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Looking ahead rather than behind: Exploring the future perspectives and resilience of adolescents who have experience of parental imprisonment

by

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<u>ABSTRACT</u>

LOOKING AHEAD RATHER THAN BEHIND: EXPLORING THE FUTURE PERSPECTIVES AND RESILIENCE OF ADOLESCENTS WHO HAVE EXPERIENCE OF PARENTAL IMPRISONMENT

Catherine Diana Goodchild

Adolescence is a period of development when young people begin to prepare for transition from childhood into adulthood creating an increased focus on future potential and aspirations. A systematic review of the international literature was conducted, exploring the relationship between adolescent outcomes and two key areas of future perception studies, future orientation and possible selves. 18 articles were identified and subsequently organised by grouping in relation to school, home and personal factors. Research was conducted cross-culturally and often focussed on at-risk populations related to ethnicity, however only two studies extended to the UK population. A number of quantitative studies suggest a relationship exists between adolescent future orientation and a variety of positive outcomes, as well as acting as a protective factor against negative outcomes, e.g. risk-taking behaviours. Participants' perspectives were rarely explored through qualitative research, with only two papers included. Limitations include methodological design, leading to calls for more robust research in this area.

The empirical paper (Chapter 2) adopted a qualitative design and explored the future perceptions of children of imprisoned parents. This population have been referred to as 'silent victims' in the literature and are suggested to be at risk of multiple negative outcomes, including disruption to relationships, stigmatisation and increased risk of engaging in socially undesirable behaviours. The current study gathered the future perspectives of children of imprisoned parents, as well as their resilience factors including sources of strength and support from their past and present experiences. Five participants,

aged 9-12 years were interviewed using semi-structured interviews and a 'life path' drawing activity. Deductive thematic analysis identified six overall themes: experience of having a parent in prison, social support, individual coping strategies, beliefs about the future, strategies to reach future goals and potential barriers to reaching future goals. Implications for practice were discussed in light of the heterogeneous nature of the findings and concluded that professionals should consider a bespoke approach to intervention, ensuring children are kept at the forefront of decision-making. Calls for future research included further qualitative studies to explore how children of imprisoned parents construct their own identities, which could be triangulated with data such as the voice of siblings and wider family members.

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Academic Thesis: Declaration Of Authorship

I, Catherine Diana Goodchild declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

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I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
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3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signed: ....

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Acknowledgements

Definitions and Abbreviations

ACES   Adverse Childhood Experiences

AOR   An Odds Ratio

BPS   British Psychological Society

CAPI   Children affected by parental imprisonment

CASP   Critical Appraisal Skills Programme

CI   Confidence interval

CIP   Children of imprisoned parents

CYP   Children and young people

d   Cohen's effect size

EP   Educational Psychologist

FO   Future orientation

IP   Imprisoned parents

N   Total number of cases

NICE   National Institute of Clinical Excellence

PI   Parent imprisoned

PS   Possible selves

PRU   Pupil Referral Unit

r   Estimate of the Pearson product-moment correlation coefficient (an effect size)

SOB   Sense of belonging

SSA   Social shared activities

SUB   Socially undesirable behaviours

TA   Thematic Analysis

Definitions and Abbreviations

UK   United Kingdom

USA   United States of America

YP   Young person

Chapter 1   A systematic review exploring the relationship between perceptions of the future and adolescent outcomes.

1.1   Introduction

It is widely accepted adolescence is a period of development when young people (YP) begin to prepare for transition from childhood into adulthood (Erickson, 1968, as cited in Crespo, Jose, Kielpikowski, & Pryor, 2013) creating an increased focus on future potential and aspirations (Crone & Dahl, 2012; Kerpelman & Pittman, 2001). This transitional phase is predominately thought to occur between the ages of 10-20 years (Susman & Rogol, 2004). Although adult legal status in the United Kingdom (UK) is achieved at 18 years old, some researchers recognise the developmental phase of adolescence extends into early adulthood and mid-twenties (Mandarino, 2014).

Adolescence brings about planning and actively thinking about life goals and projects, which may include vocational, social or personal hopes and dreams (Nurmi, 1991). Future trajectories are prioritised, at this time, due to societal expectations and educational systems, which culminate in measuring academic attainment in order to further propel students into higher education systems or employment. Furthermore, Wray-Lake, Flanagan, and Osgood (2010) posited the impressionable and influential period of adolescence as a time when values and attitudes are formed by social forces and peer influences.

Whilst it is important to consider the societal influences of adolescent development, physiological and neurological maturation are also widely recognised as being distinctive to this transitional period of life. Researchers have found several functional and neurological changes occurring in the adolescent brain during ages 10-25 years. These include increases in sex hormones, additionally significant modifications to the limbic system and pre-frontal cortex, which are thought to effect executive functions such as self-control, risk-taking, decision-making and emotional responses (Arain et al., 2013; Blakemore & Choudhury, 2006). In the context of understanding this unique period of life, psychological research has attempted to disentangle the variety of changes occurring

during adolescence to establish a greater understanding of how future outcomes are shaped.

Adolescent outcomes

Given the importance of the transitional period from childhood to adulthood, it is unsurprising policy makers and researchers are keen to explore factors that may hinder the potential prospering of YP. For example, YP's happiness is reported to be at its lowest since 2010 (The Children's Society, 2017). Emotional wellbeing, specifically adolescent mental health, continues to be a growing concern in the UK, with one in ten YP reported as experiencing diagnosable mental health difficulties (Collishaw, Maughan, Natarajan, & Pickles, 2010; Department of Health & NHS England, 2015; Royal College of Psychiatrists, 2016). The prevalence of adolescent mental health difficulties that do not meet diagnosable thresholds is unclear. Mental health difficulties in adolescence have been consistently linked with poorer life outcomes (Fergusson & Woodward, 2002). These difficulties are known to be exacerbated for at-risk and vulnerable populations, such as families with a low socioeconomic status (Devenish, Hooley, & Mellor, 2017; The Children's Society, 2016). In response to such significant need, the Department of Health and NHS England (2015) published a report setting out governmental ambitions to provide more preventative mental health support for YP to enhance future outcomes. Following this, the Department of Health and Department for Education (2017) drafted a green paper in relation to early mental health intervention and raising aspirations.

Whilst mental health awareness has been receiving increasing attention, youth crime statistics have alluded to an overall trend of decreasing criminality. This means fewer YP are becoming involved in criminal activity, particularly as adolescents transition into adulthood (Bateman, 2017). However, it is inherently difficult to identify the true figure of adolescents engaging in at-risk behaviours, such as gang-related activities, in part due to a lack of research within the UK compared to other cultures such as the USA (Smith, Gomez Auyong, & Ferguson, 2018). Preventative measures and interventions have been explored in response to concerns about rising adolescent gang-related crime (Early Intervention Foundation, 2015), however recent reports would suggest rising youth knife crime is a current priority for early intervention and exploration (Allen & Audickas, 2018). Furthermore, research largely agrees involvement in criminal behaviour during early adolescence can perpetuate into negative outcomes in adulthood (Rhoades, Leve, Eddy, & Chamberlain, 2016).

The existing literature provides a clear message about the individual and societal costs of experiencing difficulties during adolescence and how this affects subsequent life outcomes. This supports the importance of understanding mechanisms or influences that may increase the likeliness of such difficulties, also known as risk factors. Conversely, understanding potential protective factors, that help to buffer against such outcomes, permits greater early intervention and prevention (Rutter, 1987).

Perceptions about the future

A hopeful and purposeful perception of the future has been linked with a range of positive psychosocial outcomes (Perry & Raeburn, 2017; Schoon & Polek, 2011). It is widely accepted that individual aspirations, or hopes for the future, are important because they appear to influence a variety of life outcomes (Hart, 2016). A number of studies have concluded a link between adolescents' future perceptions and various academic, social and personal outcomes, which will be further discussed throughout this review (Dunkel & Anthis, 2001; Oyserman, Bybee, Terry, & Hart-Johnson, 2004; Robbins & Bryan, 2004).

When reviewing the current literature, it is apparent a wide variety of terminology is used to discuss the topic of future thinking such as: perceptions, aspirations, orientation, possible selves and goals. For the purpose of this review, two terms were selected for further exploration, as they were used more consistently across the adolescent-age related literature, 'future orientation' (FO; Nurmi, 1991) and 'possible selves' (PS; Markus & Nurius, 1986; Oyserman & Markus, 1990b). Whilst both have similar concepts, the two differ slightly in their theoretical frameworks.

FO has been described as an umbrella term for multiple aspects related to future thinking and as a result, has a variety of conceptualisations (Stoddard, Zimmerman, & Bauermeister, 2011). Nurmi (1987) developed a model to conceptualise FO, which includes planning, motivational and evaluation components. This model was further evolved by Seginer (2000), who suggested an intra-personal model, whereby the motivational component affects both cognitive and behavioural components, whilst the cognitive component affects the behavioural component. Despite slightly different theoretical frameworks, both perspectives suggest that thoughts and plans about the future affect individual behaviour. FO can, therefore, be described as an individual's projections of self-representations, in relation to their hopes and fears about various life domains, which, as a consequence, guides the individual's developmental course through providing the basis for setting goals and making plans and commitments (Nurmi, 1991; Seginer,

1992; Trommsdorff, Lamm, & Schmidt, 1979). This is the definition that has been used for the purpose of this review.

Another popular concept referred to within the literature is future 'possible selves' (PS; Markus & Nurius, 1986; Oyserman & Markus, 1990b). This concept emerged through expanding on past and present domains of the self-concept and adding the dimension of a future possible self (Markus & Nurius, 1986). PS are suggested to provide the link between self-concept and motivation, which "can be viewed as a cognitive manifestation of enduring goals, aspirations, motives, fears and threats" (Markus & Nurius, 1986, p. 954). PS are defined as representations of what individuals think they might become, known as expected selves, what they would like to become, known as hoped-for selves and, finally, what they fear becoming, also known as feared-for selves (Markus & Nurius, 1986; Oyserman & Markus, 1990b).

The developmental period of adolescence is thought to include an increased abstract reasoning ability due to maturation of the prefrontal cortex. This development enhances meta-awareness and, hence, enables YP to begin to consider their future types of PS (Anderson, 2002; Oyserman, 2001). Although an ability to consider your future self is generally deemed helpful, a debate exists, within the existing research, in terms of whether exploring either short-term PS (Oyserman & James, 2011) or longer-term adult selves, serves as YP's optimum motivation to achieve their desired future outcomes (Brezina, Tekin, & Topalli, 2009; van Gelder, Hershfield, & Nordgren, 2013). Currently the debate remains unresolved, as a fundamental weakness of the literature base is the lack of longitudinal data, following adolescents through to adulthood, ascertaining if projected future outcomes were achieved (Massey, Gebhardt, & Garnefski, 2008).

Whilst there has been a large rise in the amount of research conducted in areas of FO and PS, surprisingly few reviews of the literature exists, perhaps indicating the wide-ranging nature of the concept. The first extensive review of the literature was conducted in the early 1990s by a key researcher in the field of FO (Nurmi, 1991). Nurmi's results highlighted how adolescent future content and pursuit were influenced by family context, age, sex, socioeconomic status and cultural differences. Massey's et al.'s (2008) follow up review also demonstrated how future perceptions are related to the variety of personal, social and environmental factors within the individuals' context, with notable links to risk behaviours and overall wellbeing.

Whilst understanding associations and relationships provide interesting insight, gaps remain in reviewing research pertaining to interventions that support adolescents to improve their perceptions of their future selves (i.e. whether it is possible to change these for the better) as well as exploring any meaningful causal relationship between efforts to support future perceptions and adolescent outcomes (Joseph Rowntree Foundation, 2012). Nevertheless, it is worth noting the apparent fragility and changeability of adolescents' thoughts and self-concepts could render any interventions and associated evidence of impact unreliable (Arnett, 2000; Beal & Crockett, 2010; Erikson, 1968; Joseph Rowntree Foundation, 2012).

Psychological theories underpinning the study of future selves

As adolescents transition into adulthood, identity development is thought to become a core part of the process to facilitate self-evaluation and psychological wellbeing, as well as social relationships (Erikson, 1968; Meeus, 2011). The importance of feeling a sense of connection and belonging to family and school contexts has consistently been concluded in the literature (Jose, Ryan, & Pryor, 2012; Prince & Hadwin, 2013). Adolescents' perceptions are likely to be shaped by their interactions with others, due to our human fundamental need to belong and form interpersonal relationships (Baumeister & Leary, 1995). Bowlby's (1979) attachment theory further posits the importance of having a safe base created by significant others to enable successful navigation of the social world and in turn, allow exploration of future options.

There are various theoretical perspectives that have been applied to this field of research, including goal setting theory (Locke & Latham, 2006), self-discrepancy theory (Higgins, 1987) and identity theory (Erikson, 1968). However, it is beyond the scope of this review to outline them all. The socio-ecological model (Bronfenbrenner, 1979) has been applied to research surrounding future perceptions (Crespo et al., 2013; Nurmi, 1991; Seginer & Shoyer, 2012; Sharp & Coatsworth, 2012). The model illustrates how behaviour is contextualised and can only be fully understood according to the different environments and experiences individuals encounter. Four bi-directional, nested systems: the microsystem, mesosystem, exosystem, macrosystem interact to shape how children and adolescents develop. The model is illustrated in Figure 1.
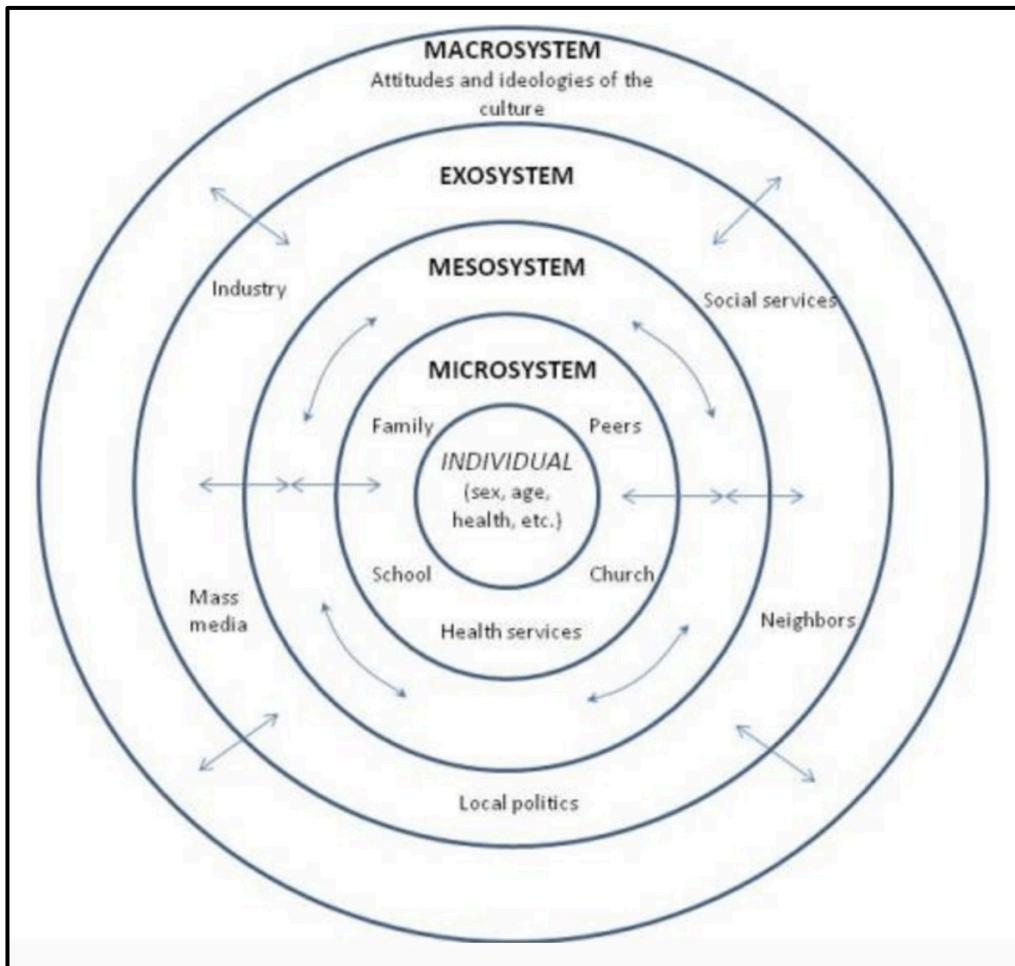
Figure 1. Bronfenbrenner's (1979) Socio-Ecological Model of Human Development

Bronfenbrenner's (1979) theory argues it is not the different social contexts but the connections and links between different life contexts that are important to explain outcomes. Furthermore, it is recognised adolescents are embedded in multiple and influential contexts between their family, neighbourhood, school, peer and wider societal environments (Neal & Neal, 2013). Future perception research situates itself within this interplay of multiple ecological systems.

Whilst the shaping and influences of possible future perceptions are important to explore, motivational factors, such as planning strategies to achieve hoped-for selves or avoid feared-for selves, are also important for researchers to understand. Not surprisingly, the motivational psychology literature produces similar outcomes to that of future perceptions, in that complex interactions occur between the individual and their personal, social and environmental contexts. Self-determination theory (Deci & Ryan, 2008; Ryan & Deci, 2000) posits that basic psychological needs of competence, autonomy and

relatedness are needed for the optimum motivational force behind setting and achieving goals. From this perspective, intrinsic motivation is enhanced when individuals are provided with opportunities to self-direct and make decisions about their future goals, which in turn is associated with greater school engagement, as well as psychological wellbeing (Ryan & Deci, 2000) .

Aims of review

This systematic review aims to address a gap in the current psychological literature and bring a number of the aforementioned areas of research together through exploring two key areas of future perception studies, FO (Nurmi, 1987) and PS (Markus & Nurius, 1986; Oyserman & Markus, 1990a), specifically in relation to adolescent outcomes.

1.2 Method

Data Sources & Search Strategy

The systematic search for this literature review was conducted within four databases, PsychInfo and Medline via EBSCO, Web of Science and Education Resources Information Centre (ERIC). Specific search terms were used to explore the databases, which included a variety of synonyms for 'adolescents' found through an online thesaurus and reading through a selection of known articles. The terms 'future orientation' and 'possible selves' were also used, as most commonly identified conceptions in articles that referred to adolescent future perceptions. (See Appendix A for full search terms).

When searching the databases, synonyms were separated with the search command 'OR' and the two different areas of search terms were combined with 'AND'. To ensure searches retrieved terms with different endings, such as 'teenage' and 'teenagers', asterisks were used at the ends of words. The terms 'FO' and 'PS' were also grouped by speech marks as initial searches resulted in mostly unrelated studies being found when terms were searched separately. The number of related articles also increased when the 'Title' field was selected, as opposed to whole text.

Searches were restricted by date range, January 2007 to January 2018, to reduce the number of initial retrievals and not to overlap with the most recent review of literature (Massey et al., 2008). From an initial scan of the literature, no major shifts in perceptions of definitions had emerged since the research area first arose in the late 1970s. Therefore,

the past eleven years was decided to be an appropriate timespan to capture the most contemporary research. Within this duration, in was noted that there has been an increasing cultural shift, with adolescents growing up in the era of technological advances such as social media and Internet. Retrieved papers were further filtered by publication type (article only) and English language.

Inclusion & Exclusion

Inclusion and exclusion criteria were pre-determined (see Table 1) and articles were scanned accordingly. Firstly, duplicates were removed and titles and abstracts were screened for suitability. Full texts were retrieved, with a small number (N = 9) being excluded, as they could not be accessed due to publication in a non-English journal, conference abstract or unable to be accessed via the university inter-library loan system. Eighteen research articles were taken forward, as shown in the PRISMA flow diagram (Figure. 2), for critical appraisal and used for the literature review.

Table 1

Inclusion and Exclusion Criteria

Include	Exclude
Papers focusing on the outcomes / impact / consequence / effects of future orientation or possible selves on adolescent outcomes	Studies which relate to adolescent physical health and future / papers which use physiological measures
Published between 2007-2018	Published before 2007
English language	Not English language
Studies which include a specific measurement of adolescents' sense of future	Studies which do not operationalise adolescents' future orientation or possible selves
Participants aged between 10-18 years old	Participants younger or older than specified age range
Empirical paper, published in peer-reviewed academic journal	Non-empirical paper, e.g. opinion piece or book, un-published work e.g. dissertations, not peer-reviewed

Quality Assessment

Quantitative studies found for this review predominantly used survey methods, therefore a quality assessment checklist was formed (Appendix B) based on items from the qualitative Critical Appraisal Skills Programme (CASP) guidance and a quality assessment tool for surveys from clinical guidelines for the National Institute of Clinical Excellence (NICE). Studies were assessed and given a score out of seventeen.

The qualitative checklist produced by the CASP was used to quality assess qualitative studies and were given a score out of ten. Overview of scores from both checklists are found in Appendix C.

Records identified through database searching (n = 596)		Records excluded, with reasons (n = 283) Age of participants exceeds inclusion criteria = 54 Study dated prior to 2007 = 129 Non-relevant topic area = 35 Non-empirical paper e.g. review, opinion piece, book chapter, dissertation = 28 Non-English paper = 3 Study relates to physical health/ physiological measures = 20 Paper relates to development of measurement tool = 5 Full text unavailable = 9
Duplicates removed (n = 254)		
Records screened against title and abstract (n = 342)	→	
Full-text articles assessed for eligibility (n = 59)	→	Full-text articles excluded, with reasons (n = 41) Age of participants exceeds inclusion criteria = 15 Non-relevant topic area = 10 Non-empirical paper e.g. opinion piece, book chapter, dissertation = 8 Secondary data used for analysis = 7 Non-English paper = 1
Studies extracted for quality assessment (n = 18)		

Figure 2 PRISMA flow diagram

1.3   Results

General characteristics

Using the outlined systematic search procedure above, 18 journal articles published between 2007-2018 were selected to explore the relationship between perceptions of the future and adolescents' outcomes (See Appendix D for data extraction table). All of the articles were empirical studies, 16 quantitative and two qualitative. The articles were cross-cultural, with studies conducted in America (n = 9), China (n = 2), United Kingdom (n = 2), New Zealand (n = 1), Portugal (n = 1), Iran (n = 1), Greece (n = 1) and Israel (n = 1).

Findings from the systematic literature review all considered how perceptions of the future relate to adolescent outcomes and were subsequently organised by grouping in relation to school, home and personal factors. The table below outlines the areas in which the studies have been grouped and discussed.

Table 2

Grouping of studies following systematic literature review

Number of articles	Grouping criteria	Included papers
Eight articles	School related outcomes:	
	Sense of belonging	• Crespo, Jose, Kielpikowski, & Pryor (2013)
		• Gao & Chan (2015)
		• Hamilton et al. (2015)
		• Lindstrom, Johnson, Pas, & Bradshaw (2016)
		• So, Voisin, Burnside, & Gaylord-Harden (2016)
	School provision	• Mainwaring & Hallam (2010)
	Academic achievement	• Hejazi, Moghadam, Naghsh, & Tarkham (2011)

Number of articles	Grouping criteria	Included papers
Five articles	Home related factors:	
	Role of parents	• Halfond, Corona, & Moon (2012)
		• Seginer & Shoyer (2012)
	Family environment	• Crespo et al. (2013)
		• Hamilton et al. (2015)
		• Su, Li, Lin, & Zhu (2017)
Eight articles	Personal related factors:	
	Emotional wellbeing	• Sharp & Coatsworth (2012)
		• Giollabhui et al. (2018)
	Risk-taking behaviours	• Gouveia-Pereira, Gomes, Roncon & Mendonça (2017)
		• Jackman & MacPhee (2017)
		• Pierce, Schmidt, & Stoddard (2015)
		• So et al. (2016)
		• Stoddard, Zimmerman, & Bauermeister (2011)
		• Wainwright, Nee, & Vrij (2016)

The vast majority of studies, with the exception of future beliefs and academic achievement, concluded with largely positive results that higher sense of future perceptions were associated with a number of positive outcomes, such as increased emotional wellbeing, greater sense of belonging (SOB) to home and school environments and appeared to serve as a protective role against engaging in socially undesirable behaviours (SUB). In terms of sampling, the majority of quantitative studies recruited large sample sizes and the mean ages of participants ranged predominantly between 12 and 15 years.

The findings of the systematic literature review will now be discussed further in accordance with the groupings described above.

1.3.1   School related factors

The following eight papers explore future perceptions in relation to adolescents' school experiences and have been divided into three sections. Sense of school belonging will be discussed first before different school provisions and academic attainment.

1.3.1.1   Future perceptions and sense of school belonging

The concept of social belonging, described as a desire for relatedness with others, has long been recognised as an innate factor of human motivation (Baumeister & Leary, 1995; Maslow, 1943; Osterman, 2000; Tillery, Varjas, Roach, Kuperminc, & Meyers, 2013). The school environment is one context in which a SOB, or connectedness, has been empirically linked to a range of positive outcomes for adolescents including academic motivation, improved behaviour and emotional wellbeing (Bond et al., 2007; Goodenow, 1993; Ja & Jose, 2017; McGraw, Moore, Fuller, & Bates, 2008; Osterman, 2000). Four studies from the systematic review reported positive associations when exploring the link between future perceptions and adolescent outcomes in relation to the school environment.

In one of the few longitudinal studies featured in this review, Crespo et al. (2013) found higher perception of FO was associated with higher sense of school belonging. This result was found cross-sectionally and longitudinally over the course of three years. Developing further on the concept of belonging, Johnson, Pas and Bradshaw's (2016) cross-sectional study included variables of availability of emotional and academic support, rules and consequences and parental engagement. Results added further support to existing literature with statistically significant, albeit weak correlations, between FO and the described elements of the school climate. A further cross-sectional study also found a positive association between educational and occupation related FOs and school belonging (Gao & Chan, 2015).

Results from the systematic review found there are, currently, no UK studies that have explored FO and school belonging; therefore, the closest research to draw upon is that of similar westernised cultures. Whilst two of the studies were carried out in New Zealand (Crespo et al., 2013) and USA (Johnson et al., 2016), the third study was conducted in rural China (Gao & Chan, 2015). Whilst it is encouraging that FO work is being conducted

cross-culturally, it is problematic to generalise these findings to the UK as the experiences and societal influences of adolescents, including school systems, in rural China is likely to differ from that of YP in the UK.

Taking these three studies together, they appear to demonstrate that adolescents across different cultures share a positive link between having future perceptions and feeling a SOB to the school community. However, some caution is needed when interpreting results as both Crespo et al. (2013) and Johnson et al. (2016) measured FO using non-standardised questionnaires created by the authors. Furthermore, Crespo et al. (2013) used close ended statements in the questionnaire, for example, *'I'm the sort of person who sets goals and works hard to achieve them',* which leaves uncertainty about whether the content of adolescents' future perceptions changed or maintained over the course of the three years.

In keeping with the theme of belonging, a further study explored the relationship between FO and school engagement (So, Voisin, Burnside & Gaylord-Harden, 2016). School engagement has been theorised as an element of school belonging, however it has also been argued it is a multifaceted concept with various domains in the research, including SOB, academic achievement and behaviour (Jimerson, Campos, & Greif, 2003). Researchers utilised school engagement as a dimension of belonging and explored interpersonal school relationships with African American adolescents (So et al., 2016). Logistic regression analyses indicated high levels of FO were associated with school engagement, namely sense of school belonging and student teacher relationship, when controlling for gender, socioeconomic status and age. Participants who indicated a higher level of FO were reported as being 2.8 times more likely to perceive a positive student teacher relationship (AOR = 2.795; 95% CI = 1.764-4.665) and 3.2 times more likely to have a positive sense of school belonging (AOR = 3.214; 95% CI = 1.930-5.354). This study provides further support to a sense of school belonging affecting YP's views of their future, but also illustrates the importance of student teacher relationships. These results compliment the wider literature, whereby relationships with teachers have shown to be an important contributor to increasing SOB and overall wellbeing (Davis, 2003; Kiefer, Alley, & Ellerbrock, 2015). Furthermore, this research focussed on an at-risk youth population who experience poorer educational outcomes, thereby highlighting the importance of school climate and relationships as potential protective factors to raise future aspirations and outcomes for vulnerable adolescent groups.

Peer relationships have not only been shown to be important for increasing SOB but to general adolescent development (Moses & Villodas, 2017). Findings from Gao and Chan's (2015) study indicated that FO was negatively associated with bullying behaviour. In addition, school belonging was found to be a mediating factor between FO and school bullying behaviours. A further longitudinal study focused specifically on how FO influences feelings of hopelessness after experiencing bullying by peers (Hamilton et al., 2015). Similar findings to Gao and Chan's (2015) study were found, with bullying behaviours, FO and peer difficulties significantly and negatively associated, indicating the higher the level of adolescents' FO, the less perceived peer difficulties. However, the strength of association was very low ($r = -0.15$). Moreover, FO was only measured once at baseline, so it is unknown whether future beliefs were maintained over time.

