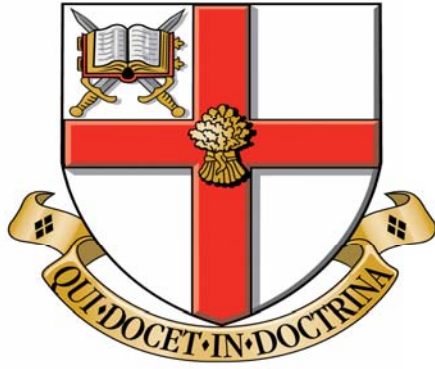


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Is talking alone enough in the 21st century? A qualitative exploration into the therapeutic helpfulness of creative and symbolic methods in school-based counselling (Wales)

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Is talking alone enough in the 21st century?

A Qualitative Exploration into the Therapeutic
Helpfulness of Creative and Symbolic
Methods in School-Based
Counselling
(Wales).

Gary Tebble

**Dissertation submitted to the University of
Chester for the degree of Master of Arts (Clinical
Counselling).**

October (2014)

Abstract

This qualitative study sought to examine the nature of School-Based Counselling from the subjective understanding of the therapeutic practitioner, where two central objectives were examined: (1) To investigate the assertion that talking alone is enough when engaging a young person in School-Based Counselling. (2) To demonstrate the usefulness of creative and symbolic method and to explore whether these can be helpful when enhancing the therapeutic relationship. Semi-structured interviews were conducted with five School-Based Counselling practitioners who worked exclusively across Wales. The study was then extensively analysed using The Constant Comparative Method. Three master themes emerged from the data: (1) Adopting a 'Young Person-Centred Approach'; (2) From the 'Silenced Youth' to the 'Expressive Person'; (3) The usefulness of Creative and Symbolic Methods. School-Based Counselling was identified as predominately Young Person-Centred in its therapeutic practice. The role of School-Based Counselling was also placed into a wider societal context which illustrated the role of a key adult, whilst also suggesting that certain fractions of the adult world still deemed young people as powerless. Talking alone was also identified as 'enough' when promoting therapeutic development for most young people in School-Based Counselling. However the use of Creative and Symbolic Method seemed particularly powerful for those young people who found talking difficult or who belonged to an additional educational needs group. The therapeutic processes of Creative and Symbolic Method were also seen as significant and helped facilitate greater communication. These findings highlight a gap in knowledge in the School-Based Counselling field particularly around young people accessing therapy who also have additional educational needs. The current findings support existing School-Based Counselling literature but offer new clinical insights, advocating opportunities for future research.



Key Abbreviations:

SBC – School-Based Counselling CSM- Creative and Symbolic Method

Declaration

The work is original and has not been submitted previously in support of any qualification or course.

Signed: *Gary Tebble*

Dated: *14/11/2014*



Key Abbreviations:

SBC – School-Based Counselling CSM- Creative and Symbolic Method

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To my **parents** for everything. You have given me a world full of opportunity.



Key Abbreviations:

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Abbreviations and List of Tables

BACP	British Association of Counselling and Psycho-therapy
SBC	School-Based Counselling
CSM	Creative and Symbolic Method

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Note:

- The key abbreviations are implemented throughout the text. It is important for the reader to attend to the bottom of the page when needed, where the 'abbreviation key' should act as a prompt.
- The certified quotes from Albert Einstein (Chapter 1), Henri Matisse (Chapter 2), William Plomer (Chapter 3), Arthur Kroestler (Chapter 4), Yanni (Chapter 5) and Dee Hock (Chapter 6) were all extracted from:

<http://www.brainyquote.com/quotes>



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Chapter 1: Introduction

**"To raise new questions, new possibilities, to regard old problems from a new angle,
requires creative imagination"**

Albert Einstein

1.1 Background

When working as a school-based counselling practitioner in Wales for the last two years, the process of therapeutic development with young people has always been an inspiring and humbling journey. This work has often challenged both my personal and professional development, leading me to question whether I was doing *'enough'* in the therapy room. This persistent feeling that some young people needed more than purely talking from my therapy sessions, directed my professional work into the area of Creative and Symbolic Method. After implementing more of a creative approach I have been struck by the power of different creative mediums. Alongside the deepening of some therapeutic relationships, I also noticed that some young people flourished when using CSM, showing a higher level of interest and engagement in the counselling. This raised several personal questions for me but also caught my professional curiosity, where I aimed to investigate this process from a School-Based Counselling perspective:

- *Is talking alone enough these days to promote therapeutic growth in SBC?*
- *What factors contribute to an effective therapeutic relationship with a young person?*
- *If talking is not enough in SBC what happens in the therapy room?*
- *What is the relationship between young people and today's society?*
- *Does the use of CSM enhance the therapeutic relationship in SBC?*
- *What does this creative process involve and how can it be useful?*
- *How would a counselling practitioner adopt the use of CSM in SBC?*

It was a combination of therapeutic experience and professional inquisitiveness, which instigated the formulation and consideration of the current focus of inquiry. This formulation explored issues around the therapeutic helpfulness of CSM when



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working with young people and whether a purely talking paradigm was enough for the relationship to flourish in SBC.

1.2 Context

Over the last decade there seems to have been a major revitalisation in School-Based Counselling services in the UK, with well over 71% of schools providing 'individual psychotherapy' (Hamilton-Roberts, 2012). As this project is specifically investigating SBC in Wales, it is important to note that the Welsh Government (2011) has composed a strategy to fund all secondary school counselling services. As the futures of these School-Based Counselling services are planned over the next few years, it felt imperative to organise a piece of research that could enhance the awareness and helpful nature of Creative and Symbolic Method offered in Wales.

When consulting the pre-existing literature in SBC it seems as though '*being able to talk to someone*' was rated a significant factor by most young people, who consequently reported feeling better when given the opportunity to '*talk through*' their difficulties (Cooper, 2009). Although this suggests that talking and a non-directive approach is indeed enough in SBC, other literature would conflict. This was highlighted when young people also recalled '*more active strategies*' as being the most considerable element to their therapeutic development, signifying that they needed something more (Griffiths, 2013). In support of this, key research has also been conducted highlighting that alternative creative interventions need to be in place for those young people who find talking difficult or insufficient (Armstrong, 2013). This implies a potential paradox in research with some young people needing a more flexible and pluralistic approach and others deeming talking alone sufficient (Cooper, 2013).

1.3 Principle Objective

The formulated research question was set as:

Is talking alone enough in the 21st century or is the use of Creative and Symbolic Method considered helpful, when developing a therapeutic relationship in School-Based Counselling (Wales)?



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When striving to answer this fully two main objectives were further included:

- (i) To explore the experiences of current counselling practitioners in Wales who work in School-Based Counselling, to examine their individualistic approach.
- (ii) To explore their use of Creative and Symbolic Method and the potential outcome and usefulness that this may have had on the therapeutic relationship.

1.4 Rationale

The rationale for this research project is twofold; firstly although research developments are growing there seems to be a requirement for more qualitative research. As School-Based Counselling is a non-prescriptive intervention, the perspectives and voices of the therapist are significant but appear to have been forgotten in the literature (Fox & Butler, 2009). The second element to the overall rationale for the investigation is centred on the future ideas for research formerly proposed by Cooper (2013). He suggested that more literature is needed around the choice of interventions given in SBC in order to match the young person's preferences and needs. In addition to this there is also further rationale given for the current study, when it is suggested that there are still major gaps in knowledge in SBC. This is particularly stark around the notion of broadening out the variety and creativity of the interventions offered, enabling the engagement of more young people. The foundation for my research is therefore built on the clear need for qualitative counsellor research. In partnership with this there is also a clear gap in SBC knowledge, particularly around the use of creative and symbolic method and the best ways of reaching a wider range of young people.

1.5 Dissertation Outline

The structure of the current study is organisationally devised into six main chapters, with the clear aim of cohesion and critical synthesis throughout. The first chapter explores the aims and rationale for this piece of work highlighting individual reflexivity. The second chapter analyses the current field of School-Based Counselling with the specific literature focus around creative method. Preceding this, the third chapter illustrates the research methodology and analytical practice. The fourth chapter delineates the current findings and endeavours to direct the reader



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through the analysed themes, with the fifth chapter critically discussing these in relation to the pertinent literature. Lastly the sixth chapter attempts to depict several conclusions drawn from the study, in partnership with some interesting ideas for potential work in the future.



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Chapter 2: Literature Review

"Creativity takes courage"

Henri Matisse

2.1 Introduction

The research question set was deliberately provocative, where the literature review was completed in a systematic and disciplined way, placing emphasis upon the significant components of the focus of enquiry (Hart, 2005). The overall objective was to develop a critical view of the pre-existing literature portraying a general picture of the School-Based Counselling profession (Silverman, 2013).

2.2 Literature Search Outline

The research focus established School-Based Counselling as the key concept with several secondary elements linked:

- The use of CSM with young people SBC
- The Creative Connection/Process
- The Young-Person-Centred Approach in SBC
- Young people with Additional Educational needs
- A non-directive approach to CSM
- The role of the young person in society

I analysed available research through literature searches, textbooks, journals and e-journals. A clear research strategy highlights this, where a clear strategy has been planned and followed through (*Appendix 1*).

Key databases included:

- Psycinfo, PsycARTICLES, Psychology and Behavioural Sciences
- Science Direct
- University of Chester Library
- Glyndwr University Wrexham
- Google Scholar



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2.3 A Critical Analysis of the field: School-Based Counselling

Although Counselling services have been present in schools since the 1960's, the last decade has observed a significant revival. School-Based Counselling is one of the major providers of psychological therapy for young people, widely delivering it across the whole of the United Kingdom. This provision is deemed easily accessible and is a valuable service for young people struggling with mental health difficulties, helping to improve the emotional wellbeing of young people. This developing field is believed to be highly respected by the young service users, which has seen a recent increase in positive outcome research (Cooper, 2013).

Throughout the literature search it has become apparent that SBC is highly valued for its young-person centred nature, where the service has been found to commonly adopt a humanistic approach. This approach seems to place person-centred values and the exploration of emotion in high regard (Hamilton-Roberts, 2012). Which echoes a pre-existing study conducted by Cooper (2009) who asked the young people to gauge the helpfulness of the counselling they received, along with the contributing factors. The young service users reflected that the most significant factor of the therapeutic intervention was *'being able to talk to someone who would listen'*, closely followed by the relief of *'getting things off your chest'*. Young people also identified that an *'active counsellor who offered challenge'* was also helpful. When asked to explore any dissatisfaction with the service they offered a few insights which included *'a need for the counsellor to be more active and do more than just listen'*. As an overall conclusion most young people were likely to report feeling better, after having a chance to *'talk through'* their issues (Cooper, 2009. Pg.145)

When investigating SBC further, Griffiths (2013) explored different aspects of the service and again reflected that the helpful elements seem to be practiced with a predominantly person-centred approach. In this study the young people seem to hugely appreciate the non-directivity of the counselling, where it was felt that a self-directed process was offered. It is with interest that even though the counselling practitioner had a humanistic orientation, the young clients acknowledged that significance was placed on the use of *'more active strategies'* within the therapeutic intervention. These findings seem to parallel the notion from Cooper (2013) when



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proposing that SBC may be most helpful for young people when a humanistic framework is adopted, whilst implementing flexibility and pluralism. It was highlighted that this may enable the young person's individual needs to be therapeutically met more effectively, integrating different strategies when required.

2.4 An intrinsic 'Young Person-Centred Approach' to School-Based Counselling.

After extensively researching the School-Based Counselling literature it became evident that it is essentially humanistic or person-centred in its approach (Cooper, 2009). It is felt that SBC places a great importance on listening to young people and being responsive to their needs, which is often considered an intrinsically Young-Person Centred approach (Cooper, 2013) This was evidenced when examining the therapeutic orientation of School-Based practitioners from Wales, which resulted in 80% of them identifying with a Person-Centred/Humanistic or Integrative approach. It was considered that these approaches were all chiefly relational in form, facilitating a helpful, understanding and trusting relationship. It is hoped that this environment can enable the young person to tackle certain difficulties and improve their overall mental health and emotional welfare. When investigating this further Smyth (2013) suggests that young person-centred therapy involves putting the child and their needs first. With the child being the central focus, it is proposed that the counselling practitioner should adopt a sense of adaptability and inventiveness in order to successfully meet the individual needs. The principle objectives of SBC is to therefore provide a supportive place where young people are empowered, giving them the capacity and resources to resolve or explore their difficulties. This support gives a young person the opportunity to talk, when perhaps there is no one else in their life (Griffiths, 2013).

When exploring the notion of a 'Young-Person Centred Approach' in profundity, it seems as though it is an embryonic and developing field echoing the professional advancement in SBC. This approach to therapeutic intervention seems to be heavily influenced by Carl Rogers and has Person-Centred principles at its core (Keys & Walshaw, 2008). Smyth (2013) echoes this concept and suggests that it is the application of Person-Centred values, adapted specifically in a child-centred friendly



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way. Prever (2010) is also in agreement when stating that the counselling practitioner should place great emphasis on the relationships that they build, focusing individually on the young person and what their therapeutic need may be.

In line with the traditional Person-Centred Approach, SBC has a fundamental belief in the counselling relationship, endeavouring to create a therapeutic climate through the six psychological attitudes (Bryant-Jeffries, 2004). These therapeutic conditions which are deemed necessary and sufficient echo the original theory proposed by Rogers (1957), emphasising congruence, unconditional positive regard and empathic understanding. It is believed by the person-centred practitioner that if these psychological conditions are present and felt, then therapeutic change can transpire. The notion of therapeutic presence is also important in the literature where Rogers (1986) proposed it a process that is simply healing, releasing and helpful.

When developing a more child-friendly approach, Smyth (2013) suggested that congruence should be inherently linked to equality and the need to address the obvious power imbalance in the relationship. Bomber and Hughes (2013) also describe this element of empowerment as very significant when working with young people, when addressing that power imbalance. Alongside this it is also proposed that at the heart of being child centred is the creation of a safe space, through attitudes of genuineness, realness and unconditionality. This involves absolving supposition or judgement with a positive, acceptant attitude (Smyth, 2013). Prever (2010) touches on another key element to a young person-centred approach, which involves endeavouring to empathically understand and attentively listening to the young person, allowing them to be more conscientious with their inner emotions (Smyth, 2013).

Previous research into adolescent counselling undertaken by Bryant-Jeffries (2004), echoes the more recent work conducted by Cooper et al (2013), highlighting the therapeutic climate as being fundamental to therapeutic change. The young people in the study specifically alluded to the therapeutic triad of empathy, genuineness and respect, allowing them to become more open, when describing helpful aspects of therapy. When further exploring the more effective aspects, Luxmore (2014) also suggests that containment is vital to efficacy in therapy, when stating that



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"Containment is where counselling begins" (Pg.40). This is further described by Rusczyński (2007) when implying that for effective therapy to take place the young person needs to have an experience of containment. They can then begin to develop a psychological self, which begins an exploratory process around thoughts, feelings and experiences.

More recent research also suggests that something more may be needed when adopting a young person centred approach in order to meet the individual needs of 'all' young people (Cooper 2013). This idea was also documented by Bryant-Jeffries (2004) years before, when he described future practitioners as possibly needing to adjust with a more active sense of enthusiasm and eagerness, to sit alongside a young person psychologically. He also ponders whether other non- directive activities should be used to help the young person gain what they require from the therapeutic encounter. Luxmore (2014) also adds to this conversation when feeling that a strict application of the young person-centred approach to counselling does not work with all young people. He particularly suggests that when rigorously applied with young people who may feel uncomfortable, introverted and apprehensive there could be a passive ineffectiveness. He concluded that some young people need something more interactive, a real relationship where the counsellor is interested and responding to them, their individuality and their need.

2.5 Creative and Symbolic Method in School-Based Counselling

Creative and Symbolic Method in School-Based Counselling is commonly regarded as a practitioner adopting a creative approach, implementing various creative interventions throughout their therapeutic work (Meekums, 2014). Although non-humanistic approaches can be implemented, humanistic approaches to CSM have a much stronger evidence base, permitting the young person to tell their narratives at a more manageable speed (Bratton, Ray & Rhine, 2005). This is also echoed by Hickmore (2000) who believes that this process has particular effectiveness when the young person feels that it's their agenda. These methods are usually non-directive derived from expressive arts or play therapy and may take various forms, typically around elements of play, sensorimotor, art, metaphors, fantasy or games (Meekums, 2014).



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There is also a tentative suggestion that the use of CSM can be helpful when working with young people who have special/additional educational needs. However the Welsh Government (2011) highlights a stark gap in knowledge. When stating that there is little evidence regarding the young service users who necessitate additional educational needs in SBC. Even so, it appears that Creative and Symbolic Method can be very useful for this group of adolescents, where a clear special/additional need could be required within the therapeutic intervention. The literature tentatively suggests this, where experiences may often be too difficult to put into words for the young person. This could be due to it being too frightening, an unawareness or sometimes when speech is insufficient (Armstrong, 2013). West (1996) echoes this notion when proposing that some young people find talking and verbal communication too direct or intense when in the presence of another person. When applying this notion in a counselling room, the young person may feel overwhelmed which could hinder their emotional expression and engagement. To combat this it is proposed that a helpful element of CSM is an increased depth of psychological contact. This would allow the young person to uncover painful experiences in a controlled way through the use of metaphor (Meekums, 1999). CSM can also give the young person a chance to become aware and express their thoughts, helping to increase emotional development and literacy (Armstrong, 2013). The use of CSM in therapy has also been found to successfully decrease psychological distress with young people (McLaughlin, Holliday & Clarke et al, 2013).

It is believed that a counselling practitioner must use their judgement and reflect on how and when to implement a creative intervention. However there are two key factors for consideration in SBC; firstly when a young person is struggling to communicate their emotions through talking alone and secondly when there is a feeling of therapeutic stuckness or a lack of therapeutic development (Meekums, 2014). As young people are very different to adults in the way that they record, contact and express emotion, a counselling practitioner must fundamentally tune in to each unique client, assessing how best they can tell their story (Geldard & Geldard, 2010).

