

Young people are growing ever more depressed. Is modern life to blame?

'Our mental health has suffered over the past 80 years. The causes are complex, but it's exhausting to live in a society where asking for help equals failure'

Jean Hannah Edelstein writing in the Guardian on 16th March 2016

Children and young people with mental health problems waiting up to 18 months before they get help, finds report

Mary Bulman, Independent, 26th October 2017

Schools struggle to get mental health help, says survey

'A survey of UK head teachers has found that nearly half are struggling to get mental health support for their pupils. A total of 45% of 655 of school leaders quizzed by children's mental health charity Place2Be said it was a problem.'

Katherine Sellgren, BBC, 9th Feb 2018

British youngsters are the 'unhappiest generation in a decade': Report finds 16-25-year-olds fret over money, their futures and 'not being good enough'

Mark Duell, Daily Mail, 5th April 2018

Figure 1

A Study on Being Seen

A phenomenological enquiry into the lived experience of mental health on learning experiences.

Manchester Institute of Psychotherapy

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A phenomenological enquiry into the lived experience of mental health on learning experiences.**Overarching Question**

Describe the impact of your emotional wellbeing on your ability to learn and what has worked and not worked to support your success?

Introduction

Context is all – my interest in the subject of my research project is multifaceted. My personal context then, I am a learner and love to learn. I am completing this research as part of my Integrative Psychotherapy Qualification. I also work in an educational establishment and my placement is within the Health and Wellbeing Centre of the establishment. I have taught in secondary schools, museums, art galleries, community settings such as an Art Studio for individuals with mental health and addiction difficulties. School and learning is a feature of all our lives and is coloured by our experiences of it. I believe it is impossible to come to this subject with anything other than a subjective view, within the phenomenological enquiry personal experience is brought to the discussion. I have seen learning have a profound and transformative effect on young people and I have also seen young people in severe distress and dis-ease with learning. The research is also being undertaken when there is a political, social and cultural pressure to act. (headlines Figure 1)

In my current role as Learning Support Manager I work with young people in distress or at unease with their learning and I want to be able to hear their stories with more clarity and explore how best to support these young people to achieve their best. Over recent years I feel I have seen a rise (anecdotal – I don't have numbers) in students presenting with complex mental health issues – anxiety preventing them accessing the classroom, OCD resulting in individuals sitting exams at home, depression, eating disorders, self-harm. I am interested in what is happening phenomenologically for these young people and how learning is impacting on their wellbeing and conversely how their wellbeing is impacting on their learning.

In the Office for National Statistics report – Young People's Wellbeing – 2017 they reported 'Recent longitudinal research on well-being over the life course suggests that mental ill-health may be an important contributory factor to subsequent life satisfaction, educational success, earnings, and physical health. (Layard, 2013, pp6). (Figure 2)

	2009 to 2010	2013 to 2014	2014 to 2015
Overall proportion of young people with increased symptoms of anxiety or depression 1	18%	21%	19% (a drop but not statistically significant)
Proportion of young women reporting symptoms of anxiety or depression	22%	26%	25%
Proportion of young men reporting symptoms of anxiety or depression	14%	17%	15%
Information from the Office of National Statistics – Young People’s well-being 2017 – 13 April 2017 (p6)			

Figure 2

Overall, young women were significantly more likely to report symptoms of anxiety and depression than young men; my group of participants mirrored this with one male and four female participants taking part.

These are of course the reported figures and there is considerable evidence to suggest that the numbers are much higher and in particular that the lower figures for young men are linked to young men not seeking help. This is supported by statistics linked to suicide. The office for National Statistics reported around three-quarters of all suicides in 2016 in the UK were male and young men aged 15 to 19 years are two and a half times more likely to die from suicide than females. (This is lower than at other ages)

I also have a personal knowledge that I bring to my view of the subject, in that my own daughter has had significant challenges with her mental health and her key stage 4 learning experiences have been difficult and problematic at times, including some bullying. This has had an impact on her ability to flourish and grow at times.

What is learning? For the purpose of the research I felt it was worth examining further some of the current thinking around learning. Below are definitions of learning in order to consider the landscape that this study is part of. Learning, teaching, education, pedagogy and schools become entwined in our thinking, culture, politics and social structures. Although learning isn’t solely the

business of schools and teachers it is here where experience becomes embedded in our psyche (with early experiences being somatic) and become entwined in the drivers to our behaviour, feelings and thinking. It is where script beliefs formulated in relationships with our primary caregivers are confirmed and challenged.

The Sutton Trust in their review of research '**What makes great teaching?**' October 2014 start by **highlighting the six** 'common components suggested by research that teachers should consider when assessing teaching quality.' They list six approaches, skills and knowledge in order of how strong the evidence is in showing that focusing on them can improve student outcomes. Below are numbers 3 to 5 that I believe relate to student wellbeing:-

3. Classroom climate (Moderate evidence of impact on student outcomes) including quality of interactions between teachers and students, expectations, challenge but still recognising students' self-worth, attributing student success to effort rather than ability and valuing resilience to failure (grit).

4. Classroom management (Moderate evidence of impact on student outcomes) efficient use of lesson time, coordinating resources and space, managing students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place.

5. Teacher beliefs (Some evidence of impact on student outcomes) Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

Although the top two components are linked to subject knowledge and pedagogy I believe it is significant that half of the factors could be said to link to relationship.

Furthermore Giles Barrow in his writing on educational transactional analysis describes:-
'The process of learning is one way in which this act of renewal is carried out at a collective, societal level. In Transactional Analysis Terms, the desire to grow and renew is represented by 'physis' (Berne 1957), and this in turn is at the heart of educational transactional analysis. The educator is essentially attending to, and accounting for, the physis of the learner and the collective physis of the learning community – which is carried out as part of humanity's push for growth.' (Giles Barrow, 2016, pp13)

Key Words

Understanding, resilience, wellbeing, learning, education, growth, experience, think, feel, belonging, being seen, emotion

Literature review

I started the literature review by doing a broad search on the internet, using OpenAthens, Transactional Analysis Journals (TAJ), International Integrative Psychotherapy Association Journal and then further looking at books written using initial research as pointers to authors and writing. I made an effort to search for writing that explored the phenomenological experience of learning and emotional wellbeing. I used key words such as learning and emotional wellbeing as key search terms however added other words as titles and articles were found and further searched for particular authors, such as Giles Barrow. Although initially it felt as if there was not a huge amount written as I dug I found there was a plethora of material and the problem was identifying the appropriate writing within the context of the research and also with the parameters of the study (time and length). I found it difficult to keep to the essence of the research. I could have looked further at writing around neuroscience, at emotional intelligence and more deeply at writing around educational transactional analysis. Reports such as 'Missed Opportunities' by Lorraine Khan reviewed approximately 480 sources from between 1990 and 2015, this was overwhelming.

I looked at some of the organisations and charities involved in learning and young people's mental health and research undertaken by these organisations, Organisations such as Young Minds, Centre for Mental Health, YMCA and Mental Health in Further Education. Common themes that emerged were stigma, the importance of relationships, support, the basic need of the human soul to grow and the transformative potential therefore of learning. Common concerns that the search found were the lack of timely support, the role that bullying plays and the potential for schools to support young people to build resilience.

The literature ranged from research aimed at changing government policy and procedure such as 'I am Whole' commissioned by the YMCA in October 2016. This was an extensive piece of research looking at stigma with a sample of 2,072 interviews with young people aged between 11 and 24-years-old from across England and Wales. This was split into 1,098 who had experienced mental health difficulties and 974 who had not. This then is a detailed piece of work giving young people a

voice and with the focus of stigma. This is indicative of qualitative research that seeks to explain the lived experience of young people and their mental health, it directly relates to the form I planned for my research. One of the questions posed in the research was:-
“How and where does this stigma occur?” Stigma is a theme that emerged in my research also. This large survey with a control group gives a reliable picture of the situation across England and Wales in 2016.

The Centre for Mental Health has a mission to ‘change the lives of people with mental health problems by using research to bring about better services and fairer policies.’ The organisation has extensive research such as ‘Missed Opportunities a review of recent evidence into children and young people's mental health’ by Lorraine Khan in 7 June 2016. The research reviewed literature published between 1990 and December 2015 (although a number of publications published up until January 2016 were also included) it also included an internet and website search for ‘relevant grey or unpublished literature (e.g. Government reports, policy documents/ briefings and third sector reports).

As research with a campaigning focus, they present qualitative and quantitative insight with suggestions for making a difference to young people’s lives and therefore to influence policy. My aim is to seek a deeper understanding on an emotional level, to truly hear the stories of the small group of participants. Furthermore I found sources aimed at supporting practitioners to support young people with practical knowledge and ideas such as ‘Influences on and barriers to learning’ by Mental Health in Further Education. The website has stories/testimonies from young people that explore the lived experience of individuals and again identifies similar influences and barriers as the previous sources.

