## INV-015-T-U-S-STA-F

## General introduction

**INV-015-T-U-S-STA-F:** Hello?

**INTERVIEWER:** Hey, is that Cath?

**INV-015-T-U-S-STA-F:** Hey, yes. XXXX?

**INTERVIEWER:** Yeah it’s XXX.

**INV-015-T-U-S-STA-F:** Hi. Thanks for calling. Are you alright?

**INTERVIEWER:** Yeah yeah I’m good. Well thanks to you I guess this is your summer holiday and?

**INV-015-T-U-S-STA-F:** Yeah, no problem and you know what its helping me ease my way back into school mode anyway so it’s all good no worries.

**INTERVIEWER:** Oh that’s good. Are you back on Monday?

**INV-015-T-U-S-STA-F:** Back on… I’ve been in a few times in the summer anyway um… I’m going into tomorrow and then properly back on Monday. So sort of get back.

**INTERVIEWER:** Oh that’s cool. Um okay so if I give you a very brief overview from what I’m doing and why I’m doing it so that might help you. Um so basically the project I’m working on is an ADHD training programme and so far the project has worked with parents for 10 years and it’s been really successful for preschool children and the parents have found it really valuable. But when the kids go to school they are still really struggling and often the kids take a backwards step in their behaviour and their emotions get a bit out of control. And the projects are thinking are some of the techniques used with parents could potentially be transferred into a classroom? But obviously in a classroom it’s really different as you’ve got 29 other kids or however many with lots of other needs and you’ve got a curriculum to teach on top of it. So the aim of these interviews is trying to understand where teachers are coming from in terms of what they already know and what they want to know and what is feasible in a classroom really. So that’s the idea of it all.

**INV-015-T-U-S-STA-F:** Okay

**INTERVIEWER:** So if you are up for that then we can carry on. So can you just to start tell me a little about your teaching experience and who you’ve been teaching and what your classes are like anything like that?

**INV-015-T-U-S-STA-F:** Sure so... by the way do you need me to talk slower or are you?

**INTERVIEWER:** It’s fine I’m recording it so that’s fine.

**INV-015-T-U-S-STA-F:** Awesome. Okay so um I’ve been teaching for three years this is my fourth year. Um those three years were all in the same school. In XXXX primary school it was kind of… I guess the demographic is mostly um… kind of working class, white um with a tiny bit of diversity but not much really. Um in my first years of teaching I taught in year two for two years and then year five for a year um and in my first year of teaching as a NQT I was in a class with lots of different SCN needs anyway but in particular one of the kind of highest levels of need was a girl with ADHD um and she was un-medicated. Um then second year teaching was in a much smaller class again in year two but you know certainly no ADHD needs um but some kind of other bits and bobs going on in the class and then in the year five class which I have just taught um once again um the class has lots of SEN needs and once again one of those children … um is quite high functioning um but quite high need as well um also had um severe um ADD and he was medicated. We also had someone who has got a diagnosis um but wasn’t presenting concerns of ADD in class… kind of. So yeah that’s my kind of class at the minute.

**INTERVIEWER:** Wow quite a range then [laughing]. And what year and you going to be teaching this year?

**INV-015-T-U-S-STA-F:** I’m going to teach year five again in XXXX.

**INTERVIEWER:** I think it’s always go to… I loved year two um but I wanted to try key stage two and I loved year five. It’s good to have at least two years in a class to work out what they do and what they don’t.

**INV-015-T-U-S-STA-F:** Yeah and to get used to what’s normal and what’s the bizarre thing that happens in that year group [Laughs].

**INTERVIEWER:** [Laughs] Yeah, yeah, yeah. Okay so you’ve taught children with ADHD so how would you describe ADHD? How have you seen it sort of present itself?

**INV-015-T-U-S-STA-F:** Um so the two children… so obviously there was a difference in age so like I’ve said I’ve had three children… um I’m allowed to say names and everything aren’t I?

**INTERVIEWER:** Yeah yeah it will all be removed yeah.

**INV-015-T-U-S-STA-F:** Fantastic so XXX the boy that got diagnosed during my time in year five… I probably won’t refer to him much because there was nothing presenting in class if that makes sense?