Hamilton et al.'s (2015) study suggests that a well-developed sense of future perception may act as a protective factor against feelings of hopelessness following peer bullying. They also reported a significant difference in FO responses between participants of different ethnicities, with African American adolescents reporting higher levels than Caucasians. This is one of the few comparisons of cultural differences and contradicts other research in the review (for example, So et al., 2016) suggesting African American adolescents are an at-risk population for poorer life outcomes. Nevertheless, the effect size was calculated as small ($d = 0.258$) and the finding was not elaborated on in the paper. Finally, as not all the measures were collected at the same time point, it is not possible to establish the directionality of any associations.

1.3.1.2   Future perceptions across different school provisions

The majority of the reviewed research was conducted in the mainstream school environment, as opposed to other educational settings. Furthermore, studies have measured FO from a cross-cultural and quantitative perspective, in relation to typical mainstream school provisions. Mainwaring and Hallam (2010) provide a distinct piece of research within this review because firstly, it utilises the PS framework rather than FO, secondly it is the only study to focus on school factors from a UK perspective. Thirdly, it is the only qualitative study in this section and finally, different types of school provisions are compared. The study aimed to explore future perceptions of two groups of adolescents. One group attended a pupil referral unit (PRU) and another group attended a mainstream secondary school. A PRU is an alternative out-of-school provision for adolescents with social, emotional and behavioural difficulties deemed to be finding the mainstream

environment difficult to engage with. There is a great deal of variety across the country with regards to the design and purpose of PRUs, with some concerns that they are used as 'holding units' rather than educational settings resulting in poor academic and social outcomes (Michael & Frederickson, 2013).

Mainwaring and Hallam (2015) used semi-structured interviews with both mainstream (N = 9) and PRU (N = 16) participants to elicit their hoped-for, feared-for and impossible selves. However due to the qualitative nature of the research and the unbalanced sample size, it is difficult to establish robust comparisons between the two sample populations and generalise them more widely. Furthermore, the methodology of the study was not sufficiently specified and it was unclear how the researchers conducted the interviews and what analysis was used to group the data into categories.

Despite the methodological limitations, the voices of participants in Mainwaring and Hallam's (2015) study provided a helpful discourse about their future perceptions when compared to and triangulated with the closed questions used in the quantitative studies reviewed. Findings suggested PRU participants were less likely to generate positive PS and had fewer strategies to achieve or avoid them compared to mainstream peers. However, 11 out of 16 were able to express a positive hoped-for future in relation to education and careers, although comparison of responses between the two groups is not straightforward (since only nine participants were in mainstream, meaning the groups were unbalanced).

Adolescents from both PRU and mainstream settings reported similar feared-for selves in relation to homelessness, whilst academic achievement, becoming ill or injured and going to prison also featured for both groups of adolescents. One noticeable difference in responses included fears about unemployment, whereby it appeared to be more salient for mainstream participants. Both groups portrayed hopes for the future relating to achievement categories, including career choices, with PRU participants reported to not have as clear vision of themselves in the future. Previous qualitative research with PRU students compliments this finding, whereby on the one hand pupils appeared unfazed and held unrealistic views, however they also appeared to lack a sense of agency and choice about their futures (Rogers, 2000). However, given the findings previously discussed in relation to school belonging, it is perhaps not surprising that adolescents who had experienced difficulties in their mainstream school environment found it difficult to project themselves positively in the future.

1.3.1.3   Future perceptions and academic achievement

Whilst the above study focused on the future beliefs of a vulnerable at-risk population known to experience poor educational attainment, there is comparatively little research from the systematic review exploring the links between future beliefs and the overall concept of academic achievement.

Two studies compared future perceptions with the concept of academic achievement. One study explored PS, as well as academic achievement and academic goal orientations with a large sample of Greek adolescents (Leondari & Gonida, 2008). In the other study, Iranian adolescent girls completed questionnaires pertaining to their FO and had responses compared against their average academic performance in core subjects (Hejazi et al., 2011). Leondari and Gonida's (2008) study provided a sound and robust methodology as well as reporting comprehensive results. In comparison, the study by Hejazi et al. (2011) had little information across all sections and scored the lowest during the quality assessment, making it difficult to interpret alongside other papers.

Hejazi et al. (2011) reported that academic achievement was significantly correlated with behavioural and motivational factors of FO. However, it should be noted that the strength of associations between academic achievement and behavioural ($r = .28$) and motivational ($r = .32$) components were low. Leondari and Gonida (2008) found no association between academic PS and participants' overall academic grades, also known as 'grade point average'. They did, however, discover that participants who reported an academic possible self as their first choice, were significantly more mastery-orientated and reported higher persistence than those who reported different domains of PS, e.g. social or material. No significant main effects were found for feared-for PS. These results should be considered in light of the cultural times of the research as, in 2008, Greece was in the midst of a financial crisis so societal influences and pressures may have affected adolescents' responses.

Overall, the relationship between future perceptions and academic achievement remains unclear. Whilst no direct relationship has been found between future perceptions and academic grades, there appears to be a link between adolescents having positive academic views about themselves and their desire to understand and demonstrate their competence at a task.

1.3.1.4   Summary of school related factors.

This section has provided an overview of eight papers from the systematic review and highlighted a relationship between adolescents' perceptions about their future and how they negate the school system in relation to social relationships with peers as well as teachers, and academic achievement. In particular, it appears future beliefs can assist YP to feel they belong in the education environment and in turn, relationships with peers and staff can be enhanced leading to increased engagement in educational factors.

1.3.2   Home factors related to future perceptions

The following five papers explore future perceptions in relation to adolescents' home environment and have been divided into two sections. The role of parents will be discussed first before different contexts in the family environment are explored through concepts such as SOB, perceived family trauma and parental separation due to parental migration.

1.3.2.1   The role of parents in adolescents' future perceptions

One of the key relationships in an adolescent's life is the one with their parents (Laursen & Collins, 2009). One of the few qualitative studies found in the systematic review, explored the concept of PS in relation to the home environment (Halfond, Corona, & Moon, 2012). The sample used an at-risk population of Latino adolescents and parents in the USA, who have been suggested to have some of the highest rates of negative academic and health outcomes. The concept of achievement was the most common reported possible self by both adolescents and parents with educational related future hopes, e.g. further education was frequently mentioned. Conversely, less achievement-related, feared-for selves were expressed, with some adolescents relaying concerns about unemployment and parents fearing abandonment of studies.

Whilst the above study found Latino families placed emphasis on academic future hopes, a comparative (though quantitative) Israeli study found statistically significant associations were higher between mothers' and adolescents' beliefs about marriage and family compared to beliefs relating to work and career, however all associations were of low strength (Seginer & Shoyer, 2012). Whilst it is difficult to draw comparisons from two different cultural populations, it could be argued that, due to the societal perception that Latino adolescents achieve less academically compared to other ethnicities, the concept of needing to demonstrate academic competence is more salient for Latino families than

Israeli families. However, in the Latino study, both mothers and fathers represented their views about their adolescent, whilst the Israeli study used mothers' views only. To extend this point, Seginer and Shoyer (2012) reported a medium effect size (d = 0.46) for gender difference, with adolescent, Israeli girls scoring higher on the domain of future marriage and family beliefs than boys. Therefore, it could be reasonably expected that this finding also reflected the mothers' perceptions, highlighting a possible bias in the study and a need for caution when generalising the findings.

There appeared to be general consensus between Latino adolescents and their parents' hopes in relation to the main theme of achievement, however very few expressed fears about the same domain (Halfond et al., 2012). PS theory would argue the lack of balance between articulating the same hoped-for and feared-for selves in this category reduces the optimum context for motivation. This means that whilst participants' hopes to achieve might be high, the same motivation isn't driven towards avoiding negative achievement outcomes and both are needed in order to achieve optimum motivation. Halfond et al. (2012) argued the lack of balance in their responses might be pertinent to understanding why Latino populations are consistently reported to be academically performing at a lower level.

Overall, both studies provide interesting cross-cultural insight into the role of parents in shaping adolescents' future perceptions, however it is difficult to draw any meaningful conclusions to be able to apply to a UK population.

1.3.2.2   Family environment.

Three studies from the systematic review focused on how the family environment affects adolescents' future perceptions. Each study looked at different scenarios for families; one explored a sense of family belonging (Crespo et al., 2013), one pertained to family trauma (Hamilton et al., 2015), the third explored the impact of an absent parent due to parental migration (Su, Li, Lin & Zhu, 2017).

The importance of feeling supported and accepted by family has been reported in a study exploring how SOB to home and, as discussed previously, at school, promotes adolescents' perceptions of the future (Crespo et al., 2013). The longitudinal study reported an indirect influence whereby family belonging was positively associated with family and school belonging a year later, which also predicted levels of FO two years later. A direct influence was also found between FO and family connectedness, although both categories

reported decreases between the three time points. However, the same methodological issues apply to this study as previously described in the school section. In summary, reliability of the study is slightly questionable as the authors created four FO questions themselves and, as they were close ended, comparisons of future beliefs could not be explored over the three time points. Overall, the study supported the concept of having a SOB to the family supports perceptions for the future.

Whilst the above study explored the importance of feeling a sense of family cohesion, Hamilton et al. (2015) explored the role of future perceptions when adolescents experienced family emotional trauma. Key findings included a significant negative correlation between reported FO and perceived familial emotional victimisation, however the strength of association was low ($r = -0.13$). A weaker sense of FO also significantly interacted with familial emotional trauma and was positively associated to increases in adolescents' perceived hopelessness. Both studies above highlighted how adolescents' future perceptions relate to their feelings of safety within the family context. In addition, stronger sense of FO appears to serve as a protective factor for emotional wellbeing within the family context.

The final paper in this section explored a different family context where FO of adolescent YP living in rural China was compared with that of adolescents who either lived with both parents (control group) or experienced one parent or both parents leaving the family home (experimental group) to seek work in urbanised areas of the country, referred to as 'parental migration' (Su et al., 2017). This was the only study in the systematic review to have a control group to compare responses with. However, as parental migration appears quite specific to the culture of China, wider generalisations cannot be made.

Results presented both cross-sectional and longitudinal data as participants were asked to repeat the questionnaires six months later in a second wave of data collection. Key findings from the experimental group revealed hopefulness about the future significantly predicted life satisfaction and perceived social support. Within the control comparison group, expectations about the future and hopefulness about the future significantly predicted overall life and school satisfaction, whilst future expectations significantly predicted reported happiness. Longitudinal data taken after six months followed the same pattern of results as the initial findings. Overall, the study highlights how perceptions of the future serve similar protective functions to emotional wellbeing in both adolescents

who have experienced separation from parents who migrated to seek work and those living with parents.

1.3.2.3   Summary of home related factors.

Five papers from the systematic review highlighted a relationship between adolescents' future perceptions and family environment. A particular emphasis was found for the role of parents in shaping their child's future perceptions, but also the importance of adolescents feeling connected to the family. A stronger sense of FO also appears to serve as a protective factor for emotional wellbeing within the family context, including those who experienced parental separation as a result of parents migrating to seek work in urbanised areas of China.

1.3.3   Personal factors related to future perceptions

The final section of the systematic review explores how FO relates to personal factors. Eight studies will be discussed and have been divided into two sub-sections of emotional wellbeing and risk-taking behaviours.

1.3.3.1   Emotional wellbeing.

A distinct approach to exploring how future beliefs influence outcomes was provided by Sharp and Coatsworth (2012). They investigated how adolescents' identity experiences, during a self-directed task, and perceptions of opportunities were associated with their future beliefs. The study used two different samples that differed on age, geographical location and ethnicity, with 94% of sample one identifying as White American, whilst 82% of sample two identified as African Americans. Both sample groups were given slightly different instructions for the identity experience measure, leading to some uncertainty about the robustness and reliability of results. Within this study, participants were asked to identify a variety of activities they take part in, which resonate to aspects of their identity and demonstrate who they really are as an individual. Participants were then asked to complete a number of measures pertaining to FO, as well as personal expressiveness, flow experiences and goal-directed behaviour. Key findings of interest revealed that adolescents' FO was strongly associated with identity experience in their most expressive self-defining leisure activity. Furthermore, personal expressiveness and affective factors during leisure-based activities was found to be a strong predictor of how adolescents' plan and prepare for the future. Goal-directive behaviours were found to be significantly and

positively associated to each dimension of FO at the bivariate level, however it did not remain significant in the final regression models, which aimed to predict FO dimensions. Authors also reported adolescents who perceived limited opportunities in their education and community expressed a decreased level of FO.

Overall, the study highlighted how developing a sense of individual interest and skills in an activity, appeared to project a sense of possibility and future direction. Furthermore, results suggested self-chosen activities facilitates self-discovery of identity, which in turn may be a crucial component to increasing positive outcomes for YP.

Maintaining the thread of understanding what promotes positive outcomes and emotional wellbeing for YP, Giollabhul et al. (2018) explored the concept of hopelessness over the course of five years and how this related to FO. In one of the few longitudinal studies from the systematic review, researchers reported a number of findings that suggests FO has an important part to play in increasing adolescents' emotional wellbeing. For example, higher FO measured at baseline was associated with lower reported hopelessness at the same time point. Furthermore, faster development of dimensions of FO, e.g. anticipation of future consequences and making plans, was associated with faster decline of perceived hopelessness. These results were maintained when stressful life events experienced before and during the study were controlled for.

It must be noted significant attrition occurred during the study with analyses indicating adolescents from low socio-economic status primarily dropped out. Therefore, a cautious approach to generalising across a diverse sample should be taken. Furthermore, the FO measure used closed-ended questions, therefore details remain unknown as to whether adolescents' future beliefs changed or maintained over the five years. Overall, the study appeared to highlight a potential protective factor of future beliefs on adolescents' feelings of hope and possibility to dream about their future, even in the face of prior life adversity.

1.3.3.2   Risk-taking behaviours.

The majority of papers produced from the systematic review relates to adolescents' at-risk behaviours, which has also be referred to as delinquency in the literature. The current review will use the term, socially undesirable behaviours (SUB), to describe engagement in disruptive behaviour, substance abuse, acts of violence etc. The six papers presented below have explored the relationship between future perceptions and potential

engagement in SUB. They suggest that adolescents who tended to engage in a variety of risk-taking behaviours, such as affiliating with risk-taking peers and being impulsive often showed a decreased sense of future beliefs and lower levels of emotional wellbeing, such as self-esteem, hopelessness and depression.

Two cross-sectional studies (Pierce, Schmidt, & Stoddard, 2015; Wainwright, Nee, & Vrij, 2016) used the framework of PS to explore how adolescents conceptualise their futures. Pierce et al. (2015) used the feared-for self question only from the PS method to explore whether exposure to negative peer behaviour and fear of engaging in SUB would increase a feared-for self response in relation to negative behaviours. Participants were asked, 'What are four things you do not want to be true of you when you are in high school, or that you most want to avoid becoming by the time you are in high school?' (Pierce et al., 2015, p. 21). This approach could be criticised because in order to fully understand how participants construct their future identity and to support optimum motivation, an individual needs to have a matched balance of both a hoped-for and feared-for selves in the same domain (Oyserman et al., 2002). The second study used both hoped-for and feared-for selves with a group of adolescent males, following findings that males tended to engage in more SUB than females (Wainwright et al., 2016). A key strength to this study is that it was the only UK study in this section, whilst three of the four other studies discussed were conducted in the USA and one in Portugal.

More than half of participants in Pierce et al.'s (2015) study reported a feared-for self in relation to engaging in SUB, or delinquency as phrased in the paper. Similarly, in Wainwright et al.'s (2016) study, adolescents expressed feared-for selves in relation to the achievement category but also avoiding negative outcomes, such as becoming involved with the law. Hoped-for selves mostly pertained to categories of achievement and interpersonal relationships. However, a noticeable finding highlighted how participants appeared to find it easier to generate hoped-for selves, whilst 30% of participants chose not to articulate a feared-for self, which rose to 65% when asked for a second response and 90% when asked for a third. This casts further uncertainties about Pierce et al.'s (2015) decision to only seek feared-for selves in their study.

In relation to peer influence, Pierce et al. (2015) highlighted a possible link between the influence of belonging to a negative peer group and the increased likeliness of engaging in violence, if the person fears they are capable of engaging in such SUB. Wainwright et al. (2016) reported no significant correlations found between the amount of

articulated hoped-for selves and criminogenic risk exposure or SUB, however the relationship between the number of feared-for selves and higher behaviour scores were found to be statistically significant, although a weak strength of association ($r = .198$). Significant associations were also found between adolescents who reported higher engagement in SUB and those who expressed fewer strategies to achieve their hoped-for selves, and avoid their feared-for selves. Overall, the study found regardless of level of engagement or exposure to SUB, adolescents generated similar hoped-for selves, whilst those who had more experience and exposure to SUB were able to generate more feared-for selves than their less experienced peers. One reason for this finding could be these participants had experienced outcomes of their behaviours (or those of others), which they then drew upon when reflecting on their feared-for selves.

Two further studies explored the link between personal characteristics of impulsivity, risk taking behaviours and engagement in SUB (Gouveia-Pereira, Gomes, Roncon, & Mendonca, 2017; Jackman & MacPhee, 2017). Initial analyses of Gouveia-Pereira et al.'s (2017) correlational data revealed subtle mean score differences between genders, with males reporting lower FO and higher impulsivity. A medium effect size ($d = 0.48$) and statistically significant finding was also found, with males reporting higher engagement in more undesirable behaviours compared to females. However, it should be noted the male sample size (N = 93) was three times that of the female sample size (N = 33), therefore the data should be interpreted with some caution. Further analyses suggested future perceptions may support adolescents to engage in more thoughtful and less impulsive actions, particularly with regards to engaging in SUB.

Whilst Gouveia-Pereira et al.'s (2017) study was cross-sectional, Jackman and MacPhee (2017) used a longitudinal design to explore the relationship between FO, emotional wellbeing and risk-taking behaviours. In keeping with the research discussed so far, a higher sense of FO appeared to be associated with a decrease in adolescents' reports of risk-taking behaviours. Results showed a significant correlation, although relatively low in strength, at baseline ($r = -.29$) and time two ($r = -.35$) between FO, self-esteem and the variety of risk-taking behaviours, which were combined to form a 'risk orientation' composite variable. Regression analyses also revealed when social desirability was controlled for, FO and later risk-taking behaviours were partially mediated by adolescents' self-esteem, and future beliefs partially mediated the relationship between self-esteem and risk-taking behaviours.

Both studies reported similar findings and as they were conducted in different cultures, they provide interesting insights into the possibilities of promoting a sense of future to serve as a protective factor against low self-esteem and engaging in risk-taking behaviours. However, whilst Jackman and MacPhee (2017) used two time points to collect data, the questionnaires were only administered six months apart. Therefore, it is difficult to establish the long-term longitudinal effects of holding high future beliefs and whether these findings are maintained over a longer period of time.

The final two studies to be discussed both focused on the same at-risk population of African-American adolescents, who as mentioned previously in this review, have statistically shown lower academic attainment and higher SUB (So et al., 2016; Stoddard, Zimmerman, & Bauermeister, 2011). In keeping with previous findings, So et al. (2016) found FO acted as a protective factor against the range of health outcomes and SUB. Correlational data showed statistically significant associations between FO and SUB ($r = -.179$), mental health ($r = -.248$) and a range of sexual risk-taking behaviours. However, all the significant results demonstrated a weak strength of association. Whilst this study was cross-sectional, longitudinal data has also demonstrated a negative association between FO and violent behaviour over time, which meant that higher levels of FO were associated with decreased violent behaviour over the course of the four years of the study. However, a noteworthy limitation of this study was that FO was measured using two items created by the authors.

1.3.3.3   Summary of personal related factors.

Limitations aside, the six studies discussed in this section largely suggest that across different ethnicities, even for those who are deemed to be societally vulnerable, a high sense of FO has consistently appeared to be negatively associated with engagement in undesirable activities.

1.4   Discussion

Summary and overview

The aim of this systematic review was to explore the relationship between adolescents' outcomes and two concepts pertaining to perceptions of the future, termed FO and PS. Following the appraisal of eighteen empirical articles, there is strong agreement that an association exists between adolescents' beliefs about their future and outcomes

related to school, home and personal factors. More specifically, the literature suggests having an increased awareness of future perceptions not only relates to more positive outcomes, such as SOB, but also acts as a protective factor against negative outcomes, such as risk-taking behaviours. The following sections will summarise the key findings from the review, as well as consider them in light of research limitations. Implications for further research and practice will then be discussed.

Articles were grouped into three main categories of school, home and personal outcomes, depending on the main focus of their research. Some studies overlapped categories as they measured more than one dimension (for example, Crespo et al., 2013). One of the larger bodies of research from this review explored future perceptions and sense of school belonging. Studies found adolescents who had increased FO also reported a higher sense of school belonging, which included elements of the school climate and student teacher relationships. Greater perceptions about the future also correlated with reduced bullying behaviours, whilst school belonging was found to be a mediating factor between FO and school bullying behaviours. One study found PRU participants expressed similar PS to their mainstream school peers, however they found it more difficult to express positive PS. The relationship between future perceptions and academic achievement was less clear, with one study finding a weak relationship between FO and academic achievement. In contrast, another study found no association between having a hoped-for academic self and academic achievement. However, those who placed most importance of having a hoped-for academic self were found to positively correlate with higher scores of mastery-orientation and persistence. Overall, the research explored a number of different factors related to the school environment. It appears future beliefs are an important mechanism for adolescents to engage and feel socially connected to the educational setting.

Future perceptions related to home factors consisted of five articles exploring the role of parents, sense of family belonging, perceived family trauma and parental migration, whereby one or both parents moved away from the rural family home to work in urbanised areas of China. When comparing adolescent and parent views about the future, there was general consensus for adolescents' hoped-for selves, relating to education and career, as well as marriage and family prospects. However, there were some differences between feared-for selves. In keeping with findings regarding school belonging, future beliefs were also found to be positively associated with family belonging, and served as a protective factor against perceptions of family trauma. Additionally, perceptions of the future serve

similar protective functions to emotional wellbeing in adolescents who have experienced parental migration and those living with parents.

The final section focused on the relationship between future perceptions and personal factors, which were sub-divided into emotional wellbeing and risk-taking behaviours. Adolescents' interests and hobbies were explored in one study and results found FO was strongly associated with identity experience during their favoured activity. One of the few longitudinal studies in the review found higher FO was associated with lower feelings of hopelessness at baseline. Over the course of the five years, faster development of multiple components of FO (anticipation of future consequences, planning ahead and overall FO) was associated with a more rapid decline in hopelessness.

Six studies explored the relationship between future perceptions and engaging in SUB and found a high sense of FO was negatively associated with engagement in SUB. More specifically, if adolescents belong to a negative peer group, they are at an increased risk of carrying out violent behaviours if they fear they are capable of engaging in SUB. Other studies identified FO acting as a protective factor against a range of health outcomes and SUB.

Strengths and limitations

The systematic review included 18 varied studies with comprehensive introductions and a clear rationale presented in the majority of studies. Some of the most informative studies came from those who focused on fewer variables, (e.g. Crespo et al., 2013) whilst other studies chose to measure a variety of variables, which as a result, made discussions less comprehensive.

Limitations include the large quantitative skew, with only two studies using a qualitative design. Another limitation pertains to the use of longitudinal studies, with only four studies using this design. However, as all the longitudinal studies used close-ended measures to explore FO, it is unclear whether the content of adolescents' future beliefs maintained, developed or changed over time. The majority of studies used a cross-sectional design, which explored associations between variables but could not show the direction of the relationship. Therefore, results could indicate either future perceptions impacts on school belonging or that school belonging activates changes in future perceptions. The collective data would currently suggest adolescents require support to increase their sense of future beliefs to achieve improved outcomes, however, direction of causality needs to be

established to be able to inform appropriate focus for intervention. Furthermore, articles often referred to correlational results as statistically significant, however the majority of findings revealed the strength of association was low and likely only found to be significant due to the large sample size of the studies. Therefore, caution is needed to not over-interpret relationships between variables.

A further noteworthy limitation of this review applies to the variety of measures used to explore FO. This lack of consistency makes it difficult to integrate and compare findings. In addition, findings should also be viewed in the context of participant response bias, with social desirability a possible factor due to participants completing questionnaires at school and exploring potential uncomfortable future thoughts, such as feared-for selves and behaviours.

Results from the systematic review included research which spanned across different cultures and, whilst the international exploration of future perceptions could be considered a strength of the literature, only two studies featured from the UK (see Mainwaring & Hallam, 2010; Wainwright et al., 2016). In addition, caution must be given to generalising findings as some articles focused on specific at-risk ethnic groups (e.g. African-American youth) or cultures (e.g. rural China) that differ from the UK. Furthermore, various research (Crespo et al., 2013; Seginer & Shoyer, 2012; Sharp & Coatsworth, 2012) has acknowledged how Nurmi's (1991) future orientation framework is situated within Bronfenbrenner's (1979) ecological systems theory. Researchers used this to explain individual outcomes and acknowledged the importance of links between key life contexts of school, family and peers. However, researchers have not overtly acknowledged the wider societal and cultural interactions demonstrated in the theoretical model. This could be considered a limitation and consideration for future research.

Implications for future research

Following this review, future research would be welcomed to extend upon the current understanding of adolescent future perceptions and address the limitations as described above. Research including UK participants would be encouraged in order to build upon a currently small literature base. Future research could also include greater insight into gender differences as some studies made tentative references to finding gender differences, particularly for potential engagement in SUB. It would be helpful for these results to be elaborated on and replicated with further research to increase understanding, plus inform potential preventative intervention.

A large number of adolescents have experienced adverse childhood outcomes (The Children's Society, 2017). Results from the review found increased future beliefs were associated with a sense of cohesion and safety through family belonging. Whilst UK families do not often experience parental separation due to parent migration as in rural China, some parents may live away for work during the week and returns at weekends. Families may also become fragmented due to circumstances such as divorce, military deployment as well as parental imprisonment. Therefore, more research to understand the impact of adverse childhood experiences, such as parental absence and separation on adolescents' future perceptions would be valuable. Furthermore, studies gaining parental views tended to recruit mothers only, therefore future research should aim to triangulate findings with both parents and wider adult relationships, such as a teacher or tutor.

Finally, there is a need to better understand the link between future perceptions and academic achievement, as results from the systematic review were inconclusive. Given the UK education system draws heavily from statistical data to understand academic achievement (Department for Education, 2017), it would be useful to explore the relationship with future thinking to potentially inform policy and practice.

Implications for professional practice

Gathering adolescents' views using a strength based and person-centred approach to inform intervention has been cited as important by policy makers (Department for Education & Department of Health, 2015). From the variety of results presented and in the context of the research limitations, adults working with adolescents should consider exploring their future belief systems.

The concept of PS offers a unique way to support adolescents to identify and work towards attainable future goals (Hock, Deshler, & Schumaker, 2006). However, as yet, research is inconclusive about whether having future goals in mind translates to actual change in the future to meet the desired goal. Ryan and Deci (2000) posit intrinsic motivation is enhanced when individuals have opportunities to make their own decisions and self-direct about their future goals. Therefore, those working with adolescents should also encourage them to think of and commit to their own strategies to achieve their future hopes.

Coinciding with Ryan and Deci's (2000) self-determination theory, Furrer and Skinner (2003) previously found relatedness to others to be a crucial element of belonging

to the school environment. Furthermore, friendships with others appears particularly important during adolescence as independence from family and identity seeking increases (Landstedt, Hammarstrom, & Winefield, 2015). Given some of the strongest conclusions pertained to a relationship between future beliefs and SOB, opportunities to harness a feeling of connectedness to others should also be encouraged by those working with adolescents.

Conclusion

To conclude, research from this systematic review suggests that a relationship exists between perceptions about the future and adolescents' outcomes. However, as all the studies used correlational data it is not possible to establish causality and further evaluation of this research area is required. Future research should seek to address the methodological limitations discussed as well as extend findings to the UK population. Those working with adolescents should aim to incorporate future hopes into their practice to support and explore what hopes and dreams are potentially driving adolescents' motivations and behaviours.

