Interviewer – Okay. So, to start off just tell me about the intervention. How did it go?

Respondent – Erm the child made progress. Probably could have made more progress if I had been doing it more consistently, erm but the erm… this half terms has been manic and other bits of the role take over sometimes, so it wasn’t as regular as I’d have wanted it to be.

Interviewer – Okay. About how regular would you say it was?

Respondent – Erm about three times a week.

Interviewer – Okay, alright. Erm tell me about a time that the intervention went really well, you felt?

Respondent – Erm probably the first couple of weeks when I did manage to do it most days. Erm so we’d done the initial assessment of key words that she needed to work on, erm and she was quite excited because it was new, erm… and she could see through the graphs and that she was making progress. So I think those first couple of weeks. Erm and then the next couple of weeks weren’t as regular. And I think it was like, I don’t know if it was week four or week five, that she *did* have a really good week and made a lot of progress and she could see… *she* could see the gap on the graph between the crosses and the dots getting bigger and she knew that meant that she was doing really well. So…

Interviewer – Okay. So times when it was regular and then times when she could see her progress and be aware that she was doing really well.

Respondent – Uh huh. Yeah.

Interviewer – Okay. Erm tell me about a time when it *didn’t* go quite so well.

Respondent – Erm I think probably the weeks that it wasn’t as regular and I was… didn’t have enough… it doesn’t take a huge amount of preparation but I didn’t have, I was rushing from one thing to another and it was quickly kind of like ‘let’s grab her quickly, let’s do it’. And *I* wasn’t as organised so the activities that we were doing during the teaching session probably weren’t as fun and didn’t engage her quite as much as other times when I’d had more time to get the resources ready.

Interviewer – Okay. And what did that, what impact did that have?

Respondent – Erm I think mainly because the child I’m working with does struggle with concentration attention, that if you’re, as the adult working with her, not on top of your game then she’d kind of pick up on that. Erm so if the activities were quite short, snappy, fun activities that she enjoyed she was much more focused, but when I was spending a bit of time thinking ‘okay, what am I doing today? What sheet am I on? Where’s the sheet? Where’s this?’ erm then *she’d* get distracted and then I think that impacted on her erm when she did the probe at the end of the session.

Interviewer – Okay. So the time sort of pressure didn’t just impact you and getting to do the intervention but also impacted sort of her engagement in the intervention?

Respondent – Yeah. Yeah, I mean it may have been different with another child but because of the nature of her… erm if you’re not on top of everything then she’ll… she will lose focus and attention.

Interviewer – Yes, okay. Great, thank you. Erm can you just think about one session when you delivered the intervention and sort of walk me through it?

Respondent – Uh huh. Erm what, literally from getting her from class?

Interviewer – Yes.

Respondent – Yeah, so we’d come from class, go to whichever space we’re going to work in, erm we’d look at the… the words that we are doing in the activity, so it may be erm a matching activity with, she was working on erm sight vocabulary, see to say erm was the focus for her, erm so we’d look at the words that she was working on, erm we’d have a matching game, we did some physical activities so we might be stuck on one and she’d have to run and find them and bring them back to me… erm used a timer throughout the sessions for her so she had a ten minute timer for the actual activity bit so that she knew how long that was going to last, erm at the end of that she knew she came and sat with me and we went through the probe sheet, erm and then plotted her scores together, erm and then I took her back to class.

Interviewer – Okay. Erm you mentioned space. Was it the same space or was it different spaces?

Respondent – Generally. There’s like erm a shared area sort of outside of her classroom erm so it was easier to take her round there if there was nobody else working in there. So most days it was in that same space. Yeah.

Interviewer – Right, thank you. Erm can you tell me about any adaptions that you made to the intervention?

Respondent – Erm I don’t think I did. Erm the activities change from sort of day to day but that is within the intervention anyway I think. Erm so no, I don’t think I did. The only thing I guess I did additionally was erm she also has reading support from another adult in school so I had given the key words we were working on to her, particularly the weeks that I’d not managed to do every day, and just said ‘can you keep working on these with her’. So even if she missed a session with me, that adult was still focusing on those same key words with her. So I guess that’s a slight adaptation.

Interviewer – And practising generalising.

Respondent – Yeah. Yeah.

Interviewer – Okay. Erm and you mentioned that timewise it wasn’t always consistent with timings.

Respondent – Uh huh.

Interviewer – So would you say that was an adaption that was made?

Respondent – Yeah. I mean in my head I’d kind of planned to catch her after lunch every day and do it in the same slot. Erm but if I got tied up dealing with behaviour issues from lunchtime then that would have a knock-on effect.

Interviewer – Yes.

Respondent – Erm or if it was a safeguarding issue I was dealing with that took the rest of the day then that’s obviously meant that the erm intervention didn’t happen that day.

Interviewer – Yes, absolutely. Okay. Erm well, you have slightly already said but erm why did you make any changes that were made?

Respondent – Yeah, erm mainly either time pressures or work pressures that took precedent over doing the intervention with her are the key reasons.

Interviewer – Okay. Erm what barriers did you feel there were to delivering the intervention?

Respondent – For me?

Interviewer – Uh huh.

Respondent – Er time. Erm unpredictable things that happen in the school day, erm particularly things like safeguarding which have to take priority. Erm the last couple of weeks, because the child is Year Two, they were practising for their end of year leaver’s play, erm so there were a couple of occasions she didn’t want to come out and do it because they were practising. Erm or they were, their timetable was completely not what I expected it to be so there was clashes between what I was expecting and what was actually happening in reality on that school day.

Interviewer – Okay. Any other barriers? Any barriers within the intervention possibly?