**INTERVIEWER:** Yeah that’s really interesting.

**INV-015-T-U-S-STA-F:** So he was more… it was strange actually as he got the diagnosis but he… [2 secs] well he actually it may be something wrong with my perception but because… so XXX the year five boy and XXXX my year two girl they both presented as having lots and lots of energy um so very hyperactive throughout the day really. Very impulsive, I would say that for both of them in different ways. XXXX had less of an understanding of danger and would put herself into tricky situations and as a result of that she had no kind of concept of danger whatsoever. She would also do things with her peers… again there was that processing in between she was quite severe in that… it … it … had behavioural needs there but also things so I’m trying to think of what I’d call them. She did lots of things with her hands um like she’d kind of… she’d… it was like she was trying to get this energy out of her body. She was very sensory and both children…they found it really really really tough to participate without shouting out or stuff like that. Um and then I guess with XXXX but I guess it was probably a few other bits. But I found again with both children that actually ADD is just part of the picture um and a lot of times there is overlap in terms of the… uh [2 secs] there’s a haze of what we see and there is a lot of other stuff as well. Both children were autistic as well.

**INTERVIEWER:** Ah okay

**INV-015-T-U-S-STA-F:** So yeah...Um I’m so sorry I’ve rambled on so much…

**INTERVIEWER:** No, no!

**INV-015-T-U-S-STA-F:** If I ramble today just stop me…

**INTERVIEWER:** No that’s helpful cause it’s like your showing how you’ve seen in play out and I guess for the boy that you didn’t see any symptoms of I guess I wonder why he got the diagnosis what were other people seeing or?

**INV-015-T-U-S-STA-F:** It was strange I mean XXXX, the boy that got the diagnosis um he is a lot quieter than the other two. Um… he also… I don’t know the word but he was very lethargic and he was really like… he was not engaged… he enjoyed school but he wasn’t engaged you know his whole body language was that he’d be slumped back all the time um you’d have to kind of refocus his attention cause he wasn’t… he wouldn’t… yeah. He was very different in that sense in that he… he…um… he displayed in a lot calmer and lot less engaged… like I said it wasn’t that he was distracted by anything he was just kind of out of it a lot of the time um…

**INTERVIEWER:** So maybe inattentive not hyperactive sort of thing?

**INV-015-T-U-S-STA-F:** Yes. Yes that’s exactly it. It would be ADD not ADHD. There wasn’t that hyperactive side of it.

**ADHD as a disorder and its symptoms**

**INTERVIEWER:** Um have you had any sort of knowledge about where ADHD comes from and what cause it or did you find out for these children what caused their ADHD?

**INV-015-T-U-S-STA-F:** Um no that’s not something… So I know XXXX the boy in my class, they often find it depends on I guess what mum and dad’s experience has been and what they have been told. So XXXX’s mum was really aware of it and she felt that certainly two out of the four of them… two of them she felt were displaying traits. Um XXXX I don’t know so much um… her mum and dad yeah they were completely different. So no I wasn’t ever given any understanding of where it had come from.

**INTERVIEWER:** Yeah, it’s quite interesting though that you’ve seen both girls and boys because often teachers have only seen one from boys. So it’s quite interesting that you’ve seen similarities between them. But some differences as well I guess. So for you having those children in your classroom what impact does it have generally?

**INV-015-T-U-S-STA-F:** So I mean in terms of … I felt like it was really good, our SENCO was hot on it and made us meet all provisional needs in our class. Um as I said both children were in classes that were quite SEN anyway so yeah… um as I said before there were many different needs to take into considerations. In terms of the impact on me as a teacher and the class in general, um… [2 secs] the children I found particularly in the younger class were very understanding… and again they are an aware school with their differences and that and actually that was one of the things I loved most about that first year two class because they were so accepting and understanding and things like that. So the class are actually quite fantastic but I forgot to mention XXXX had a one to one um… for the majority I think it was something like um… 24 hours or something like that out of the week that she had so she was mostly supervised. So she… um she…it could cause…obviously there was a lot of different strategies… she wouldn’t [inaudible]… were put into place for those children. I guess you could say that meant that at time I had to focus more of my time or more T.A support with those children. Um I think as they get older they understand in lessons to me… I don’t if it’s with XXXX being a boy um but XXXX got very upset quickly you know with a very short temper um and I don’t think the children… I don’t think they… my experience is that they were not quite as understanding. **INV-015-T-U-S-STA-F:** Um but again he was very aware and XXXX’s medication… he took it at home and he had to take it at lunch time as well so perhaps it was more of a thing for him.