Throughout the research process there appears to be two main therapeutic processes occurring when CSM is implemented, helping to describe their



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effectiveness with young people. The first is centred on the facilitation of emotional expression and links into previous research conducted by McArthur, Cooper and Berdondini (2012). They found that '*expressing emotion*' was amid the top list of supportive aspects in SBC. When investigating the way that young people express emotion, verbal communication is sometimes difficult or unnatural. This is especially the case when working with young people presenting with language delays or learning disabilities. It is therefore vital that the counselling practitioner has creative tools, to open up that line of communication at whatever level the young person is at (Tait & Woshu, 2013). If a young person has these added difficulties and struggles to communicate directly, then it is suggested that it often requires a considerable level of trust before they feel comfortable enough to share. It has also been evidenced that some young people express themselves more visibly through a less direct source, projecting through the use of art materials, toys, play and many other formats. This process can operate as a medium for communication and emotional expression for talking (West, 1996). The therapeutic process should therefore be shaped around the discovery of finding alternative ways that young people can express their emotions, which is undoubtedly linked to eventual therapeutic efficacy (Smyth, 2013). Without striving for this there is implausibility in the notion that School-Based Counselling can be fully effective with *all* young people.

The second therapeutic process that promotes the use of CSM with some young people is the perception of '*meaning making*' in a therapeutic intervention. This process precedes emotional expression. When a young person is reflecting in a counselling space it is believed to involve understanding, view and insight, which combined equals meaning or making sense of something (Meekums, 2008). Hickmore (2000) adds to this idea when describing expression through CSM, enabling deeper understanding, particularly when in stuck or bewildering situations, helping them to gain some new perspective. Angus & Greenberg (2011) further suggest that the therapeutic process should involve the creation of new understanding, a new story, a fresh way of viewing themselves and their life, thus making a new meaning and developing emotional awareness.

When gaining a deeper examination of the research field in SBC, it seems logical and significant to revisit the original Person-Centred theory, which seems to have



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creativity at its nucleus. Rogers (1954) remarked how there was a societal requirement for the creative process to stir, which he believed could be instigated with the psychological conditions. As a conclusion he proposed two linked elements that would encourage constructive creativity, the first being psychological safety which is constructed through the six conditions. The second element involves the creation of a positive environment in which psychological freedom can thrive (Rogers, 1954). After developing this work Natalie Rogers (1993) later added a third vital element which involved offering, motivating and challenging experience. She later named this "the creative connection" (Pg.27), which encourages individuals to also experiment with art, movement, play, sound and drama whilst in the therapy room. It is believed that this self-expression can allow the individual to let go of emotion, gain deeper understanding and move toward positive development.

2.6 Societal Views/Perceptions in modern society

When unpicking the research question further, there appears to be an emerging theme around the perceptions and views of young people in modern society. Even in today's culture there seems to be a negative undercurrent which is described by Young Mind (2014). They acknowledge that children and young people are often demonised and silenced by society, causing an increase in unhappy and negative feelings. When examining this further there is also a causal link from societal misperception to the development of mental health illness, self harm and even suicide amongst the child population. Byron (2009) seems to echo this awareness when suggesting that society appears to stigmatise, discriminate and take power away from young people in these modern times. At a time where young people need to be encouraged to thrive and develop, identifying their strengths and needs which have to be understood, respected and listened to.

When investigating this idea further there seems to be an argument that young people have become progressively more accepted in society, as individuals with rights (DES, 2003). Although this highlights some progression, there is still undoubtedly a requirement of literature, projecting the voices and opinions of young people (Greene & Hogan, 2005). This paints an interesting picture, as Manion & Nixon (2012) describe how some adults define and understand children today



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through the lens of negative historical views. This idea is echoed by Rock et al (2012) who explored social constructs of young people as being defined as childlike or malevolent, nurtured or contaminated. Increased literature suggests that we have moved on a little, however it has been found that adults usually hold the view of young people as vulnerable and confined, or parented and immature, rather than respected individuals who have uniqueness and choice (Manion & Nixon, 2012). There is also a suggestion that our society still holds a paternalistic culture, where adults know best for young people not fully embracing their capability or potential. This view seems to uphold prejudice and marginalise the young people, deeming them voiceless, de-valued and undermined. Even when a young person is listened to, it is too often the case that they are left feeling misunderstood without choice. This literature evidence is particularly strong when a trained professional is involved and when the young person is looked after or linked to children's services (Calvert, Zeldin, Weisenbach, 2002; Manion & Nixon, 2001; Jobe & Gorin, 2013).

Even though the voices of young people seem to be reported in various research fields, there still seems to be paucity. With this said, there is an increased development of research that is being generated by Children's Services which is purely young person centred, publishing and centralising their views. Buckley, Car & Whelan (2010) asked young people what they valued about child-centred professionals, to which the number one reply was a person that heard, valued and respected their views. Research also published by Cossar, Brandon and Jordan (2011) echo this when asking children from a child protection or looked after background. Again the most popular answer centralised a need to be involved in decision making and wanting to be fully heard.

2.7 Summary of Literature Review

The literature was critically analysed using a defined research investigation plan. This process has illustrated the pre-existent literature around School-Based Counselling and how it is a developing research base. It is important to note that there is a particular paucity of research around the applied use of creative and symbolic methods in school-based therapeutic work. The next logical research step



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was to plan, deliver and complete the most suited methodology and research design, effectively investigating the focus of inquiry set.



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Chapter 3: Methodology

"Creativity is the power to connect the seemingly unconnected"

William Plomer

3.1 Philosophy and Design

When choosing the most appropriate research methodology for the current study, it was imperative to first examine my own theoretical beliefs and assumptions around the origins of knowledge (Maykut & Morehouse, 1994). After investigating this it became clear that there are two central paradigms within scientific research that seem to be paradoxical. The first takes a positivist design which is qualitative in its nature. This approach to research involves the acquirement of universal truths, involving clear measurements of effectiveness (Mcleod, 2002). According to Hogg and Vaughan (2005) this epistemology is centred on a non-critical recognition that rigorous scientific method is the only way to gain accurate knowledge. Smith (2007) also builds on this notion when proposing that positivism is centred on the observation of events which are testable and lead to a quantifiable truth. In addition to this there is an undoubted belief that there is a "single, unitary real world", rejecting the idea of individualistic reality (Smith, 2007 pg.10).

For maximum effectiveness in the current study a qualitative research design was selected differing from the paradigm previously discussed. This research design does not focus on determining cause and effect, but rather concentrates on understanding how individuals construe their experiences and how they attribute meaning (Merriam, 2009). It is of my belief that as a researcher my responsibility was to highlight the richness throughout the participant's experiences of working with young people in a School-Based Counselling setting. This is echoed by Willig (2008) who state that the role of a qualitative researcher is to allow the development of a richer and more meaningful understanding of the subjects lived experience.

The philosophical underpinning of the study is based in phenomenology, which is traditionally the foundation for qualitative research. Phenomenology is a philosophical and psychological practice which sits amid the realist-relativist continuum (Willig, 2008). It is suggested that this philosophical stance aims for



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accuracy and reason and investigates the connection between consciousness and the nature of the world (Husserl, 1964). This philosophical standing seemed to fit well with my objectives when striving to achieve a genuine depiction of the way a phenomenon is experienced (Denscombe, 2007). In this study, I aimed to grasp the comprehensive meaning of how my participants interpreted their experiences around the usefulness of creative and symbolic methods in SBC, alongside the notion of whether talking was enough (Bryman, 2008).

When attempting to assemble meaning from my participant's experience, it is apparent that the researcher's perspective is a paradoxical one. I must strive for intense absorption into the material while at the same time increase mindfulness of potential biases (Maykut & Morehouse, 1994). With this in mind a fundamental element of phenomenological research is the notion of 'Epoche' (Mcleod, 2011). This idea is eloquently described by Katz (1987) as a bracketing off and suspension of judgement, allowing the researcher to observe the experience from an unmarked view. This process of bracketing involved the examination of the participants account with inquisitiveness whilst also maintaining sincerity, critically casting aside any internal inspections (Finlay, 2011). During the research project I gave utmost consideration to this idea of Epoche and have attempted to both eradicate any prior intellectual knowledge around this subject area, as well as focus merely on the participant's description (Mcleod, 2010).

3.2 Research Sample and Recruitment

It was essential for the current study to recruit participants who were specific to my specialist subject area. This was achieved by using purposive sampling which gave me the freedom to choose subjects who had a particular experience. As I recruited a homogenous group where all of the participants were comparable, the research question was ever present throughout the project, heightening the chances of any new insight's (Flick, 2009). My choice of sample differs from that of more traditional research, where I have rejected the notions of random techniques in the search for the most effective collection of data (Smith, Flowers & Larkin, 2009).

In order to be effective in purposive sampling, I needed to be transparent in my inclusion criteria when recruiting participants (Mcleod, 2011). The selection criteria



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for the current study had several elements (*Appendix 2, Pg-73*). This criterion ensured that my selected participants were: grounded in person-centred philosophy, suitably qualified, had a heightened level of personal development and that lastly they had relevant experiences associated with the research question set.

The search for participants began through placing an advertisement on the British Association of Counselling and Psycho-therapy and Therapy Today notice boards (*Appendix 3*). In partnership with this phone calls were then made to SBC services across Wales. After making contact with various services, I was then able to email and publicise my research poster to prospective participants (*Appendix 4*). Shortly after this, participants were able to then make initial contact through emailing my University email address. Once their interest was noted I then sent out a Research Information sheet (*Appendix 5*) along with the Inclusion Participant Questionnaire (*Appendix 6*) to check for suitability and variability.

As the current study was a small scale qualitative project the effective sample size required was 4-6 participants, which differs greatly to quantitative research where a larger sample is usually collected. This choice of sample size was a conscious and rational decision based on the nature of the study and its need for in depth analysis specific to individual experience (Mcleod, 2011). This enabled a deeper analytic procedure to occur with a more concentrated commitment to each transcript (Willig, 2008). In total thirteen School-Based Practitioners put themselves forward as potential participants. I aimed for a variable and divergent sample group which incorporated the inclusion of both genders, from a wide age range, who worked in different counties in Wales and lastly who worked in different educational settings. This encouraged the exploration of different perspectives, insights and varied experiences with young people (Mcleod, 1999). The selection of participants was based on gender, geographic variety, environmental variety and therapeutic approach. The five selected participants were then asked to return the Inclusion Participant Questionnaire as well as the consent form. On receipt of both of these the assignment of a pseudonym colour was then implemented to protect their identity. Participant profiles can be found in (Table 1).



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3.3 Data Collection

The most effective form of data collection for the current qualitative study was the implementation of a semi-structured interview technique. This research design choice ensured that the participants were able to express themselves in depth fully exploring their SBC experiences (Smith, Flowers & Larkin, 2009). Before I began the actual interview process the preparation period was key, finely tuning the questions that would effectively facilitate the participant's exploration (*Appendix 7*). The major challenge in this part of my research was to gain equilibrium between an environment of flexibility and one of focus. This allowed the participant to direct and flow in their discourse, which at times created insightful and unique pathways (Bryman, 2012).

The interviews proposed lasted for approximately sixty minutes, which effectively gave the participant enough time to explore the breadth of their experience. These interviews were conducted across five counties in Wales at the various therapeutic service buildings. These environments fulfilled the ethical requirements set. All interviews conducted were digitally recorded ready for later transcription, along with signed consent (*Appendix 8*). An interview schedule was also loosely implemented which acted as a flexible agenda. This gave the interview a sense of openness which allowed me to accurately hear the participant (Smith, Flowers & Larkin, 2009).

3.4 Data Analysis

After much deliberation it seemed that the analysis most appropriate for the current study was the 'Constant Comparative Method' developed by Glaser & Strauss (1967). The rationale behind this research decision involved the ability to adopt an inductive approach to the data collected, relating both to the focus of inquiry as well as the facilitation of significant meaning to emerge. This chosen form of analysis contrasts greatly to quantitative research where a deductive approach is often used incorporating the setting of hypotheses (Bryman, 2012).

The Constant Comparative method has been described as an amalgamation between inductive category coding and concurrent comparison of all units of meaning obtained (Glaser & Strauss, 1967). This allowed me to investigate



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comparisons within the data from the offset, highlighting any similarities or differences that materialised or emerged (Maykut & Morehouse, 1994). The approach chosen seems to differ to the rejected Interpretive Phenomenological Analysis, in this early comparison concept where the individual analysis of each participant is implemented beforehand (Smith, Flower & Larkin, 2009). I followed the steps outlined in Maykut & Morehouse (1994) as shown in (*Appendix 9*). Each transcript was extensively read and coded as required (*Appendix 10*), where I then unitised the data through using small index cards culling for meaning (*Appendix 11*). After this process was complete, I then began the 'discovery stage' where each category code was simultaneously compared, refined and explored for further relational patterns (*Appendix 12*). Lastly I began integrating the data, where I identified three master themes and eight subordinate themes arriving at the significant research outcomes (*Appendix 13*).

Within the data analysis many challenges arose, including the management of validity and certain potential biases involving the researcher. As the 'self' of the researcher is integrally involved in the data analysis, I had to protect the data from any individual influential biases (Kolb, 2012). To combat this I wrote an ongoing reflexive journal which lead to a reflexive commitment (Maykut & Morehouse, 1994).

3.5 Validity

When examining validity in qualitative research it differs somewhat from the issues of measurement and predictive validity observed in quantitative studies (Bryman, 2012). As the current project was qualitative in its design the validity was judged on the basis of its 'trustworthiness'. In order to achieve this effective research validity, I followed a strict practise which helped to assist efficient credibility, transferability, dependability and conformability (Mcleod, 2001 & Bryman, 2012).

When striving for valid and reliable research it was my intention to rigorously follow and fulfil the clear qualitative methodological statements composed by Denscombe (2003) in 'The good research guide'. As part of this method I demonstrated both sensitivity and attentiveness throughout each interview, also taking precision when transcribing each meeting. Alongside this I gave each participant an opportunity to proof read the interview, checking for accuracy, whilst also giving them the chance to



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expunge any elements to sensitive to publish. In partnership with this I also included the presence of the researcher throughout the study (Lincoln & Guba, 1985) keeping a reflexive journal, extensive audit trail, a reflexive statement and clear stages of member checks (*Appendix 14*).

3.6 Ethical Considerations

The research proposed was successfully carried out in accordance with the University of Chester's guidelines stated in the Research Governance Handbook alongside the BACP professional framework. It was a fundamental aim of mine to protect my participants from any harm whilst maintaining integrity and minimising any risk during the research (BACP, 2013). Another ethical objective was that the research must also be conducted in line with trustworthiness and mindfulness which needed to be ever present (McLeod, 2003).

Although there were many ethical issues that arose in this qualitative piece of research, the most common ones seem to regard confidentiality, avoidance of harm and informed consent (Elliot & Williams, 2001). To help avoid harm to my participants the sampling criteria stipulated that clinical supervision was compulsory, which ensured that a psychological support system was available (Kvale, 1996). This was also the rationale behind the recruitment of professional, qualified psychotherapists who also have a group support system in place.

The participants also had the ethical right to withdraw or modify the research up until the point of printing, this was managed in a sensitive way highlighting their autonomy and reducing any obligatory issues (BACP, 2013). In partnership with this, I also debriefed each participant after every interview and have given them clear opportunities to modify any sensitive parts of the transcripts. I sent all five transcripts out for checking and after liaising with one participant made a few changes to just one transcript. To address the issue of informed consent I also notified participants about the research process in clarity beforehand, which involved the signing of two consent forms during the interview process and then a third consent form which confirmed the member checks and their transcript consent (*Appendix 8*). I also maintained the anonymity of my participants through assigning them a pseudonym



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colour which has protected their identity and helped to preserve confidentiality. All confidential material was locked in a filing cabinet and kept completely private.

3.7 Limitations

It is imperative in this investigation to acknowledge that there were several limitations regarding my research. I conducted a time limited, small scale study where the sample group were purposive and similar in profession, orientation and employment. As a consequence my aim was to explore their individual perceptions and gain a meaningful understanding of their experiences (Willig, 2008). Due to this objective, I intended not to offer any generalisations and cannot categorically state that any phenomenon is representative of a population (Carlson et al, 2004).

I must also acknowledge that qualitative research can often be criticised as being too impressionistic and subjective (Bryman, 2012). In order to minimise this limitation, I engaged in a deep 'reflexive process' and highlighted to the reader how this could be shaping the development of the research. I believe that this process benefited the analysis, as the immersed involvement enabled me to select and extrapolate some crucial insights (Mcleod, 2001).

The last clear limitation in the current study was the variability of participants who were all professionals sharing their experience. Although the research was concentrated and directed around their process, I must acknowledge that regrettably the young clients did not have a voice which gave the therapeutic relationship and research a one dimensional feel.

3.8 Summary of Methodology

For greatest efficacy the current study implemented a qualitative research design, which was underpinned by a phenomenological philosophy. A constant comparative method to data analysis was also carefully chosen, which best suited the research question, allowing participant experience to emerge. After moving through the analysis process, the next stage was to present a clear and consistent overview of the significant research findings, highlighting any important relationships within the data.



