation of children, young people and their families; how these views are acted upon and how educational psychologists may develop knowledge in this context of person-centred approaches in gaining other's views.

The researcher aims to generate data which can be analysed and published as part of their doctoral thesis.

Why have I been chosen?
The researcher is part of a working group of educational psychologists who work alongside their local authority's youth offending service. The educational psychologist who works with your team has suggested that the team may be interested in participation. As part of that team, you are a member who works directly with children, young people and their families in gaining their views and therefore are being asked if you would wish to participate.

What would I be asked to do if I took part?
You would be asked to participate in an interview to discuss questions around the topic. The interviews are expected to take between 30 – 45 minutes and can be carried out at a place of convenience (the service's office or a room at the university) with flexibility around your work commitments, or if necessary, via Skype.

You would be asked to discuss the processes and formats used to gain views from children, young people and their families, the benefits and difficulties in doing this and how psychological theory may benefit your practice.

Participants may also be asked at a later stage in the research if they wish to participate in 'member checking', which will provide the opportunity for participants to provide feedback to the researcher to ensure the researcher's interpretations of the data are as accurate as possible. This can be done via email or face to face, depending on availability of the participant.

What will happen to my personal information?
In order to undertake this research project, the following personal information/data may be collected:

- How long you have worked in your role (years of experience)
- Which geographical location you work in
- An audio (voice-only) recording will be made of the discussion using an encrypted recording device
-

The research team (the researcher and the researcher's university supervisor) will have access to this information.

The collecting and storing of this personal information are in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is "public interest task" and "for research purposes" if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our Privacy Notice for Research Participants.

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures. All researchers are appropriately trained, and your data will be looked after in the following way:

The research team at the University of Manchester will have access to your personal identifiable information, that is data which could identify you, but they will pseudonymise it during the production of written transcriptions which will occur within the first month after the interview. Your personal, identifiable information will not be shared with any other organisation. Your consent form and contact details will be retained for 5 years. This information will be stored in a locked filing cabinet within the research team's office.

All data collected (including audio recordings) will be stored on an encrypted, password protected data storage facility provided by the University of Manchester, a system which is backed up hourly. The audio recordings will be transferred from the recording device to this storage facility immediately after the interview. The audio data will then be permanently deleted from the recording device.

The pseudonymised research findings may be documented in a research journal and will be available via a repository. The data paper will provide the necessary data for further research and teaching. Data will be securely stored for 5 years. This will include the transcripts of the interview and digitised samples of the analysis process. The data gained may be used to validate research finding, conduct new studies or for dissemination purposes. In the latter two instances, it is only access to the data papers which would be needed. These will be stored in-line with journal requirements. After 5 years the data will be permanently destroyed.

You have a number of rights under data protection law regarding your personal information. For example, you can request a copy of the information we hold about you, including audio recordings. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our privacy notice for research and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner's Office, Tel 0303 123 1113

Will my participation in the study be confidential?
Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above.
- A University encrypted audio recording device will be used to collect data which is used exclusively for research purposes
- Audio recordings will be transcribed into typed text either by the researcher or a University of Manchester approved employee who provides transcription facilities. Such employees are aware of confidentiality guidelines and will have signed a copy of the Confidentiality

Agreement. The transcripts will be stored on an encrypted, password data storage facility provided by the University.

- Personal information will not be included in the final transcript; pseudonyms will be used.
- All audio recording data will be stored on an encrypted, password protected data storage facility provided by the University of Manchester, a system which is backed up hourly
- Audio recordings will be permanently deleted from the recording device after being transferred to the secure storage facility

Individuals from the University, the site where the research is taking place and regulatory authorities may need to review the study information for auditing and monitoring purposes or in the event of an incident.

There may be circumstances which may lead to the researcher disclosing information, such as:
- in the event that there are concerns about your safety or the safety of others, the researcher may need to contact other professionals or a family member

- where there is a professional obligation to report misconduct/poor practice the researcher may need to inform an employer/professional body

- reporting of current/future illegal activities to the authorities

As a participant you will be assigned a pseudonym during the first interview. The data will be saved using this pseudonym, de-identifying you from the data. If any names are used within the interview, these too will be assigned a pseudonym. All reporting of data will therefore be anonymous from the point of transcription so that participants cannot be identified.

What happens if I do not want to take part or if I change my mind?
It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part, you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your specific data. This does not affect your data protection rights.