This source adds to the wealth of evidence and enquiry that is available and that seek to illuminate the experiences of young people. The research is often recent and phenomenological; perhaps in response to the growing concerns about young people and often with a self-help element. See headlines on title page (Figure 1)

I then wanted to search for sources from a therapeutic standpoint and that sought explanation with a Transactional Analysis (TA) framework or therapeutic philosophy. **Therapeutic Operations Can be Educational Operations Too, Marina Rajan Joseph** describes ‘how Berne’s therapeutic operations can be tools in educational work as well as in therapy’ the article discusses her work with medical

students when preparing and doing research. The article is a reflection on her experiences of teaching and bringing a TA focus to her methods and exploring the benefits of this for the students ‘For a teacher who perceives education as a means of expanding students’ awareness, education is a process of constantly inviting their Adult ego state.’ (Joseph, 2012, pp114) In her conclusion she talks further about Berne’s references to education. Berne (1966) ‘equated therapy to teaching, especially in therapy with adolescents’ (Joseph, 2012, pp116) she suggests that educators should be aware of their own prejudices as a therapist would be in order that they are able to connect with learners authentically to enable learners to develop in their own way. I was interested in the connections Joseph made about the nature of the teaching relationship and the power to enable a person to grow. The article linked to my thinking going into the research, as a piece of phenomenological enquiry and so struck a chord personally but also highlighted possible concerns with regard to the quality of the relationships.

My Whole Life Is Plan B: A Psychological and Practical Approach to Resilience, Valerie Lankford

Resilience is an attribute that is often highlighted in education as being crucial to success. To have a growth mind-set is more crucial to success than talent. Lankford discusses an approach to therapy where clients are encouraged to embrace failure ‘People learned more by looking clearly at mistakes than by turning away from what they believed was wrong.’ (Lankford, 2012, pp67) Ruby speaks of this in the interview making reference to the Thomas Edison quote *‘I have not failed. I've just found 10,000 ways that won't work.’*

‘In What you must Think of Me – a firsthand account of one teenager’s experience with social anxiety disorder’, Emily Ford with Michael R. Liebowitz this is part of a series of books from The Annenberg Foundation Trust at Sunnylands’ Adolescent Mental Health initiative. The book follows Emily’s story from childhood into adulthood and describes the impact on her life and wellbeing that her social anxiety disorder played. It was interesting to hear an adult reflecting on their experiences as a young person and the detail of the account brought to life the potential consequences for young people of being psychologically misunderstood at this crucial period of growth. The book is meant as a self-help and therefore links with the many resources on-line. If we understand humans to be relationship seeking I wonder how useful these resources might be without the other to explore with.

“Whatever!” The Wonderful Possibilities of Adolescence, Giles Barrow – Barrow explores in this article Adolescence, Neuroscience and Script he argues that ‘if script formation is more akin to a cycle of learning (Newton, 2006) in which the young person is an active agent, then the teenage years are especially rich in terms of both the individual making new meaning about self, others, and the world and in relation to the community in which the process takes place’ (Barrow, 2014, pp169), he also goes on to talk about the synaptic pruning that takes place after puberty and poses that the ‘implications of this crucial reorganization extend beyond the individual and his or her parents and carers to include teachers and others who encounter adolescents.’ (Barrow, 2014, pp170). My co-researchers were between the ages of 17 and 24 therefore fall within the timeframe being discussed by Barrow. The project could therefore be seen as an opportunity for these young people to make meaning. The article uses a case study to understand the teenage experience and offers an alternative to commonly held ideas of teenagers.

Educational Transactional Analysis – an International guide to theory and practice, edited by Giles Barrow and Trudi Newton brings together a series of authors to explore and make sense of educational Transactional Analysis. Within the context of this study the writings bring together thinking about learning and psychotherapy and provided many useful insights especially in chapters such as ‘Turning to resilience and power: metaphor and meaning in relational learning’, Trudi Newton and ‘Relational needs in education’, Nevenka Miljkovic. Miljkovic discusses learning in the context of Erskine’s eight relational needs and highlights the role that educators have in challenging life script ‘good education, with its relationships and constellations, offers a lot of opportunities for healing: ‘to get what we didn’t get on previous occasions or more of what we already have’ (Barrow: 2006)’. (Miljkovic, 2016, pp77) Education therefore can be transformational as can therapy when at its best. Other themes explored include pride and shame in the classroom again exploring script, the importance of the teacher to create a safe environment where learners can take risks in order to develop ideas and grow. As I explored the literature available I wondered if my research should have been a phenomenological enquiry of the experience of teachers working with students experiencing mental health issues. Would this have brought more new insights to the subject?

The Social Neuroscience of Education – Optimizing attachment and learning in the classroom, Louis Cozolino explores the development of the social brain and the implications this has for learning. Furthermore he looks at the neuroplasticity of the brain and therefore the ability for growth and

development. A common theme that I have come across is around shame and its role in a person's ability to learn. Cozolino states 'when we are ashamed, our brains (like our bodies) close in and shut down.' (Cozolino, 2013, pp103) I was interested in the science and ancient drivers deep in our survival mechanisms that then imbue all our decisions.

Before starting the research I didn't anticipate the quantity of writing I found and this is probably because the services and support don't seem to reflect the need as I have experienced it and as described by the young people. I was interested in the commonalities of the literature, the links to script in understanding learning experiences and the possibilities for transformation. I also found that the importance of relationships in the building of a safe environment where learners can thrive and survive was talked about across a number of the articles and books. The literature referred to the fact that whilst teachers are not therapists the process of connecting in a relationship that has empathy and respect at its core was an intrinsic aspect to transformative education as it is in therapy. The reading therefore gives an overview of what is happening emotionally, cognitively and the neuroscience driving the processes of survival. My research then, I hope, will give the space for the participants in this process to explore phenomenologically how they have and are experiencing learning. My sense is that this will not uncover anything that is unknown, as I found a wealth of material looking at this. I hope it will further elucidate the experiences of the specific young people involved and add to the rich vein of written lifeworld knowledge.

Methodology

Describe the impact of your emotional wellbeing on your ability to learn and what has worked and not worked to support your success? The purpose of my research is to explore and to gain insights into the relationship between emotional wellbeing and the ability to learn successfully. In order to explore this over-arching question I made the decision to use a qualitative research method. 'All qualitative research methods begin with the assertion that social researchers are located in a subjective context, and cannot lay claim to neutral or scientific objectivity' (Martin Brett Davies, 2007, pp151). It could also be said that there is a possibility for action coming out of this research, at an organisational level, however this is not a piece of action research as it is has not been commissioned to bring about some new development (Martin Brett Davies, 2007, pp234).

Action research holds at its core the philosophy that 'knowledge is power' and therefore if the research informs practise then this is action arising from the findings.

In identifying my co-researchers I considered advertising within the University Centre Barnsley. I wanted to ensure that the research participants were over eighteen in line with the modality of my course and also for ethical reasons. However I was also interested in the reflections of young people whose experiences of formal education were relatively recent or current, my thinking here was that we may come across insights that are able to inform support of students in College and Sixth Form. This could then inform action research like work or development of practise.

Within Sixth Form I was working with Chilypep, the Children and Young People's Empowerment Project based in Sheffield, they work with young people between 11 and 25 years old and are 'dedicated to raising the voices of young people and giving them the confidence, influence and a platform to shape their world.' I was aware of a Chilypep group that meets weekly, OASIS (Opening Up Awareness & Support & Influencing Services) and with the support of the Chilypep worker I was able to identify a group of initially 6 young people that wanted to take part. The worker took information (see appendix) into the group to ensure that individuals were fully aware of the scope of the research. In my discussion with the worker she explained that the group had taken part in a number of pieces of research for instance for CAMHS. She felt confident that they would be confident and familiar as a group of the processes involved with the research. A negative of this could have been that the discussion and thinking was something that the participants had already discussed in other forums. I have no way of checking this out and would suggest that within the phenomenological enquiry we would always bring something of a different hue to the conversation. I was also confident that the group had an established and well-functioning support network and access to workers if there were any concerns that arose after the interview discussion. I discussed support with the group prior to the interview starting, I also gave my work email and offered to debrief which nobody followed up on.

Other benefits to using an established group was that the participants were relaxed with each other. This was evident at the beginning of the discussion when there was a friendly hubbub in the room and also in the way the group make-up and arrival unfolded via a number of texts and phone-calls. The participants were to arrive at Sixth Form for 4pm. The Chilypep worker had sent me a list

of participants prior to the day however it became evident that some of these were not able to come and between the group they had arranged for replacement participants. One of these participants they informed me was 17 but was keen to be involved. I agreed he could be involved on the understanding that I was able to speak to his guardian on arrival to explain the research and gain consent. This was completed by Stephen's father on his arrival.

The group was made up of Violet who had studied at Barnsley College and is currently studying on a degree in South Yorkshire, Claire who is currently volunteering at the Recovery College, Stephen on a vocational course at Barnsley College, Ruby on a gap year after finishing A Levels in summer 2017 and going to university in 2018 and Kate a current A Level student. Prior to the interview I checked in with Kate as a current A Level student. We explored the nature of the discussion, how she might keep herself safe and if she felt there would be any conflict to support I may be involved with in my role as Student Support Manager. She was happy with the process and wanted to be involved. With both Kate and Ruby this shared knowledge of experience, of the organisation and of myself; and narratives we share was bound to influence the enquiry. I explained that the research was independent of Barnsley College and as such I was there as a trainee psychotherapist interested in their experiences of learning and emotional wellbeing.