**INTERVIEWER:** Yeah so I guess you were having to adapt while you are in the classroom and staff being with that child. I guess were there any other challenges about how you had to approach your planning your lessons or behaviour?

**INV-015-T-U-S-STA-F:** Yeah so in terms of the… the… um provisional classroom run for them … every term I would do a provision map just to detail all the interventions and day to day sort of thing so it would be going on in every lessons for example um wobble cushions and the position of those children in the classroom etcetera . I can go into detail with that later if you want?

**INTERVIEWER:** Yeah yeah that sounds good.

**INV-015-T-U-S-STA-F:** Yeah? So the things I would have on a provision map for example there would be a wobble cushion, XXXX had a wobble cushion, the position in the classroom, both of them would tend they would be closer… they would be at the front of the classroom kind of with less distractions there. Um Alex also had ear defenders and again they were his that he used on a daily basis. Um… kind of in terms of seating arrangements, classes were always fluid they weren’t based on ability so it was a day to day you needs to be working on what um but within that consideration what kind of positive role model am I going to put them next to? Who are you know they going to be influenced by? Who are they going to not influence? It was thinking about that I guess um transitions… there has to be a lot of work around transitions on a daily basis. So things like that would be… that’s the minimum I set for myself. Then in terms of like acting on the spot, certainly things like changes… both kids; and it might not be down to their ADHD; struggled with changes both exciting ones and one ones you know they were too engaged with so it meant that preparation and preparing them and allowing them to know with visual timetables and whatever was really important and like I said XXXX had a one to one support so it was easier to be able to direct them or sometimes they would direct themselves. So if she was having… because XXXX very much had good days and bad days and you know both children loved praise so you would try give that out as much as possible. On the bad days it would very quickly turn… especially for XXXX who’s behaviour was far more challenging. She was very low ability as well so I think that again that kind of I don’t know if ADHD impacted her ability or impacted her… you know what I mean? I didn’t know which one was more causal with that. Um so she… yeah she was in terms of the lesson you could tell she was struggling so movement breaks um I can’t remember the name of the band but she had an elastic band that she’d kick back on to get feedback from on her chair leg that she enjoyed. I don’t know if you remember but um they used fidget spinners as well…

**INTERVIEWER:** Oh yeah

**INV-015-T-U-S-STA-F:** Which got shut down quite quickly [laughing] as they weren’t very helpful at all. But fidget toys they both had and they both enjoyed… but it was that on a daily basis but I think it was only once… um cause XXXX was in my first class… my first ever teaching class I didn’t feel like I had a clue what I was doing so it wasn’t until later on in the year when I was better at recognising kind of early signs and preventative things cause she was getting to a very heightened state of anxiety and I needed to stop that so... So yeah I guess lot of preparation before-hand. In terms of my planning again it would be really important to me… I’m just thinking English you know… I’m thinking of the type of experience, how they might respond to it... and you know the idea that on some days… So say we had… XXXX… his main thing he would do is that he wouldn’t know when to stop and take things too far it was like he couldn’t self-regulate so on some days I’d thing we can’t give him this activity cause he’s just not going to be able to cope and he’d be absolutely fine and do really well in it and other times when you would expect that he needs support he would then massively struggle so it’s just yeah. Lots of preparation in advance, considering for the activities, thinking where to direct either you’re one to one support with a T.A which quite often you don’t have and then I guess responding… I mean again we were in… I’d say the systems in place were quite good at forcing us to reflect at the end of each term and see what worked and what hasn’t and think well I don’t know what to do kind of thing.

**INTERVIEWER:** Yeah yeah. Um in sounds like it could get quite stressful for you. I don’t know would you say it was?

**INV-015-T-U-S-STA-F:** It could get… Do you know what? I am…we always… you know XXXX do you?

**INTERVIEWER:** Yeah

**INV-015-T-U-S-STA-F:** Yeah? Okay so XXXX doesn’t have a very strong Bristol accent but XXXX is proper XXXX accent so I always say she was probably my most difficult child in year two but also my favourite. She was just… you know it was a real hard one… yeah it was really difficult and there were days were she would… she would be having a bad day and she’d be rude, she’d be kicking off in class because she just didn’t know what to do and all this energy she had and she’d just want to cry and at them time…you know those small steps of progress she made… the…the…yeah the successes she had a result of that were some of the best moments of my teaching that year so. Um yeah and XXXX was incredibly intelligent, so intelligent and being able to see those kind of those things help him were amazing, but kind of there would be days, you know, it’s part of the bigger picture with that child but certainly when XXXX was having a bad day, the five children around them would have a bad day and it could certainly escalate um and yeah it could be tough.