Chapter 2   What's next for my future and me? Exploring the future perceptions and resilience of children of imprisoned parents

2.1   Introduction

It is widely accepted children need stability and nurturing relationships within their early life experiences for healthy development (National Scientific Council on the Developing Child, 2010). There are a number of life circumstances that can adversely impact on a child's opportunity to experience these important factors. One specific life experience that may lead to such adversity is parental absence due to imprisonment. Rosenberg (2009, p. 1) explained, 'Children are heavily impacted by parental imprisonment and greater attention should be given to their rights, needs and welfare in criminal justice policy and practice'. Indeed, cross-cultural research has demonstrated that parental imprisonment (PI) is associated with increased risk factors for adverse social, emotional and mental health difficulties in children (Murray & Farrington, 2008; Murray, Farrington, & Sekol, 2012; Phillips & O'Brien, 2012).

The reported outcomes of PI are concerning given the number of children and young people (CYP) potentially affected. Prison populations are reported to have risen rapidly worldwide (Murray et al., 2012). The prison population of England and Wales is estimated to have increased by approximately 90% between 1990-2016, with an average rise of 3.5% per year (Ministry of Justice, 2017). However, this figure should be considered in the context of a rising general population, which has also increased two-fold in the same period of time (Ministry of Justice, 2017; Office for National Statistics, 2017). As of June 2017, England and Wales are reported to have the highest imprisonment rates in western Europe, with an estimated total population of 84,648 with approximately 81,000 imprisoned males and 4,000 females (Prison Reform Trust, 2017). One collateral consequence of increasing prison sentences is the number of CYP who have a mother, father or both parents imprisoned. Rosenberg (2009) estimated that less than half of families maintain contact with prisoners, particularly males, during their prison sentence. Despite attempts from lobby groups, figures pertaining to the number of children affected are less clear because no single statutory body or lead agency has responsibility for monitoring parental status of prisoners (Murray, 2007). Notwithstanding the monitoring

difficulties, as further described by Murray and Farrington (2008), reports estimate the number of children with a parent in prison, at any given point in time, is between 94,000 and 200,000 (Ministry of Justice, 2012; Prison Advice and Care Trust, 2018).

Despite the lack of accurate figures, research has attempted to compare children affected by imprisonment with other vulnerable groups. It has been suggested that PI affects a higher number of children than those whose parents have divorced, over three times the number of children in care and six times more than those on the child protection register (Christmann, Turliuc, & Mairean, 2012; Department for Children Schools and Families & Ministry of Justice, 2007; Glover, 2009), however this may be supposition as there appears to be a lack of recent data comparisons to draw upon to support such claims. No matter whether the numbers of children of imprisoned parents are higher, lower or similar to other vulnerable childhood populations, it is clear there is a large proportion of CYP affected by PI, yet policymakers remain unclear about how best to identify and support them. Due to the scarcity of robust information about the prevalence, what their needs are and how they can best be supported, authors have frequently described children as the "forgotten victims" (Light & Campbell, 2007), "invisible group" (Glover, 2009), "hidden victims of imprisonment" (Cunningham & Baker, 2004) and "orphans of justice" (Shaw, 1992).

Research in the UK has predominantly used the term Children of Prisoners to describe this population of under-18's. However, in keeping with Weidberg's (2017) terminology, the author decided to use the term Children of Imprisoned Parents (CIP) throughout this paper as, for ethical reasons, the author agrees that, '…this term also highlights the fact that, although in prison, in the children's eyes these adults' first role is as a parent' (p. 372). One of the unique difficulties associated with this population is applying psychological understanding to how the various stages of imprisonment can create potential areas of difficulty for the child or young person (See Appendix E). Various agencies can be involved at each stage of the journey to imprisonment and whilst some UK local authorities have published guidelines (see for example, Gloucestershire County Council, 2010), there is currently no national framework for developing service provision and no single agency responsible for supporting CIP. Concurrently, research appears to have given less attention to understanding how each stage of this experience may produce different needs for an individual and, therefore, may require different types of support. Acknowledging the challenges for service providers, Knudsen (2016) highlighted the heterogeneous experiences of CIP. The next section will provide an overview of the

current literature base, which has tended to focus more on the imprisonment in its entirety, and subsequent outcomes for CIP.

Outcomes associated with CIP

The Children's Society (2012) identified six priorities for childhood wellbeing, which are illustrated in Figure 3. Exploration of the research would suggest CIP may have some of these elements disrupted or, potentially, not achieved.

Figure 3 The six priorities for children's wellbeing, (The Children's Society, 2012)

In contrast to other types of parental separation, such as military deployment which is often socially admired, PI is largely viewed as socially unacceptable (Moerk, 1973). Furthermore, Braman (2004, cited in Murray & Murray, 2010) suggests the associated stigma is 'sticky' because the negative views can attach themselves not only to the imprisoned parent (IP), but to their innocent family. Social stigmatisation potentially impacts the need for positive relationships and having a respected identity (two key priorities in the model above) and has been cited as one of the main challenges against CIPs' wellbeing (Phillips & Gates, 2011). This can lead to poorer social relationships, bullying and rejection by peers (Manby, Jones, Foca, Bieganski, & Starke, 2015; Nesmith & Ruhland, 2008; Weidberg, 2017).

Teacher-pupil relationships can also be adversely impacted. For example, Dallaire, Ciccone, and Wilson (2010) found teachers viewed CIP as less competent than their peers if they had parent, particularly a mother, in prison. Based on the model above, this may impact upon CIPs learning environment and the opportunities to experience success. It is important to note, however, that teachers in this study were basing their responses on hypothetical scenarios, and may have responded differently if they were discussing a child they had an existing relationship with. Furthermore, the study contrasts with a larger body of research which suggests a trusted adult at school is important for increasing CIPs wellbeing (Losel, Pugh, Markson, Souza, & Lanskey, 2012; Morgan, Leeson, Dillon, Wirgman, & Needham 2013; Roberts, 2012).

Ambiguous loss theory has been applied to this area, encapsulating how CIP may feel a sense of loss, which is often traumatic, confusing and unresolved (Bocknek, Sanderson, & Britner, 2009). Manby et al. (2015) further explains that this loss can have a cumulative and cascading effect on wellbeing. For example, if CIP feel stigmatised by their social community, it is less likely they will seek social support, resulting in isolation especially if they feel they cannot openly discuss their feelings with their remaining parent or caregiver.

Further research has associated PI with a wide range of negative outcomes for CIP including increased anxiety, mental health difficulties and poorer academic outcomes. Morgan et al. (2013, p. 269) described, 'Children who experience parental imprisonment are more likely than any other group of children to face significant disadvantages, are more likely to come from families with complex needs and are less likely to meet child well-being indicators'. However, a comprehensive review of studies argued against this trend, reporting zero or weak correlations between PI and CIPs mental health difficulties, substance abuse and academic achievement (Murray et al., 2012). CIP are undoubtedly exposed to a range of risk factors, not only as a result of the PI but what the family environment may have been prior to imprisonment. PI has been found to predict an increased risk of childhood SUB (Murray et al., 2012). The issue of intergenerational offending is multifaceted and reluctantly, beyond the scope of this paper. However, the Lord Farmer review (Ministry of Justice, 2017a) indicates the need for family ties to be strengthened in order to reduce the growing prison population and break any reoffending and intergeneration cycle of crime.

Potential risk factors associated with negative outcomes for CIP have generally been identified using quantitative measures and methods, meta-analyses and some studies of high quality (Murray et al., 2012). However, disentangling whether CIPs are at risk of negative outcomes due to pre-existing disadvantages in their lives or because their parent was imprisoned has proved a challenge. Furthermore, much of this research has overlooked the need to seek the child's voice. This omission has been highlighted by Weidberg (2017, p. 373), 'The one area within the current literature which is limited is the genuine inclusion and focus on CIP's own views of their experiences'. Additionally, Knudsen (2016) expressed the need for caution to not treat CIPs as a homogeneous group and avoid pathologising as a result of their circumstances.

Extending further upon Knudsen's (2016) understanding of CIP as a heterogeneous population, it is also important to recognise that for some CIP the experience of a parent going to prison may be a seen as a positive rather than an adverse situation, depending on CYPs' experiences and relationship with the IP before imprisonment. However, research has tended to focus attention on the adverse nature of imprisonment and subsequent outcomes of CIP.

Current research findings focussing on the strengths and resiliency factors of CIP.

Research has emerged using child-centred and strengths-based approaches to understand the needs of CIP (Jones et al., 2013; Thulstrup & Karlsson, 2017). For example, Christmann et al. (2012, p. 6) asked, "why can children react to parental imprisonment in different ways, or more precisely, why do some children flourish despite their risk status and successfully adapt and thrive when the group as a whole does not?'. The answer appears to relate to resilience, which can be defined as a combination of interactions between risk factors, which are adverse life events that increase an individual's vulnerability and the presence of personal capacities, as well as familial and community protective factors that buffer against the vulnerabilities (Norman, 2000). CIP have been found to use a combination of coping strategies, which include seeking support from trusted family members, peers and school staff, participation in extra-curricular activities, having the distraction of school and receiving support from professional services (Johnson & Easterling, 2015; Manby et al., 2015; Thulstrup & Karlsson, 2017; Weidberg, 2017).

The coping strategies and protective factors described above align with wider resilience research into adverse childhood experiences (ACES), of which PI features as one of ten potential events. Person-centred and social factors were identified to be key for

protecting and building resilience in children and YP who had experienced ACES, as described in Table 3 (Shelemy & Knightsmith, 2018).

Whilst the literature base largely identifies peers and a trusted adult as protective factors for CIP, there is less research pertaining to social factors such as passions and problem-solving. This omission becomes more salient when considering the six priorities for well-being, discussed earlier in the paper, where having opportunities to participate in positive activities to thrive was identified as a key element (The Children's Society, 2012).

Table 3

Key factors that protect and build resilience in CYP who face adversity and trauma, (Shelemy & Knightsmith, 2018, p. 99)

Resiliency factors		Description
Person-centred factors	Parents	Nurturing, caring, rule-enforcing relationship with a parent, carer or adult figure
	Peers	Social connectedness with a supportive peer group
Social factors	Problem-solving	Ability to problem solve and communicate
	Passion	An interest, hobby or skill that the child highly values in themselves

The present study

Whilst qualitative studies provide an emerging acknowledgement that CIPs views need to be heard and cannot be viewed as a homogenous group, there appears to have been a lack of future focus and optimism for this population. Beliefs about the future and

personal aspirations have been linked with positive outcomes (Loveday, Lovell, & Jones, 2016; Oyserman & Saltz, 1993; Tellis-James & Fox, 2016; van Gelder, Hershfield, & Nordgren, 2013). Therefore, it is surprising the literature has not given more attention to how CIP conceptualise their futures, particularly as risk of intergenerational offending has been identified. As described by Spiteri (2009, p. 245 cited in Tellis-James & Fox, 2016), shifting from a past to future focus allows the CYP to 'look at his identity through a different lens, no longer seeing himself as a victim of unfortunate circumstances'.

This study aims to address this gap in the research and focuses on the future beliefs of CIP, as well as asking what resiliency factors have helped them previously and could help in the future. The main research question for the present study is:

How does the experience of having a parent in prison influence CIPs' views of their future?

Within this overarching question, the researcher also explored the following questions:

1. What strengths and resources do CIP identify when describing their past and present experiences?

2. What factors do CIP identify as being important in order to reach future goals?

3. What factors do CIP identify as potential barriers in reaching their future goals?

2.2 Method

Epistemological Position

Epistemology is concerned with the relationship between a knower and what can be known. It is linked to a researcher's values, beliefs and ontological position and affects what society and the researcher determines as valid, trustworthy knowledge within a specific community and context. In the present study, a social constructivist epistemology was adopted. Within this position, any interpretations derived from the data are considered as 'constructed frameworks rather than direct reflections of the real' (Raskin, 2008, p. 16). In contrast with positivist positions, which assume the existence of an objective truth and facts which can be derived through replicable, scientific experiments, social constructivism proposes multiple and complex interpreted realities can simultaneously exist through the social world in which human beings live and seek subjective understanding (Creswell,

2009). Here, the researcher acknowledges an interaction between the participants and researcher, whilst also accepting interpretation of the data is shaped by personal and cultural experiences. With multiple worldviews possible, the social constructivist perspective acknowledges readers, participants and researchers may each develop their own interpretation of the research.

Design

The research design was informed by the researcher's social constructivist position and aimed to gather rich examples of the lived experiences of CIP from a purposive sample. Therefore, a qualitative methodology was considered to be most appropriate. This has some advantages over a quantitative methodology, such as allowing the researcher to adjust the wording of questions to assist the understanding of CYP and ask additional follow up questions. Semi-structured interviews were conducted with five participants (including the use of a visual life path drawing) and resultant data was analysed using Thematic Analysis (TA; Braun & Clarke, 2006).

TA was selected as appropriate for this research based on its compatibility with a social constructivist perspective, as well as providing a structured and transparent analysis process, which could be used for a combination of visual and verbal data. TAs' flexibility and rich description of data has been suggested to be useful in under-researched areas and, 'useful for producing qualitative analyses suited to informing policy development' (Braun & Clarke, 2006, p. 37). The researcher considered alternative approaches including Interpretative Phenomenological Analysis (Smith, Flowers, & Larkin, 2009), which seeks similar patterns across data sets, however it wasn't considered as flexible as TA due to its phenomenological stance. Content analysis is also similar to TA, however it was deemed unsuitable for this study as it tends to be used for quantitative analysis of qualitative data. Furthermore, as used in Tellis-James & Fox's (2016) study, narrative analysis was also considered, however the researcher was more focused on exploring the components and commonalities of future perceptions and resiliency factors, rather than narratives and self-representation. Discourse analysis was also excluded due to its specific focus on participants' use of language (Willig, 2008).

The TA for this study was deductive in its approach, which means themes or patterns within the data were identified in a 'top down' way and data was predominantly coded in relation to the specific research questions (Braun & Clarke, 2006). In contrast, an inductive approach takes a 'bottom up' view of analysis and themes can bear little relation to the

specific interview or research questions. Furthermore, it is not driven by the researcher's pre-existing theoretical interest and an inductive approach often leads to an evolving process, which may begin as relatively broad research questions and then become more specifically focused through the coding process (Braun & Clarke, 2006).

The researcher considered the sensitivities surrounding the topic and decided the semi-structured format of interviews allowed flexibility to adapt to participants' individual needs, engagement and follow their discourse (see Appendix G for interview schedule). However, a loose structure to the session would also be helpful to explain to participants beforehand and maintain a flow of the experience to ensure the researcher captured their thoughts and feelings in relation to the research questions. Interviews were carried out with individuals face-to-face rather than focus groups. Braun and Clarke (2013, p.80) stated face-to-face interviews are, 'ideal for sensitive issues' as well as being flexible and providing rich and descriptive data.

A pilot study was conducted with one pupil to gauge understanding of the life path and questions. The data from the pilot study was included in the main findings as there were no amendments as a result of the pilot. As the study used a small and pre-determined sample, the aim was to explore CIPs' experiences and how they made sense of their future, rather than seek a general consensus of findings. That said, (Patton, 2002, p. 584) suggests researchers may make 'extrapolations' from qualitative studies, which means, 'speculations on the likely applicability of findings to other situations'.

Participants

Guidance in relation to sample size was taken from Braun and Clarke (2013) and based on the time and resources available, the known difficulties of recruiting a vulnerable population, the exploratory nature of the research questions and data saturation considerations. The researcher deemed a sample size between 6-15 to be desirable, however, five interviews were achieved due to recruitment difficulties. The age group 9-16 years was chosen because research suggests adolescence, which starts from approximately 10 years old (Sawyer, Azzopardi, Wickremarathne, & Patton, 2018), is the time in childhood of greatest contemplation about the future due to maturation of pre-frontal cortex areas of the brain (Arain et al., 2013).

Five participants (four boys and one girl) aged between 9-12 years old (Mean age = 10.6 years) took part in the study. Participants were asked to complete the demographic form (Appendix F) as illustrated in Table 4.

Chapter 2

Participants were recruited from three primary schools and two secondary schools across two local authorities in the south of England. Four participants were recruited as a result of Educational Psychology (EP) contact with linked schools, whilst one participant was recruited through the researcher's contact with a prisoner family charity organisation. The researcher recognises a potential sample bias as CIP were accessing either school or outside agency support.

Table 4

Participant characteristics

Participant name (pseudonym)	Age (years)	Primary / Secondary	Ethnicity	Perception of time dad will be in prison
Katie	9	Primary	White British	A little bit of time
Liam	10	Primary	White British	A little bit of time
Sam	11	Primary	White British	A little bit of time
Ben	11	Secondary	Chinese	Quite a bit of time
Peter	12	Secondary	White British	Quite a bit of time

Materials

Individual semi-structured interviews lasted between 32-50 minutes (average = 37 minutes) and were electronically recorded.

Grieg and Taylor (2007) encourage the use of creative tools to enable CYPs voices to be heard. Therefore, a visual temporal framework, or 'life path' (Tellis-James & Fox, 2016) was used to plot CIP past and future life events, plus identified strengths and resources (for example from study, see Appendix H). The life path was adapted from O'Riordan's (2011) 'life grid', which has previously been identified as a sensitive approach to exploring difficult experiences, as well as encouraging CYP to reflect on possible support networks (Wilson, Cunningham-Burley, Bancroft, Backett-Milburn, & Masters, 2007). Furthermore, it was hoped the shared activity would increase participants' enjoyment and engagement. Collaborative and participatory approaches have also been

found to reduce power imbalances between the researcher and participant (Thomas & O'Kane, 1998).

Ethical considerations

The researcher adhered to the British Psychological Societies (BPS) guidance in relation to basic standards of respect, competence, responsibility and integrity of the researcher (BPS, 2009, 2014). Ethical approval was granted from the Psychology Ethics Committee and Research Governance Office at the University of Southampton (Appendix I). Informed consent was gained from headteachers and parents (see Appendix K and L) as well as assent from participants (Appendix M). Parent and participant information sheets detailed their rights to withdraw from the study at any time, with any data collected until that point destroyed.

Prior to interviews, the lead for Child Safeguarding in the school was identified to ensure any safeguarding concerns could be shared appropriately. Confidentially and anonymity was explained to participants at the start of the interview (Appendix M), with the exception of any child safeguarding issues. As part of ensuring the participants' anonymity, the researcher offered each participant to choose a pseudonym or the researcher would assign them one.

To minimise possible uncomfortable emotions about meeting the researcher for the first time, participants were given the choice of a member of school staff staying in the room, however they all declined and continued the informal discussions with the researcher. Furthermore a full debrief at the end of the interview reiterated the purpose of the study, what the participants' data would be used for and signposted to prisoner family support organisations. Participants also identified a member of school staff they could talk to should they wish post interview.

Within qualitative research, the potential for harm can be more uncertain due to the less structured and flexible research designs. To ensure participants would not be upset or would have appropriate support if a sensitive topic or information emerged, it was explained they could ask to stop at any time. Furthermore, the researcher was sensitive to participants' body language, for example increased use of non-verbal communication and used their discretion to establish whether to continue with that line of questioning. The researcher also used her experience to monitor the participant's wellbeing throughout the meeting. The researcher was conscious the sensitive nature of the topic area may evoke

uncomfortable feelings. Therefore, the session concluded with a positive shared experience using the card game 'Dobble'.

Procedure

Once ethical approval was obtained, schools and family prison centres were approached to take part in the study. Prisoner family centres in the South of England were sent research posters and leaflets to distribute to visiting families, however no recruitment was achieved from this method (See Appendix J).

In its conception, this study aimed to be a mixed methods study and therefore both Headteacher and parent consent forms reflect this (See Appendix K and L). However, due to recruitment difficulties it was decided to proceed with the qualitative part of the study only. Parents were informed of this change via telephone or email (children's names were not used in the email). Headteacher consent was sought before parents were contacted to ensure the school agreed for the research to take place on school site. The school contact approached parents for consent and when received, checked the participant was happy to participate. Interviews took place individually in a quiet room in the participant's school.

At the start of the interview, participants were welcomed with the school contact in the room, the researcher introduced herself by first name and they engaged in informal discussions to build rapport and help the participants to feel more at ease. Participants were shown the audio recorder and asked for permission to record the session. Participants were asked to complete the demographic form and were given the choice of writing themselves or dictating to the researcher. The life path tool was then introduced and explained. Finally, the researcher checked if the participant was ready to begin the audio recording.

During the interview, the researcher followed the interview schedule, making adaptations based on participants' responses, engagement and understanding. Questions that were not well understood or did not elicit answers were explained again using examples or alternative vocabulary. During completion of the life path, the researcher used active listening and reflected back what the participant had said to ensure accuracy. The interview had four phases, as suggested by Tellis-James and Fox (2016) and illustrated in Figure 4.

At the end of the interview, the audio recorder was switched off, participants were thanked and asked if they had any questions. Participants were debriefed and presented

with a voucher for taking part. The sessions concluded with a card game, called 'Dobble' to increase relaxation before returning to class.

After the interviews, audio files were transferred to an encrypted USB stick and deleted from the audio device. The researcher used a University transcribing service, as recommended by the Psychology department. All names were changed on receipt of the completed transcripts and recordings deleted from the USB device. The researcher listened to the audio-recordings whilst reading the transcripts to ensure accuracy and be aware of any misinterpretations of data, for example participants' tone of voice.
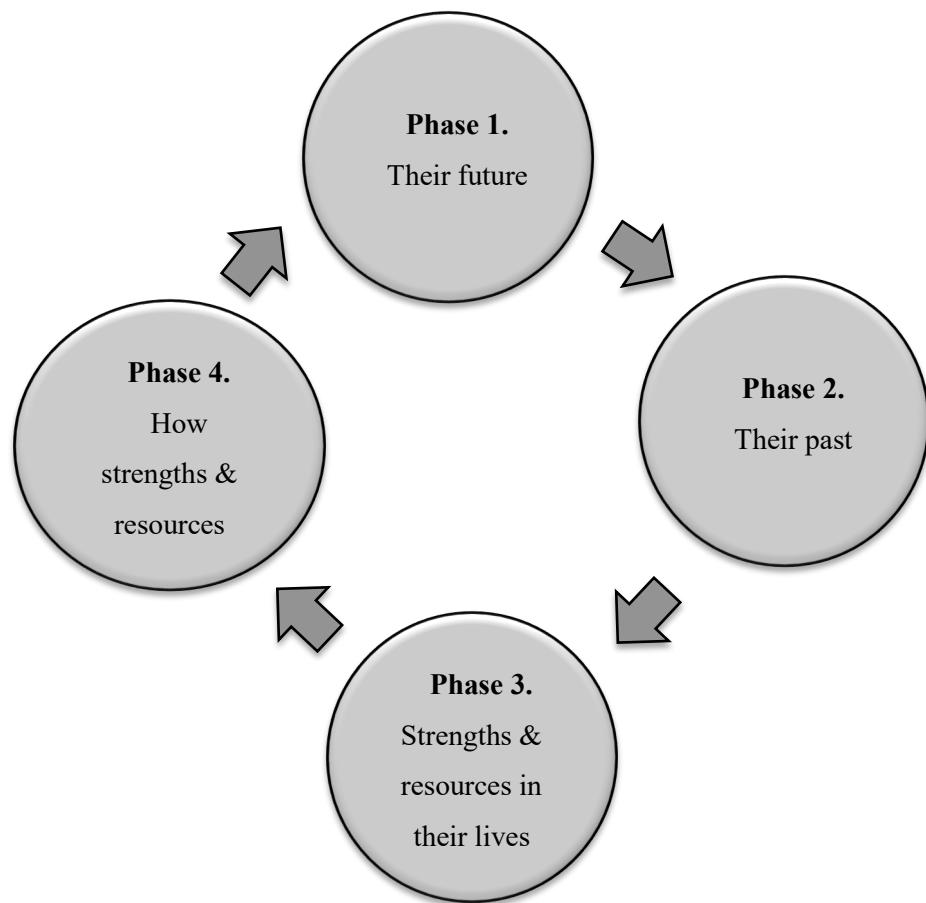
Figure 4. The four phases of interview (Tellis-James & Fox, 2016, p. 330)

Chapter 2

Data Analysis

The semi-structured interviews were transcribed and analysed using TA. This qualitative method aims to identify and analyse patterns across data sets to allow emergence of themes. Braun and Clarke's (2006) six-stage process was followed to ensure the analysis was conducted systematically. Descriptions of each stage are given in Table 5.

A deductive or 'theoretical' TA approach was taken, which is driven by the researcher's topic of interest and, typically, more explicitly analytical. In line with the social constructivist epistemology, 'complete coding' was carried out initially whereby anything and everything of interest, in relation to the research questions, was coded (Appendix M). Data was coded at the semantic level, also known as 'data derived' which meant coding 'mirrored participants' language and concepts' (Braun & Clarke, 2013, p. 207). However, the researcher acknowledges some latent codes may be present due to inevitable interpretation and views of the researcher (Willig, 2008) and especially as the study adopted a deductive approach. Codes were generated from the data and did not go beyond what the participants had said to ensure the child's voice remained at the forefront of analysis. The researcher acknowledges that sometimes deductive researchers pre-define codes before transcript analysis (Braun & Clarke, 2006), however this was felt to be too restrictive and could have potentially resulted in interesting data being lost or overly analysed by the researcher, leading to a less child-centred approach. Once initial codes were generated, a thematic map was produced (Appendix N). Upon further analyses and defining of themes, the researcher became aware of duplication, therefore combined themes and introduced sub-themes (Appendix O).

Qualitative data is often criticised for being subjective and less reliable (Howitt and Cramer, 2011). Therefore, the researcher acknowledges potential for researcher subjectivity bias in relation to their role in the interviews and analysis process. A limitation to the current analysis is that the researcher conducted the analysis alone, with the exception of informal discussions with a colleague. To minimise the impact of this, the researcher has aimed to be reflexive and transparent within this paper to highlight their thinking process during the analysis. Furthermore, a reflective log was kept throughout supervision sessions and the analysis to remain aware of potential influences and thinking processes (Appendix R).

Table 5

Summary of Braun and Clarke's (2006) phases of Thematic Analysis

Phase	Description of Actions during this phase
1	Familiarisation with the Data
	Active engagement with the material by reading and re-reading transcripts and life paths, making notes of initial ideas about what is in the data and what is interesting about them.
2	Generation of Initial Codes
	Coding interesting pieces of the data and systematically organising data in meaningful groups, which captured the researcher's attention in relation to the research questions.
3	Searching for Themes
	The researcher used their judgement to sort codes into themes, collating data relevant to each theme and considered the relationships between codes, themes and different levels of themes. Initial codes may be discarded or go on to form main themes and subthemes.
4	Reviewing Themes
	Themes were reviewed according to the coded extracts and revised where necessary. Thematic maps were produced and refined to produce a final version.
5	Defining and Naming Themes
	Themes were defined and further refined, consideration given to what was of interest about the themes and why. The researcher selected data extracts to provide support for the themes.
6	Producing the Report Findings
	Telling the story of the data in an interesting, succinct, logical and coherent structure (see discussion section). Use transcript extracts to demonstrate points in relation to the research questions, which also incorporate relevant application of psychological theory and literature.