We used a space within College, unfortunately I was found and interrupted at the beginning of the interview despite explaining to staff that I was not available during this time, fortunately this was in the initial moments and I was able politely to assert that I was not available. The recording was made on a Dictaphone and also a phone (however this didn't work!) and transferred to a password protected laptop on the evening of the interview and later to a password protected memory stick for the purposes of writing up the research. The recording will be destroyed on completion of the project.

Prior to the interview starting I talked through the participant consent form including:-

Confidentiality: nobody would read this account except for the marker, my supervisor, a possible third party for standardisation and themselves, if they wanted.

Anonymity: only one participant requested to have their name changed and so initially I had the other participant's real names in the text. However as I read the transcript through I decided it

would be preferable to maintain anonymity of all. Therefore all names have been changed however only Violet has chosen her pseudonym.

Right to withdraw: The participants could withdraw at any point from the research prior to submission

Right to access: The participants could read the script and the project at any time they wanted.

Boundaries of the discussion: if necessary, participants could interrupt the interview and take a break. We set in place when it would finish and all made their arrangements to be collected etc.

The participants confirmed they understood and agreed with all these points, and signed the forms to this effect. (Appendix 3)

My aim was in the process of the group discussion to be open to and curious about the group's experiences; to listen with empathy and attunement. In order to gain new knowledge or add to the existing body of knowledge, as highlighted in my literature review there is already wide ranging qualitative research exploring the field of education and mental health. I chose to adopt a phenomenological enquiry with a lifeworld approach in order explore the narratives of the participants. Linda Finley suggests 'the researcher **searches for the essence(s)** of the phenomenon through active reflection and questioning as suggested by Gadamer (1975/1996). For Dahlberg (2006) an 'essence' is a phenomenon's style, pattern or way of being. Expandable and openly infinite, essences can never be fully captured or explored. It is *nuances* rather than any sense of fixed core that researchers aim to find' (Finlay, 2011, pp127). I have therefore adopted a lifeworld interpretive approach to the research in order to acknowledge my own and my co-researchers involvement with the subject.

Analysis

The discussion was just over one hour and we could have continued. We didn't explore all the questions prepared but the enquiry built on questions and the group posed questions to each other within the discussion. The main questions posed were:-

Could you share some of the things you have felt when learning either in or outside the classroom?

What have been your experiences?

What has the impact of your mental health been on your learning experiences? This question was talked about within the context of the previous question and then highlighted further for any additional thoughts.

Are there any learning experiences that have impacted on you? Or your mental health on your learning?

What things have made a difference for you?

Were there any other relationships that have been helpful?

What does success look like for you?



Figure 3

I started my analysis of the text with a number of activities running alongside each other. I listened to the recording several times making notes in the form of a mind map and then adding to the notes and highlighting the themes as they emerged on the subsequent listening. Along-side this I analysed the text using textalyser.net (appendix) I read over these words and after ignoring the ‘ands’ and ‘buts’ etc. I picked out the words where I felt that they linked to the participants descriptions and meaning making. These words I fed into wordle.net (word cloud generator) which

gave me a visual representation of the words most referred to, as selected by myself (Figure 3). In doing the selecting I acknowledge that I am bringing my felt experience and biases to the selection. The smallest words being said once and the biggest 52 times, within the selection. Within this process I am bringing my feelings and understanding of the discussion as I am filtering words that I believe had a resonance to the discussion. Although often overlapping themes began to emerge.

Looking further at this analyse and the transcript I began grouping together comments, words and themes to form sub headings.

Significant others and relationships – Parents/guardians, Mum, Dad, teacher/s, tutor, mentor, friends, student/s

Emotional – feel/ing, want, different, belonging, enough, still, support, never, sorry, high, believe, wrong, happy, mental, health, see, should, need, never, understand, shit, bad, laughter, wrong, success, labels

Cognition – thing (often used in the context of discussion when participants thinking searching over the language to describe what they wanted), think, work, talking, point, learning, understand, has, diagnosed

Situation/Context/systems – school, college, class, home, where, education

Learning difficulties, Autism Spectrum Disorder and Asperger's Syndrome and diagnosis.

Significant others and relationships - My co-researchers all identified significant people that had significantly impacted on their learning journey through high school and college. They discussed both the positive and negative sides of this. The commonality between their contributions I believe to be about being seen and acknowledged by another. If we understand that human beings are relationship seeking and make sense of self in relationship (Erskine – Eight Relational Needs, 1999, pp124) then this is not surprising. However it is important to recognise the impact these sometimes brief transactions have in the participant's lives. The conversations could be serendipitous however these connections have stayed with my co-researchers informing their thinking of themselves and their ability to learn.

Claire '...basically it was a joke to people my mental health... It's just thankful that the very few friends I did have, were already family friends so I would like, I had that support through my

childhood from my family but... I don't know, it's like I was bullied at school, I was bullied my Dad when I was a kid so I couldn't win either way, I couldn't have that break as a child, so basically end all result I didn't have a childhood.' (267 to 271)

In contrast Stephen talks positively about how his needs are seen and acknowledged at college '... when I was getting extremely stressed over not finishing some work I went into him and I can't talk because when I'm experiencing a problem I can't verbally express it. So I wrote it ... And handed him the paper. He read it and said Ok and he understood. (332 and 336) as he goes on further to talk about the impact of this; it is evident that he has more confidence (in tone of voice) and he describes being able to complete the work that day, he was understood and seen as an individual not just a student. (346,347)

The student teacher relationship was mentioned repeatedly throughout the discussion. With 34 references being of a negative dimension and 25 talking about positive transactions. For instance Violet – (749-752)

Ruby - 'I'd pin my whole GCSEs on this one guy... I just didn't believe in myself...' (727-732)

Violet - when a teacher in an effort perhaps to encourage her to work commented 'I get it you have hormones you're a teenager, you're a teenage girl but all this crying stuff but you need to get back in (the classroom) and do this work.' (638-639). He was a favourite teacher, Violet couldn't believe that he categorised her distress as 'teenage stuff' instead of making genuine inquiries. Claire comments that she would have 'hit him' and yet Violet says 'and he was, to this day he's still my favourite high school teacher ...really understanding. I guess he just had a bad day or something because when I was upset he usually understood. But that comment has still kinda of stuck with me I guess.' (643 – 650)

There was also talk within the group of the importance of friends and family as well as teachers and the importance of these relationships. The young people were highly knowledgeable about the importance of friendships, the benefits on mental health including some of the science around serotonin. I don't know if this is because of their involvement in the Oasis group. With a bigger piece of research I would have met with different groups of young people to compare knowledge, impact and to gain a deeper understanding. (580-585)

It isn't surprising to hear how clearly these significant moments are remembered and imprinted on the psyche. The young people talked explicitly and implicitly of feeling invisible, the incidences

when a teacher has reached out had therefore touched them on an emotional and psychological level. Henk Tigchelaar talks about this in his article ‘The Teacher Makes the Difference’ he talks of how the teachers impact in the forming of the scripts of their students. ‘The quality of the dialogue between teacher and student is determinative. Healthy, autonomy-enhancing communication from teachers will lead to healthy autonomous behaviour from the student. Besides that, the extent to which the teacher is able to create a safe learning environment – with clear boundaries and a rich stroke climate – will have a positive or less positive influence on the forming of script. The quality of the dialogue and a safe learning climate are conditions for good learning results.’ (Tigchelaar, 2016, pp65)

Throughout our discussion there were a number of transactions spoken of that had clearly impacted on the young people and they spoke with obvious feeling, this was somebody who had reached them when they were in a dark place or showed that they weren’t going to give up on them.

Looking further at the nature of transaction Ruby speaks of above ‘he just related to who I was and where I was,’ (738-739) Furthermore Stephen commented that ‘he noticed you when you thought you were invisible’.

Violet – ‘...teachers like that are still amazing, she still got angry if I like stood outside the classroom, she got angry once cos I skipped lesson because I used to get bullied in that class...’ Stephen – ‘I’m guessing she was angry because she wanted you to do well.’ (781-785)

Kate – ‘I was over joyed. I was so happy. So I think it’s teachers like that keep, well restore faith in ya I think and also make you feel like you can do it.’ (802-803)

Stephen – ‘My English teacher was amazing, she’d over explain stuff to make sure we knew what we were talking about...’ (804-806)

Emotional – Being understood and lack of understanding was a common theme through-out the discussion. This corresponds with the thinking of Moiso, as described by Shotton, where he defines ‘the quality of life as the result of three factors: belonging, being and becoming. Belonging involves the individual’s having a place within the environment and with others; being concerns who and how a person is as an individual; and becoming relates to what a person does to attain individual

aims and aspirations. Belonging provides the foundations for being and becoming.' (Shotton, 2016, pp27)

Violet describes several times how she often doesn't understand, she appears to be talking of a disconnection in the relationship and this lack of trust then impinges on her ability to thrive. As she speaks the injunctions and drivers are tangible, every comment confirming that she won't make it, doesn't belong and can't think.