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Chapter 4: Findings

"True creativity often starts where language ends"

Arthur Koestler

4.1 Table 1: Participant Overview

All participants were assigned coloured pseudonyms:

Participant	Approach	Setting	Age/Gender	Experience
Ruby Red	Person-Centred Therapist	Secondary School (North Wales)	53 years old Female	Ten years
Sunflower Yellow	Integrative Counselling Practitioner (Person- Centred/Egan)	Secondary School (Mid Wales)	49 Years old Female	Eight years
Sky Blue	Integrative Counselling Practitioner (Person Centred/CBT/Gestalt)	Secondary School (South Wales)	47 Years old Male	Five years
Lavender Purple	Integrative Counselling Practitioner (Person- Centred)	Secondary School (Mid Wales)	49 Years old Female	One year
Apple Green	Person-Centred and Psycho-Analytical Counselling Practitioner	Secondary School (South Wales)	41 Years old Female	Four years



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4.2 Research Outcomes: Master Themes and Sub-ordinate Themes Summary

TABLE 2: MASTER THEMES AND SUB-ORDINATE THEMES	
MASTER THEMES	SUB-ORDINATE THEMES
4.3 Adopting a Young Person-Centred Approach	<p>4.3.1 A core belief that the therapeutic relationship is fundamental</p> <p>4.3.2 Understanding, assessing and responding to the young person's therapeutic needs</p> <p>4.3.3 Building an effective therapeutic relationship</p>
4.4 From the 'Silenced Youth' to the 'Expressive Person'	<p>4.4.1 Young People seem powerless in a world where the adult knows best</p> <p>4.4.2 Talking is important in School-Based Counselling and can be often 'enough'</p> <p>4.4.3 Creative Interventions for those that find talking difficult</p>
4.5 The Usefulness of Creative and Symbolic Methods	<p>4.5.1 A non-directive offering</p> <p>4.5.2 The Creative Process/Connection</p>



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Table 3: Participant Coding

Participant in vivo quotations are coded (Followed by transcription page/line numbers)	
"Ruby Red" = RR	Sunflower Yellow = SY
"Sky Blue" = SB	Lavender Purple = LP
"Apple Green" = AG	
*All quotes are edited for clarity- dots indicate documented omissions/pauses	

4.3 Master Theme 1: Adopting a 'Young Person-Centred Approach'

4.3.1 A core belief that the therapeutic relationship is fundamental

Participants discussed and examined their beliefs around the therapeutic relationship and the significance of this when working in School-Based Counselling. The participants appear to hold an elementary person-centred belief that the therapeutic alliance is central:

I have always been trained to think the relationship is everything but it is everything. The therapeutic relationship is everything. (LP.17.566-567)

In addition to this core principle, there was an implication that the therapeutic relationship acted as a basis of stability and needed to be a constant factor:

The relationship definitely needs to be there. (AG.12.428)

That connection. It's all about that ongoing connection. (LP.11.404)

"Ruby Red" also insinuated that the therapeutic relationship was foundational which then paves the way for therapeutic progression:

I guess I feel a person-centred approach. It's really important for building up that relationship with that young person. I feel if you get the relationship right other things then follow into place. (RR.3.88-90)

The concept of the relationship being central to therapeutic movement is also reflected upon by "Sky Blue":

My aim is to work on building a relationship with them quite quickly, because that's key. If I don't make contact with that person psychologically, then it's not gonna go anywhere. (SB.5.190-193)



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Another emerging perception that centres on the therapeutic relationship being primary, involves the felt insignificance of having an ideal counselling environment. There is a sense that the therapeutic space becomes a secondary influence:

Sometimes when sitting in a space when I work with someone the walls disappear, like nobody sees the boxes, nobody sees some of the stuff that's there...So we could be anywhere...but were together. (AG.11.373-377)

"Lavender Purple" also reflected how the therapeutic space was insignificant when exploring the relationship later on in the text:

But do you know what it doesn't matter. Because actually when were together none of that matters. (LP.5.161-162)

4.3.2 Understanding, assessing and responding to the young person's therapeutic needs

The participants acknowledged that each individual was unique in their experience, personality and therapeutic need. There appears to be a core belief that each young person has their own sense of reality and individuality:

There are lots of different personalities aren't there. (LP.9.330-333)

This idea was also echoed by "Sunflower Yellow" who highlights this phenomenological principle:

What I'm saying is, you've got to be really, really alert all of the time to the fact that every single one of them that walks through the door is different. (SY.15.539-541)

With this underlying phenomenological view there was also a sense that each practitioner would then use their therapeutic judgement, in an initial assessment process. This process seemed to involve an evaluation of what the young person needed:

I'm watching, I'm looking, I'm hearing and I'm thinking, well are you a talker, are you gonna talk. Or are you gonna need a little help to talk. (RR.10.376-379)

I can quite quickly assess what is needed. Not that I know what the problem is or the stories but I can make a quick assessment of the possible nature of their need. (SB.5.175-177)



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Further into the text "Sky Blue" went on to highlight this initial individual assessment:

Some people will respond better to art and those kinds of things I think. But some people respond better to straight forward talking. (SB.11.412-413)

"Sunflower Yellow" also reflected upon this initial therapeutic assessment process, questioning what the young person may need:

I'm thinking now, how can I, how can we get somewhere with this you know, what are they wanting. (SY.5.150-153)

During this process it is also noticeable that the participants describe themselves as responding to the young person's needs, which ultimately involves how best to develop an effective relationship:

I need to get to know the person and know what their limitations are...and who they are. (AG.12.420-421)

What are the needs of this young person and then working on how I make a relationship with this person? (SB.5.180-181)

4.3.3 Building an effective therapeutic relationship

When exploring the concept of an effective therapeutic relationship in SBC, all participants seemed to be in harmony when highlighting several facets of the six psychological conditions proposed in the Person-Centred Approach:

Core conditions. Without a doubt...But in any effective healthy relationship, if those conditions are in place you get that therapeutic contact. (AG.14.492-497)

"Ruby Red" also described her intimate perception of therapeutic contact:

Almost like I synapse with them, nerves come together. And there's a flow between you. (RR.16.576-577)

The importance of perceived empathic understanding was also advocated by participants:

And I think working empathically. That empathic understanding and letting them hear you reflecting back, that actually I can hear what you're saying. (RR.16.590-592)



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That you care about them. That they feel that you care about them. That even if you don't fully understand what it is they're trying to tell you...that you're willing to try and understand. (SB.17.620-621)

"Sunflower Yellow" also felt that empathic understanding was vital when promoting empowerment:

I think if you can get them to understand that it really is there session...You really are mainly interested in trying to understand what it's like to be them. (SY.15.514-516)

In line with empathic understanding there was also an interweaving element when being fully attentive and listening to the young person:

I'm there to be interested and listening. Really listening to whatever it is they're trying to say. (SB.18.648-650)

"Ruby Red" seems to also echo this idea appreciating the whole of the young person:

It was worth just that slowly hearing and letting him know that everything was important about him...Even the push bike was important. (RR.10.354356)

The participants also believed that an effective relationship was built on the establishment of trust, which from the data seems to involve the therapeutic conditions:

"Lavender Purple" felt strongly that therapeutic presence was at times very difficult but critical:

I was just being there. And it's hard as a therapist to just be there isn't it...but it's really important. (LP.16.542-543)

There was also a sense that the trust is promoted through creating a space that's contained and secure:

I think that's what's so special about the therapeutic relationship. Because it's contained and it's in a space. Which is quite different from being out in the world? (RR.16.598-600)

Well I think there's privacy. You know and all of that safety. And I think it's very contained. That can allow a deeper perhaps level of expression. (LP.16.575-577)



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"Apple Green" also illustrates the important nature of safety with her eloquent guardian metaphor:

I patrol the boundary, the door is shut and it's about safety. You are safe in this room, this is a space where you can be yourself. (AG.13.458-45)

4.3.4 Summary: Adopting a 'Young Person-Centred Approach'

The overall theme seems to suggest that School-Based Counselling adopts an inherent young person-centred approach to therapy, where participants appear to assume an underlying belief in the necessity of the therapeutic relationship. The therapeutic connection appears to be the primary driving force and foundation for therapeutic movement. It also seems as though participants adopt an individual attitude towards their young client, holding strong phenomenological values. A concurrent process that has also emerged is the need for a therapeutic assessment and judgement. These then appear to inform and cater the counselling specific to the individual needs. When examining an effective therapeutic relationship the participants also appear to highlight various elements from the six psychological conditions.

4.4 Master Theme 2: From the 'Silenced Youth' to the 'Expressive Person'

4.4.1 Young People seem powerless in a world where the adult knows best

Participants discussed their insights and experiences around the treatment of young people and how they are valued in today's society. There was a sense that young people are often silenced by the adult world:

Do they have a voice as a child? They don't. They're not being listened to. (AG.2-3.76-77)

To partner this there was also a feeling that young people were often not fully appreciated or respected by society, seeming to imply a lack of understanding from the adult world:

I say to people now my stock phrase for when people talk about teenagers is that I think they're much maligned. I think they're misunderstood or criticised



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and people don't really appreciate how difficult it is to be a teenager. (SB.4.131-135)

I just know that they're just misunderstood. (AG.10.356-357)

There was also a perception that the adult world would also leave young people feeling disempowered, through dismissing or not fully hearing them:

The teacher comes in, right okay what's your problem...how are we going to deal with it...And completely misses the point and then they go. The young person's feeling very frustrated because they haven't felt heard. (LP.3. 105-112)

This was also perceived by "Sky Blue" who appears to suggest that not only did the adult disrespect the young person's wishes, but also opposed them:

Just recently a young person I was seeing...she didn't want anybody to know that she was coming to counselling, she didn't want her foster mother particularly to know. She went to parents evening and the teacher told her. (SB.16.566-574)

Further evidence seems to highlight additional powerlessness around them being in a state of stuckness, lacking any real control, power or choice:

The youngsters that you're working with are stuck in their situation often...They've got no control or power over that. (SY.3.69-73)

Particularly with people who are in the care system. You know they've told the social worker...they've told their carer, they've told their GP they've told their new foster parent. Everyone...and nothing's changed...nothing's got better. (SB.17.605-610)

"Apple Green" also reflects how some adults seem to brandish silence on the young person:

The looked after kids are told what to do, told when to do it, they're taken away from their families and they don't want to be taken away. People talk about them when they're there, they talk about them as if they're not there. They don't give them any choices, it's like we know best for you...And yet I don't see how that benefits the child. (AG.2.67-75)

These perceptions of the powerlessness in today's society was also echoed when participants were asked about young people who have not engaged in SBC. There seemed to be a general awareness that this was often linked to the young person being *sent* by an adult:



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The young people sometimes I feel are a bit forced into coming. Because the teachers are directing them into the room. (RR.4.152-154)

Again there seems to be a notion around the adults knowing best for the young person, directing them to SBC:

Almost without exception it's because they've been sent and they didn't want to come. (SY.14.494-495)

4.4.2 Talking is important in School-Based Counselling and can often be 'enough'

There seems to be an agreement from all participants that generally, talking therapy in School-Based Counselling seems to work with the majority young people:

I feel competent as a talker. I feel that good work can be done just through talking. (AG.9.307-308)

"Apple Green" also later reflected that talking therapy could be completely effective:

Fully. If it's done well with the right person. (AG.13.455)

There was also a sense that most young people want a chance to be heard, almost expecting that talking will be the main focus of the therapeutic work.

I would say by and large they're more interested in talking than anything else. (SY.136-138)

"Sunflower Yellow" also echoed this later on in more detail:

There are definitely youngsters who come in and talking is enough but that's what they're expecting to do and that's what they want to do. So it can, talking can be enough in some therapeutic relationships. (SY.16.593-594)

I think they like to talk. They don't get a voice but they do when they're in the room. (AG.13.448)

This is again reflected by "Sky Blue" when he reveals the significance of facilitating the young person's voice:

I still maintain that for most young people I think talking is enough. So the skill is about trying to be able to listen to what they're actually saying, be able to connect with them and what they're really saying. So when you talk to them,



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you're saying something that they really hear...That's the challenge. (SB.15.552-556)

There was also a sense that SBC was a unique process for young people, with some favouring more of a purely talking approach and others not, purely dependent on their therapeutic need:

I think some just prefer talking. You know and they're quite okay with that. You really sense that. (LP.9-10.336-339)

I think for some people it can be. But I think for other young people it can't be. I think it just depends on the individual. (RR.16.607-608)

4.4.3 Creative and Symbolic methods for those that find talking difficult

Although there seemed to be a clear suggestion that talking therapeutic intervention alone seemed to be effective with most young people in SBC. A question is raised when regarding the needs of the young people, where talking alone is ineffectual. When asked if Creative and Symbolic Method could enhance their therapeutic work all the participants collectively agreed:

There's a call for it, there's definitely a call for both. (RR.20.682)

Can it be enhanced with intervention...yeah of course why not. (AG.17.597-599)

It would be good to have more tools or armoury. (SB.11.406-407)

I do believe they have the potential...definitely. (LP.17.597-598)

I honestly don't think you can do young people's work without something beyond talking. (SY.9.306-307)

This collective response suggests that the participants feel the need to have something beyond talking, in order to facilitate effective and meaningful relationships with those young people who require more than words.

And definitely, definitely, definitely that is one of the reasons why I love sand-play so much, because it is definitely a way in with those ones that find talking difficult. (SY.9.285-287)



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It appears that talking alone can also be too intense for some young people, which highlights a need for creative intervention for those that find verbal communication and expression challenging.

It can be quite daunting to come and sit and talk to an adult.... You know those things help to sort of shift that away. (SB.14.498-500)

He also later reflects:

So that creative stuff I think can be good for that, it can be good as a way of taking the pressure off, or the intensity off. (SB.14.509-510)

In relation to this proposal that certain individuals needed more from SBC, there seems to be a perception that creative intervention is vital for young people who have additional educational needs:

Personally I feel a lot of them are suffering with PTSD...So with them what I tend to do is listen to a bit of drum and bass...one of them might say 'My Mum stabbed me when I was five'. And because... it is too much for them to be able to sit in that chair like this... because the intensity is so much for them, they can't cope. (AG.15.515-524)

The first time I did buttons was with a young girl who I found had special needs. So again sometimes young people with special needs perhaps need a little bit more help to enter into the therapeutic relationship, into the process. (RR.13.487-490)

This notion is also echoed by "Sky Blue":

I've worked with quite a few Asperges and Autistic young people now. And that you know, having things to do can be quite good. Making something or playing some game. (SB.15.529-531)

He then proceeds to explain later in the text:

Yeah. So it's less intense. I mean he was the sort of person who would always have something going on, he would have to be doing something with his hands. Because there's no way you could just sit together and just talk, that would have been too much. (SB.15.548-552)

To add to the other voices of the participants "Lavender Purple" also recognised a creative need for young people with additional cultural needs:

My experience of working in the school is that I'm working with ethnic minorities...I think it can be so important for them to have another medium rather than speech. To be able to express themselves. (LP.6.194-199)



Key Abbreviations:

SBC – School-Based Counselling CSM- Creative and Symbolic Method

4.4.3 Summary: From the 'Silenced Youth' to the 'Expressive Person'

This master theme begins with a sense that some young people seem powerless in today's society and are often not fully heard in an adult dominated world. This seems evident when highlighting participant's views around society, education and the care system. There also appears to be something significant about a young person who has been given the chance to talk in the therapeutic room, with an adult in today's society. This seems really powerful and the participants unanimously agree that for most young people it can be enough for the therapeutic development. Participants also jointly agreed that the use of Creative and Symbolic Method in their therapeutic work was helpful. This seemed to create a greater potential when meeting the individual needs of someone who found talking difficult in School-Based Counselling, with particular reference to young people with Special/Additional Educational Needs.

4.5 Master Theme 3: The Usefulness of Creative and Symbolic Methods

4.5.1 A non-directive offering

Being able to offer creative interventions to young people in SBC, seemed a major factor when meeting the individual needs of young people:

I would not like to be a talking only therapist for everybody for sure. I think it's really useful having other stuff that you can offer people. (SY.17.595-596)

I have tried different things at different times and sometimes they work with young people and sometimes they don't. I think you have to have a few different things that you can try. (SB.14.512-514)

"Ruby Red" noticed that her constant offering was significant when meeting the young person's therapeutic need in SBC:

She'd go straight into that blue box...I would have to make sure the blue box was in the room. (RR.18.640-641)

"Lavender Purple" also notices how offering promotes a sense of individuality in SBC:

I think I like to keep offering for the right person. And I think that's key isn't it, having a whole load of things that you can just offer and it might appeal. (LP.14.461-463)



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The offered creative interventions also seem to suggest an empowering of the young person, where the choice is theirs, the control is theirs:

I always offer. I always say to the young people, you know you can bring music in if you want. (LP.10.363-364)

I learnt this today and it seemed really good, do you wanna have a go?. (AG.12-13.433-437)

4.5.2 The Creative Process

One of the key findings in this research was the participant's reflections regarding the creative process and how this can often enhance the therapeutic connection in SBC. There seems to be a perception that creative intervention can help improve and facilitate emotional expression with some young people, which in turn develops the therapeutic relationship:

I think ideally there's something in the creative stuff that kind of turns on a tap with the talking. There's something about people getting their stuff witnessed usually verbally but sometimes it might be through the creative medium. That makes the healing happen. (SY.17.600-603)

This idea of facilitating a young person's talking is also echoed by "Ruby Red":

I think you probably need more to engage these young people...I think it's just helping them just to do the talking. (RR.9.330-332)

In combination with emotional expression there also seemed to be a key concept around deepening the therapeutic process, enabling the young person to gain some new understanding:

It does create shifts in the relationship. (AG: 9.326-328)

Alongside the first component of the creative process there is a sense that the physical, visual and symbolic nature can also encourage a deeper sense of understanding, giving the young person a sense of control and acceptance.