2.3 ‗Results

The Thematic Analysis process produced six over-arching themes based on the data, each comprising a number of sub-themes (see Figure 2). Each theme will be explored in further detail, however the order of themes discussed does not represent a hierarchy of importance. For the purpose of this study, participants' parents are referred to as 'Mum' and 'Dad', in keeping with the language used by participants in the interviews.
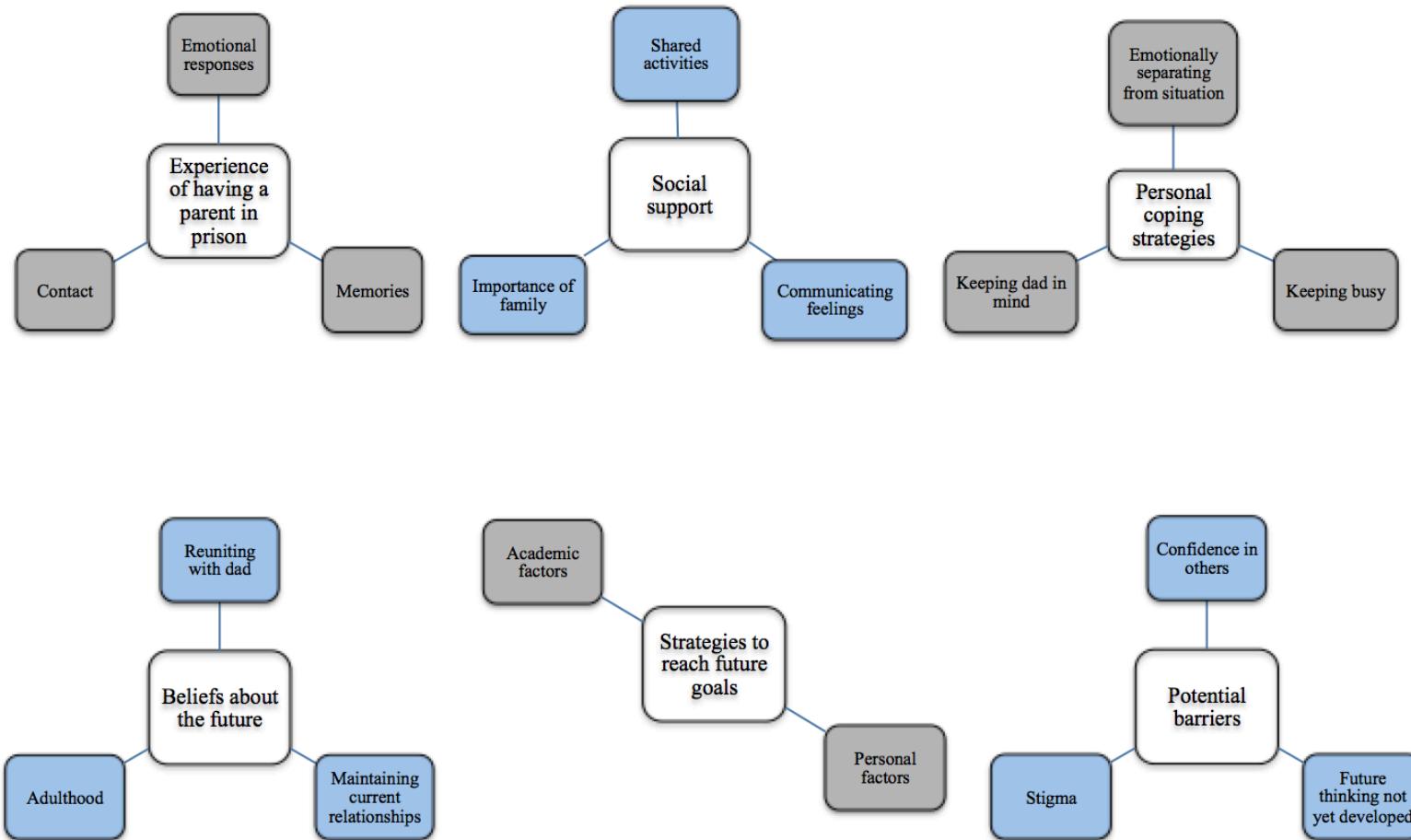
Figure 5 Final Thematic Map

2.3.1   Theme One: Experience of having a parent in prison

The theme 'experience of having a parent in prison' was established through participants' accounts of what this specific family situation has been like for them and the factors involved. Three sub-themes emerged: memories with IP, contact and emotional response. Whilst the aims of the study were not to dwell on the nature of the imprisonment, most participants provided a rich account of what the experience entailed. Therefore, the information within this theme was deemed important to demonstrate how participants constructed their thoughts about connections between their past, present and future.

2.3.1.1   Memories

Emerging from discussions about the experience of having an IP was the vividness of memories each young person held about their dad, which subsequently formed a subtheme. Three participants described detailed accounts of witnessing the arrest of their dad and Katie, in particular, was keen to express she remembered a lot about that day, compared to her younger sibling. Sam also explained how his experience unfolded in the presence of his family:

> Sam: Dad went out to find something in his truck and he came back in the house and Mum went 'Have you found it?' and me and [name removed] started crying. She went 'What's up darling?' and she turned round and saw Dad behind a load of policemen.

> Researcher: Oh gosh.

> Sam: Armed policemen in, yeah, everything. And they told us to go into a different room so they could just search our house. And then they decided to take Dad away and take him to questioning. And they… um, me and [name removed] started crying again and another policeman went, 'Don't worry mate, your dad will be home tomorrow'. But he never came home.

When completing the life path, the 'past' section became an opportunity for most participants to reflect on key memories they had with their dad prior to his imprisonment, although the depth and salience of these memories varied between individuals. For some participants, such as Katie and Sam, their memories were detailed and informed their

hopes for their future (in wishing to recreate those memories again) The impact of imprisonment and a sense of life pausing were reflected in Sam's account, whereby he could recall multiple key memories prior to his dad's arrest, but didn't feel he had any key events to include on his life path since his dad had been in prison.

Whilst Katie and Sam reflected on multiple enjoyable memories, in contrast Peter and Liam recalled less happy memories about their past and their accounts were not so detailed. Similarly, Ben's accounts were more fragmented and contained less description.

Katie: Yes, but I do remember when we went fishing with daddy and then we took like an ice box and then we used to put loads of food in it and we used to kind of have like a picnic down there when it was really… like a really nice day.

Researcher: Ooh.

Katie: And then we went and got an ice cream and everything.

Peter: …But with that, I haven't really had that, because my mum used to look after me, take me places, where my dad would be out drinking.

Researcher: Okay. So do you feel that's something that hasn't really been very helpful, that kind of Dad did that to begin with?

Peter: Yeah.

Researcher: So was that when you were saying you were quite young?

Peter: Yeah. Probably about… I don't know, since almost three.

Researcher: Yeah?

Peter: Maybe until he went. My dad used to go to the pub a lot.

Researcher: Uh huh.

Peter: Which was not good.

2.3.1.2 Emotional response

The sub-theme of 'emotional response' was developed as a result of some participants making reference to their emotions in the initial stages of their IP experience. Katie described the aftermath of the arrest as a mixture of maintaining normality by getting ready for school, but becoming overwhelmed with emotion when she got there.

Katie: So she was there as well, so I went round to hers and I got changed and then I went to school. She took me to school. But then I was just like… I was really upset when I went to school.

Katie further alluded to being young when their dad was imprisoned and described how her age impacted her understanding of the situation, which made it harder to process and understand.

Katie: Well it was hard then because when I was in Reception, that's when Daddy went, so it was a bit hard because I didn't really understand much.

When describing his situation, Peter reflected on feeling a sense of missed childhood with his dad, but continuing feelings of loyalty to him in the face of his mother's remarriage. He reflected on how initially ruminating about the situation on his own caused a build-up of emotions. However, he found releasing those emotions later enabled him to seek support and to begin to make sense of his feelings.

Peter: I think where it made me upset, like obviously I cried and that, but I think after I had that I could speak about it. But I had obviously had it in my mind, I was just thinking about it. And then obviously it made me upset, and then it just made me feel better after I spoke about it to someone.

2.3.1.3 Contact

Whilst past experiences appeared to vary amongst participants, a consistent narrative emerged from four out of five participants around the concept of contact with their dad and, consequently, formed a sub-theme. This theme was further divided into sub-ordinate themes of 'out of prison contact' and 'logistics of visiting'.

Katie, Peter, Ben and Sam all made reference to conflicted feelings about visiting their dad in prison with elements of happiness at seeing him but also frustration at the journey. Katie and Sam both described the commitment faced with the long distances of

three to four hours they have to travel for the weekly visit. Katie made further reference to the impact the long day has on school if she has to visit on a Sunday.

Katie: Yes, and I usually go see him on Saturdays but on Sundays we get back really late all the time, so like on Saturday it helps because if we get back on Sunday really late, we've got school on Monday. And then it's like really late and then we have to have dinner and… so.

Peter and Ben spoke about how their dads had moved prisons, the pros and cons of moving with distance being one factor, but also the prison environment and their dad's safety being a source of anxiety.

Researcher: Has that been helpful? Has he always been in the same place or has he had to move about?

Ben: He was in the [NAME] one. That was close.

Researcher: Ah, so really close.

Ben: And then he didn't like it and then he just moved somewhere else.

Researcher: Okay, so he moved a bit further away.

Ben: Yes.

Researcher: Was that alright? Or was that harder?

Ben: It's a bit harder. Like some traffic.

Researcher: Yeah, okay. So it wasn't quite as easy to begin with?

Ben: Yeah, but it was much more better there.

Peter: He was four and a half hours away once. But I only went to visit him once there because it was a bit dangerous.

Researcher: Was it?

Peter: Yeah.

Researcher: But now he's been moved to a different one?

Peter: Yeah.

Researcher: How does that feel?

Peter: It makes me feel a lot, erm… a lot happier because when he was there, two reasons, obviously I was worried about him.

Researcher: Uh huh.

Peter: Because one, it's quite far. Two, it was quite a dangerous prison.

Researcher: Yeah.

Peter: And now, where he's closer, I'm happier. But no prison is safe, so…

Keeping contact with their dad outside of visitations was also a source of strength for most participants. With the exception of Liam who didn't refer to seeing his IP, participants described how receiving phone calls from their dad helped. Peter explained he continues to write his dad letters and, when he was younger, he would make things for him with the help of school staff. The role of schools were also alluded to by Katie, who explained how her school sometimes sends examples of work to her dad, however she didn't expand upon how that felt or her dad's response. Sam's description of contact presented as linking his past and present together and in some way, continuing their enjoyment of interests together, although they are apart.

Sam: And, um, me and my dad used to watch the F1 all the time.

Researcher: Formula One?

Sam: Yeah.

Researcher: Nice. So where shall we put that? Can we put that on here as a key memory?

Sam: There.

Researcher: About there.

Sam: Whenever dad is… because that's basically all he does now, goes to the gym and watches TV.

Researcher: Yeah.

Sam: And he tells me whenever it's on, on a Sunday night or whenever it's on.

Researcher: Yes, of course. Race day is on a Sunday isn't it?

Sam: Yeah. And he tells me and I turn it straight on. And we used to watch like Top Gear and stuff like that together.

In summary, this theme provided an overview of participants' experiences of having a parent in prison. Three sub-themes explored memories, emotional response and contact. When discussing past memories, some vividly described the moment of witnessing their father's arrest. Emotions after the imprisonment appeared to vary, some alluded to feeling a sense of confusion and unsure how to express the build up of emotions. Contact with their IP was divided into two further sub-ordinate themes: out of prison contact and logistics of visiting. This highlighted some challenges faced by CIP in maintaining ties with their father but the importance of doing so was made clear through their responses.

2.3.2 Theme Two: Social Support

When asked what had helped the participants through their experience, the theme 'social support' emerged through participants' discourses about support they have received from others. Due to the variety of factors expressed, this theme was further divided into three sub- themes of 'shared social activities', 'family support', and 'communicating feelings'.

2.3.2.1 Shared social activities

Through the interviews, shared social activities (SSA) appeared a helpful source of support for some participants. For Ben, Liam and Sam, SSA included playing online gaming. Ben, for example, used computer games as a means of seeking shared experiences with his uncle, someone he described as important to him. Liam, on the other hand, could not identify any adults who support him. However, he did believe his friends helped him and although he did not verbalise why, he stated, *'They just help'*. He described achieving social company by talking to various friends online and as a place where he could participate and contribute to the team game.

Liam: I just play on the PS4. I just talk on the mike every day.

Researcher: Do you? So you have a microphone. Who are you talking to?

Liam: I talk to [name removed], which is one of my friends – these are all my friends that I talk to at school –[lists friends' names] and then another [name removed] … and then another [name removed].

Researcher: Wow, so you can speak to all those people on the microphone. So if you are feeling a bit rubbish, can you talk to them about that? Or do you talk about the game?

Liam: About the game.

Researcher: About the game.

Liam: We always play Fortnite. Like every single one of my friends play Fortnight.

Researcher: Do they? So you are all talking about it and playing it at the same time? And you like that?

Liam: We play like squads and stuff. Squads is like four people.

Researcher: Okay. So is that when you're on a team and you are like working as a team together to do something?

Liam: Yeah.

Sam outlined the benefits of accessing prisoner family support organisations whereby he met someone in the same situation and formed a friendship, which includes communicating via online gaming and playing for the same football team.

Sam: And one of my other friends, he got involved with Barnardo's, because his dad is in prison and, um, he was struggling as well so we just sat together in Barnardo's when we went there and just spoke to each other. And now we are best friends over the console and games and stuff.

Sam and Peter both described how socialising with friends helped to take their minds off ruminating about their IP. Sam described finding enjoyment by socialising with friends through team sports. In contrast, Peter spoke of going out on his bike with friends as a helpful distraction.

Researcher: So you go out on your bikes. Is that something that helps you when you're feeling a bit...?

Peter: Yeah. Yeah, it just takes my mind off everything.

Researcher: Okay.

Peter: It just makes me, like think what we're doing instead of thinking of everything that's going on. Obviously I like to, but it can make me upset.

2.3.2.2   Family support

Participants identified support from families, which included the remaining parent (the mother, in the case of all participants) and also wider family members, including family friends. All participants, with the exception of Liam, identified their mum as a person they could talk to. However, Ben and Sam provided greater detail about the role of wider family members who provide a 'role model' and mentoring relationship by spending time with them.

Sam: He [Uncle J] has taken me out to work as well. Like him and my dad used to be best friends and they used to work together and stuff like that. And he used to take me out.

Researcher: So your best friend's dad as well? So you've had lots of kind of male figures to look up to and help you. Is that right?

Sam: Yeah.

Researcher: So, my best friend's dad. And what's he done?

Sam: He just takes me everywhere most Saturdays and stuff.

Researcher: So he takes you out. Where's your favourite place to go with him?

Sam: Blackpool.

Participants also made reference to the support from their siblings. Liam spoke about a playful relationship with his youngest sibling, who he described as making him laugh. In Peter's case, he spoke about his fondness for his younger brother and whilst he

appreciates the bond they have in going through the same situation together, he felt he could not openly share his feelings with his sibling.

Researcher: When you were about three. So has he helped you throughout?

Peter: Yeah, definitely

Researcher: So, having a younger brother has really helped you.

Peter: He's not someone I would talk to about it, but it's knowing that someone else is going through it. Do you know what I mean? Like I know obviously I don't like it, but it's just knowing he knows what it's like.

2.3.2.3 Communicating feelings

The final sub-theme to be discussed is 'communicating feelings', which emerged from participants' accounts of finding strength by expressing themselves to trusted others. Alongside their mum, Katie, Ben, Peter and Sam also identified a key adult at school to talk to. Peter outlined how talking to an adult at school helped when he could feel a build-up of emotions whilst, in contrast, Ben appeared to prefer a more non-direct approach from his previous teachers who used games and fun activities.

Researcher: Okay. And what helped you? Was there anything at school that helped you?

Ben: Yeah, like some teachers had like sessions with me. And like play games, talk…

Researcher: So, teachers had sessions with me. What did they talk about that helped? Was it just letting you kind of…?

Ben: Yeah.

Researcher: Did they listen or did they do most of the talking? What helped when you saw them?

Ben: Probably like play games and have fun.

Researcher: So teachers had sessions with me, played games, had fun and talked a bit? Is that right?

Ben: Yeah.

Outside professionals were also discussed, some participants recalled meeting and talking to somebody in school but they were not able to elaborate on who they were or what their role was. Sam was the only participant to disclose he had seen a counsellor with his family and also described a *'really kind'* outside professional who visited him at school to talk and play games.

Sam: I think I used to have someone come into school as well.

Researcher: Oh right, okay.

Sam: Yeah. I'm pretty sure I had someone come in once.

Researcher: Just the once?

Sam: Just to… yeah, I did actually, to speak to them…like about… he like was really kind and he just spoke to me and we did all these different games and stuff.

Similarly to the SSA, participants described talking to their friends, further highlighting the participant's journey of sometimes wanting to talk to friends about their situation, and sometimes wanting a distraction by doing activities with them. Sam and Katie both described how their long lasting best friends have provided support through talking.

Sam: My friends have always been there for me. They are just there really, to talk about it.

Whilst the majority of participants reported positive outcomes from communicating with others, Peter outlined the need for caution and described some anxieties that information he disclosed would be spread to others.

Researcher: So do you… are you quite happy for people to know? Or what…

Peter: I'm happy for people to know, it's just if they like… I don't know. I don't really want them going round and telling everyone. Do you know what I mean? Like… you've got to be careful.

In summary, this theme revealed participants found social support through engaging in activities of interest with others, such as online gaming with friends. Connections with wider family also appeared important for continuing relationships with an adult. Participants described different preferences for communicating feelings, with some preferring a non-direct approach through games, whilst others preferred to talk more openly about their thoughts and feelings.

2.3.3 Theme Three: Individual coping strategies

As described above, participants articulated a number of social support systems. Out of the conversations held, a number of personal coping strategies were also depicted which, again, varied between participants, leading to the formation of this theme. The descriptions were further divided into three sub-themes: emotionally separating from the situation, keeping Dad in mind and keeping busy.

2.3.3.1 Emotionally separating from the situation

When the participants were asked how they kept strong during more difficult times, some described closing off emotions whilst others identified ways of channelling their uncomfortable emotions. For example, Katie, Ben and Peter described trying to maintain a sense of normality. In particular, Katie used the phrase, *'I just get on with things'* to explain her approach to managing the present situation. Similarly, Ben outlined a strategy of trying to forget things about his dad until he went to visit him, as if he could switch his emotions on and off.

Researcher: It was a weird time, ok. And what helped you during that time? Because you are somebody who went through that, so what would you say helped you through it?

Ben: I just like try and forget about it, and then when we visit him… yeah.

Researcher: Uh huh. So at the time you tried to forget about it?

Ben: Yeah, and then just get on and do what I normally do.

Researcher: Okay, so just get back to normality a little bit?

Ben: Yeah.

2.3.3.2 Keeping dad in mind

Whilst some participants described trying to block out emotions, other participants found it helpful to maintain contact with their dad. For example, Peter identified three helping strategies, one was speaking to someone and the other two involved keeping his dad in mind by writing him letters or speaking to him on the telephone.

Peter: Erm… just having someone to talk to really.

Researcher: That's been the main thing?

Peter: Other than writing letters.

Researcher: Uh huh.

Peter: And speaking to him. That's about it.

Researcher: Oh yeah, you said sometimes Dad phones me. Is that quite nice?

Peter: Yeah, that's nice. He rings more often now.

Researcher: Does he?

Peter: Yeah, than he used to.

2.3.3.3 Keeping busy

Participants also described how keeping busy helped them to keep strong during difficult times. Liam, Sam, Peter and Ben all described using computer games as a means of passing their time with an activity they enjoy, either through online gaming or by themselves. In contrast, Katie explained how creative activities, such as colouring in sometimes help her. Both Liam and Ben described using sensory 'fiddle' objects to help channel their feelings. Ben explained his mum gave him a magnet fidget object to keep with him at school to use when he wanted. Liam further outlined how he fiddles with objects he finds and particularly enjoys using soft objects.

Researcher: Okay. So, when things are a bit more, like you know how we said it can be a bit like this sometimes, life can be like 'Yay, this is awesome' and there's times when it can be like 'Ohhh, this isn't so good', what things help you? What do you find helps?

Liam: I fiddle with stuff.

Researcher: Fiddle with stuff.

Liam: Like I'm doing right now.

Researcher: Ah, does that mean you are feeling a little bit uncomfortable, when you're fiddling with stuff? Or…?

Liam: It feels good.

Researcher: It feels good. So, is it anything you can get your hands on? Or is there particular things you prefer, like playdoh or… is it that sort of squishy feeling? Or do you like being able to bend things?

Liam: Squishy.

Researcher: You quite like squishy, yeah? So, fiddle with stuff.

Liam: Like blue tack or something.

Sam and Peter both described how they enjoy physical exercise and find benefits to their emotional wellbeing. In particular, Sam explained how he continues to use recreational sports to help manage his emotions.

Sam: My sports are like big… like I'm all uptight in my emotions and stuff so all my sports just let it out.

Researcher: Does it?

Sam: Yeah.

Researcher: So your sport, so is that between… so that's probably all the way back here I'm guessing, when you started, was it?

Sam: Yeah.

Researcher: But even more so now? Or less so? Or has it just stayed the same?

Sam: It's just stayed the same really.

Researcher: So, sports let you… how can I write it? What did you say? Sports let me…?

Sam: Get rid of my emotions.

Researcher: Get rid of my emotions, yes. That's…

Sam: Like bad emotions.

Researcher: Get rid of my bad emotions. And what else can you do when you've got that build up? Is there anything else?

Sam: I've got a punch bag.

Researcher: Have you?

Sam: Which I do use.

In summary, this theme provided an overview of participants' individual coping strategies. Some participants alluded to managing uncomfortable feelings by trying to suppress their emotions about their IP and regain a sense of normality. Others preferred to keep their IP in mind by writing letters and looking forward to their phone calls. A key narrative emerged about the benefits of keeping busy, with most describing strategies such as using a sensory object and doing physical exercise.

2.3.4   Theme Four: Beliefs about the future

The themes discussed so far have focussed on the past and present experiences of participants. The theme 'beliefs about the future' was developed through participants' responses to thinking ahead to what might be happening in the later sections of their life path. The theme was further divided into three sub-themes, adulthood, reuniting with Dad and maintaining current relationships.

2.3.4.1   Adulthood

The sub-theme 'adulthood' was further separated into two sub-ordinate themes of 'social' and 'personal' due to the diversity of discussion. Discussing this theme appeared to be challenging for participants and required additional prompting by the researcher in the interview, for example giving possible suggestions to explain the question. Participants

described a hope of future independence and increased socialising in their adulthood. For example, Liam hoped he would be living somewhere different in his future, preferably a warmer climate and did not see his family living with him, but perhaps visiting instead. Both Sam and Ben alluded to hopes of living with their friends in the future but still in the same town as where they currently live. Seeking independence also appeared important to participants, with many noting they would like to learn to drive. Peter described a hope for more socialising with friends, particularly attending more football games.

Researcher: Yes? So you're now ten. Okay, can you imagine, we've got to get in our time machine and we're going to jump forward a few years to when you've finished school. So, you would have been to secondary school, you would have done your GCSEs and you might be going somewhere else. What might I see you doing? If I come back to you when you're like seventeen, eighteen and say 'Hey, what have you been up to? What are you up to now?' what do you think?

Liam: I probably won't be here by then. I will probably be somewhere else then.

Researcher: So you don't think you will be living here? You might be living somewhere else? Shall we put that on there, living somewhere else? Where would you like to live? Do you know?

Liam: Manchester or Spain or Turkey. Somewhere great. Somewhere that is always hot.

Personal hopes for participants' future adulthood consisted of two main areas of family and career. Both Peter and Liam described wanting to have their own children one day. Peter in particular spoke at length about his hopes for being a good dad himself and keeping out of trouble, whilst appearing to make reference to his own childhood experience and not wanting that for his future children.

Researcher: Anything else we need to list down? That's going to really help you to become an Engineer, isn't it?

Peter: Yeah.

Researcher: If you are starting to take all this stuff in and getting good grades

Peter: I just want… and I am going to be sensible. Like…

Researcher: What does that mean?

Peter: So like during life I'm not going to be getting myself into trouble. Because if I'm older and if I do have kids or whatever, I just want to bring them up how like… not like how they want to be brought up, but like in a good way.

Researcher: Uh huh. So shall we put that here? Want to bring kids up in a good way.

Peter: Yeah. Like I don't want to be getting into trouble and like have kids and then go into prison. Do you know what I mean? Or just like go out drinking, get drunk… Maybe, I don't know, just like it's alright for parents to get drunk sometimes. Do you know, like just to have a bit of fun, like on birthdays or whatever, or like friends' birthdays.

Researcher: Yes.

Peter: But it's like when they go constantly, I don't want to be like that.

When discussing possible future careers and dreams, the majority of participants described going on to college following secondary school. Some participants appeared to have clearer views about their future than others, however Sam, Liam and Peter all described possible future careers linked with their dad's previous job role. For example, Peter described a possible future of being an engineer similar to his dad. Sam had multiple options he might like to do when he was older which included being a sports teacher, a fireman or scaffolder like his dad used to do.

Sam: I mean I want to be like a sports teacher or something. Yeah.

Researcher: So like a PE teacher at a school, or like teaching…?

Sam: Everywhere really. Like anywhere. Or like a fireman.

Researcher: Cool, so shall I put those in the sixteen years plus section? So you want to be either…

Sam: Or a scaffolder as well. Because my dad used to be a scaffolder.

2.3.4.2   Reuniting with Dad

When plotting what may go into the future section of their life path, all participants, with the exception of Liam, spoke about their dad being released and featuring in their future. Whilst most participants had clear future plans with their dad, Ben was less certain if his dad would feature in his future and stated, *'I'm not sure'* when asked. In contrast, when Sam was asked what he thinks life will be like, his initial response focused on how his family will be feeling when reunited with his dad at home.

Researcher: … Okay, so you want to be a sports teacher, a fireman or a
scaffolder. Okay. What do you think life is going to be like a few years in the
future, when you are like sixteen plus?

Sam: Dad will be home. We will be happy.

When describing future plans with their dads, some participants alluded to activities that were linked to their past memories. For example, Katie looked forward to a future whereby she went fishing with her dad, which is what she did with him prior to his imprisonment.

Katie: And probably, I will probably be fishing with my dad a lot too.

Researcher: Going fishing with your dad. Is that something that you've done
before with him?

Katie: Yes, when I was younger.

Although Ben wasn't sure if his dad would travel with him, he described how he would like to travel with family to places his relatives have previously lived, e.g. Germany. Peter alluded to feeling like he had missed out on experiences with his dad, but he described looking forward to spending more time with him in the future. Peter and Sam both described conversations they had with their dads about future travels and holidays together.

Peter: Yeah, my dad said he might, when he gets… because he got twelve years,
but he's got six where he's got to like stay in the country or something.

Researcher: Okay.

Peter: But when he can go he will take me and my brother and stuff.

Researcher: Wow, to the Caribbean?

Peter: Yeah. Or around… he said at one point that if he can afford it or whatever, take us through America on Route 66.

2.3.4.3   Maintaining current relationships

Discussions about the future also featured many of the relationships that were spoken about in the past and present sections of participants' lives. Therefore, maintaining current relationships was formed as a sub-theme to describe participants' hopes for continuing friendship or family cohesion in their future. Katie and Sam explained the majority of their future would be spent doing more with family. Sam described how his future would involve his mum and dad teaching him how to ride a motorbike and attend motocross events together. In addition, Katie alluded to maintaining her current friendship with her best friend and although she didn't have specific future plans yet, she wanted to include her in the future sections of her life path.

Researcher: Wow. So do you think, what about in the dream then? So even when you've left school, do you think [name removed, child X] is still going to be in your life?

Katie: Yes.

Researcher: So what might you be doing then?

Katie: I don't know.

Researcher: Would you be going out together?

Katie: Out for dinner.

Researcher: Going out for dinner with [child X]. Do you think you'll always live near each other? Would you like that? Would you like to live quite close to each other?

Katie: Yep.

Researcher: So maybe when we're a bit older you'll be looking at areas to live that are near friends?

Katie: Maybe.

Peter described how he hoped his relationship with his younger brother would continue all the way through his life path. In contrast, Liam responded his future didn't involve more time with his family.

Peter: Erm, I want me and my brother to stay close. Because my mum and her sister have fallen out.

Researcher: Okay, so where should we put that? So you want you and your brother to stay close. So is that from like now, all the way to…?

Peter: Now and all the way.

Researcher: Yeah.

Peter: Because I love my brother.

Researcher: … What about adults here? Where is your mum in the picture, in the future? Would you like to spend a bit more time with your mum?

Liam: No.

In summary, this theme explored participants' future beliefs. Participants discussed elements of adulthood, such as living arrangements, career possibilities and hopes to have their own family. For the majority of participants, their future consisted of spending time with their dad when he was released, including going on holidays together. Maintaining relationships with current family and friends were also found to be an important feature of participants' future beliefs.

2.3.5   Theme Five: Strategies to reach future goals

This theme evolved from the narratives participants gave in relation to their future hopes and dreams. Asking how and what participants could do to reach their future goals

led to the theme being further divided into two sub-themes of academic factors and personal factors.

2.3.5.1 Academic factors

When discussing their future hopes, the researcher asked what subjects participants currently like and disliked and if they thought these would feature in their future path. Sam and Katie described subjects they think they might enjoy at secondary school which were based on their existing hobbies and interests. For example, Sam thought he would enjoy PE and Science in his future schooling. Katie, on the other hand, described creative subjects and maths featuring in her future education. Both Peter and Sam explained how they believed school was an important factor in order to reach their future career dreams.

Researcher: So in order to be either a sports teacher or a fireman, what kind of things do you think you have to do?

Sam: Work hard at school.

Peter identified a short-term future goal of wanting to engage more with his schooling once he had more control over the subjects he was learning, as well as reduce the number of behavioural incidents he was involved in. His description crosses over both sub-ordinate themes as it relates to both academic and personal factors.

Researcher: Okay. And what's going to help you to be able to become an Engineer? What do you need to do, do you reckon?