'...when I'm the only one asking questions. And it makes me feel so stupid. I genuinely believe that I am a stupid person because I don't understand what she is saying.' (175-177) '...I just don't know how to tell people that I don't understand this writing.' (192). Violet is at pains to say that she believes the teacher is a good person and tries to put her at ease however the frustration in her voice doesn't match the words but rather points to a lack of attunement in the relationship and transactions.

As Ruby discussed what she saw as 'a big flaw in the education system, as a whole, is that people aren't taught that failure is OK. When failure is the only way we can learn.' (197-198) She elucidates further talking I believe about the emotional impact of the pressure to achieve '...like if you've failed then you've already failed, then so don't even try because you'll just fail again and that's not good but like failure is just one way to get it wrong, so like Thomas Edison' (207-208)

The co-researchers talked of feeling 'wrong' and 'different' and this appeared to be compounded as in order to be heard a parent or guardian needed to get involved. It is difficult to talk about feelings, of perhaps anxiety, depression, this requires self-awareness (when understanding and awareness can be in a state of flux) and also an engagement in what can be intimidating systems bound up in controlling parent messages. 'well from my experience, it only gets taken seriously if a parent or guardian gets involved which I think is completely wrong because I think if you're brave enough to tell a worker or someone within education...' (216-217). I am reminded that as a young man walked into college with a broken arm I inquired with curiosity what had happened, what support did he need and advised how he could get the help he needed.

The sense of isolation was evident in the discussions of bullying, 'acting up', an apparent lack of understanding, mental scarring, being understood and not being understood and feeling invisible were phrases used often. Stephen - (277-278), Claire - (281) Ruby – (515-521)

Ruby – ‘So another thing is like when teachers when you are ‘acting up’ with your work and like not being great at it, they’re hard on you straight away. Instead of asking, you know, are you OK this week is there something else going on?’ (305)

Ruby – ‘I’m not sure if sometimes teachers know about mental health aspects on your learning and they were tiptoeing around it and trying not to go not to get into it and then the ones that did acknowledge some part of it were encouraging and then if you did something that like last week you hadn’t been able to do because you felt too bad then they would be like oh well done, very well done, but not in a patronising way.’ (620-625)

Ruby – ‘...when you feel invisible and obviously teachers don’t know anything about mental health, that’s how I felt, then to realise somebody had been watching how I was and stuff that was just really like wow somebody cares about me. Stephen – He noticed how you were getting on even if you didn’t even notice him. (744-747)

Cognition – Alongside the feelings a theme that emerged was around the practical aspects of learning the thinking and skill based elements. As highlighted in the text with words such as:- think - 52, work - 26, talk/ing – 14/13, trying – 13, learning - 20, understand/ing – 16/10, diagnosed – 5 If you look at the word cloud (Figure 2) you can see how the words ‘think, thing, want, learning, work, understand’ are some of the biggest and therefore most used in the text.

Ruby – ‘...especially having 1:1s with Liz... she wanted me to build my own ways to help myself and that’s really good not doing the work for you but like pushing you. So that’s what helped me. (525-528)

Talking about planning Stephen says ‘It’s a life skill, people think you should just know it and a lot of people don’t.’ Kate adds to this ‘ ...People learn at different stages as well, so some people might be really good at planning and some people might not know how to do it but then with practice over years you might get it.’ (557 – 559)

Kate –identifies 1:1s as helping to give focus, set goals, breaking down into small weekly chunks, not clinical but are helpful, just a chat, ‘so feel like you’re making some sort of progress with your learning. I think that’s a key thing as well.’ (574-579)

Situation, Context and Education – All the research participants described their experience, especially from high school, as being misunderstood and that their needs weren’t acknowledged.

The lack of wellbeing spaces, diagnosis and/or a belief that the young people were just being naughty ‘acting up’ meant that the participants had felt that there was something ‘wrong’ but lacked the support of their school to make sense and meaning, and find a path through their feelings. The participants described college systems as being more supportive with access to Health and Wellbeing, Safeguarding, tutors and mentors. (498 to 500)

Kate talks about being sure she was depressed from about 13 and only diagnosed at 17, But with school I’d go and I’d feel I’m alright because I was getting good grades and things, everybody thought I was alright when actually there is something underlying going wrong... So I never spoke to anybody about well-being or anything and like when exams came up and things I’d be throwing up bile in the morning when I’d not eaten anything. Not making myself sick just nerves.’ (358 - 370)

However Violet describes the focus in college 1:1s being on work and outcomes and mental health was missed out of the conversation. ‘...and it was like why can’t you just do this?’ (593-594)

Claire describes her school education as ‘Hell, literally, hell’ (lines 253 - 256) and talks about literally having a party when she left. She goes on to talk about a life where at school and home (in her relationship with her Dad – she talks later of repair that has happened in this relationship) she was bullied and her life was hell. In contrast Claire describes feeling comfortable and describes the Recovery College as having the security of home with formality.

As the young people described the battles they had experienced in their learning experiences I felt exhausted by the how many barriers they had experienced. They appeared to be describing stigma and a significant lack of understanding, the teenage years can be seen as a time of questioning and rebellion however it is also a time when belonging is hugely important, connections with others were lacking in the young people’s stories. I suspect with further investigation this situation would be improved in light of recent research and initiatives. However I experienced their stories as exhausting.

Stephen – Well for me since I’ve got into college it’s been sooo much better...it might be the teachers, the freedom because my teacher is extremely understanding, he doesn’t know about mental health and the ins and outs of it but he tries to understand. (327-330) The participants went on to discuss ‘I wish a lot more teachers would do this and cater personally to each student’ (349-350) how this might be an ideal and what a middle ground look like? Thinking about what might be

possible Ruby contemplates ‘to find a mid-ground, like just being really respectful to everyone in the class, not blanketing them as - kids/students.’ (354-355)

Learning difficulties, Autism Spectrum Disorder and Asperger’s Syndrome and diagnosis

This wasn’t a theme I went into the research to talk about however it was evident from the discussion that conditions such as Dyspraxia, Autism and other learning and social/emotional based conditions had a significant and inter-related impact on emotional well-being. This wasn’t just about needs not being met but also about diagnosis, being believed and understood. Therefore behaviour has a context. ‘She sighed so long and deep and then she said you’ve got dyspraxia haven’t you? I couldn’t believe she had to ask.’ (439 -440)

‘I wasn’t diagnosed with dyspraxia at that point, so nobody understood why I couldn’t, even I didn’t understand, I just thought I was dumb, like nobody understood why I just couldn’t type it up’ (596-598)

In another point we hear the conflict between how a mental health condition and a physical health condition are viewed by some ‘if we say it’s my epilepsy that’s fine, if we say it’s my anxiety or depression that’s not good enough so... sigh’ (245 -247) Stephen talking of multiple diagnosis Asperger’s syndrome, Autism Spectrum Disorder (ASD) and Dyslexia, slow processing speed describes feeling frustrated at being the last to complete work however with the support of an ALS member of staff he can be on track or even be ahead and this feels good.

Emotionally another impact of the ASD and Asperger’s syndrome for Stephen was around ‘Golden time’ in primary school. ‘I hated it, being praised because with my Autism I’m very logical minded and... I didn’t see why it should be praised.’ (301-303). It is clear listening to Stephen and Violet the difference in experience when the correct support is in place. Stephen comes across as enjoying his learning, confident, there are people around him that are there to help him achieve, thrive and grow. In contrast for Violet it seems a constant struggle resulting in often feeling unable to be in the learning environment. (473)

Discussion

I was surprised in both the literature review and the analysis of the transcript to find myself reading, talking and thinking about script. The participants were questioning of the systems in place as they have moved through life and education. Young people have never been more aware of their targets and therefore acutely aware when they have failed! The evidence of the impact of this runs

through the discussion. Lankford talks of ‘There are four basic ways people discount aspects of reality, whether it is the existence of the problem, the significance of the problem, their ability to problem solve, or the fact that change is possible (Turner, 1996). Four basic types of passivity include doing nothing, overadapting, agitating and acting out.’ (Lankford, 2012, pp63)

It would be interesting to explore the benefits of a teacher or mentor highlighting on his/her class profile what they believed the students drivers were. Be perfect, Try hard, Be strong, Hurry up, Please me. What might happen if these emotional drivers and related injunctions were acknowledged and students supported to develop more resilient attitudes with awareness?

Barrow makes reference to the teenage years as being ‘a sensitive period, which Blackmore and Firth (2005) defined as a time “in which the brain is particularly likely to be affected by experience”’ (Barrow, 2014, pp170) I was interested in the connections Barrow was making between neuroscience and script. It also highlighted the role teachers play in understanding young people and helping them to develop ways of being that use the nurturing parent, free child and adult positions.

Cognition, the processing and acquiring of knowledge is an overarching theme and I feel aspects of this can be seen throughout the responses. Furthermore Louis Cozolino in his book ‘The Social Neuroscience of Education’ talks of how ‘good relationships increase optimism, self-esteem, and well-being while supporting cognitive and emotional development. On the other hand, bad relationships impede social, emotional, and cognitive development, leading to decreased academic success.’ (Cozolino, 2013, pp111) The young people highlighted times when learning was supported though positive transactions and being seen by a teacher, they also spoke of times when they hadn’t been able to go into the classroom because of bullying and ‘not having a childhood’ because the relationships to thrive were missing at home and school.