Another thing is that often I ask the young person to visualise... And then moving out of the mind onto the page somehow there's that almost letting go, or more of an understanding...An then beginning to have a relationship with it because I visualise it and then it becomes tangible. And then we'll start to talk about it. (LP.14.482-489)



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This visual process was also described by "Ruby Red":

It's like artwork, it's out there, they can see it. And when they see it they make connections. Giving them something. It's visual they can then project whatever thoughts through that...Then they can talk more, reveal more and it gives them more of a sense of what's actually going on with themselves inside. (RR.4.133-140)

"Sky Blue" also illustrates this perception of enhanced control:

We created something there. How did we do that...we created some kind of book to record it all in. You word it, what shall we write?. So it's kind of giving them ownership over it. (SB.19.690-693)

When reflecting on these two creative processes they both appeared to deepen the therapeutic relationship where "Sunflower Yellow" alludes to a profound bond:

And it's not that he could not of said that, he probably said that in lots of different ways but I think...There's a thing that I remember talking about in training called the 'I-Thou' moments. And it's like that...it's a kind of point of deep connection between you and the client. You sometimes get that with a bit of artwork like that. That is just worth its weight in gold I think. (SY.10.342-348)

"Ruby Red" also identified a specific deeper moment in her therapeutic experience when the young person was able to gain therapeutic movement:

What I felt I was reflecting back to her, I'm not so sure whether she heard it. So we got the buttons out and I felt that what she did with the buttons was what I felt she was telling me in the room...it was amazing...very effective. (RR.15.502-529)

She then went on to reflect that the relationship felt deeper almost:

I think it does enhance the therapeutic relationship... We met each other I guess in a way that we might not have met normally. (RR.17.614-621)

4.5.3 Summary: The Usefulness of Creative and Symbolic Methods

This overall theme seems to suggest that participants are in favour of offering Creative and Symbolic Method, as a vital tool when meeting the therapeutic need of young individuals. The process of offering also seems to indicate a sense of empowering the young person, where they can crucially take control and direction of the therapy. The use of CSM was also found to have two helpful elements including the facilitation of talking, alongside a more visual and symbolic nature, leading to



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deeper understanding. Both elements seemed to link back to the enhancement of therapeutic growth and the development of the therapeutic relationship.

4.6 Summary of Findings

Several distinct themes emerged from the participant data, which appear to generally echo the pre-existing literature.. These research outcomes will be discussed and analysed more extensively within the next chapter.



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Chapter 5: Discussion

"Creativity is an inherent human quality of the highest order.

When we create, we become more than the sum of our parts"

Yanni

5.1 Introduction

When reflecting upon the presumptions that I previously held and through implementing a bracketing and reflexive process (Finlay, 2011), new perspectives have been gained, developing my knowledge. After gaining a deeper awareness of the literature search in the field of School-Based Counselling, a more developed exploration post-analysis was then implemented. This chapter therefore re-examines the findings gained in correspondence with the pre-existing literature (Maykut & Morehouse, 1995).

5.2 Adopting a Young-Person Centred Approach in School-Based Counselling

It is evident throughout the literature, that School-Based Counselling in Wales is fundamentally young-person-centred in its orientation. The research field highlights this with 80% identifying with this approach (Cooper, 2013), a notion that was echoed by all five participants in the current study.

When classifying themselves as inherently young-person centred, all participants seem to demonstrate a core belief that the therapeutic relationship was elementary to their work with young people - *"The therapeutic relationship is everything..."* (LP.17.566-567), as it encouraged open and honest communication. This resonates with research conducted by Bryant-Jeffries (2004), who suggests that the School-Based counselling practitioner must have a determined and resolute belief in the counselling relationship as a climate of growth. Apple Green again echoes this central person-centred belief when stating that *"The relationship definitely needs to be there"* (AG.12.428), as an important underpinning for useful SBC. There was also an aligned perception that a strong and ongoing therapeutic relationship would lead to therapeutic development - *"I feel if you get the relationship right, other things then follow into place"* (RR.3.88-90), alongside it being a constant factor in therapy - *"It's*



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all about that ongoing connection" (LP.11.404). This underlying belief is also echoed throughout the SBC literature, with a sense that huge significance should be placed upon the counselling relationship, focusing individually on the young person's needs and empowering the way they communicate (Prever, 2010; Griffiths, 2013). Another emerging awareness that was deemed significant in SBC was the idea that the relationship was primary, with other factors judged to be secondary. This was proposed by a number of the participants when describing their often impractical therapeutic spaces - *"But do you know what it doesn't matter. Because actually when were together none of that matters" (LP.5.161-162).* Smyth (2013) seems to echo this notion when highlighting the practitioner's fundamental faith in the relationship, believing it to be the primary factor in their counselling work.

Understanding, assessing and responding to the young person's individual needs was also recognised as important, for all participants in SBC. This fundamental person centred value previously stated by Rogers (1965), seems to echo current work when suggesting that each young individual was unique in their experiences, reality and personality, illustrating a need to adopt a phenomenological approach to therapy. This belief was further explained by one participant as - *"every single one of them that walk's through the door is different" (SY.15.539-541).* It was clear that all participants were in harmony when exploring this concept of individuality. This again seems to echo Keys and Walshaw (2008) who suggest that a clear appreciation of the uniqueness of young people is essential. The participants seemed to value and unify the diverse needs of the young clients that they had experienced. Smyth (2013) illustrates this when stating that the child's needs must be central to the process. This proposal appears to match the participants experience when evaluating their assessment process - *"I can quickly assess what is needed...I can make a quick assessment of the possible nature of their need" (SB.11.412-413).* The participants also felt that therapeutic judgement is needed to promote effective intervention, Ruby Red reflects this - *"I'm watching, I'm looking, I'm hearing and I'm thinking, well are you a talker...or are you gonna need a little help to talk (RR. 10.376-379).* This idea is also highlighted by Meekums (2014) when suggesting that in SBC the practitioner must use therapeutic judgement, in addition to the consideration of communication and a working knowledge of adolescent development.



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The findings of the research also suggest that participants actively respond and are specifically attentive to the best ways of establishing the working alliance - *"What's the needs of this young person and then working on how do I make a relationship"* (SB.5.180-181). Along with the constant reflexive questioning around how best to do this - *"I'm thinking how can we get somewhere with this you know, what are they wanting"* (SY.5.150-153). This sense of adaptability and pro-activeness seems to parallel Luxmore (2014) who implies that a crucial part of the therapeutic process is the ability to be interested and responsive to individuality and need. The current study also echoes literature from Geldard and Geldard (2010) who suggest that practitioner's must assess how best they can tell their story.

Developing an effective therapeutic relationship with a young client also appears to be a highly valued factor in SBC. It is proposed that this relationship should have a clear underpinning of person-centred values to support the exploration of emotion (Hamilton-Roberts, 2012). According to the current findings all participants seemed to allude to several features of the traditional Person-Centred theory, with a clear emphasis on facets of the six therapeutic conditions (Rogers, 1954). When asked what makes an effective relationship one participant emphatically stated - *"Core conditions...Without a doubt. In any effective, healthy relationship if those conditions are in place, you get that therapeutic contact"* (AG.14.492-497). The current literature seems to directly correspond, in its emphasis around the therapeutic climate, the six necessary conditions and the ideology of therapeutic change transpiring due to relational factors (Smyth, 2013; Bryant-Jeffries, 2004; Rogers, 1957).

When analysing the data further, the most common factor that was perceived as significant when developing an effective relationship, appeared to revolve around empathic understanding - *"letting them hear you reflecting back, that actually I can hear what you're saying"* (RR.16.590-592). The findings appear to correlate with the current research in SBC, which deems empathy and listening as helpful features when engaging the young client (Cooper, 2013). The literature also suggests that when a counselling practitioner endeavours to understand and holistically listens, a further development of self awareness and inner emotional regulation can ensue (Smyth, 2013; Prever, 2010). This was also established in the current study where all participants at some stage highlighted the significance of *"Really listening"*



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(SB.18.648.650) and embracing the whole person whilst *"Slowly hearing and letting him know that everything was important about him...even the push bike"* (RR.10.354-356). This empathic process also involved the therapeutic development of empowerment (Bomber & Hughes, 2013) echoing my findings around the impact of profound empathic understanding - *"If you get them to understand that it really is they're session.... You are mainly interested in trying to understand what it's like to be them (SY.15.514-516)*. When describing the empathic process the participants also expressed the significance of a healing, releasing therapeutic presence throughout their work (Rogers, 1986) - *"I was just being there. And it's hard as a therapist to just be there...but it's really important"* (LP.16.542-543).

In further exploration of the helpful characteristics in SBC the creation of a safe and contained environment appeared considerable. This again echoed previous research conducted where the safety and supportive atmosphere deemed fundamental to therapeutic development (Cooper, 2013; Bryant-Jeffries, 2004). Throughout the interviews participants gave support to this notion of containment and safety, with Lavender Purple reflecting on it as a space with *"Privacy"* with *"All of that safety"* which when created can *"allow a deeper level of expression"*. Whilst *"Ruby Red"* perceived the therapeutic relationship as *"special"* due to its *"contained"* nature, juxtaposing it to *"being out in the world"*. Luxmore (2014) also captures this significance when stating that the therapy commences only when containment is created. Rusczyzinski (2007) research also echoes the current study when suggesting that it is essential for the young client to experience containment, to begin the exploratory process around self and feelings. Apple Green captures this containment concept with an eloquent 'guardian-therapist' metaphor exclaiming how she *"patrols the boundary"* conveying the important message *"you are safe in this room "* (AG.13.458-459).

5.3 From the 'Silenced Youth' to the 'Expressive Person' in School-Based Counselling

Children and young people are often demonised and silenced by the modern society they live in, where negative adult perceptions have caused an increase in levels of emotional difficulties (Young Mind, 2014). When exploring the impact of society all



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participants identified this sense of societal de-valuation, where young people are often *"not being listened to"* (AG.2-3.76-77). This is also echoed again in the literature where Greene and Hogan (2005) suggest that young people may become more accepted in society, however in opposition there is still a clear void of research that truly captures their voices and opinions. An interesting notion reflected by one participant illustrated this idea in their rhetorical question - *"Do they have a voice as a child? They don't"* (AG.5.156-157).

The current study seems to contrast to other previous research, which found that young people have become more acknowledged in society as individuals with rights (DES, 2003). This dissimilarity is highlighted where participants also perceived societies view of young people as *"Misunderstood"* (AG.10.356-357) and *"Much Maligned"* (SB.4.131-135). This seems to correspond with Manion & Nixon (2012) investigation, who infer that young people are often left feeling misconstrued and without choice in a marginalised world. The notion of a paternalistic culture proposed by Calvert, Zeldin & Weisenbach (2002) is also prominent within the current study, with a sense that the adult world knows what's best for the young person, consciously overlooking their uniqueness. This was echoed by participants through their experience of SBC where at times key professional adults left the young person frustrated at *"not being heard"* (LP.3.105-112), as well as disrespected when a teacher disregarded the child's rights to confidentiality (SB.16.566-574). These key insights seem to support an adult prejudicial culture where young people are deemed voiceless and undermined by fractions of society and perceived 'child-centred' professionals (Jobe & Gorin, 2013).

This notion of paternalism was again duplicated as participants described the major rationale for disengagement from SBC. A popular motive appeared to be due to feelings of being *"forced into coming"* (RR.4.152-154) or when sensing that they've been *"Sent"* to counselling (SY.14.494-495) by an adult. This concept seems to also fit a social construct supposition proposed by Rock et al (2012), who found that adults tended to hold historical views of young people frequently referring to them as infantile, naive and malevolent, not respecting their individualism (Manion & Nixon, 2012). The current study also further illustrates this concept of young people feeling



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powerless, often reporting feelings of being *"stuck in their situation"* and having *"no control or power"* over their life (SY.3.69-73).

When exploring this perception further it is evident that both the literature and the current study appear to exemplify a heightened sense of powerlessness, particularly when the young person is looked after or linked with children's services (Jobe & Gorin, 2013). This sense of little control was particularly strong when participants reflected how *"Nothing's changed"* or *"Got better"* for the young person, regardless of who or how many professionals they've *"told"* or confided in (SB.17.605-610). Cossar, Brandon & Jordan (2011) also share this sense when concluding that looked after young people reported strong opinions around inadequate listening and insufficient control in their care, expressing a need to be fully heard and fully involved in life decisions.

After highlighting the negative perceptions and silencing of young people in today's society, there feels a significant connection with the notion that talking alone is an important component in SBC. This overall perception follows previous research by Cooper (2009) where young service users rated the most considerable factor as *'being able to talk'*. This was also demonstrated in the current study where all participants agreed that for the majority of young people talking independently can be *enough* and *"Fully"* effective (AG.13.455).

When exploring the rationale behind the power of talking, it seems that having a chance to *'talk through'* various issues with a professional, encourages a young person to feel listened to thus increasing emotional wellbeing (Cooper, 2013). The research findings again correspond with this idea where most young people are *"expecting"*, *"preferring"* and *"wanting"* to talk in SBC (SY.16.593-594). It was also proposed that *"they don't often get a voice, but they do when their in the room"* (AG.13.448). For most young people it seems as though being able to communicate through the vehicle of talking is enough, to develop the working alliance and to then promote therapeutic development. Again this idea is extrapolated when referring to the core principles of SBC, with key concepts around a supportive facilitative environment. Where the young people feel empowered and fully heard, enabling them to verbally explore and resolve their difficulties (Griffiths, 2013). These



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principles are also reflected through the participants insights where *"for most young people talking is enough"*, with the key skills tending to focus around *"being able to connect with them and what their really saying"* (SB.15.552-556). All of these perceptions are focused on giving the young person an opportunity express themselves with another adult, thus potentially reducing their level of psychological distress (Griffiths, 2013).

When effectively meeting the needs of *'all'* young people, questions are raised around a talking only therapy approach and whether this is enough for therapeutic development in SBC. All participants commonly agreed that creative and symbolic methods could in fact enhance their therapeutic work giving them *"more tools or armoury"*, opening up lines of communication (SB.11.406-407). Although SBC seems to focus around a predominately person-centred approach, Cooper (2013) parallels the findings shown when suggesting that something more may be needed in therapy, to successfully meet the individual needs of more young people. This is also implied by Luxmore (2014) when proclaiming that some young people need something more interactive and real, where the counselling practitioner is interested and responding to their individuality. A collective response by participants emphasised this notion, where it was clear that in order to facilitate effective, meaningful and communicative relationships, *"something beyond talking"* (SY.9.306-307) was needed with those that required more than words in SBC.

It also appears that participants concur that talking alone can at times be insufficient in SBC, where they collaboratively agree that CSM can reach those young people who struggle to communicate verbally - *"I love sand-play so much because it's definitely a way in with those ones that find talking difficult"* (SY.9.285-287). It also appears that for some young people talking alone can feel too direct or can evoke further anxiety, where participants all explore a sense of heightened intensity. Sky Blue explored this added intensity for some young people in SBC when suggesting that *"it can be quite daunting to come and sit and talk to an adult"* (SB.14.498-500). Key research by Luxmore (2014) also seems to observe that some young people may feel uncomfortable and overwhelmed when faced with a practitioner who is strictly one dimensional, deeming the work ineffective when meeting their therapeutic needs. In order to combat this deficiency, the current study proposes that the use of



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CSM in SBC can help diffuse the potential directness and *"Shift that away"*, helping to take *"the pressure off, or the intensity off"* (SB.14.509-510), therefore encouraging further communication. Again this is inferred when evaluating older research by West (1996) who proposed that CSM can be important when talking is too direct, as it can offer as a medium of communication, lessening the feeling of directness.

An additional perception gained from all participants, also appeared to consider the use of CSM as fundamental, when working specifically with young people who have special/additional educational needs. As eloquently stated by Ruby Red - *"Young people with special needs perhaps need a little bit more help to enter into the therapeutic relationship"* (RR.13.487-490). There seems to be a paucity of literature in this area which is highlighted by the Welsh Government (2011), they suggest that little is found regarding young people in SBC who require additional needs in therapy. However Tait and Wosu (2013) do tentatively suggest that CSM are especially important when working with young people who have language delays or learning disabilities, as communication via talking can often feel too difficult.

Although this gap in knowledge still appears to be present, each participant described a common theme around the young people with additional needs who all found talking too much, thus needing something additional. Armstrong (2013) evaluates this theme and suggests that CSM is very useful for adolescents who may often find words difficult or when speech is insufficient. This was echoed throughout the current study, where Apple Green reflects an experience of working with traumatised young people suggesting that direct talking *"is too much for them...they can't cope"* (AG.15.515-524). With previous research supporting this idea suggesting that the use of CSM can encourage deeper psychological contact, often reducing the direct nature of counselling (Meekums, 1999). Again this process was evaluated by another participant from his experience of working with young people who are Autistic. He suggested that one client would have to be *"doing something with his hands"* because sitting together and just talking would have *"been too much"* (SB.15.548-552). It seemed vital for the participant in this example to recognise and appreciate this additional need and consequently implemented creative tools to open up that previously daunting line of communication (Tait & Wosu, 2013).



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5.4 The Usefulness of Creative and Symbolic Methods

After discussing why Creative and Symbolic Method is helpful in School-Based Counselling, it is therefore imperative to now explore the creative processes behind the potential usefulness. When referring back to the core research paper in SBC conducted by Cooper (2013) some young people reported *'a need for the counsellor to be more active and do more'* for a more successful outcome. This was also confirmed in Griffiths' (2013) partner study who found that *'more active strategies'* were deemed helpful. This notion was also irrefutably highlighted in the current study where it is proposed that the creative process can capture this more dynamic therapeutic need, reaching the young people who perhaps need a little help to verbally communicate.

During the current study all participants highlighted the importance of offering CSM in their SBC work in a non-directive way, to ensure that each individual could access, develop and gain something helpful. Again this is paralleled in the SBC literature where it was proposed that a more plural way of working can potentially find creative ways to address an individual's additional therapeutic needs (Cooper, 2013). Each participant seemed to find different ways of offering CSM in their work, but all agreed that it promoted empowerment, self-control and choice throughout the therapy. With one participant expressing that she would not like to *"be a talking only therapist for everybody"* because when offering creative interventions it can be *"really useful having other stuff"* (SY.17.595-596). Hickmore (2000) also echoes the significance of individuality when suggesting that a non-directive offering can have further effectiveness, as it is the young person's agenda. This promotion of power was further explored by participants when creating an environment of individual choice - *"I always offer...you can bring music in if you want"* (LP.10.363-364). Alongside the need for Ruby Red to offer and *"make sure the blue box was in the room"*, thus creating further opportunity for personal preference. It is also suggested that the offering process is also linked to participants adopting a more child-friendly approach, where Smyth (2013) highlights equality and addressing the power imbalance as vital to an effective relationship. N. Rogers (1993) also echoes this when suggesting that a non-directive creative process can stimulate and inspire empowerment and understanding.