As the audio recording is essential to the data collection in this study, you will not have the option to decline being audio-recorded. If you prefer not to be audio-recorded, participation in this study is not appropriate. However, if you choose to participate, regular checks will be made throughout the recording to ensure you feel comfortable with the recording process. You are free to pause or stop the recording at any time.

Will my data be used for future research?
The data gained may be used to validate research findings, conduct new studies or for dissemination purposes. In the latter two instances, it is only access to the data papers which would be needed. These will be stored in-line with journal requirements. After 5 years the data will be permanently destroyed.
Your information will only be used by organisations and researchers to conduct research in accordance with the UK Policy Framework for Health and Social Care Research.

This information will not identify you and will not be combined with other information in a way that could identify you. The information will only be used for the purpose of psychological research.

Will I be paid for participating in the research?
Participation is voluntary; you will not be paid.

What is the duration of the research?
You will be asked to participate in one interview (discussion) lasting approximately 30-45 minutes.
You may be asked to share and discuss documentation and formats used to gain views, this will be done informally during shadowing opportunities.

Where will the research be conducted?

The researcher is flexible and can carry out the interview at a suitable meeting place at your place of work, at one of the university's rooms or via Skype.

Will the outcomes of the research be published?
This exploratory study will provide information towards a doctoral thesis which will be submitted towards the researcher's doctoral training. It is possible therefore that this research may be published on completion of the doctoral thesis in 2020. Participants will be contacted if the research is published.

Who has reviewed the research project?
This research project has been reviewed by the University of Manchester Research Ethics Committee.

What if I want to make a complaint?
Minor complaints
If you have a minor complaint then you need to contact the researcher in the first instance, or research supervisor.

Researcher*:* **Danielle Howarth-Lees**
Email: **daniellemay.howarth-lees@postgrad.manchester.ac.uk**
Phone: +44 (0)161 275 2817

Supervisor: **Dr Kevin Woods**
Email: **kevin.a.woods@manchester.ac.uk**
Phone: +44 (0)161 275 2817

Formal Complaints
If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researcher in the first instance then please contact:
The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?
If you have any queries about the study or if you are interested in taking part, then please contact the researcher
Researcher*:* **Danielle Howarth-Lees**
Email: **daniellemay.howarth-lees@postgrad.manchester.ac.uk**

Integrating the views of children, young people and their families within youth offending services.

CONSENT FORM

If you are happy to participate, please complete and sign the consent form below.

Statement	Please tick
1: I confirm that I have read the attached participant information sheet on the above study. I have had the opportunity to consider the information and ask questions, and had these questions answered satisfactorily.	
2: I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis	
3: I understand and agree that my interview will be recorded and then externally transcribed, with any information being pseudonymised where relevant.	
4: I agree to sharing appropriate documentation with the researcher, in line with my authority's information sharing policies and the aims of the research.	
5: I agree to the use of pseudonymised quotes being used from interviews, or diary recounts.	
7. I agree that any data collected may be published in anonymous form in academic books, reports or journals	
8. I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
9. I understand that there may be instances where during the course of the interview information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.	
10. I agree to take part in this study.	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice for Research Participants.

Participant   Researcher
Signature   Signature

Date   Date

Appendix 22: Organisation of All Themes

Basic Theme	Organising theme	Global Theme
Future prospects	Working with CYP	Participation
Engagement with service		
The voice of CYP		
Service development		
Support the whole family	Working with the whole family	
Gaining family voice		
Parent/carer views of YP		
Empowering Families		
False participation		
Dependency		
Assessment		
Multi-agency working		
Lack of trust	Relationships	
Transparency		
Stigma		
Judgement		
Relationships are key		
Working with other services	Meeting individual needs	Meeting needs
Tailored support		
Tools for gaining views		
Applying knowledge and skills in practice		
CPD		
Terminology and language		
Meeting the needs of an individual		
Flexibility		
Drawing on other's knowledge		
Guidelines		
Early involvement		
Openness and honesty	Creativity and flexibility	
Creating achievable plans		
Creative and flexible		
Compromise and expectations		
Knowledge of services	Capacity	
Time		
Capacity (RQ1 and 2)		
Lack of funding and resources		
Limited as a professional		
Challenges of multi-agency working		
Buildings as barriers		
Risk management		
Time constraints	Challenges	EPS and YJS working together
Awareness of EP role		
Sharing information	Ways of working together	
Providing advice		
Act as a link		
Collaborative working		
Developing skills and knowledge		
Assessment of need		