Common themes in both the literature review and the discussion around stigma, the importance of relationships, support, the basic need of the human soul to grow and the transformative potential of learning. I am aware however that I bring my bias and another may have picked up on different themes from the same reading material and discussion. The research was always going to be subjective. As I have analysed the text I have become more aware of the crucial nature of the student/teacher relationship and its importance not only in helping students to learn content but to also think and feel differently. This is not new thinking and in this the research only adds to current

dialogue. Being successful in the classroom, as we have said can change the way we behave and therefore has the potential to change script beliefs. My feeling is that teachers feel so overwhelmed by everything they have to do that this aspect is not always as apparent or developed. Schools and teachers have targets and drivers and I wonder if this has an impact on the quality of relationships with learners? We think of teaching as a vocation and the relationships and transactions as being crucial to the quality of learning experiences but do they get missed in the midst of challenging environments and multiple targets? And are we supporting teachers with this aspect after all it's not at the top of the list of 'What makes great teaching' according to the Sutton Trust. Yet I would suggest it is the quality of the relationships that the participants identified as being the biggest factor in them feeling supported and able to learn. This may have been different with a group of young people who didn't identify as having some level of mental health issues or diagnosis.

Conclusion

Further development that would have given greater richness to the study would have been to have undertaken the interview with different age groups. The young people aged between 17 and 24 give a particular snap shot of their experience of learning talking mostly about secondary and college education. How would this compare with young people between 25 and 35 and/or 35 and 45 for instance? Another research method to have adopted over a longer running piece of research would have been to track individuals from the end of primary to university and beyond to look at their lived experience of learning and wellbeing? I would have liked to go back to my co-researchers and explored the text through wordle. I would have been interested in their choice of words and this would have perhaps highlighted other themes. I would also have been interested to look at this through a questionnaire type format with a college school population.

The young people with the exception of Ruby (who is holding a university place to start in September 2018) are currently involved in some aspect of formal learning. The research discussion is therefore steeped in current concerns and at times the talk became akin to a support group with the young people mentoring and supporting individuals to find a way through currently anxieties and concerns. There was a fizzing of energy around some of the current issues and in particular I checked in with Violet that she had support over the Christmas holidays. It was interesting that she should choose the pseudonym Violet; I have had a vision of the character from the Incredibles film

in my head whenever I have been writing and thinking about her. At the beginning of the film Violet is painfully awkward about herself, who she is and her super powers however grows into someone at ease with who she is, creating huge force fields and being seen as she moves her hair off her face. I suppose in my belief that learning can be transformational I hope that Violet, the research participant, can find her inner power in the same way.



Figure 4 - The powerful Violet

It should also be acknowledged that my role as Student Support Manager at Barnsley Sixth Form means that I am invested in the support and experience of young people and my ethos and values will give a hue to the research. I was aware of this and made no attempt to act from a point independent of my thinking and feeling. The inquiry therefore was subjective and as co-researcher I acknowledge that my experiences of learning could have brought up transference feelings. As somebody in their fourth year of training as a psychotherapist I am aware of my script drivers and injunctions and through my personal therapy have brought these drivers into conscious awareness (although obviously always a work in progress, a lifelong learning journey). I recognised myself in some aspects of the young people's stories. I believe with the subject matter it would be impossible not to bring a felt experience to the research. As Giles Barrow says 'We change the world, transaction by transaction, through what happens now between educator, the subject, the learner and our collective desire for renewal.' (Barrow, 2016, pp18)

Thoughts on success and what is it?

Whatever you get as long as you give it your all. (834)

Still going even when you're struggling (837)

There's always more than one way to do things and just because you have taken another way doesn't mean you're less of a better person (842)

Being happy (829)

It's not always what you think it is at the start. (831)

In conclusion it was a privilege to take part in the research with the young people, their honesty and thinking was insightful and moving. They spoke wisely of the relationships that had impacted them, of resilience and care. I saw them as a group that clearly were there for each other, listened with respect and in this showed the best of human behaviour. They saw each other and they belonged they provided the culture for physis and I hope that for them, as it has for me, been a learning experience they will look positively on.

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Pete Shotton. (2016). We all count. In: Giles Barrow and Trudi Newton *Educational Transactional Analysis - An international guide to theory and practice*. London: Routledge. pp27.

Figure 4 - Violet force field image -

http://powerlisting.wikia.com/wiki/File:Violet_Parr%27s_force_field.jpg

Websites referred to:-

Mental Health in Further Education (MHFE) – mhfe.org.uk

Young Minds – Building Pupil Resilience in schools - <https://youngminds.org.uk/what-we-do/our-projects/academic-resilience/#building-pupil-resilience-in-schools>

<https://www.centreformentalhealth.org.uk/missed-opportunities>

<http://infed.org/mobi/what-is-teaching/> Mark K Smith.

Appendices

Appendix i - Project Proposal form

RESEARCH PROJECT PROPOSAL FORM

Purpose of the Research

The purpose of the research is to explore the lived experience of the impact of mental health and emotional well-being on a person's learning and to identify what has made a difference to people's experience.

Research Topic/Title

A phenomenological enquiry into the lived experience of mental health on learning experiences.

Overarching Question

Describe the impact of your emotional wellbeing on your ability to learn and what has worked and not worked to support your success?

Methodology

I am going to use Qualitative Research and a phenomenological enquiry with a small group of over 18 year olds reflecting on their lived experiences of learning.

I work in a Sixth Form College that is part of a Further Education College and my placement is within the Health and Wellbeing centre of the College. I work with students who are over 18, these students have often come back into education after unsuccessful experiences and having gained few qualifications and this has therefore impacted on their ability to succeed further in life. 'Inside Government' is the public policy division of GovNet Communications, established in 2006 and is the UK's largest provider of public sector training in the conference outline for the conference 'Improving Mental Health Services for Children and Young People' November 2017 they describe the current climate thus:-

"According to the Mental Health Foundation half of all mental health problems start by the age of 14 and 75% by the age of 18, showing that there is a clear need to address mental health difficulties amongst children and young people to ensure they are able to fulfil their potential. Mental health will affect not only the schooling of young people but also their career and ultimately life chances."

<http://www.insidegovernment.co.uk/improving-mental-health-services-for-children-and-young-people/>

The government has been forced to acknowledge the current crisis and over the course of 2017 I have received numerous invitations to attend conferences bringing together stakeholders from the NHS, schools, Commissioners and Local authorities exploring how this support would look and develop this joint working.

It is with this current debate in mind that I embark on the research to explore the lived in experience of individuals and perhaps highlight effective interventions and support.

Data Collection

I have spoken to Emma Manser, the Participation Project Worker for Chilypep (Children and Young People's Empowerment Project) based in Sheffield and who work in Barnsley College. She is willing to help identify and publicise with Chilypep's users in order to identify a group. I have also liaised with Paul Peterson lead counsellor in college and plan to advertise for participants in the University Campus that is part of the College. I plan to run a taped discussion group with a group of no more than 6. The venue to be confirmed but likely to be a classroom within one of the college buildings.

This interview I will transcribe and will be the data for my research. I feel some resistance and apprehension towards the process of advertising, recruiting and carrying out the interview with a co-researcher. This, looking at my own history is a resistance to be seen, be bold, be professional and confident in the world and have the belief that I am worthy enough to research. This is a historical outdated belief for me and I have worked on this in personal therapy.

Time Table

Advertise and recruit co-researchers before 30th September 2017 following proposal acceptance and the September Module at MIP.

Run discussion group – Early October 2017

Transcribe the data by 31st October 2017

Data analysis by 31st December 2017

Writing up Report Jan – March 31st 2018

Literature Review

I have identified a number sources in my initial research, I am aiming to identify current research to explore the changing view and current debates around the issues of mental health in young people. I have therefore also accessed Guardian newspaper articles.

I have access through SAGE to the Transaction Analysis Journal.
TAJ Articles Identified:-

My Whole Life Is Plan B: A Psychological and Practical Approach to Resilience
Valerie Lankford

The Synergy Model:
Transactional Analysis and Accelerated Learning
Jose M. Tafoya

Therapeutic Operations Can Be
Educational Operations Too
Marina Rajan Joseph

“Whatever!” The Wonderful Possibilities of Adolescence
Giles Barrow

I also have access to a wide range of journals through OpenAthens.