**INTERVIEWER:** Yeah

**INV-015-T-U-S-STA-F:** But it could be anywhere it’s a real hard one.

**INTERVIEWER:** And can you think of any benefits to them being in the classroom? Was there anything where you thought actually its great having them because?

**INV-015-T-U-S-STA-F:** Oh god yeah I mean again we talk about energy and I think and that’s one thing that… ‘quite an energetic teacher. That’s what I like. I like that style of learning. And having children like that who like I said especially on a really good day will go with you and bring such energy and enthusiasm and brilliant ideas. I mean XXXX her ideas were absolutely bonkers sometimes but that could bring a whole new meaning to the lesson. So yeah um certainly in terms of their energy and enthusiasm I would say those moments are something you hold onto when you are doing it. And I think if you did it carefully you can bring out the best in other children as well. I had to put some… well we have talk partners for whatever lesson or editing partners for when they are editing their work together. If I have given someone… well both children… if I had given them someone too timid or too low ability to them that would never work as they are both too dominant with XXXX in particular really really struggled with teamwork… He found it really challenging to work as part of a group but um if he did it carefully with someone who is perhaps a bit neater than both of them with a bit of something about them then you’d have these really dynamic pairs and yeah they’d just fly so.

**INTERVIEWER:** Yeah that’s brilliant.

**INV-015-T-U-S-STA-F:** Yeah that’s it I guess.

## The diagnosis and treatment of ADHD

**INTERVIEWER:** That’s so cool though. That’s really lovely to hear. I was wondering um on a different front whether you ever got asked to get involved if a child was going to get diagnosed or you know the parents were seeking some help if you are asked to fill in forms or speak to people or?

**INV-015-T-U-S-STA-F:** Yeah. Yeah we did…so…so with XXXX she had had a one to one support. Um I was involved in a few tact meetings. We would also have the SEN support so we’d have an support man that would review any long term debrief every term… not short term every long term and that would involve talking to the parents and that kind of provision and targets and stuff. I think we also with XXXX… I had to do… because she had the HUT test and had to… I think yearly? Yeah we reviewed the HUT yearly as part of that as well so that would be me, SENCO, mum, um and I take it sometimes some other professionals. Um mum… um she… she was claiming disability allowance I think for XXXX um I can’t remember if it was rest by or whatever but I filled in some forms for that um just to give… I don’t think it was very big to be honest but to do with how she presented at school. Um is that the kind of thing you were looking for?

**INTERVIEWER:** Yeah. Yeah. And did you feel like comfortable doing that? It was just part of the job?

**INV-015-T-U-S-STA-F:** Yeah. I think it’s really important and I’m really aware um that what I see is really only part of the picture um and parents… sometimes it happens both ways and sometimes we have issues that parents don’t see at all at home and vice versa so I think it’s really important. Um also in terms of what I mentioned earlier, both children alongside ADHD also had other things affecting them and I did a autism reform for XXXX which again was like ‘oh another thing’ but again our school provides… I guess it’s a bit like rest by for adults but also opportunities for the children where they can go off on camp and they get a week at camp and yeah it’s lush. Well you choose children you know it will be beneficial for and XXXX went. I think he went about three or four times and again what I need to do there is I need to do a referral so what his needs were, what his challenges were and strategies and stuff like that. I think it’s’... I don’t… I don’t know everything about that child but I know bits and it’s about the bigger picture isn’t it and it can contribute to that.

**INTERVIEWER:** Yeah definitely and like you say in different contexts they might display different behaviours or it might help them understand how they behaviour in different places or wat cross overs there are and stuff.

**INV-015-T-U-S-STA-F:** Yeah. Yeah absolutely. And you know I would say they are probably two of the children that I have learnt most from in particular. Yeah for sure. Because for a lot of the strategies that you use for those children are then applicable to … I’m sure there’s lots of children that are not diagnosed or I know a lot of different children have you know autistic tendencies… I don’t know if there are ADHD tendencies or? But it is really helpful you know they tested me but you know it was so valuable to me well as a teacher and as a person in general.