Peter: Study. I know that a lot of people say that they will do this and they will… and they don't. But I am actually going to start knuckling down and…

Researcher: Where are we going to put that on your path? From now? From like next period? Or shall we say like maybe next Monday?

Peter: Year 9.

Researcher: Year 9? Okay. So, one year from now…

Peter: I think not now, like… like September sort of time.

Researcher: Okay, so I'm going to put that on here.

Peter: But as soon as I get my options and my coursework, when I start getting coursework that's when I'm going to start. Like as soon as I start, once I've

picked my choices, that's when I'm literally going to start. No more detentions.
No more getting into trouble.

2.3.5.2 Personal factors

Discussions about strategies for the future also included personal factors. For example, as described above Peter spoke about keeping himself out of trouble. Further examples related to more practical requirements such as a driving license to become a Formula One driver. Liam expressed a future hope of becoming a footballer in the Premier League, however he found it more difficult to verbalise strategies to help him reach his dream other than getting better by watching videos of how to do tricks.

Researcher: Yeah? So how are we going to help you get to be in the Premier
League then? What are you going to need to do? What's going to help?

Liam: Get better.

Researcher: Get better? How are you going to get better?

Liam: Don't know.

Researcher: How do we get better at things?

Liam: Watch You Tube videos on how to do better tricks.

Researcher: Tricks, okay. What else?

Liam: I don't know.

Sam appeared to have more developed thoughts about possible attributes he needed for his future career dreams of becoming a fireman, sports teacher or scaffolder. As well as describing personality characteristics, he alluded to requiring a sense of motivation in order to fulfil the requirements and responsibility of a fireman's role.

Researcher: So in order to be either a sports teacher or a fireman, what kind of
things do you think you have to do?

Sam: Work hard at school.

Researcher: You have to work hard at school, ok...

Sam: And... well, be kind really. Because as a fireman you have to like go out and save people's lives and risk your life to save them.

Researcher: Uh huh.

Sam: And as a PE teacher you have to like be kind to the children and stuff like that.

Researcher: Yeah, and be quite patient I suppose?

Sam: Yeah.

Researcher: And when you're trying to teach them to play catch and it just falls, you have to be patient. And I guess you have to be patient as a fireman as well, don't you, as well?

Sam: Yeah.

Researcher: Yeah, absolutely. Or a scaffolder. What sort of things... what else do you think you might need? So you're going to work hard at school, you're going to be kind...

Sam: I need to be strong.

Researcher: Strong. Yes, absolutely.

Sam: Or to have like the oomph to get up early in the mornings, like if you are on call with the fireman, you need to get up early.

In summary, this theme explored participants' strategies to reach their future goals. Participants provided a variety of strategies including the need to work hard at school, which prompted one participant to make a short-term goal in relation to reducing his behavioural incidents at school. Participants also considered the personal qualities needed to achieve their hoped-for career, including personality characteristics.

2.3.6   Theme Six: Potential barriers to reaching future goals

The final theme of 'potential barriers' emerged from participants' discussions about their future with three sub-themes consisting of, future thinking not yet developed, confidence in others and stigma.

2.3.6.1   Future thinking not yet developed

Whilst some of the participants identified clear future hopes, other participants didn't yet appear to have formulated clear ideas. Katie, Ben and Liam all appeared uncertain when asked about hopes and dreams for the future and required more researcher support to consider potential suggestions. Katie continued to respond, *'I don't know'* about her own individual future hopes, but was able to consider future plans with her family involved. Ben said he didn't know what his future plans might be beyond secondary school; however, by re-phrasing the question and offering suggestions, he decided he would like to go to college and gain employment. Similarly, later in the conversation when asked about what type of job he would like to do, he appeared uncertain.

Researcher: So, if we were to do… so you are eleven now. So when you leave school you think you would like to go to college and you might do some Maths, maybe a bit more Science, particularly you like mixing things and Chemistry, then what sort of job do you think you might want to do when you're older?

Ben: I'm not sure.

Researcher: Not sure yet?

Ben: Mm.

Researcher: Has anybody, do you know anybody that does like quite a cool job that you think 'Ah, I'd quite like to do that when I'm older'?

Ben: No.

Uncertainty also featured when participants were asked to consider strategies about what was going to help them reach their future goals. For example, Liam could not identify any helping factors when he experienced a difficult time at home and consequently found linking helping factors to future goals difficult.

Researcher: So it was quite tough at home. So what did you do, going through that? What helped?

Liam: Nothing really.

In contrast, Katie said she thought the helping factors she identified would help her in the future. However, she found it more difficult to elaborate on why and how they would link together, resulting in her feeling like she couldn't answer the question.

Researcher: And do you think all of the things that have happened to you here are going to help you later on?

Katie: Yes.

Researcher: Do you? Can you tell me a bit about why? Why do you think they are going to help?

Katie: I don't know. I don't know anything.

2.3.6.2   Confidence in others

The sub-theme 'confidence in others' developed from participants' accounts of being let down during their difficult family situation, which was then considered a potential barrier to reaching their future plans. Sam described two instances of losing faith in professional services that should have been a source of help, rather than hindrance. Sam described how during his dad's arrest, a policeman told him his dad would be home the following day, however he never came home leading to a sense of being let down.

Sam: ... um, me and [name removed] started crying again and another policeman went 'Don't worry mate, your dad will be home tomorrow'. But he never came home.

Researcher: Oh gosh. So you remember that person saying that?

Sam: Yeah.

Researcher: And how did that make you feel?

Sam: When Dad was home and getting arrested, it just made me kind of relieved that he's going to be alright, but then when I found out that he didn't come home I was really upset.

Sam further described another scenario whereby his voice seemed to be overlooked by professionals. Specifically, he described how one counsellor focused their time on Sam's mother, leaving him feeling ignored and unsupported. Consequently, the family chose another counsellor who appeared to restore some faith in the support he received.

Researcher: So you went counselling. What was that like? Did it help?

Sam: Yeah, not really because they didn't really speak to me.

Researcher: Ah, okay.

Sam: They mostly spoke to my mum. So we had to get a different counsellor.

Researcher: Okay.

Sam: Who came actually to our house.

Researcher: And that's… okay. So, it helped when (a) they came to your house, and (b) actually asked you how you were getting on?

Sam: Yeah.

The issue of trusting others and having confidence in them was also evident for Peter who described his regret at telling some people about his situation.

Peter: I have told a couple of people that I regret telling.

Researcher: Okay.

Peter: But then I realised that some people that you do regret telling are alright.

Researcher: So why do you regret telling them?

Peter: I don't know. Erm, they've only told a couple of people but it's like the fact that they've gone and told someone. Do you know what I mean?

Whilst Peter described how he has developed a sense of caution about who he tells, he also reflected on the benefits of others knowing in order to enhance their understanding

and improve future relations. He described experiencing bullying in his primary school before his dad was imprisoned, however it stopped when his peers learned of his family situation leading him to have mixed feelings.

Peter: Erm, that was quite tough. Erm, in Year 3 and Year 4 I got bullied at school. And then when my dad went it sort of stopped.

Researcher: Okay. So was that a good thing? Or was that more tricky, or…?

Peter: It's a good and bad thing. So people realised that nobody knows what is going on in people's lives.

Researcher: Yeah.

Peter: But then it's obviously not good because he went.

2.3.6.3   Stigma

Other participants also reflected on the stigma associated with having an IP. All participants, with the exception of Ben, spoke about incidents of bullying. In contrast to the others, Peter described how his experience of bullying stopped in his primary school when his dad went to prison, however he remained cautious about who he told at his new school. Katie appeared unsure about how she manages the fickleness displayed by some peers who alternate their attitude towards her and can say hurtful things to her about her dad.

Katie: Yeah, but it's [INAUDIBLE] sometimes I get bullied because of my dad and things. Like some people are nice to me for one day and then they are horrible to me the next day. And then they have a go at me and just say, some people say like 'I hope your dad dies in prison so you never get to see him again' and things like that to me. [SIGHS]

Researcher: Mm, that's pretty hard. So what do you do? How do you keep strong during those times?

Kate I just… I just do.

When asked if he felt there was anything that may get in the way of him reaching his future goals, Sam described his feelings of sadness about people potentially judging him and how the stigma attached to having an IP already affects potential friendships.

Researcher: … So, is there anything that you feel might get in the way of getting to your dreams, your goals?

Sam Erm, I don't know really. People judging me.

Researcher: Okay.

Sam: Because I've got a parent in prison.

Researcher: Uh huh. Do you find that's… is that something that's happening now as well?

Sam: Sometimes. Yes, sometimes it happens. Like when I talk to people, like when I'm trying to make friends at parks and stuff, they just judge me and just go away.

Researcher: Oh, okay. And how does that feel?

Sam: Sad

The final theme to emerge from the analysis of transcripts, referred to participants' potential barriers for reaching their future hopes. Some participants found projecting themselves in to the future quite a difficult task and appeared uncertain about their thoughts. Other potential barriers included anxieties about being let down, by professionals and others. The majority of participants also expressed experiences of bullying or judgement from others, which in some cases lead to feeling cautious about who to disclose to.

2.4   Discussion

Taking a social constructivist epistemology, this study aimed to explore how having a parent in prison influences CIPs views of their future. Further research questions aimed to explore strengths and resources, as well as potential difficulties to reaching their identified future goals. Five participants were interviewed and data was analysed using TA (Braun & Clarke, 2006). Six overarching themes emerged from the data: experiences of

having a parent in prison, social support, individual coping strategies, beliefs about the future, strategies to reach future goals and potential barriers to reaching future goals. Considerations as to how the interview data translates and applies to psychological theory will now be discussed.

Current study findings in relation to wider literature and research questions

Findings from the present study suggest CIPs have mixed conceptualisations of their future. One participant (Sam) who reported having a strong support network, engaged in individual interests, as well as maintained consistent and meaningful contact with his IP, articulated clear perceptions of his future. Sam's increased clarity about the future matched Sharp and Coatsworth's (2012) findings, which linked adolescent engagement in meaningful leisure activities to increased future perceptions. Sams's description of the importance of friendships also fits with research linking social belonging with improved FO (Crespo et al., 2013; Moses & Villodas, 2017). In contrast, participants who found it difficult to identify helping factors and conveyed uncertainty about their relationship with their IP, found it difficult to project themselves into the future, thus appearing to be managing the moment, as opposed to thriving and looking ahead. Within the wider literature, coming from deprived or adverse family backgrounds is associated with reduced future beliefs (Moulton, Flouri, Joshi, & Sullivan, 2015). The CIP participating in this study certainly had some increased family adversity due to having an IP, however their socio-economic status was unknown, which could represent a limitation of this study.

The participants in this study almost all spoke about the importance of contact with their Dad. Research has previously found long term benefits for the IP in relation to maintaining contact with their family (Visher, 2013). However, less is known about the benefits for CIP and Saunders (2016) has called for more understanding of the complex emotions experienced by CIP around contact with an IP. Furthermore, contact with the IP is likely to be different for CIP who experience PI as a positive experience and this area represents a further gap in the literature. Most participants in the present study discussed the challenges and logistics of visiting their father in prison. This represents a common experience for CIP and has been highlighted by family support organisations in efforts to recommend prison visits become more 'child-friendly' (Barnardos, 2015). Participants' descriptions of their future, however, often featured plans for when their dad was released, thus making it difficult to ascertain how PI influences future perceptions.

Chapter 2

The majority of participants provided a rich account of strengths and resources, which were divided into themes of social support and individual coping strategies. Again highlighting the heterogeneous nature of this population, the sources of support were varied depending on the individual. Findings complimented research by Shelemy and Knightsmith (2018) whereby a literature review pertaining to adverse childhood experiences found CYP built resiliency through parents, peers, passions and problem solving. Similarly, participants from the present study reflected on the importance of family, friendships and hobbies. This builds upon previous research with CIP, which also found support predominantly came from family and friends (Jones et al., 2013; Weidberg, 2017).

Baumeister and Leary (1995) suggest a fundamental need of human beings is to feel a sense of connection to others. Whilst participants in the current study reported feelings of connectedness to friends and family within their inner social network, three participants spoke of experiences of bullying and social stigmatisation as a result of their parent being imprisoned, which would likely impact their feelings of social belonging. One participant also described how a potential barrier to him reaching his future goals would be negative judgements from others. This is in line with the wider literature which confirms CIP often experience stigma attached to having a parent in prison (Thulstrup & Karlsson, 2017). However, one participant described how his experience of bullying stopped when his dad went to prison and peers demonstrated a change of perception about his situation. Therefore, it could also be argued that parental imprisonment may sometimes increase empathy from others and subsequently the CIP may feel an increased sense of belonging.

In summary, this research provided a novel and rich account of how CIP, in this small-scale study, make sense of their past, present and future. The study extends upon the emerging body of research using CIP voice and provides a new dimension of combining perceptions about the future with an adverse childhood experience of PI. What remains unclear is a definitive answer for the main research question, which aimed to understand how having a parent in prison influences CIPs views of the future. Participants varied so much in their responses that it appears these influences may be unique for each young person and situation. For example, Liam and Ben provided less detail about their experiences of PI, which coincided with more uncertainty about their future perceptions. Katie and Sam appeared more comfortable to share their experiences and in turn, suggested the future might be the time when, after their father returns, normality could resume. For others, such as Peter, thinking about the future engendered a feeling of hope for a deeper

relationship with his father, as he alluded to a sense of missed father-son childhood thus far.

Strengths and limitations and directions for future research

The present study draws from the theoretical position of Positive Psychology (Seligman & Csikszentmihalyi, 2000), by offering a hopeful and optimistic outlook, whilst also seeking the potential and future growth of CIPs. This study provides alternative, yet complimentary findings to the recent strengths based research with this population (Christmann et al., 2012; Knudsen, 2016) and acknowledges it directly opposes the risk and negative outcomes research often published in the literature (Murray & Murray, 2010). This study has built upon Tellis-James and Fox's (2016) study by applying their method of using the 'life path' with an at-risk population of CIP to explore the variety of factors relating to their future beliefs. It adds a unique perspective to both the future perceptions and CIP literature, which have not previously been explored together.

Whilst the study produced novel and new descriptions of a variety of factors pertaining to the five participants, there were also limitations to be acknowledged and discussed.

Firstly, this study is limited by its sample size and the fact it may be less useful for policy or practice, as participants' experiences cannot be used to generate wider implications for CIP due to the epistemology and methodology used. Future research could consider using a mixed method approach and recruiting a wider number of participants from across the UK rather than one region. Whilst the researcher tried to limit sample bias by advertising in prisoner visitor centres, a possible bias exists due to participants being recruited via schools, who were aware of the family situation and, indeed, one of the CIP was already receiving additional support from school staff or a charity organisation.

Secondly, due to recruitment difficulties, primary school children were included in this study. As research tends to agree abstract and future thinking begins to develop from the age of 10 years (Arain et al., 2013), the findings may have been limited by the age of participants, who may not have been developmentally ready to consider their future in as much detail as the researcher would have hoped. Therefore it would be advisable for future research to pursue an older age group to compare responses.

Two of the participants, Liam and Ben, appeared to find the interviews more difficult to engage with and often replied with one-word answers or responded, 'I don't know'.

Participants' understanding and not having sufficient time to consider their answer may therefore have limited the study. If repeating the research again, the researcher would include a list of potential questions for the participant to prepare for beforehand with an adult, or create a future selves activity to scaffold their thinking about their hopes for the future. It would also be desirable to have preliminary rapport-building sessions leading up to the interview, as this may have helped Ben and Liam to share their views more comfortably.

The life path provided a helpful framework for focusing on past, present and future experiences, as well as resiliency factors related to their IP. However after the interviews concluded, the researcher felt there was more information to be gained about how the participants viewed themselves as individuals. Future research could consider using an additional drawing activity based on Personal Construct Psychology (Kelly, 1955), such as The Ideal Self (Moran, 2001) to elicit how participants construct their views about themselves. This would provide an insight into the kind of person the CIP would ideally be like, and would not like to be like in the future, including family and friends. It also provides an opportunity to explore how the child thinks they compare with their future ideal and non-ideal self, as well as establish the child's current view of themselves in relation to their two constructs and consider strategies to develop further towards their ideal self.

It is also important to recognise the subjective nature of qualitative research and the potential for bias in this study. Even though appropriate steps were taken to ensure transparency, the researcher conducted the interviews and analysis as a solo researcher. Further studies replicating or extending the findings from this research would be welcomed. Furthermore, future studies may also consider triangulating responses with the remaining parent, siblings and perhaps other adults who CIP identify as important to establish potential themes or differences.

Reflexivity

Due to the qualitative nature of the research, it is important to acknowledge the researcher's active participation in the process and the subsequent influence on the research (Willig, 2013). Reflecting on how I elicited children's views, I was surprised by how much data was generated with a small sample size. I was, however, aware of the extent to which I needed to use my professional skills as a Trainee Educational Psychologist to build rapport and put participants at ease so they could answer the

questions as openly and honestly as possible. However, upon reflecting on the research design, I recognise that the questioning style and life path activity may have, on occasion, led to the use of closed questions which could have influenced or restricted participant's responses. In particular, opportunities to expand on participant's presenting narratives may have been constrained due to the need to document details accurately on the life path drawing.

This research drew upon an interactionist perspective and was influenced by the value I place upon this. I also recognise my interest in the topic and knowledge from studying as a Trainee EP may have influenced my interpretation and coding of the data.

Implications for practice

The core aim of this study was to explore future perceptions of CIP and research suggests those with greater perceptions of the future achieve better outcomes. Therefore, adults and EPs working with CIP should make time for thinking about aspirations, hopes, dreams and goals in relation to their short-term and longer-term future. The results from this study highlight the importance of seeking the voice of CIP, as they are a heterogenous group and they themselves are likely to be able to explain what they think helps them and what they need more or less of. This research has demonstrated CIP have the ability to cope with adversity, and has revealed some of the resilience factors they may possess. It is, however, also important for practitioners to consider some CIP may have mixed emotions about their parent being imprisoned. For example, some may consider it to be a relief or feel a sense of guilt that they are relieved and therefore may require a different approach to support depending on the individual's experience.

As CIP are able to show insight into their situation and protective factors, the researcher would argue it is the responsibility of the adults supporting them to ensure the plan of support for each child is co-constructed and adopts a strengths-based approach. This joint understanding can help to inform a suitable type of intervention based on the CIPs' individual needs. For example, some may appreciate talking directly about the situation, some may need the outlet of physical exercise, whilst others may prefer a shared activity until they are ready to disclose. However, the caveat to any successful support would be to ensure a nurturing and caring relationships exists between the adult and CIP, so they feel they can trust the adult with their private and sensitive information.

The perception of CIP as "forgotten victims" suggests school leadership and policy could take the lead in improving identification and support, perhaps in a similar way to the designated teacher role for children who are in care. The charity organisation, Barnardo's Children Affected by Parental Imprisonment (CAPI) Engagement Service, has already introduced a system in several local authorities in England. Schools are offered to sign up to a Charter and, in return, nominate a school adult to become 'Champion' for CIP and receive benefits such as training and advice. EPs may be able to offer further support to this training by offering evidence-informed psychological perspectives to each stage of the offender journey (see Appendix E), or use service level agreements with the school to provide problem-solving or supervision sessions with the supporting adult/s. EPs could also offer support to schools in fostering an environment and creating a policy to reach isolated parents of CIP, who may feel anxious about disclosing their situation to school. However, whilst school-level approaches are important, the researcher would also agree with the call by researchers for a designated government minister who would oversee the support of CIP at national level. By ensuring appropriate data in relation to dependents is captured at time of sentencing, authorities and professionals would be able to provide more of a preventative role in supporting families throughout the offender journey.

A further implication for practice is the need to consider the role of peers and stigma; ensuring, where possible, the CIP has control over what information is shared. This is likely to vary between primary and secondary school settings, however from the current study, it would appear participants need to develop a sense of their own identity, trust of others in their various social contexts and a SOB with like-minded peers.

Conclusion

This research has highlighted the varied nature of some CIP's needs in terms of their experience of having a parent in prison and their coping strategies. A bespoke approach to intervention has been proposed and wider systemic changes to improve the chances of identifying need and implementing such support has also been suggested. However, due to the heterogeneous nature of the group, it is also recognised that intervention may not be necessary and therefore it is equally as important to establish this with the child and not assume they will require additional support. The future perceptions and actual future outcomes of CIP are something which warrant increased attention both within future research and school practice, so CIP are able to access opportunities to thrive in the face of their childhood adversity. Affording CIP a greater voice and resilience against potential

negative societal views could be enhanced through supporting them to recognise their own strengths, draw upon support networks and explore their future hopes and dreams. As Carl Jung reflected, 'I am not what happened to me…I am what I choose to become'.

Appendices

Appendix A. Literature Review: Search Terms

Appendix B. Literature Review: Quantitative Quality Assessment Checklist

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Appendix Q. Revised Thematic Map

Appendix R. Examples of reflective log

Appendix A: Literature Review: Search Terms

Research Question: How do future perceptions influence adolescent outcomes?

Papers identified through database screening (last search: 15 January 2018)

Search terms:

Terms relating to population = adolescents

- adolescen* or teen* or "young adult*" or youth* or juvenile* or "YP"

Terms related to future orientation and/or possible selves

(These search terms were restricted to title only as too many unrelated studies were found)

- **Topic -** TI "possible sel*" or "future orientation" or "future sel*"

Databases searched:

- PsycInfo
- Medline
- Web of Science
- ERIC

Appendix B: Literature Review - Quantitative Quality Assessment Checklist

Adapted from CASP and NICE clinical guidelines   *CD – Can't determine/unclear*

Question	Yes 1	CD 0	No 0
Research question and study design			
Did the study address a clearly focused issue?			
Was the sample recruited in an acceptable way?			
Validity and reliability			
Have claims for validity been made, and are they justified? (*Is there evidence that the questionnaire measures what it sets out to measure?*)			
Is there evidence that the questionnaire provides stable responses over time and between researchers? *(Reliability)*			
Questionnaire format			
Are example questions provided?			
Did the questions make sense, and could participants in the sample understand them? Were any questions ambiguous or overly complicated?			
Piloting			
Are details given about the piloting undertaken?			
Was the questionnaire adequately piloted in terms of the method and mean of administration, on people who were representative of the study population?			
Sampling			
Was the sampling frame for the definitive study sufficiently large and representative?			
Distribution, administration and response			
Was the method of distribution and administration reported?			
Were the response rates reported, including details of participants who were unsuitable for the research or refused to take part?			
Have any potential response biases been discussed?			
Coding and analysis			
What sort of analysis was carried out and was this appropriate? (*e.g. correct statistical test for quantitative answers, qualitative analysis for open ended questions*)			
Results			
Were all relevant data reported? (*e.g. confidence intervals? results reliable based on design/method? Effect size reported? Bottom line results clear?*)			
Are quantitative results definitive (significant), and are relevant non-significant results also reported?			
Conclusions and discussion			
Have the researchers drawn an appropriate link between the data and their conclusions?			
Have the findings been placed within the wider body of knowledge in the field (*e.g. via a comprehensive literature review, and are any recommendations justified?*)			

Appendix C: Literature Review - Quality Assessment Scoring – Quantitative

Quantitative studies	Did the study address a clearly focused issue?	Was the sample recruited in an acceptable way?	Have claims for validity been made, and are they justified?	Is there evidence that the questionnaire provides stable responses over time and between researches?	Are example questions provided?	Did the questions make sense, and could participants in the sample understand them? Were any questions ambiguous or overly complicated?	Are details given about the piloting undertaken?	Was the questionnaire adequately piloted in terms of the method and mean of administration, on people who were representative of the study population?	Was the sampling frame for the definitive study sufficiently large and representative?	Was the method of distribution and administration reported?	Were the response rate reported, including details of participants who were unsuitable for the research or refused to take part?	Have any potential response biases been discussed?	What sort of analysis was carried out and was this appropriate?	Were all relevant data reported?	Are quantitative results definitive (significant), and are relevant non-significant results also reported?	Have the researchers drawn an appropriate link between the data and their conclusions?	Have the findings been placed within the wider body of knowledge in the field?
Crespo Jose, Kielpikowski & Pryor (2013)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Gao & Chan (2015)	Yes	Yes	Yes	CD	Yes	Yes	No	CD	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Giollabhul, Nielsan, Seidman, Olino, Abramson & Alloy (2017)	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	CD	Yes	Yes	Yes	Yes	Yes	Yes
Gouveia-Pereira, Gomes, Roncon, Mendonça. (2017)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	CD	Yes	CD	No	Yes	Yes	Yes	Yes	No
Hejazi, Moghadam, Naghsh &Tarkhan (2011)	Yes	CD	Yes	Yes	Yes	Yes	No	CD	CD	No	No	No	Yes	No	Yes	No	No
Hamilton, Connolly, Liu, Stange, Abramson & Alloy (2015)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	Yes	No	No	CD	Yes	Yes	Yes	Yes	Yes
Jackman & MacPhee (2017)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Johnson, Pas & Bradshaw (2016)	Yes	Yes	Yes	CD	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Leondari & Gonida (2008)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Pierce, Schmidt & Stoddard (2015)	Yes	Yes	Yes	CD	Yes	Yes	No	CD	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Seginer & Shoyer (2012)	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes
Sharp & Coatsworth (2012)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
So, Voisin, Burnside & Gaylord-Harden (2016)	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Stoddard, Zimmerman & Bauermeister (2011)	Yes	Yes	CD	CD	Yes	Yes	No	CD	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Su, Li, Lin & Zhu (2017)	Yes	Yes	Yes	Yes	No	CD	No	CD	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Wainwright, Nee & Vrij (2016)	Yes	Yes	Yes	Yes	Yes	Yes	No	CD	Yes	Yes	CD	No	Yes	Yes	Yes	Yes	Yes

Appendix C cont… Literature Review: Quality Assessment Scoring – Qualitative

Qualitative studies - Critical Appraisal Skills Programme (CASP)	Was there a clear statement of the aims of the research	Is a qualitative methodology appropriate?	Was the research design appropriate to address the aims of the research?	Was the recruitment strategy appropriate to the aims of the research?	Was the data collected in a way that addressed the research issue?	Has the relationship between researcher and participants been adequately considered?	Have ethical issues been taken into consideration?	Was the data analysis sufficiently rigorous?	Is there a clear statement of findings?	How valuable is the research?
Halfond, Corona & Moon (2012)	No	Yes	Can't Tell	Yes	Yes	No	No	Yes	Yes	Yes
Mainwaring & Hallam (2010)	Yes	Yes	Yes	Yes	Yes	No	Yes	Can't Tell	Yes	Yes

Appendix D: Data Extraction Table

APPENDICES

	Author / date of publication / Geographical context	Aims/ Objectives	Methodology	Concepts explored	Measure used for future orientation	Sample	Findings/ Impact of future perception	Critical appraisal rating
1.	**Crespo, Jose, Kielpikowski & Pryor. (2013)** New Zealand	How family and school connectedness predicted future orientation over time.	**Quantitative - longitudinal** 3 x questionnaires at 3 x time points over two-year period.	Family relationship School belonging Future orientation	Non-standardised measure created for study. - 4 items given on a 5-point Likert scale. - Cronbach's Alpha: .74 to .81	1774 *(51.9% female)* 9-16 yrs *(M = 12.12)*	Adolescents' connectedness to family and school associated with more positive future perceptions.	14/17
2	**Gao & Chan. (2015)** China (rural)	Examine relationship between future orientation and school bullying. Plus mediating effect of school bonding on the future orientation and school bullying behaviour link.	**Quantitative – survey** 3 x questionnaires	Bullying behaviours Future orientation School belonging	The Exploration and Commitment Questionnaire (Nurmi, Seginer & Poole, 1990) - 3 items given on a 5-point Likert scale. - Cronbach's Alpha: Education = .73, Occupation = .74, Family = .79	677 *(55.4% female)* 12-17yrs *(M=14.37)*	Adolescents' future orientation towards education or occupation was negatively associated with school bullying perpetration. Future perceptions significantly associated with feeling of school belonging.	12/17
3	**Giollabhul, Nielsan, Seidman, Olino, Abramson & Alloy. (2018)** USA	Examine whether developmental trajectory of future orientation is	**Quantitative – longitudinal** 4 x questionnaires	Future orientation Hopelessness Stressful life events	Future Orientation Scale (Steinberg et al., 2009) - Cronbach's Alpha: Baseline = .71, Time1 = .77, Time 2	472 *(52% female)* 12-13yrs at Time 1,	Higher future orientation at baseline was associated with lower hopelessness at baseline.	13/17

		associated with trajectory of hopelessness.	administered over four-year period.	– parent report Negative life events – adolescent & parent report	= .79, Time 3 = .82, Time 4 = .82	followed for 5yrs (M=12.97)	Development of multiple components of FO (anticipation of events, planning, overall FO) was associated with faster decline in hopelessness. Results held for stressful life events prior to study and during study. Higher number of stressful life events associated with lower future orientation at baseline. Higher number of negative life events experienced during the study was associated with slower decline in hopelessness and slower development of future orientation dimensions (planning ahead and anticipation of future consequences).	