Current sources identified include:-

The Impact of creative learning environments on learners: A systematic literature review Divya Jindal-Snape, Dan Davies, Chris Collier, Alan Howe, Rebecca Digby, Penny Hay Improving Schools, vol 16, 1:pp21-31 First Pub. 13 March 2013

Mind Matters – a whole school approach promoting mental health and wellbeing, Johanna Wyn, Helen Cathill, Roger Holdsworth, Louise Rowling, Shirley Carson

Australia and New Zealand Journal of Psychiatry, vol 34, 4:pp 594-601 First Pub. 1 August 2000

A multidisciplinary learning experience contributing to mental health rehabilitation

Lorna Moxham, Christopher Patterson, Ellie Taylor, Dana Perlman, Susan Sumskis and Renee Brighton pp 98-103 Pub. 12 March 2016

Disability and Rehabilitation – vol 39

There are a series of books by the Adolescent Mental Health Initiative such as - What You Must Think of Me: A Firsthand Account of One Teenager's Experience with Social Anxiety Disorder (Adolescent Mental Health Initiative), Emily Ford Published – 10 Jul 2007

Teaching Kids with Mental Health and Learning Disorders in the Regular Classroom: How to Recognize, Understand, and Help Challenged (and Challenging) Students Succeed, Myles L. Cooley, Pub. 1 April 2007

Educating Ruby: What Our Children Really Need to Learn, Guy Claxton and Bill Lucas, Pub. 7 April 2015

<http://mhfe.org.uk/content/influences-and-barriers-learning>

How will you prepare your participant and minimise any risks of harm to your participant?

I am going to prepare my participants for the role as co-researchers by meeting with them prior to our research session. I will explain the process and provide an outline of the content in order that they have chance to think about responses. I will state that by the nature of phenomenological enquiry it is possible that some feelings may be invoked which might be uncomfortable, or which they may want to discuss post-interview. I will seek written consent for the interview to take place and for the transcript and data to be used and shared with MIP and, if appropriate to be used for wider research. I will provide an opportunity for the co-researchers to withdraw their consent no later than 1st January 2018 as this would jeopardise any opportunity to complete the project. I will invite the co-researchers to use a pseudonym during the interview and I will at no time refer to them other than with this pseudonym to protect their identities. I will also discuss the time the recorded tape will be kept for (until the research is marked), and how it will be double password protected to ensure it remains confidential.

I will offer a de-brief immediately after the discussion, in the group, in which we can discuss how the experience was for the co-researchers and whether any issues arose which they might want to explore immediately after with me, either as a group or as individuals. I will also offer a telephone call three weeks later to provide a further opportunity to discuss any impact the interview might have had.

I will respect the boundaries of research by ensuring that I do not enter into a dual relationship with the co-researchers. I will ensure that questions are open and in no way leading so that the data is not contaminated by my own beliefs. I will respect the UKCP ethical code at all times whilst carrying out this research and I will offer a copy of the ethical code to my co-researchers should they wish to see it. I am a trainee member of UKCP.

Self Support

I have discussed the research project with my therapist exploring my process of being afraid to be seen, of getting it wrong, wanting work to be perfect and self-sabotaging by leaving things to the last minute. As a result I contracted to seek help from my peers! I have done this and have indeed found this very useful and indeed this contact has resulted in the spurt of action which has enabled me to complete the proposal. I am determined things are going to be different. Whilst I completed a research dissertation as part of my degree this was a long time ago and the formal nature of the structure of the project is new to me. I am excited by the research project but need to ensure that I keep grounded and that my lack of self-belief doesn't cause

me to change tack. Over the past week I have thought of several other research topics, which in my head, I'm thinking ooh that could be better. Alongside the support of the peer group, I have a supervisor to offer guidance, my primary tutor, the lead counsellor at my placement and friends who have completed masters' level qualifications. I am also aware and will share with my therapist any overlaps that come up with regard to transference a round issues that my own daughter faces with her mental health and the impact this has on her school life. I have personal therapy weekly to explore any transference and script issues that arise. I am learning to be different and to ask for support and have been surprised by the result already. I also enjoy getting out for walks, yoga with my daughter and mindfulness these activities will give time to relax and give space to reflect.

I have read 'The Manchester Institute Guidelines for Research in Psychotherapy' and I agree to abide by them.

Signed: Pam Sandals

Date: 20/08/17

Approval given by:

Date:

Appendix ii – Identifying Participants and arranging interview group

Research participants needed

Would you like to be part of a small research group of 4 or 5 people to explore **the impact of your emotional wellbeing on your ability to learn and what has worked and not worked to support your success?**

Who am I?

I am in my final year of masters level Diploma in psychotherapy at the Manchester Institute of Psychotherapy. I also work at Barnsley Sixth Form as the Student Support Manager.

What is involved?

I am looking for 4 or 5 individuals to take part in my research project as described above. This will involve a one to one half hour group discussion to explore the impact of emotional wellbeing on an individual's ability to learn. This will be through a discussion and focus on the personal experiences of the individuals taking part.

I will meet individually with all participants to talk through in more detail, any implications, safety and procedure prior to meeting the group.

How do you get involved?

Please get in touch with me at p.sandals@barnsley.ac.uk or ring 01226 216561 (between 9am and 5pm)

Emails

Hi Pam

Wednesday 20th at 4pm seems to work for everyone. I have told them to meet you at the Sixth Form is that okay?

I will come and meet them at the college make sure they get there okay!

Thanks again

Emma

From: Pamela Sandals <p.sandals@barnsley.ac.uk>

Sent: Friday, December 8, 2017 2:43:27 PM

To: Emma Manser

Subject: Research project

Hi Emma,

Would any of the following times be good for the folk who would be willing to work on the research project with me.

Wed 20th at 1pm or 4pm

Thursday 21st

I have lots of options time wise on Thursday 21st as I don't have anything booked in at the moment.

Thanks again for your help and support

Pam

Pamela Sandals

Student Support Manager

Sixth Form College

Barnsley College, PO Box 266, Church Street, Barnsley, South Yorkshire, S70 2YW

T: +441226216561 E: p.sandals@barnsley.ac.uk W: <http://www.barnsley.ac.uk>

Hi Pam,

I have 5 Young Women interested in taking part of your study and one male (but it depends on his working hours whether he will be able to engage).

If you want to come up to the OASIS Session this week we meet 5-7pm Thursday at Horizon College, you could speak to them all about ethics etc and then arrange a time to start the interviews.

Let me know if this is suitable or I can arrange an alternative time,

Kind Regards

Emma Manser

Participation Project Worker



Children and Young People's Empowerment Project

11 Southey Hill

Sheffield

S5 8BB

Tel: 0114 234 8846

Mob: 07920650444

Email: Emma.Manser@chilypep.org.uk

Web: <http://www.chilypep.org.uk/>

From: Pamela Sandals [<mailto:p.sandals@barnsley.ac.uk>]

Sent: 23 November 2017 14:41

To: Emma Manser <Emma.Manser@chilypep.org.uk>

Subject: Research Project

Hi Emma,

Attached is the information for sharing with the young people who might want to be involved with the research project.

I have included the research questions but if you can use them to just give a flavour of the sort of things we will be discussing but please say to people that they don't need to prepare anything before.

I can either give them a ring before to go through the ethics and contract (in terms of confidentiality, process, ownership of content, their roles as co-researchers etc.) or we could set aside time for me to come up the week before or I can email information and set aside time initially to talk through. Let me know your thoughts.

Thanks for your support with this.

Cheers

Pam

Appendix iii – Participant Consent Forms

Agree

6

MIP Interview – Participant Consent Form

I agree to be interviewed about my personal experience of :

The impact of your emotional well-being on your ability to learn - what has worked & not worked to support your success.
I consent to this interview being audio-taped.

I understand that the interview will be transcribed and this will form the basis of data which will be analysed more generally as part of a research project for the researcher's training as a psychotherapist. I understand that course tutors will read the final research report and that it is possible the data/findings/report may be disseminated more widely (e.g. it may be published in some form at a later date) while my particular details will remain strictly confidential if I so choose.

I understand that this interview will be conducted in accordance with ethical standards laid down by the Manchester Psychotherapy Training Institute (in line with the United Kingdom Council for Psychotherapy Ethical Committee Report *Ethical Guidelines for Research*, July 1997). I understand this to mean that:

1. I have the right to withdraw from the interview at any point and I can refuse to answer any questions which might make me feel uncomfortable.
2. The interviewer will do all he/she can to treat me with respect, care and sensitivity.
3. I can make a choice about confidentiality. If I so choose, the contents of this interview will be kept entirely confidential. There will be no record of my name anywhere (a pseudonym will be used). Everything I say will remain anonymous.
4. I will have access to the transcript of the interview and that I have the right to ask that any data (tape and transcript) be destroyed after it has been analysed.
5. I have the right to ask for particular quotes not to be used in any published work.

/ do not [please delete] wish my real name to be used. I wish my pseudonym to be:

Abigail Bailey Claire

Other conditions agreed: Yes

Signed: A. Bailey

Date: 20th December 2017

Interviewer Name and contact details: Pam

MIP Interview – Participant Consent Form

I agree to be interviewed about my personal experience of:

The impact of your emotional well-being on your ability to learn & what has worked & not worked to support your success.

I consent to this interview being audio-taped.

I understand that the interview will be transcribed and this will form the basis of data which will be analysed more generally as part of a research project for the researcher's training as a psychotherapist. I understand that course tutors will read the final research report and that it is possible the data/findings/report may be disseminated more widely (e.g. it may be published in some form at a later date) while my particular details will remain strictly confidential if I so choose.