**INTERVIEWER:** Yeah. Yeah. And did you also I guess in terms of treatment side of things. Did you have to get involved in anything? Were you asked to implement this behavioural intervention or administer medication or anything like that?

**INV-015-T-U-S-STA-F:** Yeah so the office would administer the medication so XXXX wasn’t on Ritalin and XXXX was and oh my god you could tell.

**INTERVIEWER:** Oh really

**INV-015-T-U-S-STA-F:** Parents are lovely but they weren’t particularly on it so there were just a few times were je would run out and he would come to be straight away and be like ‘I haven’t had my medication’ [laughs]. Um…he… my T.A would always say he was a poster child for ADHD and all the symptoms you get taught about he had… so I never did the medication because that was part of… because he was a bit older he… he would go to the office at lunch and I didn’t really have any involvement. I guess if it had been in a different year then I would have been a part of that but in terms of the behavioural interventions then yeah I mean obviously there were strategies as I’ve sort of taught for longer and have a few more bits of armour on my belt bit also seeking advice from the SENCO or things that we often have like Ed psychs and other professionals in to observe the children things like that. If I was told… I mean often we would have T.As so the interventions or I’ll do it on an afternoon where I’m not teaching the rest of the class but it would be lots of different things. What we would try and do as well is rather than having an intervention for just that child it would be ‘okay who else would this benefit’ because it’s so much more beneficial from my experience when they are doing something amongst their peers rather than separating them and making them do it separately so I had things… I kind of thought of things that my SENCO would advise me to do and we got advice from obviously the [inaudible], the Ed psych… I’m trying to think if we had a paediatrician involved… I can’t remember. But yeah lots of different bits that we had to remember.

## Training and support for teaching children with ADHD

**INTERVIEWER:** Oh okay. So was most… I mean have you had any particularly formal training on ADHD or has most of come through your experience working with SENCOs and Eps and things?

**INV-015-T-U-S-STA-F:** Yeah. I’m trying to think. So when I did my P.E GCSE it was just the one year as it was a top up to my degree. We [1 sec] did stuff on SEN but actually I don’t think… because I remember thinking... I don’t think there was anything specific to ADHD. I guess it’s… the practice is far easier to understand and conceptualise when you know that child. Perhaps I don’t want to be unfair to the system cause it may well be that I was given something and I just don’t remember it because it wasn’t difficult at the time but in terms of experience… so the training the SENCO, I’ve had two SENCOs but they were fab in order to go to for ideas and coming back to you with things um I’ve never had any later training or discreet training sorry on ADHD. I think I’ve had autism and dyslexia and I think some of the ADHD stuff… my school is part of a cluster of about six schools um again we would have training together again once every term and sometimes there were a few SEN things within that but certainly I think strategies that I think are applicable to for ADHD came up but I don’t think there was ever a part of ‘we are going to talk about ADHD in the next half hour’ or whatever.

**INTERVIEWER:** Yeah. Yeah and have you had any training… you said maybe more general behavioural or whatever… but have you found any training that you found to be particularly good and can you tell me why that was?

**INV-015-T-U-S-STA-F:** Hmm [2 secs] yes but its again not specific to ADHD its more it could be used on both children with ADHD but also children with autism and bits. Um the five point scale, um… have you heard of it?

**INTERVIEWER:** No

**INV-015-T-U-S-STA-F:** Where the children identify? So it’s basically… I don’t think it’s anything particularly scientific but I think a fair bit of research goes into … but basically it’s about allowing cause as I said both those children with ADHD has made them incredibly emotional in both senses so we have real anger and real sadness as well so getting them to identify before you know they fully blew. Um so you would have a five point scale so like 1,2,3,4,5 for the younger ones like XXXX would have smiley faces and XXXX I think his might have been colours and so sometimes you’d be like oh… for instance a 1 was I feel happy and calm. A 2 was I’m feeling a bit anxious and 5 was a complete meltdown. And the idea I’d to get them to identify them themselves and not you telling them how they are feeling and why you are. Are you feeling that because? And sometimes that would help in terms of their managing kind of their own feelings within it. Um so yeah I guess… I’m trying to think of anything else. I mean as you know the thing is… other things like that like the wobble cushion for XXXX it’s the best thing ever and it completely transforms him but for XXXX bloody hell she would just sit and roll it and create another distraction.