APPENDICES

4.	Gouveia-Pereira, Gomes, Roncon, Mendonca. (2017) Portugal	Examine the relationship between future orientation, impulsivity and juvenile behavioural difficulties.	Quantitative - survey	Future orientation Impulsiveness s	Temporal orientation scale (Holman & Silva, 1998) Orientation to future subscale used – 8 items given on 5-point Likert scale	126 (93 boys, 33 girls) 12-18yrs (*M=15.88*)	Impulsiveness mediates relationship between adolescents FO and at-risk behaviours. FO negatively associated with impulsiveness and in turn, at-risk behaviours.	11/17
5	Halfond, Corona & Moon (2012) USA	Explore parent and adolescent hoped-for and feared-for selves for the adolescents	Qualitative – semi structured interviews	Possible selves	Semi-structured interviews analysed through content analysis.	29 parents (18 mothers & 11 fathers) 18 adolescents	Themes include achievement, interpersonal, personal characteristics, finance, cultural roots and risk behaviours. Latino parents expressed more feared interpersonal selves	QUAL – 6/10
6	Hejazi, Moghadam, Naghsh & Tarkhan (2011) Iran	Explore relationship between female future orientation and academic achievement	Quantitative – survey 1 x questionnaire and attainment scores from school tests.	Future orientation Academic achievement	Future orientation questionnaire (Seginer, 2009) 39 items given on 5-point Likert scale	193 students		7/17

7	Hamilton, Connolly, Liu, Stange, Abramson & Alloy (2015) USA	Examined whether peer and family emotional trauma predicted increases in hopelessness more strongly among adolescents with a weaker FO than those with stronger FO	**Quantitative** – survey 5 x questionnaires	Future orientation Depression Hopelessness Experience of family emotional trauma/abuse Experiences of peer bullying/aggression	Future orientation scale (Steinberg et al., 2009) 4 point Likert scale response Cronbach's alpha: 0.74	259 (54% female) *M= 12.86yrs*	Peer and familial emotional victimisation predicted increases in adolescents' hopelessness more strongly among those with weaker FO than those who had stronger FO. Hopelessness significantly mediated the relationship between emotional victimisation and increased depression more strongly among adolescents with weaker FO than those with stronger FO.	12/17
8	Jackman & MacPhee (2017) USA	Explore relationship between future orientation, self-esteem and later adolescent risk behaviours	**Quantitative** – survey 8 x questionnaires	Future orientation Self esteem Risk perception Impulsivity Sexual attitudes Risky sexualised behaviours	Goals and aspirations scale as part of Healthy Kids Resilience Assessment (Constantine, Bernard & Diaz, 1999)	862 (54% female) *M = 13.23yrs*	FO and self-esteem were positively correlated. When controlling for social desirability, self esteem partially mediated relationship between FO and later risk orientation. Also FO partially	15/17

				Peer delinquency/risk behaviours Social desirability			mediated relationship between self-esteem and risk orientation.	
9	**Johnson, Pas & Bradshaw (2016)** USA	Explore relationship between future orientation and school climate (availability of emotional and service supports, rules & consequences & parental engagement)	**Quantitative –** survey 3 x questionnaires	Future orientation School climate (school support, rules & consequences & parent engagement) Academic engagement	Non-standardised measure of FO created for study. 4 items –given on 4-point Likert scale Cronbach's alpha = .79	27, 698 (49.4% female)		12/17
10	**Leondari & Gonida (2008)** Greece	Explore relationship between possible selves, gender, place of living, parents education, achievement & persistence	**Quantitative –** survey 4 x questionnaires	Possible selves Achievement goal orientation Persistence Academic achievement	Possible selves questionnaire (Oyserman & Markus, 1990) Open ended questionnaire, asking for 3 hoped-for selves and feared-for selves.	1162 (56% female) *M = 15.31yrs for 9th grade, 16.27yrs for 10th grade*	Most frequent hoped-for possible selves reported: career and social related, followed by educational, material and personal concerns. Most common feared-for selves: personal and career related, followed	13/17

							by social, material and educational. Significant effects of gender and place of living on both hoped-for and feared selves were found. Academic or career-related PS were significantly more mastery-orientated and reported higher persistence. No significant effects of feared PS were found.	
11	**Mainwaring & Hallam (2010)** UK	Compare possible selves of pupils in PRU compared to mainstream school.	**Qualitative –** semi structured interviews	Reasons for attending PRU or school Positive PS Negative PS Impossible PS	Asked how they thought they saw themselves in the future. Asked: what would you least like to happen to you in the future?	25 (16 attending PRU, 9 attending mainstream). 15-16yrs	69% of PRU students generated positive possible selves compared to 100% of mainstream students. Students at PRU found it more difficult to generate positive PS than those in mainstream school.	QUAL - 8/10

12	**Pierce, Schmidt & Stoddard (2015)** USA	Explores the impact of feared possible self on relationship between negative peer behaviours and violent/non-violent peer delinquency	**Quantitative -** survey	Possible selves Peer behaviours Self reported violent & non-violent behaviours	Feared Possible Selves – open ended question: participants asked to list 4 feared selves	176 (60% female) *M = 12.39yrs*	Exposure to negative peer behaviour is associated with self-reported behavioural difficulties. For violent behaviour, generating a feared delinquent PS moderates relationship.	13/17
13	**Seginer & Shoyer (2012)** Israel	Explore effect of parents on adolescents' future orientation	**Quantitative -** survey	Future orientation for mothers & adolescents focusing on work & careers Self esteem of adolescents	Future orientation for adolescents (Seginer, 2004; 2009) 2-part questionnaire: The Prospective Life Course & My Future.	203 (99 females) *Age 16-17yrs*		12/17
14	**Sharp & Coatsworth (2012)** USA	Exploring relations between identity experiences in a self-defining activity and adolescent future orientation	**Quantitative –** survey 3 x questionnaires/ 1 x checklist	Future orientation Identity experiences during a favoured activity Perception of limited opportunity	Adapted version of future perspective questionnaire (Sharp & Coatsworth, 2009) 13 items in total.10 items given as 5-point Likert scale. 3 items given as a 3-point Likert scale.	2 different samples: 111 (61% female) *M= 16.51yrs* 211 (53% female) *M=14.78yrs*	Identity experiences in a favoured activity had a significant and positive association with most dimensions of future orientation, and was a strong predictor of FO in sample 1. Sample 2- perception of	14/17

						limited opportunities was the strongest and consistent predictor of FO. Findings suggest an intervention to target adolescents use of time and linking identity experiences during favoured activities could impact FO.	
15	**So, Voisin, Burnside & Gaylord-Harden (2016)** USA	Explore relationship between high future orientation and health related factors (behavioural difficulties, mental health, sexual behaviours & school engagement)	**Quantitative –** survey 5 x questionnaires	Future orientation Behavioural difficulties/violence Mental health Sexual behaviours School belonging	Adapted measure – used in previous research (Robins & Bryan, 2000) 10 items – 3 point Likert scale exploring perceived control, positive future outlook and hopelessness. Cronbach's alpha: .63	638 (53.8% female) *M=15.85yrs*	Higher FO associated with to lower levels of behavioural difficulties and reduced likeliness of engaging in sexual-risk taking behaviours. Higher FO also associated with higher school belonging and student--teacher relationships. Promoting a sense of FO could serve as a protective factor against risk-taking behaviours.	14/17

16	Stoddard, Zimmerman & Bauermeister (2011) USA	Explore association between future orientation & violent behaviour	Quantitative – longitudinal 2 x questionnaires	Future orientation Violent behaviour	Non-standardise measured used. 2 items given with 4-point likert scale. Used as a time-varying covariate in analysis across 4 time points.	604 Wave 1 *M = 14.4yrs* *4 year study: 14-18yrs*	Higher levels of FO are associated with decreasing violent behaviours over time.	12/17
17	Su, Li, Lin & Zhu (2017) China	Examined differences in future orientation and psychological adjustment (life satisfaction, school satisfaction, happiness & loneliness) between 'left behind children' (children who's parent/s had migrated) and non-left behind children	Quantitative – survey/ cross-sectional and longitudinal (6mnts)	Future orientation Parental whereabouts/ migration Perceived social support Life & school satisfaction Happiness Loneliness	3 x scales from Whittaker et al, (2000) measure given on 5-point Likert scale: Children's future expectation scale (7 items, Cronbach's alpha: .81) Hopefulness about future scale (4 items, Cronbach's alpha: .77) Perceived control over the future scale (7 items, Cronbach's alpha: .74).	897 (457 females) 10-17yrs (*M=14.09*)	Left-behind children reported lower levels of psychological wellbeing (life satisfaction, school satisfaction, happiness) and higher levels of loneliness in both waves. FO significantly predicted psychological wellbeing measures. Control children who reported higher FO also associated with higher psychological wellbeing measures.	12/17

18	Wainwright, Nee & Vrij (2016) UK	Explore relationship between future selves and behavioural difficulties in an at-risk population of adolescent males.	**Quantitative & Qualitative** – cross sectional survey	Possible selves Self-reported behavioural difficulties Exposure of criminogenic risks	Possible selves questionnaire (Oyserman, 2004) – open ended measure asking for 3 hoped-for and feared-for selves. Cronbach's alpha range: .90 - .95	126 11-13yrs *(M=11.73yrs)*	No association found between behavioural difficulties and future selves. Significant although weak correlation found between higher behavioural scores and number of generated feared selves. Those who reported higher behavioural difficulties and higher criminogenic risks appeared to have few strategies to reach goals.	13/17

Appendix E: Stages of Imprisonment

Understanding the stages of the Criminal Justice System

1. Arrest

Agencies: Police, sometimes Social Services

Possible issues:

- Times of considerable worry for families. Some may have been expecting it; for others it could be the first time they've found out about the offences.
- Home raids can traumatise children and leave them with negative views of police.

2. Court proceedings

Agencies: Courts, solicitors, National Probation Service, Police, sometimes court support/volunteers

Possible issues:

- Confusing, intimidating processes and terminology.
- Can take considerable time and have implications for childcare and plans for the future.
- Uncertainty over what to tell people and whether to tell the children.
- The media may report on the proceedings and outcome.
- Various outcomes apart from prison with different implications, e.g. community sentences.

3. Imprisonment

Agencies: Prison, usually voluntary sector visit centre provider and/or prison-based family engagement services

Possible issues:

- Prisons can be long distances away from the family home and journeys are costly as a result.
- Prisoners are often moved, sometimes at short notice.
- Visits can sometimes be strained and emotional.
- Phone calls and other contact is restricted and, in some cases, dependent on a prisoner's behaviour.
- Families sometimes feel under pressure to send money to prisoners causing financial strain.
- Visit provision such as 'family days' and facilities such as play areas vary from prison to prison.

4. Release

Agencies: Prison, National Probation Service (NPS) or Community Rehabilitation Company (CRC)

Possible issues:

- Often a much-anticipated time of both worry and excitement.
- Support largely focused on the offender and not on the children/family.
- Some families fear release and don't want contact at all sometimes due to abuse or being victims of offences.

5. Resettlement

Agencies: Prison, National Probation Service (NPS) or Community Rehabilitation Company (CRC)

Possible issues:

- Time of readjustment for families and offenders returning home which can be challenging.
- Various terms may be applied to an offender on licence or home curfew – new meanings for families to grasp.
- Anxiety around finding employment/support for addiction etc.
- Families may worry about the likelihood of reoffending.

Retrieved from: http://www.nottinghamshire.gov.uk/media/120226/supportchildrenfamiliesfamilymemberoffending.pdf

Appendix F: Participant demographic form

Getting to know you…

How old are you?

What school do you go to?

What year are you in?

Are you male or female?

Male	Female

Families can go through lots of different situations. Does any of the following situations apply to you? *You can tick more than one!*

☐

o   Parents are divorced/live separately

☐

o   Parents live together

o   Parent is on military deployment   ☐

➤   how long do you think they will be away for?

(Not sure)   (A little bit)   (Quite a lot)   (A long time)

o   Parent has health difficulties   ☐

o   Parent is currently in prison   ☐

➤   how long do you think they will be away for?

(Not sure)   (A little bit)   (Quite a lot)   (A long time)

o   Parent was previously in prison   ☐

➤   how long ago was this?

(Not sure)   (Less than 1 year ago)   (1-2 years)   (2-3 years)

o None of the above   ☐
> other situation:

☐

If you would prefer not to share this information, you can tick this box instead:
☐

- What is your ethnicity?

White		Black & Black British	
British		Caribbean	
Irish		African	
Other White		Other Black	
Mixed		Asian & Asian British	
White & Black Caribbean Mixed		Indian	
White & Black African Mixed		Pakistani	
White & Asian Mixed		Bangladeshi	
Other Mixed background		Other Asian background	
Chinese		Other Ethnic group (please state):	

THANK YOU!

Appendix G: Interview Schedule

Interview Schedule for Semi-Structured Interviews

*Based on the method of Tellis-James & Fox (2016)

Semi-structured interviews will be used with children of imprisoned parents. The interviews will be very much participant led, therefore the researcher will only have general prompts to ensure information is captured and will adapt her communicative style and questioning based on the individual participant.

Beginning the interview - prompts:

- Greet and introduce myself – ensure participant is put at ease and some small talk engagement

- Give them the participant information sheet and ask if they would like me to read it aloud to them

- Check understanding, any questions and happy to begin.

- If they don't want to answer a question, explain that's fine – let me know and we will move on to another one.

- Restate they can stop the interview at any time.

Semi structured interview:

A visual aid 'life path' will be used throughout the interview to structure the conversation and young person's thinking. The researcher will annotate key life events in one colour and resilience factors in another colour.

Verbal prompts will include some replication from Tellis-James (2016):

The future –

- So you're XX years old now, so that's about here (shows on life path), I want you to imagine 5 years in the future, so you would be XX years old. Can you describe to me what you think you will be doing then? What will life be like? Where would you be?

The past –

- Ok so now we need to fill in the rest of the life path up until this point of where you are now. I've separated the path into different sections, 0-5 years, 5-10 years and so on. Can you tell me a bit about your life before you started at this school?

- Can you tell me about some key memories that you can remember?

- Tell me if you can the main things that happened during that time in your life.

- What age were you when mum/dad went away? Can you tell me a bit about what it was like?

Strengths & resources in the past –

- So during this time, you mentioned X. What helped you to keep strong? It could be things about you or things other people did?

- Can you tell me a bit about what things helped you to get through this time?

- If I asked you what helped you in your life at this age [gesture to life path] what would you say?

Using strengths & resources in the future –

- How do you think, all of these things that have helped you so far will help you in the future? Do you think that they will?

- Could these things you've identified that have helped you before, help you to reach your future goals? What kind of things will help you to get XX?

Ending the interview – prompts:

- Thank participant for their time and for taking part in the study

- Ask them if they are happy for me to turn the audio recorder off

- Read and give copy of debrief sheet

- Ask if any questions or if they would like to speak to member of staff – identify who that would be and how they could contact them

- Give participant their Amazon voucher

- End session with game of Dobble

- Thank them again and ask if they are ready to go back

Appendix H: Example Life Path
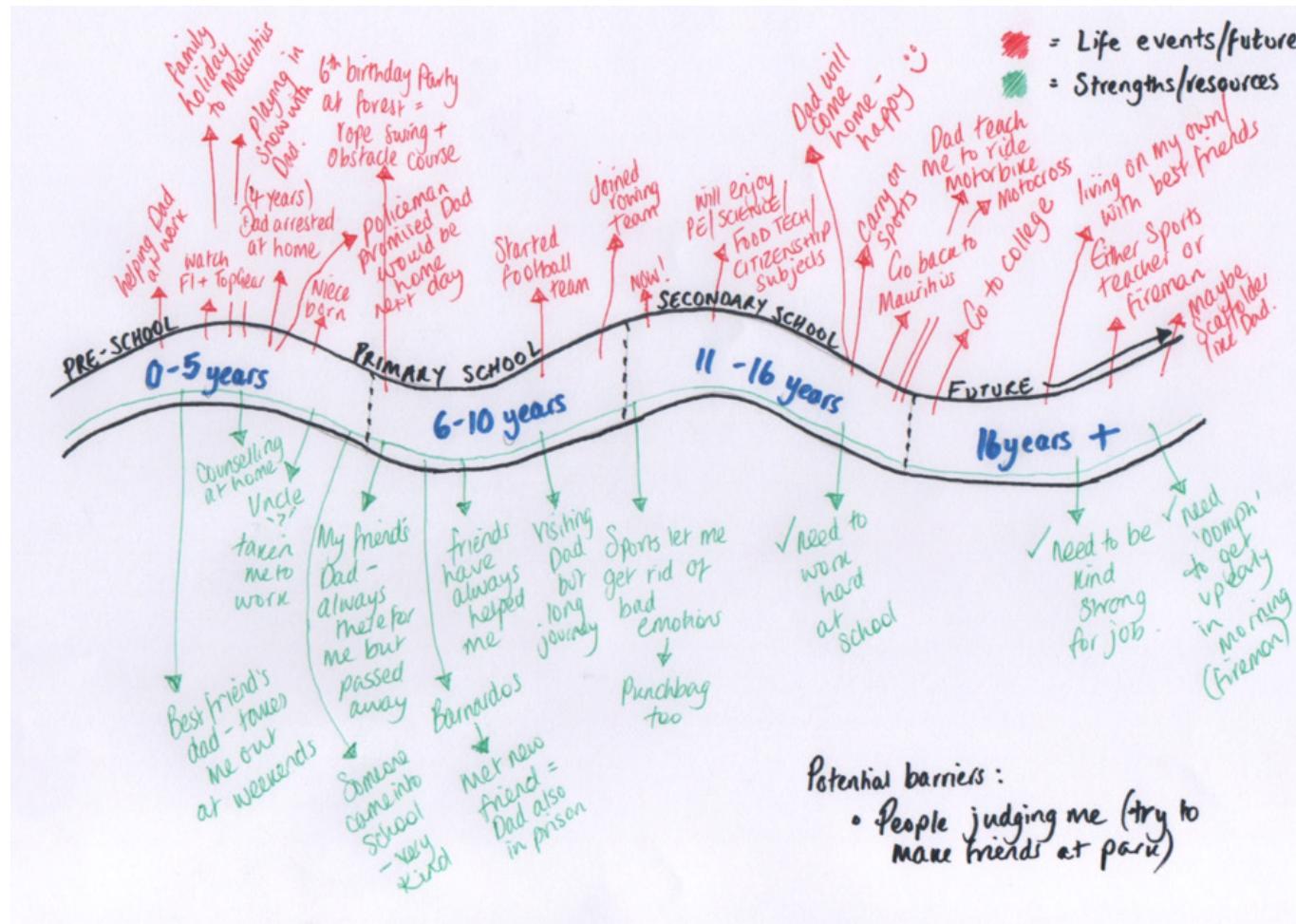
Appendix I: Ethics Approval

Research Governance Feedback on your Ethics Submission (Ethics ID:31572)

▲ **Ergo**

To: Goodchild C.

↩ ↩ ↪　　**Actions** ▾

Inbox　　　　　　　　　　　　　　　　　　　　　　26 January 2018 13:19

Submission Number 31572:
Submission Title What's next for my future and me? Exploring the effect of different family situations, including parental imprisonment, on children and young peoples' resilience and views about their future possible selves. (Amendment 2):
The Research Governance Office has reviewed and approved your submission

You can begin your research unless you are still awaiting specific Health and Safety approval (e.g. for a Genetic or Biological Materials Risk Assessment) or external ethics review (e.g. NRES).The following comments have been made:

"

Submission ID : 31572
Submission Name: What's next for my future and me? Exploring the effect of different family situations, including parental imprisonment, on children and young peoples' resilience and views about their future possible selves. (Amendment 2)
Date : 26 Jan 2018
Created by : Catherine Goodchild

Appendix J: Initial Research Poster

Are you aged 12-16yrs?

Do you have a child aged 12-16yrs?

We want to hear from you!

The University of Southampton wants to hear from young people who have different family situations. You will receive a **£15 Amazon.co.uk** voucher for taking part!

We are interested in hearing what **you** as a young person have to say about your **future**, **how you think about yourself** and **what keeps you feeling strong** when things are more difficult.

If you would like to take part in the study or hear more information, please contact Catherine via email: cl11g15@soton.ac.uk (feel free to tear off an email slip below)

Study Title: What's next for my future and me? Exploring the possible selves and resiliency of young people who experience different family situations.

cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk cl11g15@soton.ac.uk

Appendix K: Headteacher Information and Consent Form

UNIVERSITY OF
Southampton

Head teacher permission letter (Ethics no 28032, Version no 5, Date 02/01/2018)

Study title: What's next for my future and me? Exploring the effect of different family situations on children and YP's resilience and views about their future.

Dear Sir/Madam

The University of Southampton is running a study that seeks to understand the views of children and YP who have experience of a parent spending time in prison. The study aims to investigate whether children of imprisoned parents differ in comparison to children without imprisoned parents in their levels of resilience and explores differences in how they perceive their own future through the exploration of possible selves.

I am writing to ask for your permission to carry out this research in your school. If you are happy for me to do this, I would gain signed parental opt-in consent before carrying out this research. I would like to contact parents of pupils who you know are either currently experiencing parental imprisonment, or previously experienced it within the past three years, and pupils who do not have a parent in prison.

The study will involve pupils aged 9-16 years and comprises of two data collection phases. The first phase involves pupils completing two questionnaires called 'Resiliency Scales for Children & Adolescents' and 'Possible Selves Questionnaire' in a session with a trainee educational psychologist (Trainee EP). Pupils will receive a £15 Amazon voucher for taking part in this phase of the research.

The second phase will involve some children of prisoners being asked to meet again with the trainee EP to talk about their experiences in more detail. This phase of the research is exploratory in nature and aims to understand the experiences of children of prisoners, their resilience and future selves in more detail. Pupils who take part in this phase of the research will be given an additional £15 Amazon voucher.

The pupil's data will be dealt with in compliance to the Data Protection Act, and will be securely stored so that access cannot be gained by anyone not involved in the research process. If results are publicised they will not contain any information that may lead to their identification, or the identification of the school.

There are no harmful risks involved in this study, however it is recognised that the topic may induce some emotions. Pupils will be informed that they may stop the meeting any time if they feel uncomfortable. If any issues arise we will refer them to the appropriate person in the school. In addition, pupils and parents/carers will be informed that they can withdraw from the study at any time and any data collected beforehand will be destroyed. If you have any questions relating to the study, please contact me on my email address: cl11g15@soton.ac.uk

If you agree to this research being conducted in your school, please sign the permission form below and return to email: cl11g15@soton.ac.uk or address: School of Psychology, University of Southampton, Southampton, SO17 1BJ.

Yours sincerely,

Catherine Goodchild

Trainee Educational Psychologist

If you have any concerns or complaints related to the current study, please contact the Chair of the Ethics Committee. Address: School of Psychology, University of Southampton, Southampton, SO17 1BJ. Phone Number: (023) 80593856. Email: fshs-rso@soton.ac.uk

Head Teacher Permission Form

I give permission for the University of Southampton study (28032) being carried out in my school:

Name of Head teacher: ....

Name of
school: …………………………………………………………………………………
……………..

Signed: ....
Date: ....

Appendix L: Parent Information and Consent Forms

UNIVERSITY OF
Southampton

Parent Information Sheet (Ethics number 28032, Version no 5, date 02/01/2018)

Study Title: What's next for my future and me? Exploring the effect of different family situations, including parental imprisonment, on children and YP's resilience and views about their future possible selves.

Researchers: Catherine Goodchild

Ethics number: 28032

Please read this information carefully before deciding on your child's participation in this research. Please note that if you want your child to participate, you will be asked to sign a consent form and return it to your child's school SENCO/Family Link Worker/Pastoral Manager by _____/_____/_____. If you do not return the consent form by this date it will be assumed that you are unhappy for your child to take part in the study.

What is the research about?

The University of Southampton is running a study that seeks to understand the different views of YP who experience different family situations, including a parent being in prison. The study aims to explore what children and YP (CYP) have to say about their hopes for their future, as well as their resiliency in terms of how they adapt and bounce back from different family situations.

Why has your child been chosen?

Your child's school has agreed to contact parents of students who they believe have experience of a parent being in prison, within the past three years. The researcher hopes to work with other CYP in this school, as well as CYP in other schools and those accessing family support services to gain an understanding of CYP's resiliency and their hopes for their future. This study will help researchers, school staff and other professionals

understand how YP feel about their future and more importantly what support may help them.

What will happen to my child if they take part?

If you consent to your child's participation in this study, your child will be invited to a meeting with the trainee educational psychologist. The meeting will involve your child completing two questionnaires and a participant information sheet, which includes a question about the nature of their family situation, e.g. parents divorced, parent away on military deployment, parent currently/previously in prison etc. This is to understand the young person's perception of the family situation. There is also an option for your child not to disclose this information.

The first questionnaire explores resiliency and the second questionnaire asks the CYP to list their hopes and fears for their future self. This meeting takes no longer than an hour and is a mixture of close-ended questions and more open questions. Your child will receive a £15 Amazon voucher for taking part in the study.

The resiliency questionnaire involves your child answering questions about personal attributes, e.g. optimism, trust, sensitivity and responding either 'never', 'rarely', 'sometimes', 'often' or 'almost always'. The possible selves questionnaire asks CYP to think about three possible selves that they most hope and fear in the next year and their hopes for themselves in the future including what they would like to do and where they would like to be.

Your child may be asked to meet the researcher for a second meeting. This meeting will involve your child discussing how their life so far has helped them to build resiliency, what they have found more difficult and how they describe their future selves. This meeting should last no longer than one hour and your child will receive a further £15 Amazon voucher for taking part. The meeting will be audio recorded. The audio recording will be transferred to an encrypted computer system and deleted from the audio device. The recording will then be transcribed within one month of the meeting and your child's name will be changed to ensure confidentiality. Once transcribed, the audio recording will be deleted. No one outside the research team will hear these audio recordings and it won't be used for any other purpose except for the outlined research.

Are there any benefits in my child taking part?

There may be no direct benefit to your child by taking part in this research but there might be benefit to other CYP in the future. The research will be aiding researchers, schools and other professionals' knowledge and understanding of YP's experiences of having a parent in prison and how best to support them.

Are there any risks involved?

The questionnaires involved in this research do not usually cause distress, as it is up to your child what they decide to respond. They are questionnaires that have been used with CYP in previous research and are therefore suitable for your child's age group. If your child is invited for a second meeting, they will be asked about their life experiences, what they feel has helped them and what their hopes for their future are in more detail. As this meeting is more interactive and talking about experiences, your child may experience feelings of emotion. If at any point, the researcher feels your child is becoming distressed, they will ask them if they want to continue or use a different line of questioning. The researcher will also end the meeting with a fun and relaxing card activity, called 'Dobble'. If your child, at the end of the meeting, wants to talk to a member of staff at their school about anything that they have discussed in the meeting then the researcher will help to organise a meeting.

Your child may feel uncomfortable about the presence of the audio recorder. If this is the case the researcher will allow them to see how the audio recorder works and also give them the opportunity to start and stop the recording. This will make them feel more in control.

Your child can also choose not to participate on the day as well as at any point throughout the meeting.

Will my child's participation be confidential?

All data and information collected for this research will be kept completely confidential complying with data protection acts and university policies. All data collected will be kept on a password protected computer and will only be accessible by the researcher. Identifying information will be stored separately from the experimental data. If results are publicised they will not contain any information that may lead to your child's identification. Transcripts will be anonymised and the recordings from the meeting will be deleted so there will be no information, which can link the data with your child.

What happens if I change my mind?

You can change your mind at any time and decide to withdraw your child from the research without any consequences. Your child can also decide to withdraw at any time without any consequences. Any data collected up to the point of withdrawal of consent will be destroyed.

What happens if something goes wrong?

If you have any concerns about this study now or in the future then you can contact the Chair of the Ethics Committee, Psychology, University of Southampton, Southampton, SO17 1BJ. Phone: +44 (0)23 8059 3856, email fshs-rso@soton.ac.uk

Where can I get more information?