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After the initial process of offering CSM, several therapeutic developments seemed to transpire which centred on deeper communication. These major findings seem to fall in line with existing literature produced by Mclaughlin, Holliday and Clarke (2013), who concluded that the use of CSM with young people has been found to develop the therapeutic connection, resulting in a reduction of psychological distress. All participants were undivided in their perceptions of the effectiveness of CSM, however two key processes seemed to run through the data. The first seemed to involve an improvement and facilitation of emotional expression, which appeared to develop the counselling relationship. This is further encapsulated by McArthur, Cooper and Berdondini (2012) who found that young people placed critical importance on the expression of emotion as a top supportive element in SBC. One participant highlighted this significance when describing that the implementation of CSM is *"Just helping them to do the talking"* (RR.9.330-332). It is therefore vital that the counselling practitioner has the equipment, to open up that line of communication when talking alone is not enough (Tait & Woshu, 2013). The effectiveness of CSM is also paralleled through other School-Based Counselling research, when the young person is struggling to converse their emotions through verbal communication alone (Meekums, 2014). This is again illustrated by Sunflower Yellow's encapsulation of the process as *"the creative stuff kind of turns on a tap with the talking"* where they can then begin to communicate emotion which *"makes the healing happen"* (SY.17.600-603). The use of CSM in the current study, also illustrated the participants willingness to encourage young people to express and communicate their feelings, through a number of different sources. Again this seems to coincide with Smyth's (2013) notion of young person-centeredness, when stating that the counselling process should be created through the discovery of finding alternative ways that young people can express themselves.

A second key process that was discovered by participants was centred on the visual and symbolic nature, giving the work an additional tangible feel. This was highlighted several times by participants, where Ruby Red reflects that it is *"moving out of the mind and onto the page"* which encourages the young person to accept and understand further, *"visualising it...then it becomes tangible"* (LP.14.482-489). This process seems to echo the preceding research where certain young people can



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express themselves more visibly and deeply in a less direct way, through projection and symbolism (West, 1996). This visual process was again illustrated by another participant when suggesting that *"It's out there, they can see it...they make connections"*, enabling a deeper sense that *"they can talk more, reveal more"* (RR.4.133-140). This process is again confirmed in the literature when Meekums (2014) offers that this ocular creative process can function as a medium for communication especially with young people who have added difficulties.

Both of these processes have been thought to enhance the therapeutic relationship in SBC, where all participants have reflected a deeper level of understanding and connection in the counselling process. The literature again supports this notion when using CSM through the promotion of meaning making and evolved understanding, where the young person can make sense of something in a new way (Meekums, 2008). This insightful relationship that appears to be created by using CSM has been described in many ways in the current study; including an *"I-Thou' moment...point of deep connection"* (SY.10.342-348), where another participant also revealed *"We met each other I guess in a way that we might not have normally"* (RR.17.614-621). This deeper connection that seems to *"create shifts in the relationship"* (AG.9.326-328) is essentially linked to offering the young person a chance to express themselves through CSM, which can facilitate further understanding, helping them gain some new perspective (Hickmore, 2000). Angus and Greenberg (2011) also appear to summarise the participants experience well, when suggesting that SBC should involve being helpful in ways that will create new understanding, enabling new meaning to occur which can ultimately develop therapeutic growth.

5.5 Summary of Discussion

The research appears to sit alongside pre-existing literature where a principally young-person centred approach is adopted in School-Based Counselling. The forming and developing of an effective therapeutic relationship was also regarded as *'highly valued'*, alongside the need to assess and respond to individual counselling needs. The current research outcomes are also reflected in the contemporary literature where young people were deemed silent within society, which appears to link to the effectiveness of talking in School-Based Counselling. Lastly the



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usefulness of creative and symbolic methods also appeared to echo current literature, with a particular emphasis on helpfulness with young people who necessitate additional educational needs. An extensive summary will also follow this section with the principle objective of critically exploring and illustrating key points examining the research question.

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Key Abbreviations:

SBC – School-Based Counselling CSM- Creative and Symbolic Method

Chapter 6: Conclusion

**"Make an empty space in any corner of your mind,
and creativity will instantly fill it"**

Dee Hock

6.1 Main Summary

The main objective for this piece of research was to investigate the concept of whether 'talking' alone was enough in School-Based Counselling, from a therapeutic practitioner perspective. With a secondary linked concept of whether the use of creative and symbolic method was considered useful when developing a therapeutic relationship.

It is apparent from the data that SBC is predominately young person-centred in its therapeutic values, where the relationship is the primary focus (Cooper, 2013). With this notion at the core, it also appears that counselling practitioners have an underlying phenomenological belief that all young people are unique in personality and communication (Rogers, 1965; Smyth, 2013; Cooper, 2013). This was echoed in both the current study and previous literature where practitioners must understand, recognise and assess their individual needs to ensure an effective therapeutic encounter takes place (Geldard & Geldard, 2010). The therapeutic relationship was found to be most effective when a safe and contained environment was created through the six psychological conditions.

In order to give the SBC service context, a link to the wider society was also significant to the research question, where it was felt that young people still often felt demonised and deemed powerless by fractions of the adult world (Young minds, 2014; Manion & Nixon, 2012; Jobie & Gorin, 2013). This seemed pivotal to the effectiveness of SBC which aimed to give voice and empower the young person, something that perhaps modern society appeared to discard. This societal notion or viewpoint seems to enhance the power of SBC, where talking was often found to be enough to promote development in the young person. It appears that being able to express emotion with an adult in a safe space was considered as effective, successfully meeting the needs of *most* young people (Cooper, 2013; Griffiths,



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2013). However the current study challenges whether 'all' young people have their therapeutic needs met through talking alone. With the current study appearing to deem the use of Creative and Symbolic Method as useful when enhancing the therapeutic relationship, predominantly for those young people who found talking 'too difficult' (Luxmore, 2014; West, 1996). There was also a sense that the use of CSM was particularly powerful for young people who have special/additional educational needs, as it appeared to lessen both the directness and intensity (Tait & Wosu, 2013).

Lastly it was essential to explore how the processes of CSM are helpful in SBC. The use of CSM was deemed fundamental when fully meeting the therapeutic needs of a variety of young people (Cooper, 2013). A non-directive offering was also illustrated as an important component which seemed to promote empowerment, choice and control (Hickmore, 2000). The usefulness of CSM was also found to enhance the therapeutic relationship through two main processes; the first being the facilitation of emotional expression with the second key element involving a deeper sense of understanding, through its visual and symbolic nature (Meekums, 2014; Angus & Greenberg, 2011; West, 1996).

6.2 Implications for practice

When reflecting on the implications for counselling practice and when pondering the question of how it has added to the pre-existing literature. There is a suggestion that it raises the importance of individuality and the need to shape the therapeutic intervention around the young person. It also corroborates previous research, when highlighting the significance of adopting a predominately young-person centred approach in schools. There is also a notion that the helpfulness of CSM could be offered and applied more frequently in SBC, potentially increasing interest and effective outcomes.

6.3 Future Research

It is hoped that the current study ignites and paves the way for future research in many areas in SBC, as it is still a developing field and one that needs to grow its literature base. The key areas that are identified could involve future work around the



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use of CSM with young people who have special/additional needs and therapeutic efficacy. This was a particularly sparse area for research and needs further attention, to again meet the needs of more young people. Lastly future research must include the young people themselves and their views around the helpfulness and effectiveness of CSM.

6.4 Limitations

There were several limitations to the current study which need acknowledging. It was a time limited, small scale study where my participants were all counselling practitioners from Wales. The study was also qualitative in nature which raised some potential biases, however an ongoing reflexive process and focus on trustworthiness was paramount. Lastly I must state that I regrettably was not able to give the young people a voice, which gave my research a one dimensional feel.



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Appendix 1- Research Strategy Literature Review

KEY WORDS	DATABASES/RESOURCES
Counselling	Psyc-Info/Psyc ARTICLES
Young Person-Centred Approach	SOC Index
Person-Centred Approach	Science Direct
Young People	Google Scholar
Adolescence	University of Chester Library
Technology	Glyndwr University Wrexham Library
Modern Society	Taylor and Francis Online
Powerlessness	Counselling MINDED
Societal influence	BACP
Silenced	BACP-YPRN
Creativity	ChesterRep
Symbolism	Pubmed
Creative and Symbolic Methods	Lexus Library
Additional Educational Needs	
Talking	
Verbal Communication	
Emotional Expression	
Therapeutic need	
School-Based Counselling	
Youth Counselling	
Young Psycho-therapy	
Education	
Assessment/therapeutic	
Therapeutic Relationship	
Development in counselling	
Difficulty talking	
Creative Process	
Creative connection	
Welsh Counselling	
Therapeutic judgement	



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Appendix 2- Selection Criteria

- 1. They had be a professional counsellor who worked specifically in a SBC setting.**
- 2. They must identify with being a person-centred/integrative practitioner who was qualified to at least diploma level.**
- 3. They had to have some experience when adopting creative and symbolic methods in their therapeutic work**
- 4. The participants had to have access to clinical supervision for psychological support.**



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Appendix 3- Email to BACP/Therapy Today for Advertisement

Hi Laura.

I am just wondering whether you could please advertise my MA research on the website as I need to recruit participants as soon as possible.

Research: Counsellor's/Psycho-therapist's working in a secondary school based setting

**Is 'talking' enough in the 21st Century or does the use of creative intervention
enhance the therapeutic relationship with the young person?**

This research interest has been present throughout my development as a practitioner when working therapeutically in a high school environment. I have been struck by the different creative mediums implemented which seemed to have encouraged both talking exploration and strengthened the therapeutic alliance.

It is my aim to explore the therapeutic use of creative intervention and the individual experiences that a counsellor has in a school-based setting. Alongside the experiences of counsellor's who use more of a 'talking' approach in their therapeutic work. It is my intention to also explore how best we engage young people in today's modern and cyber generation.

If you are interested in participating in the research can you please contact me on:

Thank you.

Gary Tebble



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Gary,

Here follows the usual confirmation regarding inclusion in the online TherapyToday.net Noticeboard, which will be updated next in **mid-July**...

- Please note that entries may be edited according to house style and so that entries appear consistent
- If your entry does not feature when you had hoped, please let me know and I will ensure it is included as soon as possible
- Entries can be found on search engines such as Google and Bing after being uploaded to TherapyToday.net and will remain online indefinitely unless you specifically ask to remove your entry from TherapyToday.net after it has been made live
- If you wish to repeat your entry, please email me with the wording (of approximately 30 words) and your BACP membership number
- Please note that since February 2013, the noticeboard has been available online only. If you also wish to have your wording printed in the hard-copy *Therapy Today* journal, you may want to consider placing a classified advertisement from £1.23 + VAT per word. To book a classified advert, please contact Vicky Bourgault (Advertising Officer) at [vicky.bourgault@bacp.co.uk]vicky.bourgault@bacp.co.uk or visit www.bacp.co.uk/advertising for further information.

You may also be interested in the **BACP Research Notice Board**, offered by the BACP Research department: http://www.bacp.co.uk/research/Research_Notice_Board/index.php BACP members can submit notices about their own research by forwarding up to 500 words to [stella.nichols@bacp.co.uk]stella.nichols@bacp.co.uk (please supply your BACP membership number when submitting your wording).

Best

wishes,

Laura



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Appendix 4- Research Poster

Counsellors/Psycho-therapist's working in a Secondary School-Based Setting.

Is 'talking' enough in the 21st Century or does the use of creative intervention enhance the therapeutic relationship with the young person?

1. I am a student at the University of Chester studying an MA in Clinical Counselling and I'm carrying out research into School-based therapist's working in this area.

2. I am looking for qualified School-based counselling practitioners who use both a traditional Person-centred approach as well as those who adopt creative interventions within their therapy work.

3. Participation will include an audio-taped hour long interview which will explore your experience of working in this area.

Contact
E-mail:



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Appendix 5- Research Information Sheet

Research Information Sheet

GARY TEBBLE

Title of dissertation: Is talking enough in the 21st century: A Qualitative Exploration into the therapeutic use of creative intervention when engaging young people in School-Based Counselling.

Research Question: *Is talking enough in the 21st century or does the use of creative intervention enhance the therapeutic relationship with the young person?*

About me: I am a third year post-graduate student at the University of Chester completing an MA in Clinical Counselling. This research interest has been present throughout my development as a practitioner where I also work therapeutically at Connah's Quay High School in my role as a behavioural and emotional intervention worker, as well as a therapist at Action for Children. From these roles I have had the opportunity to work therapeutically with young people using both person-centred and creative interventions.

My Research: Over the last decade there seems to have been a major revitalisation in School- Based Counselling Services in the UK, with well over 71% of schools providing 'individual psychotherapy' (Hamilton-Roberts, 2012). Although there seems to be research expansion in this unique area, more knowledge and awareness is needed when exploring the different types of interventions implemented by a school therapist and how this may impact the counselling relationship. I would like to understand and explore these experiences from a counsellor's process and viewpoint, examining their individualistic approach to therapy. It is my aim to compare experiences of counselling practitioners who both work in a 'traditional' person-centred way as well as those who adopt the use of creative interventions in their work.

What does participating in this research mean?

When putting yourself forward to participate in this project and meeting the inclusion criteria your involvement will include a sixty minute audio-recorded interview. This will give you the



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opportunity to have a voice and give you a chance to explore your experiences in this setting. The interviews will be conducted at a place of convenience, safety and security, where confidentiality and privacy are upheld. I will then transcribe the interview afterwards which will become my source of data. It is then my intention to send you a copy of this transcript which will enable you to check for accuracy and correctness. The data will then be analysed using 'the constant comparative method' and will be compared to other participant data, enabling the identification of themes.

Inclusion Criteria:

1: Counselling Practitioners who use **Creative Interventions:**

- ✓ They must be a professional counsellor who works specifically in Secondary School-based counselling services.
- ✓ They must identify with being a person-centred/pluralistic practitioner who is qualified to at least diploma level.
- ✓ ***They must have experience of adopting a creative approach and implementing creative interventions in their therapeutic work. For example the use of expressive arts therapy, music therapy, play therapy. Other creative interventions can also be considered for the study.***
- ✓ The practitioner must have access to clinical supervision for support.

2: Counselling Practitioners who use **Traditional Person-Centred methods:**

- ✓ They must be a professional counsellor who works specifically in Secondary School-based counselling services.
- ✓ They must identify with being a person-centred/pluralistic practitioner who is qualified to at least diploma level.
- ✓ ***They must have experience of using traditional person-centred methods in their therapeutic work with young people.***
- ✓ The practitioner must have access to clinical supervision for support.

What are the potential risks?



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There is a potential risk that exploring your experiences of working with vulnerable young people may lead to the exploration of private and sensitive experiences. If this was to occur it would be hoped that you could use the support of your clinical supervisor to talk through any emerging feelings in a safe and secure way. In partnership with this I will also offer a comprehensive list of BACP registered therapist's should you need it.

Confidentiality: It is a fundamental objective of mine to guarantee that your anonymity is protected through the assignment of a pseudonym colour to all information relating your participation. If any information is given that may identify you or the young clients you have worked with, it will not be used in the project. Alongside this any parts of the interview that may identify yourself or one of your clients will also not be included. After gaining your consent, sections of the interview may be used in the final dissertation.

Benefits of the research: I hope that my research will uncover new insights when working in the field of school-based counselling, particularly when exploring the potential impact that different interventions may have on the therapeutic relationship. If agreeing to participate in this study I believe that there are a number of potential benefits to be gained. Firstly I believe that you can gain a deeper level of personal and professional awareness when exploring your individual therapeutic process. The research may also give you a chance to expand your professional knowledge when working with young people and the specialism of using creative interventions. I am hopeful that this will lead to new perceptions which may in turn enhance both your practice skills and knowledge.

What will happen to the results?

The findings and results from the project will contribute to my MA dissertation and a copy will be submitted to the University of Chester. The results may also be included in other works that are considered for publication. A hard copy of the dissertation will also be kept at the University of Chester and the document may be made available electronically through ChesterRep, which is the University database.

Data Protection: The data in this research will consist of audio recordings as well as transcriptions of the interviews conducted with the participants. All interviews will be recorded via digital recorder which is kept in a locked filing cabinet at my home address when not being used. The audio recording will be relocated onto my personal laptop which



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is password protected. In order to ensure double confidentiality I will also password protect the file that the recordings are stored. Anonymity will also be used throughout this process and files will be stored under their pseudonym 'colour' name. This will protect the participants identity and ensure none recognition. It is also important to have a back up copy of these files; these will be kept on a USB drive and again locked in the home filing cabinet. It is important to state that only I have the keys to this filing cabinet to ensure maximum security.

Ethics: The research proposed will be carried out in accordance with the University of Chester's guidelines stated in the Research Governance Handbook alongside the BACP professional framework/ethical code of conduct.. It is a fundamental aim of mine to protect my participant's from any harm whilst maintaining integrity, 'trustworthiness' and minimising risk during all parts of the research (BACP, 2013). The project has also been submitted to the University of Chester's Ethics Committee where approval has been given to commence the research.

What arrangements are in place for monitoring the conduct of my research?

Regular time slots will be arranged for consultation with my academic supervisor, this will ensure that my research conduct will be closely monitored. In the event of any complaints or adverse events, a detailed discussion will immediately be arranged with my supervisor to avoid any damage to my participants. Any formal complaints will be dealt with through the Dean of Social Science at the University of Chester where a rigorous procedure is in place. For any other objections or queries regarding the project my academic supervisor can be contacted at the University of Chester.