**INTERVIEWER:** Oh really [laughing]

**INV-015-T-U-S-STA-F:** Yep. Yeah so I’ve never has anything that’s a one size fits all.

**INTERVIEWER:** Yeah so it’s been quite individualised to each child.

**INV-015-T-U-S-STA-F:** Yeah. Yeah. And again its comes down to you know the strength of the SENCO and advice from the EP has always been really useful in being able to identify what is going to be helpful and wat isn’t. And I guess in year 5 you’re a bit luckily and year 2. When XXXX was in reception I think the Ed psych labelled her the most impulsive child that he had every met and she was wild I mean she was hilarious but absolutely wild. But by the time I guess they didn’t know what strategies worked for her so by the time she got to year 2 I think of it was a lot of that tried and tested and there were things they knew worked for her. Um I think the danger is know some of the things that worked for her in year two and now she’s in year four didn’t work at all. So I guess it’s just reacting constantly to their needs.

**INTERVIEWER:** Yeah so taking the advice on needs from teachers but be aware that that might not carry on working forever.

**INV-015-T-U-S-STA-F:** Yeah and I think that where again I mentioned kind of support plan and provision maps so I think the handover between teachers on that are so… I mean particularly I just left the school that I was at um so I won’t be there so that hand over between me and the new year… yeah year 6 teacher sorry and saying this works really well with XXXX and this doesn’t is absolutely vital I think.

**INTERVIEWER:** Yeah definitely. So I was just thinking… because you’ve talked about how you’ve had training that’s more general but seems to work for more children in different ways and you have to be quite individualised. So would you think that having any specific ADHD training is important for primary school teachers or not?

**INV-015-T-U-S-STA-F:** Yeah… I mean yeah absolutely I think if there was all the time in the world… I haven’t had yet and am desperate to have some training on autism you know lengthy training on autism. I think… I think it depends on your interests. I must admit I know some people that are really keen on knowing all the elements of SEN. I making sure I’m doing the best job I can for them but it’s not what interests mean in terms of kind of inquiry but I think yeah if I had all the time I would absolutely love to be given more strategies and yeah they aren’t all going to work but a lot of them will so yeah I would love to have training I think it would be really useful. It is not something I’ve actually seen advertised so I do keep an eye on… ours is called Intergrit and that comes up with all the training and that’s something… I don’t know if you’ve ever heard of that?

**INTERVIEWER:** Yeah I have yeah.

**INV-015-T-U-S-STA-F:** Yeah so we have a thing where you can go on a see all the things and you keep an eye on them but I don’t think I’ve seen much on ADHD.

**INTERVIEWER:** Okay so it’s just a website where you can go and look what training is available and would you then ask your school SENCO on it?

**INV-015-T-U-S-STA-F:** Yeah… As you know the budget situation is totally grim um for SEN um and schools in general but particularly in meeting SEN needs and hours are being cut everywhere so unfortunately unlike when I first started um I was sent on quite a few things um and it was very readily available I think that’s not the case anymore. I think if I had a child with ADHD in my class and their needs were seriously not being met and I had the capacity to do that then I think perhaps the school put that as a priority and obviously each school is different and having said that the school I was at; I can’t speak of the one I’m going to as I don’t know it yet; but the school I was at had placed such a high importance on each of their needs but unfortunately budgets meant that options like that aren’t always viable at the moment.

**INTERVIEWER:** So if you were able to go on somewhat kind of content would you particularly want to know. So you’ve mentioned strategies but would you want to know what ADHD is and what causes it or would you want it to be much more practical or would you want a mixture?

**INV-015-T-U-S-STA-F:** I think to be honest much more practical because….I…..I like going on training because it’s a day where you learn all the background and stuff like that and I’m always really really inspired but when it comes to learning for the classroom for any training day this is but the maximum I would use it is 20% because especially for me but it might be for other experienced teachers they might be better at doing it but I haven’t got the brain capacity to hold and action al those things when you are juggling work load its mental and so then when you are trying to do… you want… all you want to do is the best job for your class I think it’s tough to try out all these new things while so you are balancing everything else so to answer your question… sorry I’m really rambling here.