If you have any queries about anything on this information sheet or any other information you wish to obtain before making your decision please contact the researcher via email: cl11g15@soton.ac.uk

Please see the consent form on the additional sheet. If you decide to consent to your child participating in the research, please discuss the study with your child, then sign the consent form and return it to your child's school SENCO/Family Link Worker/Pastoral Manager by [Return date].

Yours sincerely,

Catherine Goodchild

Trainee Educational Psychologist

PARENT CONSENT FORM

Study title: **What's next for my future and me? Exploring the effect of different family situations, including parental imprisonment, on children and YP's resilience and views about their future possible selves.**

Researcher name: Catherine Goodchild

ERGO number: 28032

> ➤ *Please initial the boxes if you agree with the statement(s):*

I have read and understood the information sheet (dated 02/01/18, version no. 5) and have had the opportunity to ask questions about the study	
I understand that my child will be involved in a study that aims to understand and explore children's resilience, their hopes for the future and their experience of having a parent in prison.	
I understand that my child will be invited to meet with the trainee educational psychologist for up to an hour to complete a questionnaire about resiliency and their hopes for the future.	
I understand my child may be asked to meet with the trainee again for up to one hour to explore their experiences and hopes for the future in more detail.	
I understand that if my child meets with the trainee educational psychologist for a second time the conversations that my child has with the researcher during this meeting will be electronically recorded. That recording will be destroyed as soon as it is transcribed. I also understand my child's name will be changed in the transcription process to ensure confidentiality.	
I agree to my child taking part in the above research project and agree for their data to be used for the purpose of this study	
I understand that my child's responses may be quoted directly in reports of the research but that their name will be changed.	
I have spoken to my child about the study and they agree with my decision to give permission for them to participate	
I understand my child's participation is voluntary and I, or they, may withdraw at any time from the study without legal rights being affected.	

Name of child (print name)…………………………………………………

Name of parent/carer (print name)……………………………………………………

Signature of parent/carer……………………………………………………..

Date…………………………….

Appendix M: Participant Information and Consent Form

UNIVERSITY OF
Southampton

Participant Information Sheet – Phase 2 (Ethics number 28032, Version no 5, date 02/01/2018)

Study Title: What's next for my future and me? Exploring the effect of different family situations, including parental imprisonment, on children and YP's resilience and views about their future possible selves.

Researchers: Catherine Goodchild

Ethics number: 28032

The following will be shown to the participant to read and the researcher will read aloud:

Hello [name of participant]

My name is Catherine and I am a student at the University of Southampton. The University is running a study and wants to hear from children and YP who have different family situations, including those who have experience of a parent in prison. Thank you for agreeing to meet with me today.

If you are happy to take part in the study, my plan for   today would be to hear what you have to say about:

- Your hopes for your future over the next year
- Important events that have happened to you
- What helps you keep strong in difficult situations
- How you think you might reach your future goals

© Can Stock Photo

If you would like to take part, we would use a visual activity but don't worry you don't have to do any writing or drawing if you don't want to – I can do that. To help me remember what you have said, I have brought along an audio recorder to record our conversations. You can ask for this to be switched off at any time, however please know

that I will be deleting the recording as soon as I have typed up our conversations, and I will change your name so no-one will know what you have said or that you took part in the study. You can even choose a name you would like if you want.

There are no right or wrong answers and this study hopes to use yours and others information to help schools and other professionals think about how to support children and YP reach their future goals, particularly if a parent is or has been away. So, what you tell me might help other children and YP in the future.

What you say will be kept between us, however if you tell me something that makes me feel that you or somebody else might be in danger I would have to speak to someone else.

There is no pressure for you to take part and we can stop anytime. If you decide to not take part, any information collected beforehand will be deleted.

Once we have finished the activity, I will talk to you again and explain what your information will be used for. At the end of the session, I also have a game for us to play to finish off our meeting. For taking part in the research, you will also receive a £15 Amazon voucher.

Do you have any questions?

Let me know when you are happy for me to start the recording and I'll ask my first question about what your hopes for your future are…
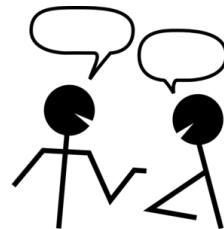
Participant Consent Form (Ethics number 28032, Version no 3, date 04/09/2017)

This is the consent form that you need to fill in if you want to take part in the project. Please read the statements in the table and put a '√' in either 'yes' or 'no'.	Yes	No
Have your parents or the researcher explained this project to you?		
Do you understand what this project is about?		
Have you asked all the questions you want?		
Have you had your questions answered in a way you understand?		
Do you understand it's OK to stop taking part at any time?		
Do you understand that your interview will be audio recorded?		
Do you understand that your name will be changed in any reports so what you say can't be traced back to you?		
Are you happy to take part?		

If you do want to take part, please write your name and today's date:

Your name …………………………………………………………………

Date   …………………………………………………………………

The researcher who explained this project to you needs to sign too:

Signed   …………………………………………………………………

Date   …………………………………………………………………   THANK YOU FOR YOUR HELP!

Appendix N: Participant Debrief Sheet

UNIVERSITY OF
Southampton

What's next for my future and me? Exploring the effect of different family situations, including parental imprisonment, on children and YP's resilience and views about their future possible selves.

Debriefing Statement (Ethics Number 28032,

Version no 5, date 02/01/2018)

This debriefing statement will be read and then discussed with the pupil after data has been collected. A copy will also be sent home.

Thank you for taking part in this study. I wanted to remind you about why you have been asked to take part and so you know what the information you have given today will be used for.

The aim of this research was to hear your views about what it is like to have a parent spend time away, for example in prison. I wanted to hear about your thoughts for your future and understand what helps to keep you staying strong during more difficult times. The information you gave will help the researcher to understand how children and YP who experience different family situations, particularly when a parent goes to prison, think about their future and what factors help to support them. This information will also help researchers to work with schools and other professionals to think about how they can best support children and YP who experience a parent being away to reach their future goals. So your help with this study will hopefully help other children and YP like you in the future.

As we said at the beginning, the results of the study will not include your name or anything else that could identify you. If you want, you can choose a fake name, which will be used in the report.

We can send a copy of this summary home to your parents if you wish. We can also give the school a summary of our findings from all the participants when the study is finished and I will ask [NAME OF SCHOOL CONTACT] to let you know so you can read about

it. The study won't be finished until next year though so don't worry if you don't hear for a while.

Finally, it is important that you feel comfortable after this session. You may want to talk to somebody about things a bit more, I would suggest speaking to [SCHOOL/SUPPORT STAFF NAME] or please let me know if there is a specific adult at school who you would like to talk to. You can also access online help from www.kooth.com if you feel you would prefer to talk somebody else. There are also specific support groups to help families in your situation, such as PACT, you can contact them by phone (0808 808 3444) or email: helpline@prisonadvice.org.uk.

If you have any further questions please contact me by email:

cl11g15@soton.ac.uk

Thank you again for taking part in the study, it was great to meet you. I hope you enjoy spending your Amazon voucher.

Catherine Goodchild

If you have questions about your rights as a participant in this research, or if you feel that you have been placed at risk, you may contact the Chair of the Ethics Committee, Psychology, University of Southampton, Southampton, SO17 1BJ. Phone: +44 (0)23 8059 3856, email fshs-rso@soton.ac.uk

Appendix O: Coding Manual

Coding Manual

Code	Description	Example extract	Negative/opposite example extract
Trusting others to not disclose	Trusting that the information you share will be kept confidential.	Researcher: So do you… are you quite happy for people to know? Or what… Peter: I'm happy for people to know, it's just if they like… I don't know. I don't really want them going round and telling everyone. Do you know what I mean? Like… you've got to be careful. Researcher: Yeah. Peter: I have told a couple of people that I regret telling. Researcher: Okay. Peter: But then I realised that some people that you do regret telling are alright. Researcher: So why do you regret telling them? Peter: I don't know. Erm, they've only told a couple of people but it's like the fact that they've gone and told someone. Do you know what I mean? Researcher: Okay. So you wanted them to keep that confidential between you and they have disappointed you because they've told somebody else? Peter: Yeah. But we're alright. We're friends.	

Making sense of difficult emotions by having someone to talk to	A person who you can share your thoughts and feelings with.	Researcher: So, what things have helped you? When it was really tricky, those times when it was hard, what sort of things have you found has helped you? Peter: Having someone to talk to. Peter: I think where it made me upset, like obviously I cried and that, but I think after I had that I could speak about it. But I had obviously had it in my mind, I was just thinking about it. And then obviously it made me upset, and then it just made me feel better after I spoke about it to someone.	
Hard to express feelings	Difficulty finding the words to be able to verbalise thoughts to someone else	Researcher: And how did you feel at that time? Is there a word that you can… [shook head] there's not a word for it? Katie: No.	
Having friends to talk to	Being able to share thoughts and feelings with friends	Researcher: What other things have helped you do you think? What has kept you, so like we were saying earlier, it kind of goes in ups and downs, but what has helped you during those really tough times do you think? Sam: Everything. Everyone, everything. And actually my best friends Researcher: Yeah? Sam: My friends have always been there for me.	

		Researcher: And how long have you had your friends for? Where do they come into this? Has it been from the start? Sam: My whole life. Researcher: So 'my friends have always helped me'. What do they do? Sam: They are just there really, to talk about it. Researcher: So you can talk to them, and…? Sam: Yes. Researcher: But I guess if sometimes, if you don't want to talk, what do you do? Because sometimes you might not want to talk. What do you do then? What helps? Sam: Just sit with them and just talk about other stuff.	
Support from remaining caregiver	Able to recognise non-imprisoned parent as a source of support	Researcher: So we can put that as something that's helped. So, having someone to talk to. And who has been the best person for that? Or has there been more than one person? Peter: Well, hmm… well, when it was really bad, when he first went, I had someone at my old school. Researcher: Right, okay. Peter: I had my mum as well, obviously. And I've got [NAME OF SCHOOL ADULT].	Researcher: Cool. Right, grown-ups. Have you got any grown-ups that help you? No? What about at home? Who have you got to help you at home? Liam: No one.
Having a member of	Able to identify a source of support	Researcher: Okay. So, you're visiting Dad weekly. So he's not too far away. Okay, so what do you think is going to help? Is there	

school staff to talk to	from school	anybody here at this school that helps you when you're feeling a bit down? Ben: Yeah. [NAME] does. Researcher: Yeah? So is he like a thumbs up? Somebody that helps? Ben: Mm. My tutor as well. Researcher: Okay. Ben: Sometimes, when she has time. Researcher: So [NAME] and tutor help. What do they do to help? Ben: Like have a chat. Researcher: Yeah? Do you find it easy to talk to people? Ben: Yeah. Researcher: So they just listen and give a bit of advice? Ben: Yeah. Researcher: Or they take your mind off things? What do they do? Ben: Like talking and… yeah.	
Experiences of bullying	Peers being unkind about family situation	Katie: Yeah, but it's [INAUDIBLE] sometimes I get bullied because of my dad and things. Like some people are nice to me for one day and then they are horrible to me the next day. And then they have a go at me and just say, some people say like 'I hope your dad dies in prison so you never get to see him again' and things like that to me. [SIGHS]	Peter: Erm, that was quite tough. Erm, in Year 3 and Year 4 I got bullied at school. And then when my dad went it sort of stopped.

			Researcher: Okay. So was that a good thing? Or was that more tricky, or…? Peter: It's a good and bad thing. So people realised that nobody knows what is going on in people's lives.
Career hopes and dreams	Thoughts about what they might do as a career when they leave school/college	Sam: I mean I want to be like a sports teacher or something. Yeah. Researcher: So like a PE teacher at a school, or like teaching…? Sam: Everywhere really. Like anywhere. Or like a fireman. Researcher: Cool, so shall I put those in the sixteen years plus section? So you want to be either… Sam: Or a scaffolder as well. Because my dad used to be a scaffolder.	
Uncertainty about future career dreams	Doesn't yet have a clear picture of what future jobs they may like to do	Researcher: So, if we were to do… so you are eleven now. So when you leave school you think you would like to go to college and you might do some Maths, maybe a bit more Science, particularly you like mixing things and Chemistry, then what sort of job do you think you might want to do when you're older? Ben: I'm not sure.	

		Researcher: Not sure yet? Ben: Mm. Researcher: Has anybody, do you know anybody that does like quite a cool job that you think 'Ah, I'd quite like to do that when I'm older'? Ben: No.	
Inspired to follow career of their dad	Using job role dad previously did as inspiration for their own future careers	Sam: Or a scaffolder as well. Because my dad used to be a scaffolder.	
		Peter: Um, I want to be an Engineer. Researcher: Do you? So where do I need to put that? Towards… Peter: Probably there. Researcher: About there? Peter: Yeah. Researcher: So you want to be… what sort of an engineer? Peter: Erm, I don't know. I might… my dad's a gas and electric engineer.	
Future hopes of involvement with dad	Sees a future with dad when he is released.	Peter: Yeah. I would like to spend a lot of time with my dad because of where I've missed out.	

Future hopes of living somewhere else	Thinking ahead to moving out of existing home	Researcher: Yes? So you're now ten. Okay, can you imagine, we've got to get in our time machine and we're going to jump forward a few years to when you've finished school. So, you would have been to secondary school, you would have done your GCSEs and you might be going somewhere else. What might I see you doing? If I come back to you when you're like seventeen, eighteen and say 'Hey, what have you been up to? What are you up to now?' what do you think?	
		Liam: I probably won't be here by then. I will probably be somewhere else then. Researcher: So you don't think you will be living here? You might be living somewhere else? Shall we put that on there, living somewhere else? Where would you like to live? Do you know?	
		Liam: Manchester or Spain or Turkey. Somewhere great. Somewhere that is always hot.	
Keen to maintain family ties in future, especially with brother	Wants to maintain relationship with close family members	Researcher: Oh, I see. So he's got some key things that he knows he wants to do. Have you got any worries about your future? So, we've talked about lots of things that you do want to do. Is there anything that you don't want to happen, as you get older? Maybe in this section or that section?	
		Peter: Erm, I want me and my brother to stay close. Because my mum and her sister have fallen out.	
		Researcher: Okay, so where should we put that? So you want you and your brother to stay close. So is that from like now, all the way	

		to…? Peter: Now and all the way. Researcher: Yeah. Peter: Because I love my brother.	
Future hopes of turning behaviour around	Seeking a shift in behaviour once education becomes more self-directed	Researcher: Okay. And what's going to help you to be able to become an Engineer? What do you need to do, do you reckon? Peter: Study. I know that a lot of people say that they will do this and they will… and they don't. But I am actually going to start knuckling down and… Researcher: Where are we going to put that on your path? From now? From like next period? Or shall we say like maybe next Monday? Peter: Year 9. Researcher: Year 9? Okay. So, one year from now… Peter: I think not now, like… like September sort of time. Researcher: Okay, so I'm going to put that on here. Peter: But as soon as I get my options and my coursework, when I start getting coursework that's when I'm going to start. Like as soon as I start, once I've picked my choices, that's when I'm literally going to start. No more detentions. No more getting into trouble. Researcher: Okay. Peter: Because I'm very easily distracted.	

Maintaining existing hobbies into future	Carrying on with sports they enjoy	Researcher: So it already sounds like you're thinking about what you might enjoy, but it might change. That's fine, isn't it? Sometimes it does. So, what about outside of school? What do you think you are going to be doing? Will you be in any teams? What would I see you doing if I came back in a few years? Sam: Football team. Researcher: You'd be joining a football team? Sam: Or in a football team. Researcher: In a football team. So where are we going to put that? What age do you think you are going to be doing that from? Sam: Eleven to sixteen. Researcher: Are you already in a football team now? So do you think you will stay in the same one? Sam: Um… yeah. Sam: You will see me in the rowing team as well. Researcher: Rowing team? Where am I going to see you doing that? In this bracket? Sam: Or over here. Researcher: Okay, so you are going to join a rowing team? Sam: I'm already in a rowing team.	
Future with imprisoned	Past memories with dad inform future	Katie: And probably, I will probably be fishing with my dad a lot too.	

parent link to past memories	hopes of reliving past moments.	Researcher: Going fishing with your dad. Is that something that you've done before with him? Katie: Yes, when I was younger.
Happiness in family future when dad is home	Looking ahead to family feeling when dad is released	Researcher: Did he? Okay, so you want to be either a sports teacher, a fireman or a scaffolder. Okay. What do you think life is going to be like a few years in the future, when you are like sixteen plus? Sam: Dad will be home. We will be happy. Researcher: Okay. Shall I put… when do you think dad is coming home? Which age bracket will you be? Will you be between eleven and sixteen, sixteen years plus? Sam: In that one. Researcher: In this one? So dad will be home. Sam: I think I will be about thirteen, fourteen.
Seeking a wealthy lifestyle to share and show others how much they are valued	Future hopes of living a future lifestyle whereby he can share wealth with his closest friends and family.	Researcher: Is there anything you want to do before like the end of this year? If I could have a magic wand in my bag and I could give you three wishes for you to make for the end of this year, what would your three wishes be? Liam: A billion, over a billion pounds. Researcher: So your three wishes… Liam: I would get probably like a Bugatti or something. Researcher: So, to have a billion pounds. Okay, that's one wish.

		Liam: Er… footballer. Researcher: To become a footballer? Liam: I don't know what the third one could be. Erm… well, a billionaire even, for my first one. Researcher: Yeah? So you're going to have a billion pounds. You'll be a billionaire. You're going to become a footballer. That's two wishes so you've got one wish left. If anything could happen? You can wake up tomorrow and you've got it all. What would I see? Liam: Give all my friends a billion pounds too. Researcher: Wow. Liam: Every single friend I have. Researcher: Give all my friends… Liam: So like as soon as they wake up they get a billion pound. Researcher: Wow. And what are you going to do with that billion pounds? Liam: Spend it on my family. Researcher: You're going to spend it on your family? Who is going to get what then? Liam: I would get like five thousand pizzas	
Hopes of increased socialising	Looking ahead to increased independence and	Researcher: Have children and family, own house. You'd like to be an Engineer. Great. What about friends and things like that? What would I see you doing over the next few years with your	

	opportunities to explore	friends? Peter: I don't know. Probably going out a lot more. Researcher: Yeah? Peter: Ride just anywhere, like on our bikes. Researcher: Is there anywhere you particularly can't wait to go when you're a bit older? Or… Peter: Er, I'd like to go to some football games.	
Hopes of travelling with family	Future planning of holiday destinations with family	Researcher: Yeah. So, we can put a 'maybe'. Nothing is set in stone. We're just dreaming at the moment and that's fine. So maybe visit… and who would you like to go to Germany with? Ben: Probably family. Researcher: With family. So who would be there? Ben: My uncle and my aunty, cousins.	
Uncertainty of how to seek help to improve at something	Singular strategy of going to YouTube to get better at hobby	Researcher: Yeah? So how are we going to help you get to be in the Premier League then? What are you going to need to do? What's going to help? Liam: Get better. Researcher: Get better? How are you going to get better? Liam: Don't know. Researcher: How do we get better at things? Liam: Watch You Tube videos on how to do better tricks.	

		Researcher: Tricks, okay. What else? Liam: I don't know.	
Type of personality needed for career	Thinking ahead to personal qualities needed for potential careers	Sam: And… well, be kind really. Because as a fireman you have to like go out and save people's lives and risk your life to save them. Sam: And as a PE teacher you have to like be kind to the children and stuff like that.	
Physical attributes needed for future career	As above but focusing on physical requirements	Sam: I need to be strong.	
Identified school as important for future career	Thinking about academic strategies in order to reach future career	Researcher: So in order to be either a sports teacher or a fireman, what kind of things do you think you have to do? Sam: Work hard at school.	
Keen to learn to drive	Interest in driving hobbies lead to strategy to obtain own license	Researcher: So is that something you quite like, driving? So do we need to put driving in your future? Ben: Yeah. Researcher: Are you going to get a driving licence and a car? Ben: Uh huh. Researcher: Or a motorbike? What are you going to prefer? Ben: Probably both.	

Maintaining current friendships in future	Talking about current friendships in future discussions	Researcher: Wow. So do you think, what about in the dream then? So even when you've left school, do you think X is still going to be in your life? Katie: Yes. Researcher: So what might you be doing then? Katie: I don't know. Researcher: Would you be going out together? Katie: Out for dinner. Researcher: Going out for dinner with X. Do you think you'll always live near each other? Would you like that? Would you like to live quite close to each other? Katie: Yep. Researcher: So maybe when we're a bit older you'll be looking at areas to live that are near friends? Katie: Maybe.	
Nothing will get in the way of future plans	Can't foresee any barriers to reaching future hopes	Researcher: So look, there are… there's bike riding, there's going fishing, you're going to go to secondary school, you hope you will be enjoying maths and enjoying things with family. Do you think, is there anything that might get in the way of that, do you think? Katie: No.	
Plans of further	Talking about education after	Researcher: September. So how far would you be? About halfway to becoming twelve. So, if you can imagine yourself, you are	

education	secondary school, e.g. college	eleven now and if you can jump forward to a few years in the future, like five years, I guess you will just be finishing school. Can you imagine what life will be like? What I might see you doing if I came back? Sam: Don't know really. Erm, I will probably be going to like college or something.	
Sees having own children in their future	Talking about having own family one day	Researcher: Weight training, yeah. Great. So, you are going to go to college you reckon, and you are going to study Engineering or maybe some Sport and things like that. You are going to learn to drive, and you might be moving in with Dad hopefully, when you are older. And what about beyond that? Can you think? Peter: I want to have children. Researcher: You want to have children. So shall we put that up this end a bit, yeah? Peter: Yeah. Researcher: So, would like to have children. And your own house one day? Peter: Yeah. Researcher: For your family? Peter: Yeah.	
Short term future to focus on school	Identifying short term future goals in relation to	Researcher: Wow. Okay, so if we break this up into nought to five years, if we do six to ten years, eleven to sixteen and then sixteen years and onwards and upwards, all the way into adulthood. So,	

work	secondary school	you're in Year 8 at the moment and you're twelve, so you're about here, so this is the now. If I came back to see you in a few years' time, we could say… well, shall we start with a year's time and then we can move on up? So, in a year's time what would you like? What would I see you doing if I came back in a year's time? Any ideas? Peter: Probably, I don't know, coursework. Researcher: Coursework. Peter: Maybe studying for school. Researcher: So you'd be studying for school. Peter: Yeah.	
support from family to reach future hopes	Talking about family as a helping factor to reach identified future goals	Researcher: But in terms of you want to do some travelling, you want to hopefully go to college and get a good job and live somewhere else… so what sort of things do you think are going to help you to get there? Ben: Family. Researcher: Yeah? So family are going to help you get there.	
Uncertainty about future - don't know	Hesitation in response or unknown answer when asked about future beliefs	Ben: I don't know. Researcher: Where do you think you might go? Where would you go after school? Ben: Probably somewhere. Researcher: Somewhere? So where might you go after school? When you've finished here, you've got your GCSEs?	

		Ben: Er, probably… probably… Researcher: It can be anything. It's your dream. It's fine. Ben: I don't know. I honestly don't know.	
unsure if dad features in future	Uncertainty about whether dad features in their future	Researcher: One and a half, okay. So, you see Dad quite a lot. Is he in your future? Do we need to put him in your future at all? Ben: Don't know. Researcher: Not sure? Ben: No.	
Unsure of feelings about family situation when dad comes out	Talking about uncertainty of feelings when dad is out of prison and faced with new family situation	Peter: Yeah. I don't think… when my dad went away, about a year after, my mum left him. Researcher: Right. Peter: But that, that didn't… it didn't really bother me. I think it will bother me when they come out, when my dad comes out. Researcher: Okay, yeah. Peter: But when my dad was in there it didn't really make a difference.	
Unsure of links between helping factors and	Hesitation or uncertainty about how helping factors they've identified	Researcher: Okay, so let's think about how are those things going to help you get to where you want to be? Katie: I don't know. Researcher: Do you? Can you tell me a bit about why? Why do	

future	can help them reach their future goals	you think they are going to help? Katie: I don't know. I don't know anything.	
Wants to be a good father	Talking about what a 'good father' constitutes and what it does not, including lifestyle	Researcher: If you are starting to take all this stuff in and getting good grades Peter: I just want… and I am going to be sensible. Like… Researcher: What does that mean? Peter: So like during life I'm not going to be getting myself into trouble. Because if I'm older and if I do have kids or whatever, I just want to bring them up how like… not like how they want to be brought up, but like in a good way. Researcher: Uh huh. So shall we put that here? What to bring kids up in a good way. Peter: Yeah. Like I don't want to be getting into trouble and like have kids and then go into prison. Do you know what I mean? Or just like go out drinking, get drunk… Maybe, I don't know, just like it's alright for parents to get drunk sometime. Do you know, like just to have a bit of fun, like on birthdays or whatever, or like friends' birthdays. Researcher: Yes. Peter: But it's like when they go constantly, 'I don't want to be like that'.	
Would like more time with family	When considering what the future will be like, talk about	Researcher: That sounds really good. So you think you'd like to be doing that. What about with friends and things like that? What else might you be doing?	Researcher: By watching videos. What about adults

	increased time with family	Katie: Mainly be stuff with family	here? Where is your mum in the picture, in the future? Would you like to spend a bit more time with your mum? **Liam: No.**
Concern for dad's safety	Talking about nature of prison environment and subsequent worry about dad's safety	Researcher: But now he's been moved to a different one. Peter: Yeah. Researcher: How does that feel? Peter: It makes me feel a lot, erm… a lot happier. Researcher: Does it? Peter: Because when he was there, two reasons, obviously I was worried about him. Researcher: Uh huh. Peter: Because one, it's quite far. Two, it was quite a dangerous prison. Researcher: Yeah. Peter: And now, where he's closer, I'm happier. But no prison is safe, so…	
Feelings and emotions	Referring to how to manage emotions	Sam: My sports are like big… like I'm all uptight in my emotions and stuff so all my sports just let it out. Researcher: So, sports let you… how can I write it? What did you say? Sports let me…? **Sam: Get rid of my emotions.**	

Less key memories since dad imprisoned	Uncertainty about key memories experienced since dad went to prison.	Researcher: So that's a nice key memory. Lovely. And what about more recently? So we've got quite a few just before Dad was arrested and just after. Anything you can remember much between the last six years? Things that were important? Sam: Not really. Researcher: No? Sam: No.	
Limited visits due to dangerous prison	Talking about perception of prison affecting how often they visited dad	Peter: He was four and a half hours away once. But I only went to visit him once there because it was a bit dangerous. Researcher: Was it? Peter: Yeah.	
long distance to visit prison	Distance travelled to visit dad in prison	Researcher: Do you have to travel quite far to go and see him? Katie: Yes. Researcher: Yes? It's quite far. Katie: It's all the way in [NAME OF TOWN]. Researcher: Oh, wow. That is a really long way. Katie: Three hours from here. And then from… my aunty and my uncle live, and my grandma and my grandad, live in [TOWN] in one big, really big house. Researcher: Right.	

		Katie: So um, we um, go down theirs and then we go to see dad.	
prefers visiting current prison	Talking about different prisons and why current prison is better to visit	Researcher: Has that been helpful? Has he always been in the same place or has he had to move about? Ben: He was in the [NAME] one. That was close. Researcher: Ah, so really close. Ben: And then he didn't like it and then he just moved somewhere else. Researcher: Okay, so he moved a bit further away. Ben: Yes. Researcher: Was that alright? Or was that harder? Ben: It's a bit harder. Like some traffic. Researcher: Yeah, okay. So it wasn't quite as easy to begin with? Ben: Yeah, but it was much more better there. Researcher: Did you prefer it? Ben: Yeah. Researcher: Okay. Is it a nicer place, is it? Ben: Yes.	
Saturday prison visits better as no school next day	Talking about logistics of visiting due to long journey	Katie: Yes, and I usually go see him on Saturdays but on Sundays we get back really late all the time, so like on Saturday it helps because if we get back on Sunday really late, we've got school on Monday. And then it's like really late and then we have to have dinner and… so.	

Loyalty to dad	Talking about preference of own dad compared to mum's new partner	Peter: It was alright. Erm… I prefer my dad obviously, to my step-dad.	
Maintaining contact with dad	Talking about keeping in contact with dad outside of prison visits, e.g. telephone, letters	Researcher: So do you do anything in between that time to keep in contact with dad? Katie: Sometimes he rings me. Researcher: Does he? Katie: Yes. Researcher: And do you write letters or do pictures? Katie: No. Researcher: No? Katie: Because I can't. Researcher: You can't? Okay. Katie: Because I don't, don't really… I don't have much paper and my mum doesn't have many stamps. Researcher: Right. Katie: But I can do it at my grandmas or something, so that they can really… Researcher: So they can be sent off? Katie: Yes. Researcher: Okay. So do you think when he gets back you are going to be doing lots of colouring and drawing and maths with him, if he's the one that helps? Katie: Yeah, and sometimes um, the school sends some of my work to him. Researcher: Wow.	