Email: Phone Number:

My Contact Details:

Mobile number: Email Address:



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Appendix 6- Inclusion Participant Questionnaire



University of Chester

Participant Questionnaire

*This is just a short questionnaire that is designed to give me a little bit more information about you and your work.

1. What is your name?

.....

2. What is your age?

.....

3. What is your gender?

.....

4. How long have you worked as a School-based therapist?

.....

5. What therapeutic approach/approaches would you describe yourself as using?

.....

6. What school/organisation do you work at?

.....



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7. Where is this located in Wales- Town/City & County?

.....

8. Any other information that is helpful for the research?

.....

Thank you for participating.....

Gary Tebble



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Appendix 7- Research Questions

Interview Sheet- Gary Tebble

Title of Dissertation: **Is talking enough in the 21st century: A Qualitative Exploration into the therapeutic use of creative intervention when engaging young people in School-Based Counselling.**

Research Question: **Is talking enough in the 21st century or does the use of creative intervention enhance the therapeutic relationship with young person?**

This is a proposed agenda that is not a definitive script but will instead act as a prompt. It is my aim to permit the interview to develop in the direction that is predominantly lead by the research participant. However I must also be mindful that there are questions that I would like answering and will strive for a question-exploration balance.

Introduction: Thank you for coming today, I really appreciate it. I would like us to spend the next sixty minutes exploring your experience of working with young people in a school-based counselling setting. I have several questions and a fluid structure for us but want to say that there are no right or wrong answers in the interview today. I am very happy to let the interview develop so that I can understand your individual experiences when engaging and building the therapeutic relationship with young people.

Definition of Creative Intervention in therapy- "Experiences of adopting a creative approach an implementing creative interventions in their therapeutic work. Examples of this include the use of expressive arts, music, play, therapeutic games, writing and poetry, narrative and story"

(This excludes creative interventions that are away from the therapy room- which could include dance/drama)

1. Interview Questions: School Based Counselling Practitioners

Section 1: 'Outlining the participant'

1. Could you please describe briefly the setting where you work and whether this was an area that you specifically choose to be in?
2. What approach do you use when engaging the young person in School-Based Counselling.
3. How do you find working with young people in this setting?



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Section 2: 'Is talking enough in the 21st century?'

4. When reflecting on the therapeutic work over your career, have you experienced any changes in the clinical presentations of the young people coming for therapy?
5. In your experience have there been any changes within this young client group when reflecting on their ability to express their feelings/emotions though talking alone/verbal communication?
6. Why do you believe this to be the case?
7. Do you believe that talking is enough in the modern day therapy room when working in today's society or do therapists needs more to engage the client?

Section 3- 'Creative Interventions'

- 8a. Do you use creative intervention in your therapy work?
- 8b. How come you do not use create intervention in your therapy work with young people? Are there any reasons for this?
9. What techniques/interventions/approach do you implement?
- 10a. In your experience how effective is using creative intervention when engaging young people in therapy?
- 10b. In your experience how effective is using PCT (purely talking therapy) when engaging young people in therapy?
11. When thinking back over your experience have there been any young people who have not engaged in therapy and what may have been the reasons for this?

Section 4- 'Therapeutic Relationship'

11. When reflecting on your experience what makes an effective therapeutic relationship with the young person?
12. In your experience can the therapeutic relationship and engagement of the young client be built on talking alone?
13. Do you believe that creative interventions in therapy have the potential to enhance the therapeutic relationship with the young person?
14. Can you please expand on your answer...



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15. Is there anything you would like to add?

Closing: Thank you for your time, participation and insight. I shall now transcribe the recording of this interview as long as you still consent to that? I will send you an copy of the transcription for you to check for accuracy. Once you have checked and are happy with it I will begin my analysis and then compare it to the analysis of other data. I can guarantee that your anonymity will be maintained throughout.



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Appendix 8- Informed Consent & Consent to Record Interview

M. A. in Clinical Counselling Research

University of Chester

Consent Form: Audio/Digital Recording of Interview

Title of Study:.....

.....

Ihereby give consent for the details of a written transcript based on an audio/digital recorded interview with me and..... .. to be used in preparation and as part of a research dissertation for the M.A. in Clinical Counselling at the University of Chester. I understand that my identity will remain anonymous and that all personally identifiable information will remain confidential and separate from the research data. I further understand that the transcript may be seen by Counselling Tutors and the External Examiner for the purpose of assessment and moderation. I also understand that all these individuals are bound by the British Association for Counselling and Psychotherapy Ethical Framework for Good Practice in Counselling and Psychotherapy.

I understand that I will have access to the transcribed material and would be able to delete or amend any part of it. I am aware that I can stop the interview at any time or ultimately withdraw the interview, without giving a reason or explanation, at any point before the submission of the dissertation. Upon satisfactory completion of the M.A. in Clinical Counselling the recording will be securely destroyed. The transcripts and related data will be securely stored for a period of five years, by me, the researcher, and then destroyed.



Key Abbreviations:

SBC – School-Based Counselling CSM- Creative and Symbolic Method

Excerpts from the transcript will be included in the dissertation. A copy of the dissertation will be held in the Department of Social Studies and Counselling and may be made available electronically through Chester Rep, the University's online research repository.

Without my further consent some of the material may be used for publication and/or presentations at conferences and seminars. Every effort will be made to ensure complete anonymity.

Finally I confirm I have read and understood the attached Information Sheet and was given the opportunity for further explanation by the researcher. I believe I have been given sufficient information about the nature of this research, including any possible risks, to give my informed consent to participate.

Signed [Participant].....

Name- Please Print.....

Date

Signed **[Researcher]**

.....

Name - **Please**

Print.....

Date.....

.



Key Abbreviations:

SBC – School-Based Counselling CSM- Creative and Symbolic Method

RESEARCH CONSENT FORM

Title of Study:.....

Name of Researcher:.....

Name of Participant:.....

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

**Please Initial
Box**

1. I confirm that I have read the attached information sheet on the above project and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.
2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself.
3. I understand that the interviews will be audio recorded.
4. I agree to the use of anonymous quotes.
5. I agree that any data collected may be passed to other researchers.



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Is talking alone enough in the 21st century or is the use of Creative and Symbolic Method considered helpful when developing a therapeutic relationship in School-Based Counselling (Wales)?

I agree to take part in the above project

.....

Name of participant	Date	Signature
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.....

Name of Person taking Consent	Date	Signature
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Key Abbreviations:

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Appendix 9- Constant Comparative Method- Stages

<http://www.qualres.org/Home>

Constant Comparative Method - Grounded Theory

Definition

The goal of the Grounded Theory approach is to generate theories that explain how some aspect of the social world 'works.' The goal is to develop a theory that emerges from and is therefore connected to the reality the theory is developed to explain.

The constant comparative method is a method for analyzing data in order to develop a grounded theory. Glaser and Strauss (1967) suggest that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size.

As Glaser and Strauss (1967, pp. 28-52) describe it, this process involves:

Identifying a phenomenon, object, event or setting of interest

Identifying a few local concepts, principles, structural or process features of the experience or phenomenon of interest

Making decisions regarding initial collection of data based on one's initial understanding of the phenomenon. Further data collection cannot be planned in advance of analysis and the emergence of theory

Engaging in [theoretical sampling](#) -- the key question is what group or subgroups does the researcher turn to next to collect data? Subsequent sampling decisions should be purposeful and relevant.

The rationale for selecting comparison groups is their theoretical relevance for fostering the development of emergent categories.

Coding procedures in Grounded Theory Approaches

Strauss and Corbin (1990) describe some flexible guidelines for coding data when engaging in a Grounded Theory analysis:

- **Open Coding** - "The process of breaking down, examining, comparing, conceptualizing, and categorizing data" (p. 61).
- **Axial Coding** - "A set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences" (p. 96).
- **Selective Coding** - "The process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 116).

During the analysis process, data coding will guide subsequent theoretical sampling decisions.

After collecting additional data, the researchers return to analyzing and coding data, and use the insights from that analysis process to inform the next iteration of data collection.

This process continues until a strong theoretical understanding of an event, object, setting or phenomenon has emerged.

Resources



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Glaser, BG. & Strauss, AL. (1967). [The Discovery of Grounded Theory: Strategies for Qualitative Research](#). New York: Aldine De Gruyter.

Strauss, A. & Corbin, J. (1990). [Basics of Qualitative Research: Grounded Theory Procedures and Techniques](#). Newbury Park, CA: Sage Publications.



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Appendix 10- Transcript read through and first coding stage

Transcript complete- Early stages of reading/highlighting perceptions

Interview 1:

Pseudonym for interviewee: **Ruby Red**

Name of interviewer: Gary Tebble

Date of interview: 04/08/2014

Time: 11:30-12:30 pm

Setting: 'Information shop' Counselling Service (Wrexham)

School-based Counselling Service: County of Wrexham (Wales)

- Ruby Red is a person-centred therapist who works in both a secondary school setting as well as in the 'Information shop' counselling service for 11-19 years olds located in Wrexham (North Wales). In partnership with her person-centeredness she also uses both CBT and creative interventions in her therapeutic work with young people. Ruby Red is ?? years old and has over ten years experience with the young person client group. The interview was conducted in a quiet, safe therapy room within the Wrexham Information shop counselling service, where the recorder was located between us on a practitioner table.

*Early Read through- Initial Perceptions Colour coded

***** = **Practitioner Journey**

***** = **Therapeutic Approach**

***** = **Modern Society**



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Introduction. Researcher: So... Like I've put on here the last thing I wanted to do really was come here and like have a script because for me it's about talking to you as a person, as a therapist as a professional. Erm... I've got questions that I could do with us getting through for the research but also there's things that we might go off and a tangent and talk about that's also really important as well. And really important for the research. An also I will be led by you hopefully, that's the idea. Erm if there's any questions there is a section at the end if we can talk about any questions or anything you would like to add. But all the way through if you want to ask any questions or if you want, if you're not quite sure of anything then obviously just let me know. That would be great. Erm, So I've got here that the title of my dissertation is: **'Is talking enough in the 21st century: A Qualitative exploration into the therapeutic use of creative interventions when engaging young people in school based counselling.** And the research question: **'Is talking enough in the 21st century or does the use of creative intervention enhance the therapeutic relationship with the young person?'**.

Erm... and I guess what I wanted to do really is the small introduction that I've got here. Is to spend the next sixty minutes exploring your experience of working with young people, and your team's experience I guess as well that would be great. An its fluid structure but I want to let the interview develop. Erm... what I've done is put a little definition of creative intervention in therapy because I think that can be quite a broad sort of thing. An what I've put, the reference I think was from Karen Cromarty, an it's the experience of adopting a creative approach and implementing creative interventions into their therapy work. An so what an example of this could be the use of artwork, or music, I see you've got toys there, it could be poetry, narratives all that sort of stuff. Is that okay? (Ruby Red: Yeah). Yeah okay an it excludes creative interventions that are away from the therapy room because I know myself sometimes we do a bit of...even football can be therapy in schools, we perhaps will do a bit of football outside of it, an erm maybe a bit of erm sort of dance and drama. But that's more outside the therapy room. The research that I want to carry out I guess is talking about the therapy room, between yourself and the young person. Okay. So does that sound okay?

Ruby Red: Yeah that's fine

Researcher: Any questions or anything...no...

Ruby Red: It's okay...

1. Researcher: So the first section and the first question then we have already briefly talked about a little bit haven't we, and that's to do with....**Could you please describe briefly the setting where you work and whether this was an area that you specifically choose to be in as a practitioner and as a person?**

1. Ruby Red: Okay...Erm... the setting that I work in..I guess for me I get erm...I go to work in two settings. I go to work in a secondary school (Researcher: Yeah) and I also work in erm..Something that's called an information shop for young people aged between 11-25. Erm...So...An I guess there is differences in both settings because I think for me when I'm working in a school setting, I'm very much aware...erm...I think you feel as a practitioner (Researcher: Yeah). **You feel more isolated within the school** (Researcher: Yeah).



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Erm...an you then have to sort of sit underneath the school policies within the school (Researcher: Um)...whereas in the information shop setting there are other people around

1. Researcher: More of a team..

Yeah it's more of a team and I don't feel so isolated. Erm...and.. **in some ways it's more relaxed**. The principles are still the same, because you've got the duty of care to that young person erm..(Researcher: Um). So you've got...obviously when you engage with that young person, you've got be aware of boundaries, and whether you go over a boundary an whether you disclose or not. Erm...so the structures the same. But it...at times it does feel different..(Researcher: Yeah). But I guess that actually in the therapy room, the therapeutic room which I guess you're basically looking at isn't it..(Researcher: Yeah)...it's what you're saying. **I would say that is more of less that is more or less the same**. What I do in the room is the same as what I would do in the school... (Researcher: Between yourself and the young person in that room)... Yeah....

2. Researcher: Okay. Thank you. I'm just wondering whether it was an area that you specifically choose to be in, in terms of working with young people.

2. Ruby Red: I would say no it wasn't...(Researcher: Okay)...Erm..I didn't feel that... **I never thought that I would be working with young people what so ever** (Researcher: Um)...Up until it probably was my second year of my diploma course that I did at Chester (Researcher: Yeah) and I happened to go and work in a surgery with a young girl who must have been, she must have been about sixteen. And I think in working with her I suddenly learnt so much about my own adolescence. (Researcher: Yeah). That I hadn't seen before. An I felt I was able to unblock if you like erm...stuff in my past..and I just suddenly thought wow..**I would really like to work with young people**. Because I never thought a young person would want to come in a room and speak to me..(Researcher: Yeah). Because up until then I'd been very much involved with young people from a church setting, my husband had been. He had been a youth worker at the church and young people would always come round my house. But I left that to my husband (Researcher: Yeah)..I did the cakes and he did everything else..(Researcher: Yeah). **An it wasn't until I met this young girl that I realised what was going on for me (Researcher: Um) as an adolescent**..(Researcher: Yeah). An a...

2. Researcher: Almost as if you learnt you, you learnt from her completely I guess...

2. Ruby Red: Yeah I suddenly realised that as **an adolescent myself I wasn't in tune with myself**. And I'd had huge identity issues (Laughter) ever since..(Researcher: Yeah)...Erm..I think having done and being in Chester doing my diploma course, I think there was one module that we were doing ...we had a choice...of looking.. we were doing lifespan development..(Researcher: Oh yeah)..An I chose to look at adolescence, even though the course that I was on was for over 18s really. An I looked at Erik Erikson and that was just mind-blowing. **Opened my mind up and I suddenly realised what adolescence** (Researcher: Yeah) **that specific stage was all about**. An erm..Yeah so ever since then..An then I went an did some mentoring with..Careers Wales..I did a course with them as a volunteer. I went into a high school, Bryn Alyn High school in Wrexham..(Researcher:



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Yeah). So I could do mentoring. It wasn't counselling..but I went in every week for about two years with one young girl they identified for me..Erm..I... that was where we just went an sat and talked about what was going on really.. (Researcher: Yeah) you know..An I thought yeah this is what I want to do..an actually then the job came up

2. Researcher: An you're here..

2. Ruby Red: Here I am working with an age group that I never thought I could connect with (Researcher: Yeah). **And I think I had to connect with myself first (Researcher: Yeah)..to be able to make that connection.**

2. Researcher: An by connecting to your adolescent self you were able to be in a room with young people, and it sounds like the Careers Wales stuff really helped in terms of. Because it was two years and it might not of been counselling per se but it was the building up of that relationship, that was so important...

2. Ruby Red: Yeah....yeah

3a. Researcher: So a really fascinating journey really into why you're here and that self-awareness and that looking at your adolescent self it feels like was really important for you to, to do your work in your therapy room. Really interesting. **So I've got the next question to do with what approach you use when engaging young people in school-based counselling?**

3a. Ruby Red: Erm....I think..I guess **I feel a client centred approach, person centred approach** (Researcher: Yeah). **For me it's really important for building up that relationship with that young person.** Erm.. **Because I feel if you get the relationship right (Researcher: Yeah)..Other things then follow into place...**I guess when..yeah so I feel that helps me to connect with the young person. So when they come in..I guess I want them to engage..(Researcher: Yeah). You know I want them to.. I'm hoping that they will do..I guess that it's a heart thing really, my heart is that they will and that they will go away... Erm..having felt like somebody has cared for them (Researcher: Yeah). However long they stay in that room you know, an I, an I always let them know at the beginning it's their choice. An erm I really want them to know that, that if they want to sit there quiet they can sit there quiet (Researcher: Yeah). **An I don't want them to. And that they won't feel judged. And erm that is the place where they can just open up** (Researcher: Yeah) and say whatever they want to say. And I think the person-centred approach allows that for me to happen (Researcher: Yeah). Erm...An I think that there is evidence out there to suggest that if you do offer that erm..person-centred approach there more likely to disclose more in the session. Whereas if you go in with more of a direct approach erm...and your asking them questions all the time. I feel that could close the young person down (Researcher: Yeah).

3a. Ruby Red: Yet at that same time I recognise that young people I think aren't very good at talking these days (Researcher: Yeah). Erm...**An whether that has got a lot to do with the world we live in with...the computers and the emails** (Researcher: Um).. you know and all that. The way they communicate. I wonder sometimes if they do actually struggle with the actual talking bit. An actually perhaps it's the way there taught. I



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remember reading. I can't remember his name now, he wrote a lot of books on anger as a youth worker...you probably know...