**INTERVIEWER:** No that’s fine.

**INV-015-T-U-S-STA-F:** So in answer to your question I think practical strategies those are the things that are mostly important. A lot of people would find interest in the theory or the understanding behind it but I would want to know what I am going to take away and what I’m going to do with this.

**INTERVIEWER:** So would you think that the kind of training generally that you find most useful is kind of what you would find on a session throughout the year or om a inset day or how does it work best for you?

**INV-015-T-U-S-STA-F:** Yeah definitely. I love a full day of training because you always get a banging buffet (laughs). Again give me 6 hours training I am still going to take away the same that I would get from sort of 2 hours or whatever. I think schools are more likely and again this is in my experience that school are way more likely to say yeah let’s do a twilight or take half a day out to do this then do a full day just because or supply costs and also a completely other side of it is also XXXX religiously the anxiety around change and things like that so he hated having a supply and often if I was out of class for training bloody heck you know it was really causing problems um so yeah I think… yeah I certainly think short practical strategy based are what I benefit from but I’m a very hand on learner anyway so maybe it’s that.

**INTERVIEWER:** So would you prefer face to face to an online thing or a book or?

**INV-015-T-U-S-STA-F:** Yeah. Again its awful and I wish I could say I was really taken in by online stuff… the only particular thing with time in mind is that if you’ve got training after school like a twilight or something or a inset is probably better…. But twilight um you know a two or three hour session. If someone is there you can focus and you are listening as you think what I would want if I was the teacher at the front. If I’m doing something on a computer completely honest half the time I click through and don’t pay any attention and you know there might be things that really helpful but you haven’t got; again especially if it’s the end of the day; the energy and you think ‘oh god’ for it you know?

**INTERVIEWER:** Yeah and it sounds like as well your SENCO so far have been really supportive and you’ve able to go back to them and ask for help or questions things or you know ask for support.

**INV-015-T-U-S-STA-F:** Oh absolutely yeah. But I’m well aware in terms of I have a friend who is an Ed psych and obviously quite a few of my friends are teachers and I’m well aware that that isn’t the case in all schools and I’ve been really really lucky. Um I mean again from my experience and I think it’s dependant on the area but the number of SEN children has increased in the 3 years just at my school and I don’t know if that’s because there is more awareness um I don’t know but it does mean that for a lot of SENCOs and therefore teachers it can lead to a bit less support because there is just so many needs to meet.

**INTERVIEWER:** Wow, well that is so helpful XXXX I really appreciate to speaking about all that.

**INV-015-T-U-S-STA-F:** Yeah no problem. Like I said I’m really sorry that I might have rambled on about something that isn’t helpful.

## Conclusion

**INTERVIEWER:** No! That’s great. No we are really trying to capture people’s perspectives and views and trying to understand you know what it’s like for a teacher and also what you would like in the classroom um what is feasible because as you said you have the pressures of the other children and the curriculum and it’s a hard job anyway so doing extra is really helpful. But in terms of what we’ve talked about I think we have covered everything that I wanted to talk about so is there anything else you would like to say you know that we haven’t talked about?

**INV-015-T-U-S-STA-F:** About anything? No I’ve talked about day to day strategies, about support plan stuff, um yeah I just hope I got across that its not… yes its additional… I don’t know how to phrase it. It does create an extra work load and make some days really really challenging but I certainly… you never resent the children you just want to do your best by them… I hope that’s the case across the board I’m sure that is the case.

**INTERVIEWER:** Yeah I think so.

**INV-015-T-U-S-STA-F:** I think more… more understanding strategies would be helpful yeah. No I don’t think there is anything I think I’m just rambling on now.

**INTERVIEWER:** [laughs] No that’s brilliant. Thanks so much. I really appreciate your time and hopefully in about a year’s time when we have gathered all our information from teachers and also gathered our materials we will be able to trail some training slots and get some teacher feedback on that as well and ask is this stuff you do find helpful and are these strategies that you can implement and move forward so we can start offering more specific training that teachers can use but in a way that they want it you know and how it works so you know thank you for your contribution towards all that.

**INV-015-T-U-S-STA-F:** No problem. Good luck with it all right?

**INTERVIEWER:** Thanks. Enjoy the rest of your holiday.

**INV-015-T-U-S-STA-F:** Cheers.

**INTERVIEWER:** Alright then bye!

[End of interview]