Respondent – Erm… I don’t think so, no. I think it’s just making sure that you’ve got… I guess it’s a barrier if you haven’t had the preparation time because it did seem more effective and she was much more engaged when the activities were much more fun and focused. Erm so it’s almost making sure that you’ve got the time to get all that ready beforehand. Erm so it’s not a barrier that couldn’t be overcome but it *is* there if the pressures of the week kind of take over.

Interviewer – Yes, okay. Erm, so again, this is quite a similar question to the last one, erm but what barriers were there to delivering the intervention sort of in that really regimented format that is originally set out?

Respondent – I think if the child’s not engaging you need to adapt things slightly. Erm that could be erm if you needed to spend part of the session encouraging compliance and willingness to engage for the child. Erm… but I think if you set that up from the start and that’s the expected routine, erm because it’s quite a short, sharp intervention erm they don’t really get, she didn’t really get that much time to deviate… unless it was a day where I wasn’t organised.

Interviewer – And you mentioned that you used timers.

Respondent – Yeah.

Interviewer – Was that helpful?

Respondent – Yeah. I mean that generally works for her with lots of things in class anyway, that she knows she needs to sit for X amount of time to do a task. Erm and because she’d be like ‘can I do more? Can I do this? Can I do that?’ if there was lots of activities out, she needs to know that actually there was an end to that otherwise we’d never get on to doing the probe.

Interviewer – Yeah.

Respondent – So there was a timer for the activities and then a timer for the probe at the end.

Interviewer – Okay. So that helped kind of break it up into sections?

Respondent – Yes. Yeah, so she can see visually how long she’s got left. So if it was kind of like towards the end of the main sand timer running out of time and she wanted to do like shaving foam letters or something, I could just say to her ‘look, there’s not going to be enough time before the sand runs out so we can’t do that. We’ll save that one for tomorrow’. So…

Interviewer – Okay. Erm what did you do to overcome the barriers in delivering the intervention?

Respondent – Erm on a good week, planned in advance, had the activities ready in advance, erm liaised with the class teacher… and on bad weeks those things didn’t happen so it was much harder. Erm and also she’s in a job share so sometimes it was difficult. Erm I’d set it up at the beginning of the week with the class teacher that did the start of the week, erm and if they hadn’t always had the chance to communicate their week together then that could impact the end of the week when the other teacher came in.

Interviewer – Okay. Was there anything that you would have liked to do to overcome the barriers but that you didn’t feel able to?

Respondent – Erm… ideally have that time set aside with nothing impinging on it, but in reality that can’t happen. Erm the nature of schools, the nature of my job, erm it’s really hard to protect a set time daily.

Interviewer – Yeah.

Respondent – Erm so I guess that, and I think if she’d have had the input properly, daily, she would have made more progress over that time.

Interviewer – But she still did?

Respondent – She still did make progress, yeah. Yeah.

Interviewer – Which is encouraging. Erm what would you do differently next time?

Respondent – Erm… probably ask an LSA to do it so I could… er it’s difficult because it’s good to do it and if you’re asking, if I’m asking my LSA team to do it, I think it’s good for me to be doing it alongside them so that I can see the barriers that are there, erm and I know what they’re talking about when they come back to me for advice if a child is not making progress. Erm but in reality is that the best for the child? So I’d have to kind of consider that I think. Erm or maybe looking at doing it right at the start of a day before events happen. Erm but again, it’s unpredictability if parents come in and want to catch you then you can’t leave them to go and do the intervention. So erm… yeah, looking at who is delivering it and who is the right person. Who is realistically going to have the right amount of time to do it for the child I guess.

Interviewer – Okay. So it sounds like there was a bit of conflict between the different hats that you were having to wear?

Respondent – Yeah, definitely. Yeah.

Interviewer – Okay. Erm is there anything that school could have done to support you to deliver the intervention?

Respondent – Erm… I don’t know. Possibly if there had been time to make the whole of the leadership team aware that it was happening, particularly because it was kind of a project kind of intervention. Erm then I may have been able to protect my time a little bit more. Erm other than that I don’t think so, no.

Interviewer – Okay. Erm is there anything that I, as the training deliverer, could have done to support you in delivering the intervention?

Respondent –I don’t think so, no, because it’s all very much school based and incidents that happen that aren’t planned for.

Interviewer – Okay.

Respondent – Erm those were the biggest things really that had a… had an impact on it.

Interviewer – Was there anything sort of when you came to do the intervention that you were like ‘Oh, Claudia didn’t tell me about that thing’ or you know?

Respondent – No. There was bits I had to go back and read the… because obviously you do the training and you think ‘yes, I know exactly what I’m doing’ and then you sit down to do it and think ‘oh, do I? What was that bit? What do I need to do there?’ So going back to the notes erm and the handout that we were given. So I did that a couple of times, especially initially. Erm but I think everything else within the intervention was covered in the training.

Interviewer – Yes.

Respondent – So it’s just a case of erm reminding yourself and recapping or talking to other colleagues that were doing it.

Interviewer – Yes, okay. Erm and then finally, last question, what was your favourite moment of the intervention?

Respondent – Erm probably when she could see… because I don’t think she really got the graph initially, erm so there was dots and crosses and things, but I think once she realised when we’d done it a couple of times and she could see that one was going up and one was going down, the gap was getting wider in a good way, erm that I think that was. And then when she came in the next day and was like ‘I’m going to do even better. I’m going to get even more right today’, so she could see that it was having a positive impact erm and it helped her to engage a bit more. So probably that kind of realisation for her that actually ‘I’m doing this every day now and I’m making some progress’ erm was probably the best bit. Yeah.

Interviewer – Okay. Well, thank you. That is everything that I’m going to ask.

Respondent – Okay.