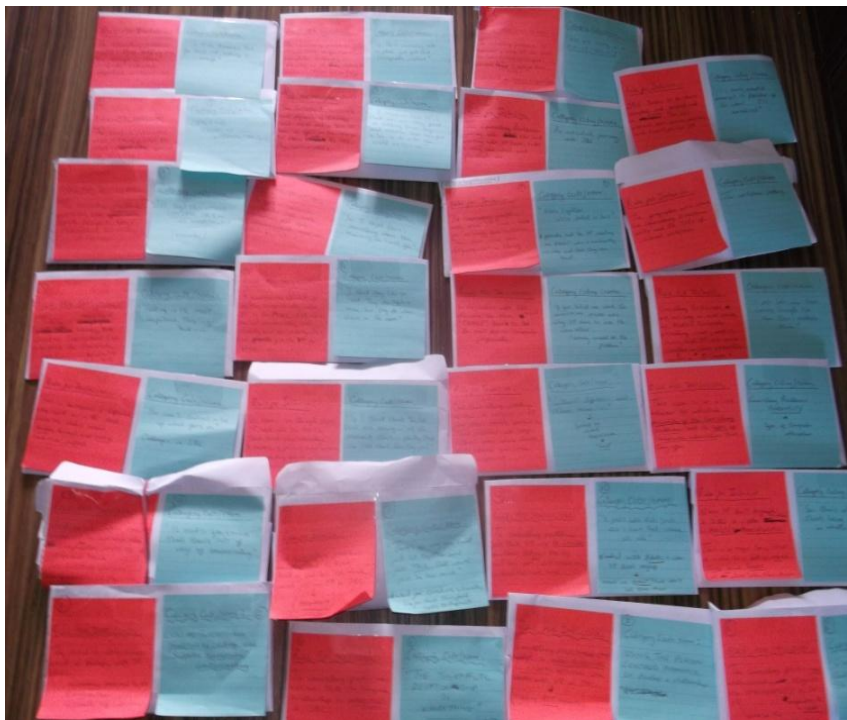
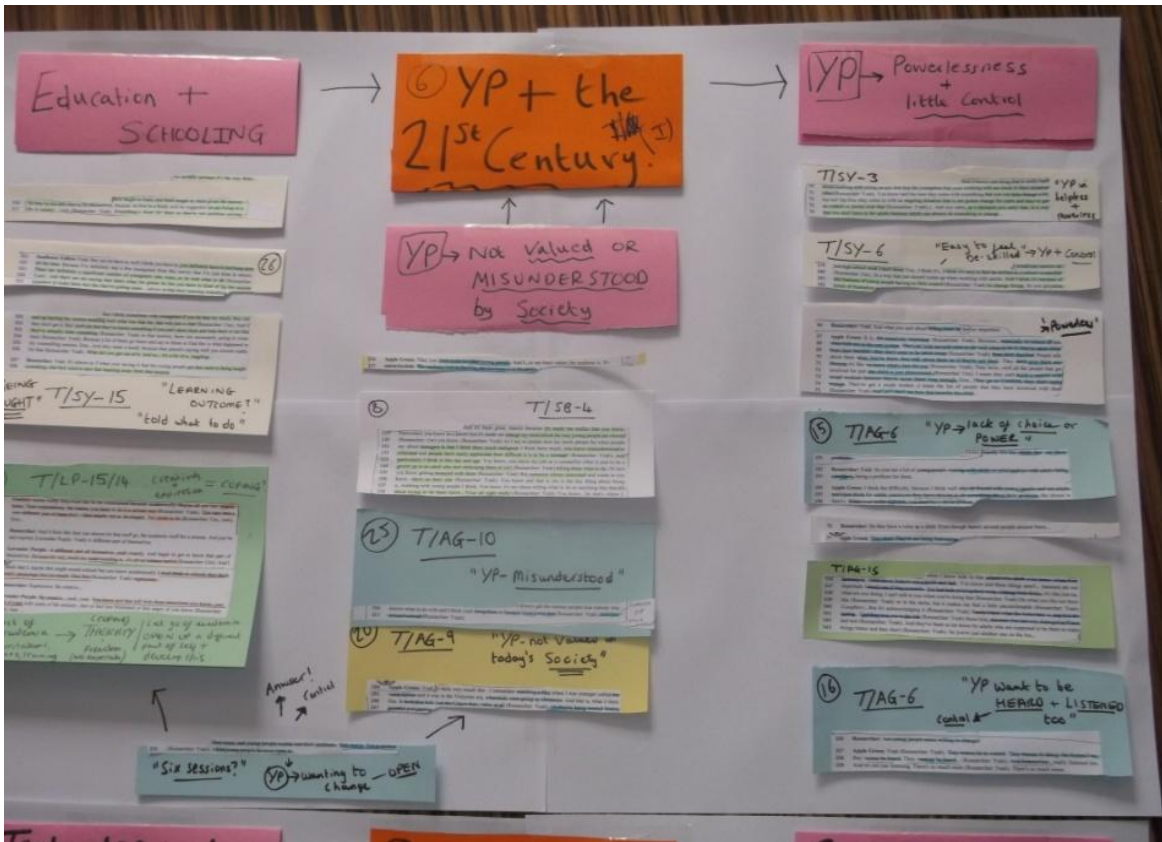


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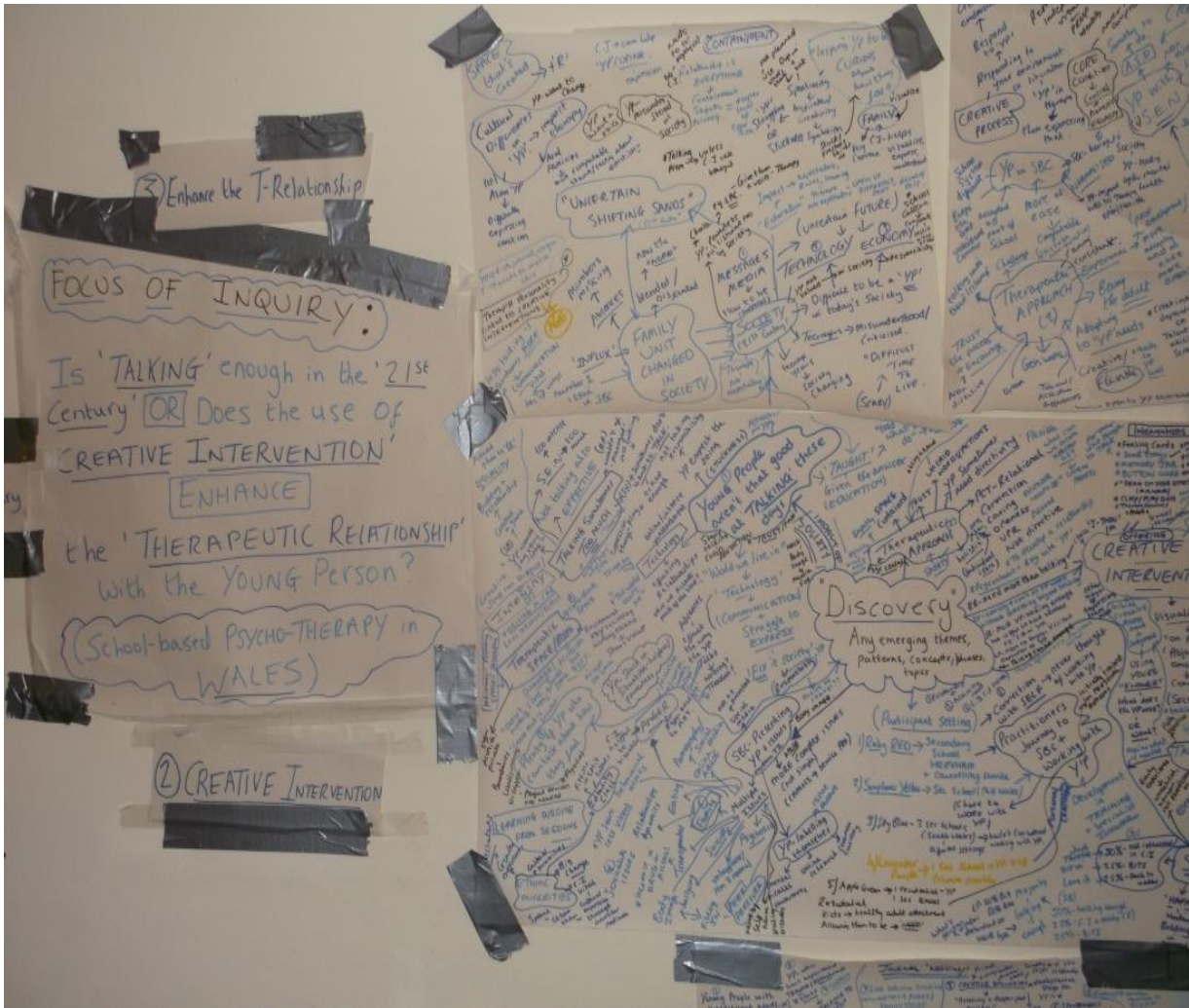
Appendix 11- Small Index Cards (Category/Unitising data)



Key Abbreviations:

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Appendix 12- Appendix 12- Discovery Stage



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ii) THE CREATIVE PROCESS

A: YP can be met on a deeper more intimate level → 'DOING' something TOGETHER.

B: YP can communicate / Connect with EMOTION / FEELING through (alternative) senses (in conjunction with)

(Vision, Touch) PHYSICAL SYMBOLIC TANGIBLE roots to emotion

Research Outcome: Master (4)

Rough Title: CI enhances the Therapeutic Relationship For those who REQUIRE more than "TALKING ALONE"

i) Creative Intervention can enhance the T-R-encouraging Verbal Communication.

A: Talking is important but CI enhances the T-R → If the YP needs this.

B: Creative Intervention enhances the T-R in 3 main areas

- 1) Emotional Expression
- 2) Engagement + Interest
- 3) Self awareness / understanding

MAJOR - E

1 YP are de-valued + misunderstood in today's Society

i) When YP don't engage in SBC it is often related to lack of motivation → SBC is often a therapeutic space/environment → YP need to be engaged → (CC → EM)

ii) CP note that YP are often devalued/misunderstood in today's society → Social emotional level (CC → DM) → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

iii) CP questions responsibility and wanted things → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

Changes to the make-up of the society → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

1) SBC research → issues around responsibility seem to be devalued/misunderstood / fixed → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

ii) SBC → more accepted/normalsed → School/Society → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

iii) Increase in YP from devalued/misunderstood → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

iv) CP experienced some YP would not take RESPONSIBILITY and wanted things → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

v) Development, Accessibility + understand → Messages YP absorb + how they communicate → (CC → T) → (CC → A+N) → (CC → EM)

vi) CP → Noticing a devalued/misunderstood → (CC → NV) → (CC → R+F) → (CC → T) → (CC → A+N) → (CC → EM)

Research Outcome: MASTER 1

Rough Title: AN 'UNCERTAIN' SOCIETY is a developing WORLD

i) LOSING FAITH IN ADULTS

Living in a 'FIXED' 'FIX' Society (21st)

A: YP are de-valued/misunderstood in today's Society (21st Century) → BY ADULTS!

B: When YP don't engage in SBC it is often related to ADULTS/PROFESSIONALS → Lack of control/focus/trust Adults letting them DOWN

C: Linked to above → SBC Professional difficulties seem to match → EDUCATION → Isolation, Lack of support, Children's needs → Lack of control/misunderstood (Other adults)

D: Linked to above → Sustainability → Effectiveness of Therapeutic Space/Environment → Questions VALIDITY of Therapist and (resonant) → the importance of helping YP

E: YP → Some individuals would not take RESPONSIBILITY and wanted things 'FIXED' → links to taught/education

F: SBC seems to be ACCEPTED + NORMALISED in the School Environment/SOCIETY G: Verbal Communication + YP



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Appendix 13- Arrived at Master Themes/Sub-Ordinate Themes

Master Themes/Subordinate themes & Quotation evidence

<u>Master Themes</u>	<u>Subordinate Themes</u>	<u>Quotation Evidence</u>
<p><u>Adopting a 'Young Person-Centred Approach</u></p> <p>1. Understanding, Recognising and Assessing the young person's therapeutic needs.</p>	<p>A: Category Name: "Every single one of them that walks through the door is different"</p> <p>Category Code: In</p> <p>*Responding to their need</p> <p>*What do they want/need</p>	<p>Sky Blue- "I wouldn't say I have a set approach, agenda or something like that"</p> <p>Line: 213 TT/SB-</p> <p>Sky Blue- "So I'm aware and listening for that. And that's what I'm trying to respond to. What they need"</p> <p>Line: 217-218 TT/SB-</p> <p>Ruby Red- "Using your knower and just assessing where that young person is when they come into the room"</p> <p>Line: 672-3 T/RR-18</p> <p>Ruby Red- "I think when they come through the door I guess there's a bit of an assessment going on you know. I think you can sometimes ...I don't know but for me I'm watching, I'm looking , I'm hearing and I'm thinking, well are you a talker, are you gonna talk. Or are you gonna need a little help to talk"</p> <p>Lines 376-379 T/RR-10</p>



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	<p>*Therapeutic Judgement/Assessment</p> <p>*Responding to the YP-Adaption?</p>	<p>Sunflower Yellow- "I'm thinking now, how can I, how can we get somewhere with this you know, what are they wanting. Do they just want somewhere to offload or do they want to change something. Do they want to look at how they're dealing with it"</p> <p>Line 150-153 TT/SY-</p> <p>Ruby Red- "I think there's something about knowing, trying to gear it so you know when it's right just to be and just sit with a young person"</p> <p>Line 387-388 TT/RR-</p> <p>Sky Blue- "If they're in distress or if there is someone that doesn't want to talk, or someone who just can't wait to tell you everything that they need to tell you...go for it. You know I'll go with that"</p> <p>Line 197-199. T/SB- 6</p> <p>Sky Blue- "Individualistic yeah. Then from that I try to work out well what does this person need."</p> <p>Line: 202-203 T/SB-6</p>
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	<p>*Also depends on particular therapeutic session- in the moment</p> <p>*Some YP need a slightly different approach</p> <p>*Therapist has to be creative when assessing the young person's needs Compared to art- response to environment then expression.</p>	<p>able to plan it and gear it to their development"</p> <p>Line: 495-498 T/RR</p> <p>Ruby Red- "So sometimes when she'd come, again I think it just depended on where she was on that day as to whether she would be able to talk of entered in"</p> <p>Line: 500-501 T/RR-</p> <p>Ruby Red- "I also recognise that for some young people they need a bit more poking. They like a little bit more directness, they like some questions being asked"</p> <p>Line 124-126 T/RR-4</p> <p>Sky Blue- "So you have to respond to the person your with, you're not doing that in isolation, you're not just giving a fact sheet and going write your answers here. You have to respond to the person. And that has to be a creative endeavour."</p> <p>Line: 698-701 T/SB-</p> <p>Sky Blue- "You have to respond and that's what art is isn't it.</p>
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	<p>How can I best establish the working alliance with the young person.</p>	<p>Responding to your environment" Line: 695-696 T/SB-</p> <p>Apple Green- "I need to get to know the person and know what their limitations are...and who they are" Line: 420-421 T/AG-12</p> <p>Sky Blue- "I can quite quickly assess what is needed. Not that I know what the problem is or the stories but I can make a quick assessment of the possible nature of their need" Line: 175-177 T/SB-5</p> <p>Sky Blue- "What's the needs of this young person an then working on how do I make a relationship with this person" Line: 180-181 T/SB-5</p> <p>Lavender Purple- "Sometimes it's helping them to talk isn't it...getting to know them" Line: 319-320 T/LP-9</p> <p>Ruby Red- "Sometimes she would come in a talk a lot and other times she'd come in and not talk"</p>
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		<p>Line: 400 T/RR-11</p> <p>Sky Blue- "Some people will respond better to art and those kinds of things I think. But some people respond better to straight forward talking"</p> <p>Line: 412-413 T/SB-11</p>
<p>2. The therapeutic relationship is fundamental...</p>	<p>A: Category Name: "The therapeutic relationship is everything"</p> <p>Category Code: R.E</p>	<p>Lavender Purple- "That connection. It's all about that connection"</p> <p>Line: 404 T/LP-11</p> <p>Apple Green- "Sometimes when sitting in a space when I work with someone the walls disappear, like nobody sees the boxes, nobody sees some of the stuff that's there. We do talk about it now and then but it doesn't get seen when were really engaged. So we could be anywhere...but were together"</p> <p>Line:373-377 T/AG-11</p> <p>Apple Green- "The relationship definitely needs to be there"</p> <p>Line:428 T/AG-12</p> <p>Sky Blue- "I think that if you can build a relationship with someone, however you do it. If</p>



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	<p>*Talking about the therapeutic room/environment- Relationship is more important</p>	<p>it's through a sand-tray or painting or writing great. But if your able to do it through simply listening and responding and talking , just using your voice then that's just as good. Line: 409-412 T/SB-11</p> <p>Ruby Red- "I guess I feel a person-centred approach. It's really important for building up that relationship with that young person. I feel if you get the relationship right other things then follow into place" Line: 88-90 T/RR-3</p> <p>Lavender Purple- "I have always been trained to think the relationship is everything but it is everything. The therapeutic relationship is everything" Line: 566-567 T/LP-</p> <p>Sky Blue- "Is it about finding out information or is it about building a relationship. And it's about building a relationship is what I've come to the conclusion" Line: 457-458 T/SB-</p> <p>Lavender Purple- "But do you</p>
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	<p>*Inferring that it's the relationship/connection and not the space.</p>	<p>know what it doesn't matter. Because actually when were together none of that matters" Line: 161-162 T/LP-5</p> <p>Apple Green-"The trauma that they've been through is shocking. I mean it's really disturbing. I wonder whether that can be healed. However they do benefit from having a healthy relationship with an adult, that's not gonna tell tales on them or tell someone else. That seems very, very valuable to them" Line: 59-61 T/Ag-2</p> <p>Lavender Purple: "We are almost literally running out of air in this little space. But it just doesn't matter. It doesn't matter. They could put me in a broom cupboard and I could still do the work" Line: 420-421 T/LP- 12</p>
	<p>B: Category Name: "Using the young person-centred</p>	<p>Apple Green-"I suppose the thing I do most is break down</p>