		Katie: So he can see some of my work.	
past enjoyable memories with dad	Key memories formed before dad was imprisoned	Sam: And another one of the memories, when I was about five, was when we went on holiday to Mauritius. Researcher: Wow. Sam: With Dad, all my family and, um, my dad's best friend, Uncle Jim.	
Reflection of missed childhood with dad	Talking about age when dad comes out and comparing childhood with sibling who will still be in that phase when dad is released.	Peter: So, my Dad has spent as much as my little brother's life, when he comes out, as he did when he went in. Researcher: Yeah. Peter: So, I think… I would rather, I think I would rather be my little brother. Researcher: Okay. Peter: I know that sounds a bit weird. Researcher: No, go on. Yeah. Peter: But when he comes out, like I've grown up and I think when he comes out he will be… he will be a better person. Researcher: Uh huh. Peter: And with my brother, he will be my age that I am. Researcher: Yes. Right I see. Peter: So that's why. Researcher: So he will have a bit more of a childhood, as such, whereas you maybe had it before Dad went away, a little bit.	

		Peter: Like I know there's like the most important bit, like… yeah. Researcher: What's the most important bit? Peter: Er, well obviously when you're young.	
Unhappy memory of dad	Reminiscing about unpleasant memories of dad before imprisonment	Peter: My dad used to go to the pub a lot. Researcher: Uh huh. Peter: Which was not good	
Memories of imprisonment	Talking about the day of arrest and re-accounting what happened	Sam: Dad went out to find something in his truck and he came back in the house and Mum went 'Have you found it?' and me and X started crying. She went 'What's up darling?' and she turned round and saw Dad behind a load of policemen. Researcher: Oh gosh. Sam: Armed policemen in, yeah, everything. And they told us to go into a different room so they could just search our house. And then they decided to take Dad away and take him to questioning. And they… um, me and X started crying again and another policeman went 'Don't worry mate, your dad will be home tomorrow'. But he never came home.	
Age impacted understanding	Describing how it was difficult to make sense of	Katie: Well it was hard then because when I was in Reception that's when Daddy went, so it was a bit hard because I didn't really understand much.	

		situation due to age	Researcher: Okay. Katie: So… Researcher: So in Reception… Katie: Because I completely remember everything that day, when Daddy went.	
Emotional response	Talking about initial emotional response after the arrest and imprisonment	Peter: I think where it made me upset, like obviously I cried and that, but I think after I had that I could speak about it. But I had obviously had it in my mind, I was just thinking about it. And then obviously it made me upset, and then it just made me feel better after I spoke about it to someone.	
Age at time of parent going away	Explaining how old they were when dad went to prison	Katie: And my brother, literally he was one and a half. Researcher: Wow, so he probably… he probably doesn't remember much then, I am guessing, if he was that little? Katie: No, he doesn't remember much. But I definitely do. Researcher: So how old were you? Katie: Well, I was three years older than him. I would have been four and a half-ish.	
Age when dad will be out of prison	Explaining how old they think they will be when dad is	Researcher: In this one? So dad will be home. Sam: I think I will be about thirteen, fourteen	

		released	
enjoyable memories with friends	Describing key life events and memories which involve their friends	Researcher: Joined a new school in Year 1. Okay, what other key memories have you got? Ben: Don't know. Researcher: Can you remember like birthday parties, Christmases, going somewhere really nice on holiday? Ben: Birthday party. Researcher: Yeah? Which one? Ben: Paintball.	
Frustration of being let down	Describing how somebody who is supposed to be a source of support can be unreliable	Peter: Yeah. He's alright. But when… sometimes he's not there. He's just like… he's a bit of a let-down sometimes. Researcher: Okay. So is that something that has not been helpful. When you've been let down? Peter: Yeah, like my grandad is quite naughty and gets… he got arrested. Researcher: Okay. Peter: A couple of times. He's with someone that my mum doesn't get on with.	
gets subject skills from parents	Linking own subject ability to what they believe both parents are good at	Katie: I love maths. Researcher: I think I would like you on my team. Katie: My mum is not very good at maths. Researcher: Not very good at maths? I would definitely like you on my team for that. Katie: My mum isn't very good but my dad	

		is. Researcher: Is he? So do you think that's where you get it from? Katie: My mum is good at literacy. That's why I am good at literacy, so… Researcher: Ah, okay. Katie: So that's why I'm good at both.	
Sense of fairness	Talking about dream of being a billionaire and how that money would be shared with family	Researcher: Brothers. Are your mum and dad going to get anything off this billionaire son that they've got? Liam: Maybe. Researcher: Maybe. Liam: They don't really buy me anything that much. Researcher: So they don't buy you much, so you might not get them too much either. Liam: I will probably just give them a million pounds and that's it. Researcher: A million pounds? That's still pretty generous, isn't it? So, Mum and Dad will get a million pounds each? Or will they have to split it between them? Liam: Each. Researcher: Mum and Dad will get… Liam: I tell you what, I'm going to give them like five million. Researcher: Wow, it's gone up. Why has it gone up? Liam: Because I just feel thankful. Researcher: Aw, what are you thankful for?	

		Liam: How much they… anyways, we're going… either they probably don't have to book it, because I'm going to Spain soon. I will probably be able to book it for myself if I have that billion pounds.	
Variety of activities help	Talking about what helps when they are not feeling as strong	Researcher: You just do. What do you think helps? Is it because you can talk to people, or can you let it out in another way? Like some people draw, some people… or race your bike really, really fast? Katie: I just… Researcher: Or do you just blank it? Katie: Sometimes I do colouring in and other times I do different things.	
Maintaining sense of normality	Talking about how they manage their parent being away in prison	Researcher: Did you? Good on you. You snuck it on there. So, so we had… you've got a few good memories before you were about four. And then around four and a half is when dad went away, and then since then you are now nine. And what's happened in between that time? What sort of things have you done that have been really important to you, I guess? Katie: Nothing really. Researcher: Nothing really? So you've just kind of… Katie: Got on with things. Researcher: Just got on with things. How do you do that? How do you just get on with things?	

		Katie: I just get on with them.	
Represses feelings until prison visit	Talking about pushing thoughts about parental imprisonment to the back of the mind until they go to see him	Researcher: It was a weird time, ok. And what helped you during that time? Because you are somebody who went through that, so what would you say helped you through it? Ben: I just like try and forget about it, and then when we visit him… yeah. Researcher: Uh huh. So at the time you tried to forget about it? Ben: Yeah, and then just get on and do what I normally do. Researcher: Okay, so just get back to normality a little bit? Ben: Yeah.	
Physical exercise	Describing how sports help to release emotional tension	Sam: My sports are like big… like I'm all uptight in my emotions and stuff so all my sports just let it out. Researcher: Does it? Sam: Yeah. Researcher: So your sport, so is that between… so that's probably all the way back here I'm guessing, when you started, was it? Sam: Yeah. Researcher: But even more so now? Or less so? Or has it just stayed the same? Sam: It's just stayed the same really. Researcher: So, sports let you… how can I write it? What did you say? Sports let me…? Sam: Get rid of my emotions.	

		Researcher: Get rid of my emotions, yes. That's…	
		Sam: Like bad emotions.	
		Researcher: Get rid of my bad emotions. And what else can you do when you've got that build up? Is there anything else?	
		Sam: I've got a punch bag.	
		Researcher: Have you?	
		Sam: Which I do use.	
		Researcher: Do you? Just to get out some of that frustration. Punch bag. And is there some of these people who you have identified as well, that you can go to?	
		Sam: Yeah.	
Playing computer games helps	Describing how technology and playing computer games help to distract from thinking about parent	Researcher: And is it usually things that are quite physical, like your bike riding? Peter: Sometimes it's playing on my X Box.	
		Researcher: X Box, yeah. That could be something that helps, definitely. Is that something that you feel is a good… helps you to keep…?	
		Peter: Erm, I don't think it's a good thing.	
		Researcher: Okay.	
		Peter: But I think to take my mind off it, it is. But I think I play it too much. I don't play it through the week but at the weekend… obviously I like playing on it. But I looked at my hours on this game. I had one that was 23 hours and something, like and 36 minutes.	

Subject likes & dislikes	Describing what subjects they think they might enjoy to study later in their education, based on current preferences	Researcher: So you will be at secondary school. What do you think you will enjoy doing at secondary school? What sort of things? Katie: I like maths, I like literacy. Researcher: Maths? So do you think you will be enjoying that at secondary school? Enjoying maths. Literacy. Anything else you really enjoy doing? Katie: Art. Researcher: Art. So you like drawing? Katie: Mm. Researcher: Do you like creating things? Katie: Yes. Researcher: So do you like painting as well? Or do you like making sculptures? What do you like to do? Katie: I like painting.	
Subject perceptions can change	Acknowledging that subjects change and may not like something after previously liking it	Peter: It depends whether I like it or not. I like it now. Researcher: Okay. Peter: But subjects can get different.	
Using sensory objects to	Describing coping strategy of using a	Researcher: Okay. So, when things are a bit more, like you know how we said it can be a bit like this sometimes, life can be like	

| manage emotions | sensory object/fiddle toy to feel more comfortable emotions | 'Yay, this is awesome' and there's times when it can be like 'Ohhh, this isn't so good', what things help you? What do you find helps? Liam: I fiddle with stuff.

Researcher: Fiddle with stuff.

Liam: Like I'm doing right now.

Researcher: Ah, does that mean you are feeling a little bit uncomfortable, when you're fiddling with stuff? Or…?

Liam: It feels good.

Researcher: It feels good. So, is it anything you can get your hands on? Or is there particular things you prefer, like playdoh or… is it that sort of squishy feeling? Or do you like being able to bend things?

Liam: Squishy.

Researcher: You quite like squishy, yeah? So, fiddle with stuff.

Liam: Like blue tack or something. | |
| Fresh start | Describing how people not knowing family situation presented as a fresh start | Researcher: Yeah, so was that something… because you were going through quite a tough time then, so was that a helpful thing, to have a clean break? Or did that make it quite hard? Peter: I think it was better because I think at my junior school everyone knew.

Researcher: Right. What was that like?

Peter: Because obviously I would get upset and everything. Like in my year. But here it was like a fresh start and I think I've only told people that I want to know. | |

Friends help to take mind off things	Talking about how friends help to distract from thinking about their situation	Researcher: Okay. That makes sense. So your friends, do you still have some friends from your old school that you keep in contact with? Peter: Yep. Yep. Researcher: Have they really helped you? Peter: Um, a couple of them did. Researcher: Yeah? So, a couple of friends? Peter: Yeah. Researcher: So we'll put a tick by that. What did they do to help you? What was good about that? Peter: Just take my mind off it. Researcher: Yeah? So you didn't sit around having a chat about it? Did you do something completely different? Peter: No, we just done something completely different. They helped take my mind off it.	
Support from friends	Identifying friends as a source of support	Researcher: Does anybody here help if you're feeling a bit down? Liam: Sometimes. Researcher: Sometimes? Who sometimes helps? Liam: My friends. Researcher: Friends. So, are they important to you? Yeah. So can we put them as a tick, as like a helping… and what do they do to	

		help? Liam: They just help.	
Gaining support and friendships from someone who is also going through it	Talking about benefits of finding an age matched peer going through the same family experience	Sam: And one of my other friends, he got involved with Barnardo's, because his dad is in prison. Researcher: Ah, okay. Sam: And, um, he was struggling as well so we just sat together in Barnardo's when we went there and just spoke to each other. And now we are best friends over the console and games and stuff. Researcher: Oh, right. Sam: We are always speaking to each other. Researcher: So he's not in the same school or anything like that? Sam: No. Researcher: But you see each other, you speak to each other through different ways. Sam: Yeah. Researcher: And does that really help, having somebody who has been through the same? Sam: Yeah.	
Identifies football players as role models	Talking about football players he looks up to	Researcher: Who is your idol? Is there a football player that you think 'Ah, I'd love to be like them'? Yeah? Who? Liam: Either Hazard, Goodier or Costa. Researcher: Oh, wow. And what is it about them that you like? Liam: Their skills.	

Importance of being close to family	Describing keen for independence but also maintaining proximity to family	Peter: And stuff like that. Obviously I'd like to travel, but… Researcher: You'd like to travel? Where would you like to go? Can we put that on there? Peter: Yeah. I'd like to go… I'd like to go to America. I wouldn't mind living there. But it's just being away from your family.	
Shared experience with uncle	Describing spending time with wider family	Researcher: Or for fun. Okay, and where do we need to put… so how often do you play the PS4 with your uncle? Is that…? Ben: Well, pretty much whenever he's free. Researcher: Yeah? So quite a lot? Ben: Mm. Researcher: Okay. So, playing PS4 with uncle, that's something you enjoy. What do you like to play with him? What game? Ben: FIFA or Call of Duty.	
Keeping busy with extracurricular sports	Talking about business of having extra team sports outside of school	Researcher: We'll do another… it gets a bit messy this path, doesn't it. So, rowing team. Sam: And I do loads of other sports. Researcher: Do you? Sam: Like in the week I have only got one day off. Researcher: Gosh, you must be tired. Does your mum drive you around to all these different places? Sam: Yeah. Like one day we've got something at school, and then	

		we've got football and then we've got rowing straight after.	
Memory of school support helping	Describing how school support was non-directive and fun, which made the experience feel supportive.	Researcher: Okay. And what helped you? Was there anything at school that helped you? Ben: Yeah, like some teachers had like sessions with me. And like play games, talk… Researcher: So, teachers had sessions with me. What did they talk about that helped? Was it just letting you kind of…? Ben: Yeah. Researcher: Did they listen or did they do most of the talking? What helped when you saw them? Ben: Probably like play games and have fun. Researcher: So teachers had sessions with me, played games, had fun and talked a bit? Is that right? Ben: Yeah.	
Family becoming involved in helping others	Talking about how the remaining parent has used their own experience to help other families in similar situations	Sam: And now we've… they've helped us so much that we've signed off now. We've signed off of them helping us. But Mum still helps them, like gets involved with them.	

| Initially didn't feel voice was heard | Describing how some outside agencies didn't initially give opportunity for him to share how he was feeling | Researcher: So you went counselling. What was that like? Did it help?

Sam: Yeah, not really because they didn't really speak to me.

Researcher: Ah, okay.

Sam: They mostly spoke to my mum. So we had to get a different counsellor. Researcher: Okay.

Sam: Who came actually to our house.

Researcher: And that's… okay. So, it helped when (a) they came to your house, and (b) actually asked you how you were getting on?

Sam: Yeah. | Sam: I think I used to have someone come into school as well.

Researcher: Oh right, okay.

Sam: Yeah. I'm pretty sure I had someone come in once.

Researcher: Just the once? Sam: Just to… yeah, I did actually, to speak to them.

Researcher: Did you.

Sam: Like about… he like was really kind and he just spoke to me and we did all these different games and stuff. |
| Relationship with sibling important | Describing some feelings of conflict of being glad sibling is going | Researcher: So you guys get on?

Peter: Yeah, we get on.

Researcher: Is he something that helps you when you're feeling a | |

	through same experience but also doesn't like that they are going through it.	bit down? Peter: Yeah. Yeah, definitely. Researcher: Cool. So can we put a big tick? So when was he born? He was born... Peter: Erm, when I was three and a half. Researcher: When you were about three. So has he helped you throughout? Peter: Yeah, definitely Researcher: So, having a younger brother has really helped you. Peter: He's not someone I would talk to about it, but it's knowing that someone else is going through it. Do you know what I mean? Like I know obviously I don't like it, but it's just knowing he knows what it's like	
Support from family friends	Talking about wider family friends who have stepped in to help since dad went to prison.	Sam: My dad's friend Uncle Jim. Researcher: Is that what you call him, Uncle Jim? Sam: Yeah. Researcher: Uncle Jim. What has he done? Have they…? Sam: He has taken me out to work as well. Like him and my dad used to be best friends and they used to work together and stuff like that. And he used to take me out. Researcher: Cool. And is that recently? Has that sort of been…? Sam: All the way through really.	

|			
Experience of being bullied	Describing difficulties with peers as a result of parent going to prison	Katie: Yeah, but it's [INAUDIBLE] sometimes I get bullied because of my dad and things. Like some people are nice to me for one day and then they are horrible to me the next day. And then they have a go at me and just say, some people say like 'I hope your dad dies in prison so you never get to see him again' and things like that to me. [SIGHS]	Peter: Erm, that was quite tough. Erm, in Year 3 and Year 4 I got bullied at school. And then when my dad went it sort of stopped. Researcher: Okay. So was that a good thing? Or was that more tricky, or…? Peter: It's a good and bad thing. So people realised that nobody knows what is going on in people's lives.
Judgement from others may affect future	Talking about the impact of stigma in forming relationships with others	Researcher: Okay, cool. So, how do you think that these – how are we getting on for time? We've got about five more minutes talking and then we will start a bit of Dobble – So, is there anything that you feel might get in the way of getting to your dreams, your goals? Sam: Erm, I don't know really. People judging me. Researcher: Okay. Sam: Because I've got a parent in prison. Researcher: Uh huh. Do you find that's… is that something that's happening now as well? Sam: Sometimes. Yes, sometimes it happens. Like when I talk to people, like when I'm trying to make friends at parks and stuff,	

		they just judge me and just go away. Researcher: Oh, okay. And how does that feel? Sam: Sad.	
Lack of role model to look up to	Not able to identify any adult who inspires them	Researcher: Okay. Would you like to have…? Have you got any like family friends? Who do you look up to? Liam: No one.	
Uncertain about clear strategies in times of heightened emotion	Tentative description about coping strategies to manage uncomfortable emotions	Researcher: 'Help take mind off things'. Okay, what else helps? When you're feeling really like 'Ughh' what do you do? Ben: Probably try and calm down. Researcher: So how do you do that? Ben: Just sit down. Researcher: You just sit down and then you're suddenly calm? Ben: Mm. Researcher: Okay, so you sit down. Ben: And probably watch TV.	
Accepting situation as it is	Doesn't identify any alternative outcomes or factors that have exacerbated the	Researcher: Okay…Is there anything that wasn't so helpful? Is there anything that you wish could have been a bit different? Ben: I don't think so. Researcher: No? Is there anything that made it harder?	

	situation.	Ben: No.	

Appendix P: First Thematic Map
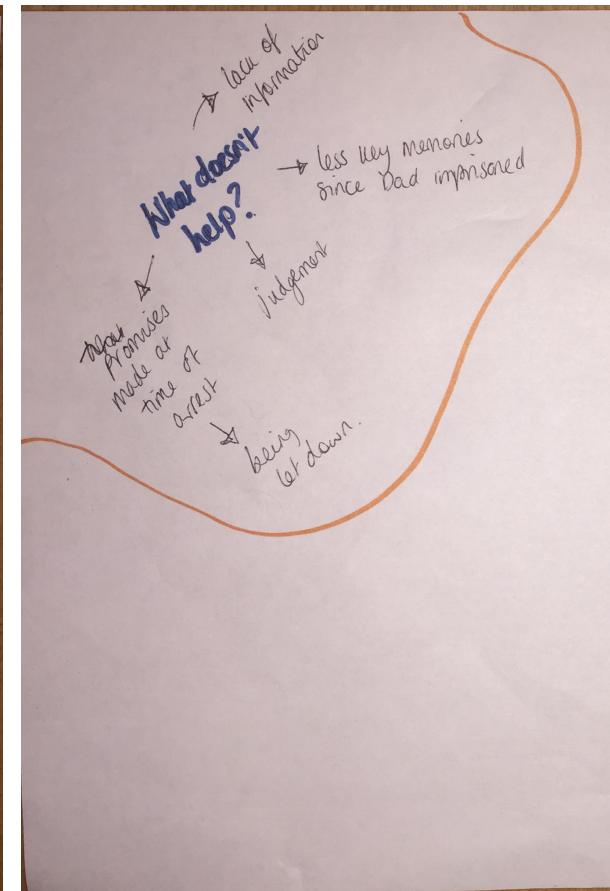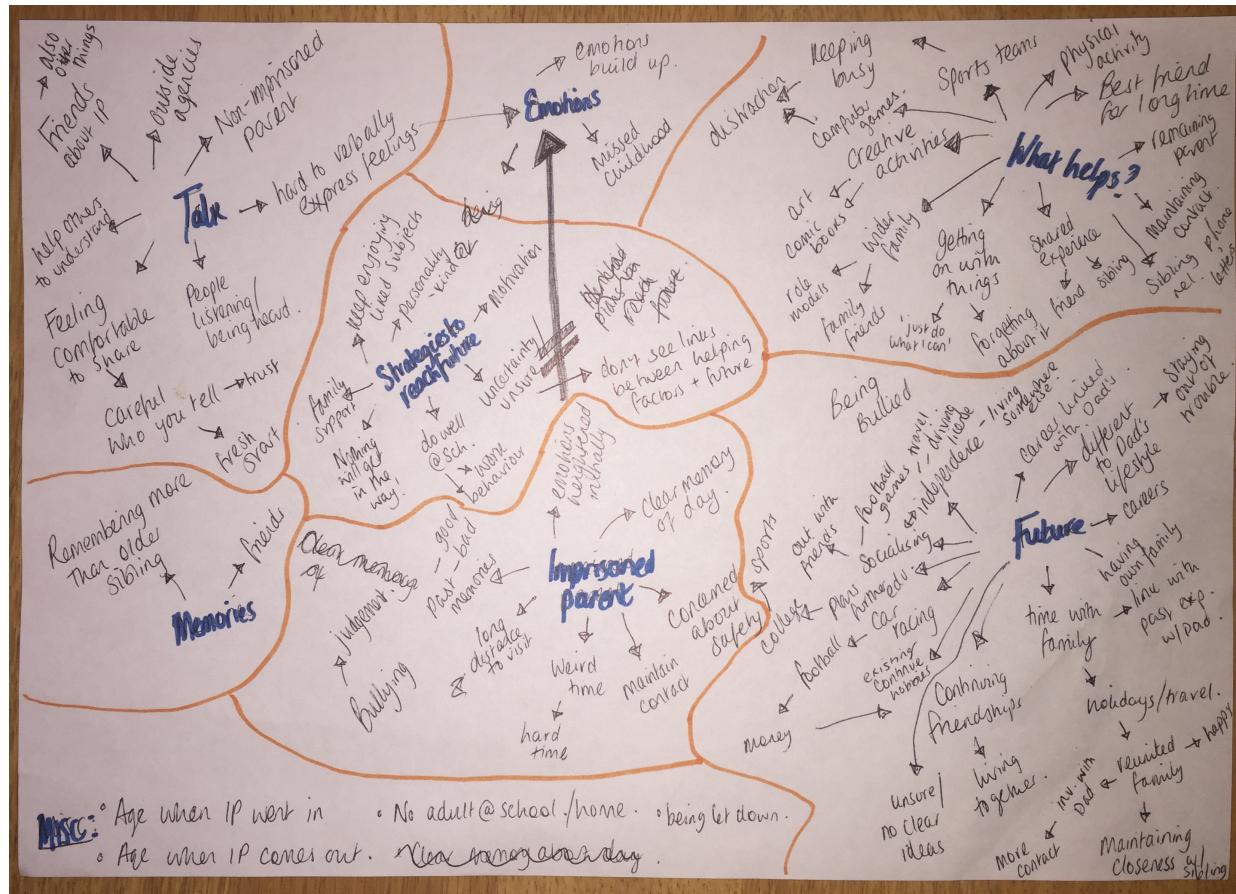
Appendix Q: Refined Thematic Map

Appendix R: Examples of reflective log

Panel 1 (top left):
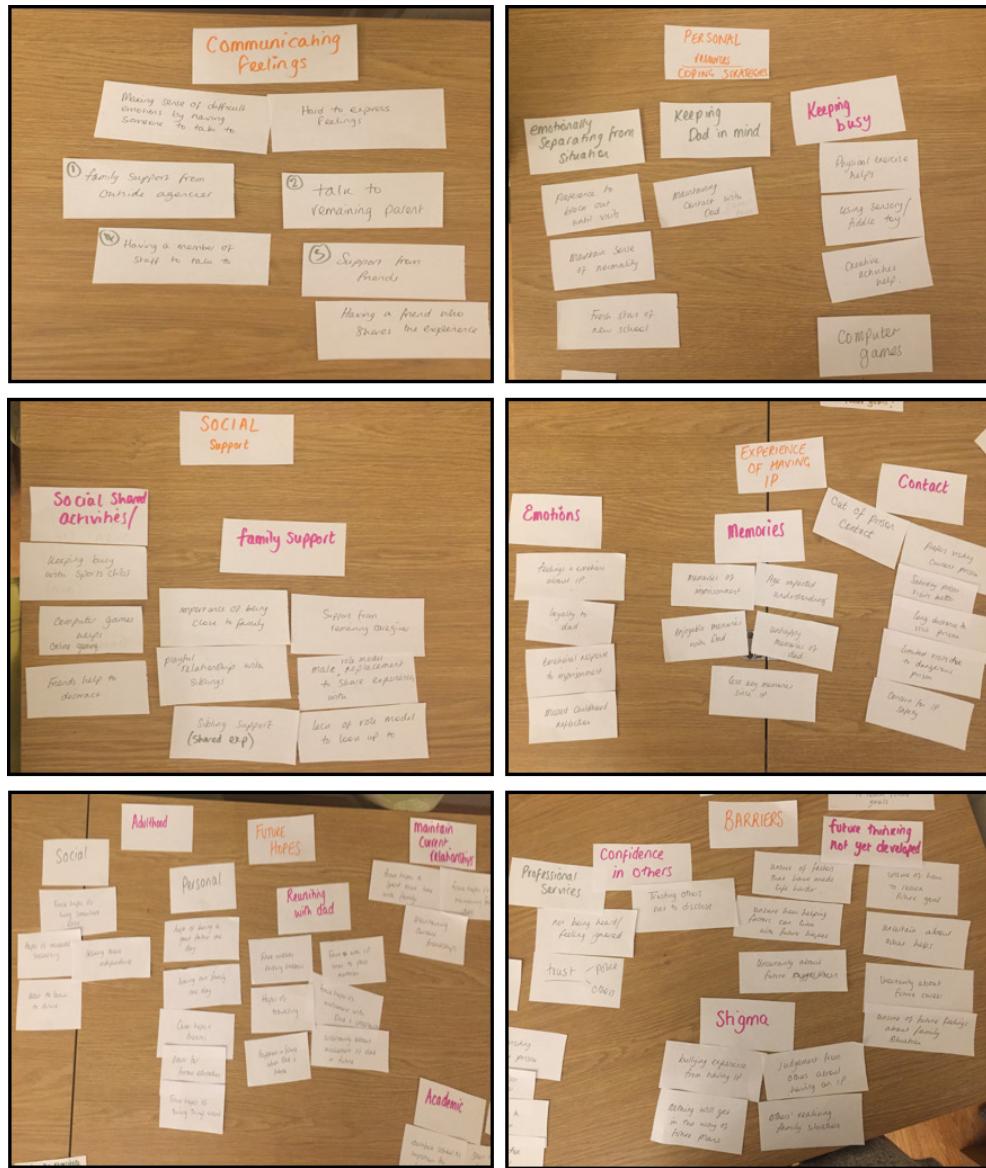
Types of coping w/ pain/trauma

- girls - social support ?
- boys - distraction ?
  → links with technology/ online gaming → still social!
- Can't make distinctions between genders as only 1 female participant but maybe future research could look @ differences in coping strategies?

- Thinking about own casework related to Sam's point about a kind person coming into school but not really knowing what he came in for or how he made a difference
  → implications for professionals to think about ??

Panel 2 (top right):

✓ Transcripts initially coded but feels a lot of repetition?

- feel that the emotions of CIP don't come across in transcripts - was an emotive moment when they disclosed about their IP - couldn't have been easy to a stranger. Hope write up gives/stresses the feelings alongside what they said → maybe discussion

Initial map = MESSY!
⊗ (remember sup - = need to condense! themes too!) → Talk + what helps more in future section than I thought at the time of interviews. Also a lot more about

Panel 3 (bottom):

experience/memories of when parent arrested + life prior to this → feel its important to include although not part of RQs? Maybe include as a seperate appendix? → but that is the main emotional drive for the research so doesn't feel fair to p's to include as an appendix. I'll include it and see what s'visors think...

Having some thoughts about differences between p's → maybe age related but older p's seemed to have more future direction (& fits with lit review research of 10yrs +) → make this explicit in write up.

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