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	<p>approach to develop a relationship "</p> <p>Category Code: PCA</p>	<p>that barrier of me being an adult and them being a young person"</p> <p>Line: 64-605 T/AG-17</p> <p>Sky Blue- " I suppose I just try to hold the core conditions for the person. If something comes along, you know you're talking about creativity. To me it's like the creative process, what can we create between us, what can be created here between us, that's gonna be of use to this person"</p> <p>Line: 209-211 T/SB-6</p> <p>Ruby Red- "Some youngsters want something a bit more directive I suppose. And it's a fine balance getting that right. Because I think the most effective thing to do is to be utterly person-centred and follow that person's lead"</p> <p>Line- 527-530 T/RR-</p> <p>Lavender Purple: "I suppose in many ways, doors open, I'm friendly. I want to be there. I do care...And just naturally the relationships, they build in whatever way the client can</p>
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		<p>manage it" Line: 559-562 T/LP-16</p> <p>Lavender Purple- "And I think for me that's so important is that there are no expectations. I just think it's vital that they feel that" Line: 507-509 T/LP-</p> <p>Sunflower Yellow- "Humour is really useful. If you can get them laughing then that's good" Line: 512-513 T/SY-14</p> <p>Apple Green- "I would actually like to shadow them that's what I try to do in the room. Is try to get a sense of who they are but by being a shadow at the time. What they're going through, what they're seeing, what they're feeling. What is it really like to be them" Line: 363-366 T/AG-10-11</p> <p>Sky Blue- "I suppose my approach is to develop a relationship with that young person to start with" Line: 181-182 T/SB-11</p>
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		<p>Ruby Red- "It's a heart thing really, my heart is that they will go away having felt like somebody has cared for them...And that they won't feel judged and that this is a place where they can just open up and say whatever they want to say. I think the person-centred approach allows that "</p> <p>Line: 93-98 T/RR-3</p> <p>Lavender Purple- "I just try to be as open and relaxed as possible"</p> <p>Line: 169 T/LP-5</p> <p>Sunflower Yellow- "To not push any agenda that it is their space. For some youngsters I think that's really fantastic. Because they haven't got anywhere else where they can just flop and be and not have to pretend"</p> <p>Line: 516-518 T/SY-14</p> <p>Lavender Purple- "And you know being very person-centred I believe that everybody is fundamentally good. I don't care what anyone's done quite frankly.</p>
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		<p>And that's what I will convey to them"</p> <p>Line: 551-553 T/LP-15-16</p> <p>Sunflower Yellow- "Essentially I usually say to them, well where do you want to start? What are you trying to tell me?"</p> <p>Line: 128-129 T/SY-4</p>
	<p>C: Category Name: "If those conditions are in place you get that therapeutic contact "</p> <p>Category Code: 6PC</p> <p>*Psychological contact</p> <p>*Unconditional Positive Regard</p>	<p>Ruby Red- "Almost like I synapse with them, nerves come together. And there's a flow between you"</p> <p>Line: 576-577 T/RR-16</p> <p>Sky Blue- "I'm tolerant, I'm accepting and open minded to those things. Whatever it is that their into you know, if it's drugs or alcohol, you've got to be kind of tolerant to that and non judgemental. Because we all do all sorts of crazy stuff"</p> <p>Line: 631-636 T/SB-17</p> <p>Sky Blue-"My aim is to work on building a relationship with them quite quickly, because that's key. If I don't make</p>



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	<p>*Psyc contact and adapting to the YP need</p> <p>*Empathic Understanding</p> <p>*Psyc contact can help create equality</p>	<p>contact with that person psychologically, then it's not gonna go anywhere. So my approach then is to listen and look at that person and work out...how do I need to be, to allow me to make contact with them"</p> <p>Line: 190-193 T/SB-5</p> <p>Ruby Red- "And I think working empathically. That empathic understanding and letting them here you reflecting back, that actually I can hear what you're saying"</p> <p>Line: 590-592 T/RR-16</p> <p>Apple Green- "Core conditions. Without a doubt...But in any effective healthy relationship, if those conditions are in place you get that therapeutic contact. If any of those are missing you do not have that psychological contact. The core conditions can create an equality in the relationship where there is obvious inequality"</p> <p>Line:492-497 T/AG-</p> <p>"Lavender Purple- "I didn't feel</p>
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	<p>*Therapeutic presence</p>	<p>like I was being patient. I was just being there. And it's hard as a therapist to just be there isn't it...but it's really important"</p> <p>Line: 542-543 T/LP-</p> <p>Sunflower Yellow- "I think if you can get them to understand that it really is there session. That you really aren't there to boss them around, to tell them what to do. You really are mainly interested in trying to understand what it's like to be them"</p> <p>Line: 514-516 T/SY-</p> <p>Apple Green- "When they really feel that feeling of unconditional positive regard. When you're really genuinely being that way with them. That person is picking that up on an unconscious and conscious level. And they feel it, they feel it in here (Points to heart) and I think they feel it in here (Points to head)."</p> <p>Line: 463-457 T/AG-</p> <p>Sky Blue- "That you care about them. That they feel that you</p>
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		<p>care about them. That even if you don't fully understand what it is they're trying to tell you...that you're willing to try and understand."</p> <p>Line:620-621 T/SB-17</p>
<p>2. An effective therapeutic relationship</p>	<p>A: Category Name: "Being able to offer creative interventions to Young people"</p> <p>Category Code: OCI</p> <p>*Offering Creative Interventions or the potential for them is really important- This also helps to empower the young person and gives them choice.</p> <p>*Professional development</p> <p>*This would not be meeting the needs of young people who</p>	<p>Lavender Purple- "It's kind of something that I think I'd like to keep offering for the right person. And I think that's key isn't it, having a whole load of things that you can just offer and it might appeal"</p> <p>Line: 461-463 T/LP-</p> <p>Lavender Purple- "I always offer. I always say to the young people, you know you can bring music in if you want"</p> <p>Line: 363-364 T/LP-10</p> <p>Ruby Red- "I like to have had the interventions done on me if that makes sense...participating and being able to participate yourself before you offer"</p> <p>Line: 413-415 T-R-11</p> <p>Sunflower Yellow- "I would not like to be a talking only</p>



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	<p>need something more!</p> <p>*Also helps freshen the therapy up or helps the practitioner engage the child on a different level. (Interesting)</p> <p>*The box full of creative stuff was constantly there in the room- but was there as a choice and not forced. The young person took control!</p> <p>*Feeling of Just in case they ever need it!</p> <p>*Observing the young person's reaction and curiosity</p>	<p>therapist for everybody for sure. I think it's really useful having other stuff that you can offer people"</p> <p>Line: 595-596 T/SY-</p> <p>Apple Green- "Well it would be a bit boring I think to not have something every now and then...I wanna share, share the wealth of information. I learnt this today and it seemed really good, do you wanna have a go"</p> <p>Line: 433-437 T/AG-12-13</p> <p>Ruby Red- "She'd go straight into that blue box...I would have to make sure the blue box was in the room"</p> <p>Line: 640-641 T/RR-</p> <p>Lavender Purple- "You offer it and if they don't take it what I do is just leave it on the desk. So every time they come in it's there"</p> <p>Line:309-310 T/LP-</p> <p>Sunflower Yellow- "If there looking curious...a lot of them you can kind of see that their eyes are kind of drawn to it, then they'll be more likely to</p>
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	<p>*Offering it when the relationship is present- can help to engage the young person- visual, different approach</p>	<p>say something. And if not then I would encourage them to get stuff of their chest first" Line:143-145 T/SY-4</p> <p>Lavender Purple- "I think they just become familiar with it" Line: 357-358 T/LP-10</p> <p>Apple Green- "So for someone that I've got a well established relationship with I might say I did this thing in supervision which was really interesting and I thought it might work nicely with your family. Because you have quite a big family it would be interesting to see, do you wanna do it?" Line: 414-416 T/AG-</p> <p>Sky Blue- "I have tried different things at different times and sometimes they work with young people and sometimes they don't. I think you have to have a few different things that you can try" Line: 512-514 T/SB-14</p>
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	<p>B: Category Name: An effective relationship can create containment and safety. Containment and safety can produce trust.</p> <p>Category Code: S+C=T</p> <p>*Never compromise or do anything to break the core conditions/relationship- trust would evaporate.</p> <p>*Trust is so important- to the YP engaging and opening up</p> <p>*Guardian of the therapy room- making sure the space is safe! Encourages trust and also expression of feelings/story</p> <p>*Consistently present when you should be- Keeping to your</p>	<p>Apple Green- "I think that the core conditions are the foundation of a solid relationship. And then flexibility...those have to concrete foundations and must never be compromised...because the trust would be gone"</p> <p>Line: 500-504 T/AG-14</p> <p>Ruby Red- "So I think there's something about them learning to trust you. And it amazes me sometimes when they come in and sit there and open up...The trust is huge for them"</p> <p>Line: 583- 588 T/RR-16</p> <p>Apple Green- "I patrol the boundary, the door is shut and it's about safety. You are safe in this room, this is a space where you can be yourself, you're not gonna be told of"</p> <p>Line: 458-459 T/AG-13</p> <p>Sky Blue- "You know you are who you say you are, that you'll keep confidentiality, that you will be there every week. That</p>



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	<p>word- Trust</p> <p>* Containment/safety/trust- Different to the outside world- possibly a different sort of relationship (Intimate/private)</p> <p>*Privacy and safety/containment enables trust and deeper level of expression</p> <p>*Again the therapeutic relationship is different- helps them open up and 'express' to another human being who will listen and try to understand.</p>	<p>you'll be there when you say you'll be there. You're consistent...And that they can trust you" Line: 622-624 T/SB-17</p> <p>Ruby Red- "I think that's what's so special and I go like this because (<i>Physical gesture- Her hands close together</i>) about the therapeutic relationship. Because it's contained and it's in a space. Which is quite different from being out in the world." Line: 598-600 T/RR-16</p> <p>Lavender Purple- "Well I think there's privacy. You know and all of that safety. And I think it's very contained. That can allow a deeper perhaps level of expression" Line: 575-577 T/LP-16</p> <p>Lavender Purple- "I think the counselling relationship and that space maybe opens something up that they couldn't of managed on their own" Line: 579-580 T/LP-16</p>
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	<p>*Psychological SAFETY- As the young person is vulnerable they need s a safe secure space.</p>	<p>Apple Green- "Psychological space. I think that's why I am so like a rotweiler because you know I see it as, you open their head up and you're allowing everything to kind of float out. And I'm thinking what about that, what about that. That's what's happening." Line:379-382 T/AG-11</p>
	<p>C: Category Name: A fundamental element to working therapeutically with Young people is to fully hear what they are communicating verbally and non-verbally. This gives the young person a voice.</p> <p>Category Code: V</p> <p>Young people want to have a voice in today's society.</p> <p>*Practitioner must look for the whole presence of the young person.</p> <p>*Embracing the holistic nature of the young person- so</p>	<p>Apple Green- "I think they like to talk. They don't get a voice but they do when there in the room." Line: 448-449 T/AG-13</p> <p>Ruby Red- "And it's also looking for the unsaid words I guess that what I sit and look for. I kind of feel like they send whatever it is to me here to my head, into my brain as their speaking. And it feels like it has to go down into my stomach before I actually then give it back" Line: 593-595 T/RR-16</p> <p>Ruby Red- "Then he suddenly chatted and talked and started talking about what was going on for him. And I thought well it was worth just that slowly</p>



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	<p>important, they feel valued and fully understood and accepted.</p> <p>*Listening to everything in the room. HOLISTIC</p>	<p>hearing and letting him know that everything was important about him...Even the push bike was important." Line: 354-356 T/RR-10</p> <p>Sky Blue- "That you can meet them on their level, whatever it is, whatever they're into. Your happy to talk about one direction for half an hour...I'll talk about it because that's the thing you're interested in..." Line: 641-644 T/SB-</p> <p>Apple Green- "I just listen to young people. And I don't just listen to what get's said, I listen to the stuff that doesn't get said. Everything that they present with, their body language, the language they use, their clothes, absolutely everything, the whole shebang...it's information. There's vast amounts of it..." Line: 211-215 T/AG-</p> <p>Sky Blue- "I'm there to be interested and listening. Really listening to whatever it is they're trying to say." Line: 648-650 T/SB-18</p>
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	<p>*Young people want to take control and want to be heard! Links to society! Devalued or misunderstood.</p>	<p>Apple Green- "They wanna be in control. They wanna do things for themselves, they want to be heard. They want to be heard. And listened too...really listened too" Line: 207-208 T/AG-6</p> <p>Apple Green- "They've probably never had the opportunity to be heard or to speak uncensored because they're constantly being told." 534-535 T/AG-15</p> <p>Apple Green- "It's just about being bloody honest, being honest and real. And just saying what's there in the room. And even if nothing's being said, that say's volumes" Line: 507-508 T/AG-</p> <p>Apple Green- "They come and young people want to sort their problems, they wanna find a solution. I find young people, far more open too." Line: 204-205 T/AG-</p>
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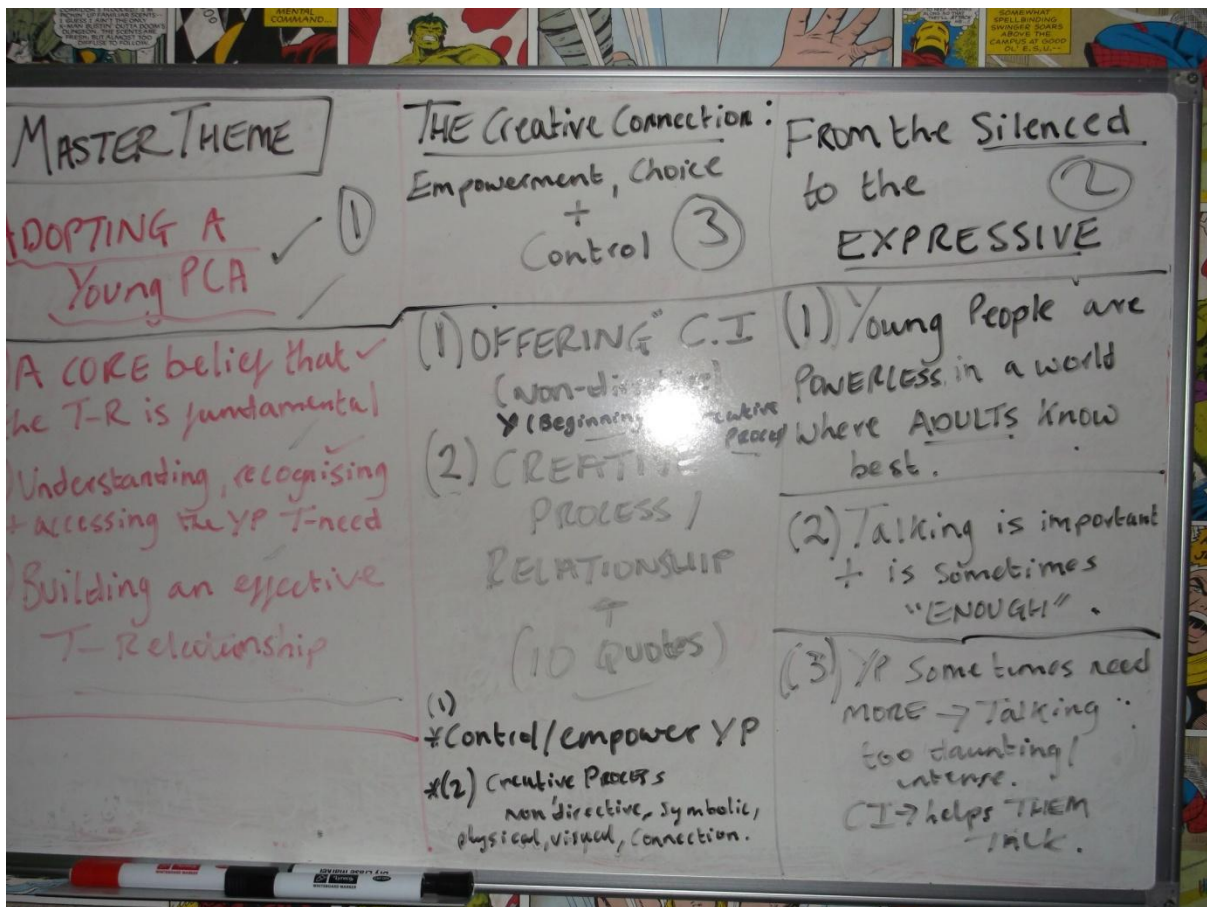
Final Table of Themes

TABLE 3: MASTER THEMES AND SUB-ORDINATE THEMES	
MASTER THEMES	SUB-ORDINATE THEMES
4.3 Adopting a 'Young Person-Centred Approach	<p>4.3.1 A core belief that the therapeutic relationship is fundamental</p> <p>4.3.2 Understanding, assessing and responding to the young person's therapeutic needs</p> <p>4.3.3 Building an effective therapeutic relationship</p>
4.4 From the 'Silenced Youth' to the 'Expressive Person'	<p>4.4.1 Young People seem powerless in a world where the adult know best</p> <p>4.4.2 Talking is important in School-Based Counselling and can be often 'enough'</p> <p>4.4.3 Creative Interventions for those that find talking difficult</p>
4.5 The Usefulness of Creative and Symbolic Methods	<p>4.5.1 A non-directive offering</p> <p>4.5.2 The Creative Process/Connection</p>



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Appendix 14- Transcript Verification

M.A Clinical Counselling Research

University of Chester

Consent Form 3- Transcript Check

Title of Study: Is talking enough in the 21st century: A Qualitative Exploration into the therapeutic use of creative intervention when engaging young people in School-Based Counselling (Wales).

Ihereby give consent and agree that the written transcript accurately reflects the interview held with Gary Tebble (Researcher) on 12/08/2014.

I am also happy for the researcher to submit the transcript as my data and give permission for the data to be analysed and used in the research dissertation and any future publications. I also understand that that my right to withdraw the data will cease once the data has been analysed.

I acknowledge that the my identity will be kept confidential and will be anonymous using a coloured pseudonym. Having read the transcript I believe it to be an honest and true representation of the interview that transpired.

Signed

[Participant]

Date... Signed:

[Researcher].....



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