I understand that this interview will be conducted in accordance with ethical standards laid down by the Manchester Psychotherapy Training Institute (in line with the United Kingdom Council for Psychotherapy Ethical Committee Report *Ethical Guidelines for Research*, July 1997). I understand this to mean that:

1. I have the right to withdraw from the interview at any point and I can refuse to answer any questions which might make me feel uncomfortable.
2. The interviewer will do all he/she can to treat me with respect, care and sensitivity.
3. I can make a choice about confidentiality. If I so choose, the contents of this interview will be kept entirely confidential. There will be no record of my name anywhere (a pseudonym will be used). Everything I say will remain anonymous.
4. I will have access to the transcript of the interview and that I have the right to ask that any data (tape and transcript) be destroyed after it has been analysed.
5. I have the right to ask for particular quotes not to be used in any published work.

I do / do not [please delete] wish my real name to be used. I wish my pseudonym to be:

Violet

Other conditions agreed:

Signed: Colleen

Date: 20/12/17

Interviewer Name and contact details:

MIP Interview – Participant Consent Form

I agree to be interviewed about my personal experience of:
The impact of your emotional well-being on your ability to learn e what has worked & not worked to support your success
I consent to this interview being audio-taped.

I understand that the interview will be transcribed and this will form the basis of data which will be analysed more generally as part of a research project for the researcher's training as a psychotherapist. I understand that course tutors will read the final research report and that it is possible the data/findings/report may be disseminated more widely (e.g. it may be published in some form at a later date) while my particular details will remain strictly confidential if I so choose.

I understand that this interview will be conducted in accordance with ethical standards laid down by the Manchester Psychotherapy Training Institute (in line with the United Kingdom Council for Psychotherapy Ethical Committee Report *Ethical Guidelines for Research*, July 1997). I understand this to mean that:

1. I have the right to withdraw from the interview at any point and I can refuse to answer any questions which might make me feel uncomfortable.
2. The interviewer will do all he/she can to treat me with respect, care and sensitivity.
3. I can make a choice about confidentiality. If I so choose, the contents of this interview will be kept entirely confidential. There will be no record of my name anywhere (a pseudonym will be used). Everything I say will remain anonymous.
4. I will have access to the transcript of the interview and that I have the right to ask that any data (tape and transcript) be destroyed after it has been analysed.
5. I have the right to ask for particular quotes not to be used in any published work.

I do / ~~do not~~ [please delete] wish my real name to be used. I wish my pseudonym to be:

Claire - Kate

Other conditions agreed:

Signed: C. Whitlam

Date: 20/12/17

Interviewer Name and contact details:

MIP Interview – Participant Consent Form

Holly

I agree to be interviewed about my personal experience of:

MH + education

The impact of your emotional well-being on your ability to learn + what has worked + not worked to support your success.

I consent to this interview being audio-taped.

I understand that the interview will be transcribed and this will form the basis of data which will be analysed more generally as part of a research project for the researcher's training as a psychotherapist. I understand that course tutors will read the final research report and that it is possible the data/findings/report may be disseminated more widely (e.g. it may be published in some form at a later date) while my particular details will remain strictly confidential if I so choose.

I understand that this interview will be conducted in accordance with ethical standards laid down by the Manchester Psychotherapy Training Institute (in line with the United Kingdom Council for Psychotherapy Ethical Committee Report *Ethical Guidelines for Research*, July 1997). I understand this to mean that:

1. I have the right to withdraw from the interview at any point and I can refuse to answer any questions which might make me feel uncomfortable.
2. The interviewer will do all he/she can to treat me with respect, care and sensitivity.
3. I can make a choice about confidentiality. If I so choose, the contents of this interview will be kept entirely confidential. There will be no record of my name anywhere (a pseudonym will be used). Everything I say will remain anonymous.
4. I will have access to the transcript of the interview and that I have the right to ask that any data (tape and transcript) be destroyed after it has been analysed.
5. I have the right to ask for particular quotes not to be used in any published work.

I do / do not [please delete] wish my real name to be used. I wish my pseudonym to be:

Ruby Amy

Other conditions agreed:

Signed:

Jillyett

Date:

20 Dec 2017

Interviewer Name and contact details:

Pam Sandals

MIP Interview – Participant Consent Form

I agree to be interviewed about my personal experience of:
The impact of your emotional well-being on your ability to learn - what has worked - nor worked to support your success.

I consent to this interview being audio-taped.

I understand that the interview will be transcribed and this will form the basis of data which will be analysed more generally as part of a research project for the researcher's training as a psychotherapist. I understand that course tutors will read the final research report and that it is possible the data/findings/report may be disseminated more widely (e.g. it may be published in some form at a later date) while my particular details will remain strictly confidential if I so choose.

I understand that this interview will be conducted in accordance with ethical standards laid down by the Manchester Psychotherapy Training Institute (in line with the United Kingdom Council for Psychotherapy Ethical Committee Report *Ethical Guidelines for Research*, July 1997). I understand this to mean that:

1. I have the right to withdraw from the interview at any point and I can refuse to answer any questions which might make me feel uncomfortable.
2. The interviewer will do all he/she can to treat me with respect, care and sensitivity.
3. I can make a choice about confidentiality. If I so choose, the contents of this interview will be kept entirely confidential. There will be no record of my name anywhere (a pseudonym will be used). Everything I say will remain anonymous.
4. I will have access to the transcript of the interview and that I have the right to ask that any data (tape and transcript) be destroyed after it has been analysed.
5. I have the right to ask for particular quotes not to be used in any published work.

I do / do not [please delete] wish my real name to be used. I wish my pseudonym to be:

Stephen

Other conditions agreed:

Signed: A. Townsend
ANTHONY TOWNSEND

Date:

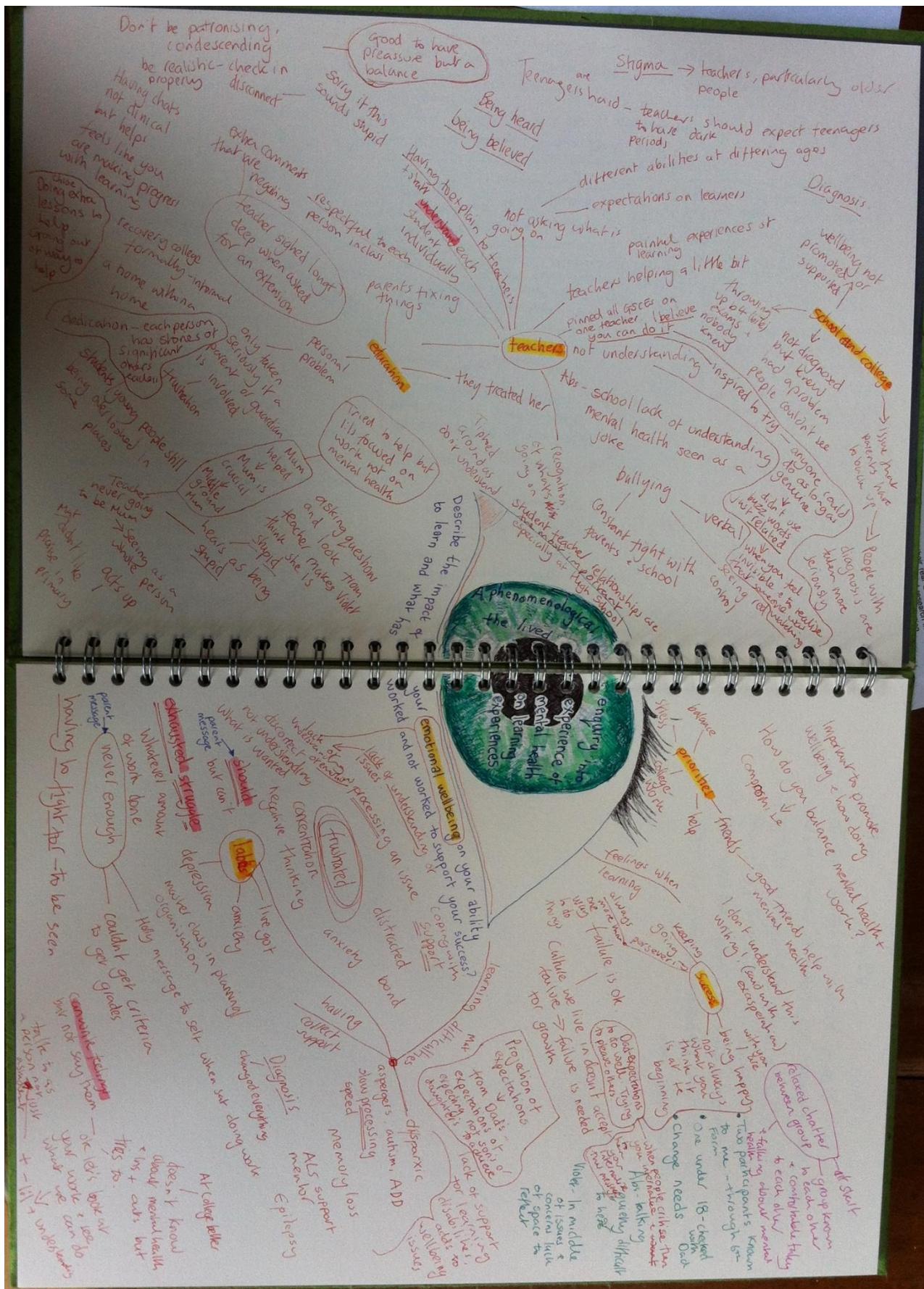
Matthew
Townsend
MTownsend

Interviewer Name and contact details:

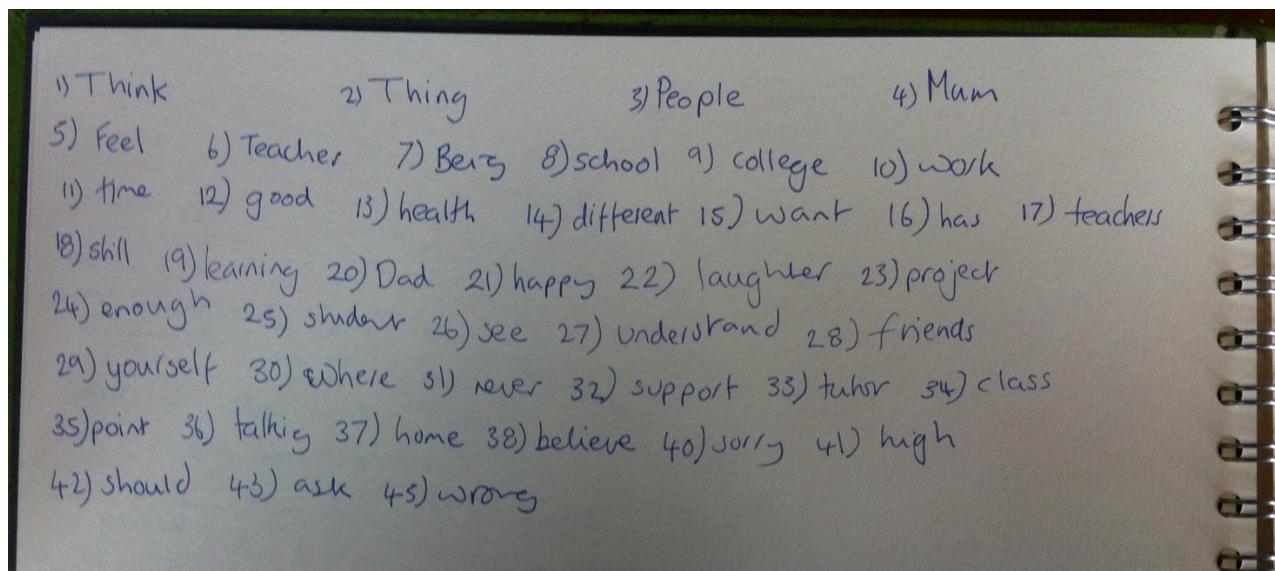
Appendix iv – Transcript

Attached

Appendix v – Mindmap 1



Appendix vi – Notes/Analysis



Appendix vii – Word Analysis

<https://www.online-utility.org/text/analyzer.jsp>

Free software utility which allows you to find the most frequent phrases and frequencies of words. Non-English language texts are supported. It also counts number of words, characters, sentences and syllables. Also calculates lexical density.

Number of characters (including spaces) : 64736

Number of characters (without spaces) : 49861

Number of words : 13258

Lexical Density : 10.9745

Number of sentences : 540

Number of syllables : 17754

Unfiltered word count:

Order	Unfiltered word count	Occurrences	Percentage
1.	i	538	4.0579
2.	and	437	3.2961
3.	-	417	3.1453
4.	you	372	2.8059
5.	it	333	2.5117
6.	to	324	2.4438
7.	that	290	2.1874
8.	the	262	1.9762
9.	s	222	1.6745
10.	like	218	1.6443
11.	a	209	1.5764

12.	t	192	1.4482
13.	was	156	1.1766
14.	of	148	1.1163
15.	my	135	1.0183
16.	pam	134	1.0107
17.	in	126	0.9504
18.	so	126	0.9504
19.	but	113	0.8523
20.	what	109	0.8221
21.	she	109	0.8221
22.	just	105	0.7920
23.	is	99	0.7467
24.	at	97	0.7316
25.	about	90	0.6788
26.	have	87	0.6562
27.	can	84	0.6336
28.	with	84	0.6336
29.	do	83	0.6260
30.	be	82	0.6185
31.	Stephen	79	0.5959
32.	m	78	0.5883
33.	not	78	0.5883
34.	me	77	0.5808
35.	know	74	0.5582
36.	or	73	0.5506
37.	there	73	0.5506
38.	for	71	0.5355
39.	he	70	0.5280
40.	yeh	66	0.4978
41.	on	64	0.4827
42.	they	64	0.4827
43.	if	63	0.4752
44.	Violet	62	0.4676
45.	because	62	0.4676
46.	this	61	0.4601
47.	ve	60	0.4526
48.	then	60	0.4526
49.	are	60	0.4526

50.	your	58	0.4375
51.	when	58	0.4375
52.	Kate	56	0.4224
53.	don	56	0.4224
54.	erm	56	0.4224
55.	we	52	0.3922
56.	think	52	0.3922
57.	as	50	0.3771
58.	got	50	0.3771
59.	Ruby	49	0.3696
60.	thing	44	0.3319
61.	well	44	0.3319
62.	yes	44	0.3319
63.	re	43	0.3243
64.	get	43	0.3243
65.	how	43	0.3243
66.	were	39	0.2942
67.	had	38	0.2866
68.	really	37	0.2791
69.	going	37	0.2791
70.	say	37	0.2791
71.	up	35	0.2640
72.	Claire	35	0.2640
73.	one	35	0.2640
74.	people	35	0.2640
75.	things	34	0.2564
76.	did	33	0.2489
77.	all	32	0.2414
78.	said	32	0.2414
79.	d	30	0.2263
80.	from	29	0.2187
81.	kinda	29	0.2187
82.	doing	29	0.2187
83.	something	29	0.2187
84.	err	29	0.2187
85.	mum	29	0.2187
86.	feel	29	0.2187
87.	ps	28	0.2112

88.	teacher	28	0.2112
89.	being	28	0.2112
90.	school	28	0.2112
91.	didn	28	0.2112
92.	out	28	0.2112
93.	ll	27	0.2037
94.	college	27	0.2037
95.	will	27	0.2037
96.	even	26	0.1961
97.	work	26	0.1961
98.	been	25	0.1886
99.	an	23	0.1735
100.	time	23	0.1735
101.	obviously	23	0.1735
102.	help	23	0.1735
103.	mental	23	0.1735
104.	might	23	0.1735
105.	no	22	0.1659
106.	good	22	0.1659
107.	anything	22	0.1659
108.	health	22	0.1659
109.	different	22	0.1659
110.	more	22	0.1659
111.	cos	22	0.1659
112.	want	22	0.1659
113.	has	22	0.1659
114.	ok	21	0.1584
115.	teachers	21	0.1584
116.	go	20	0.1509
117.	learning	20	0.1509
118.	still	20	0.1509
119.	need	20	0.1509
120.	her	20	0.1509
121.	now	20	0.1509
122.	some	20	0.1509
123.	any	19	0.1433
124.	dad	19	0.1433
125.	way	19	0.1433

126.	sort	19	0.1433
127.	them	18	0.1358
128.	would	18	0.1358
129.	him	18	0.1358
130.	why	18	0.1358
131.	other	17	0.1282
132.	stuff	17	0.1282
133.	happy	17	0.1282
134.	laughter	17	0.1282
135.	project	17	0.1282
136.	who	17	0.1282
137.	back	16	0.1207
138.	enough	16	0.1207
139.	student	16	0.1207
140.	understand	16	0.1207
141.	day	16	0.1207
142.	see	16	0.1207
143.	getting	16	0.1207
144.	right	16	0.1207
145.	over	15	0.1131
146.	friends	15	0.1131
147.	yourself	15	0.1131
148.	where	15	0.1131
149.	never	15	0.1131
150.	support	15	0.1131
151.	actually	14	0.1056
152.	whatever	14	0.1056
153.	talk	14	0.1056
154.	saying	14	0.1056
155.	tutor	14	0.1056
156.	class	14	0.1056
157.	terms	13	0.0981
158.	point	13	0.0981
159.	talking	13	0.0981
160.	trying	13	0.0981
161.	home	13	0.0981
162.	done	13	0.0981
163.	very	13	0.0981

164.	having	13	0.0981
165.	two	13	0.0981
166.	1	12	0.0905
167.	only	12	0.0905
168.	than	12	0.0905
169.	wanted	12	0.0905
170.	believe	12	0.0905
171.	sorry	12	0.0905
172.	high	12	0.0905
173.	should	12	0.0905
174.	basically	12	0.0905
175.	couldn't	12	0.0905
176.	ask	12	0.0905
177.	name	12	0.0905
178.	off	12	0.0905
179.	umm	12	0.0905
180.	oh	11	0.0830
181.	through	11	0.0830
182.	wrong	11	0.0830
183.	years	11	0.0830
184.	look	11	0.0830
185.	sometimes	11	0.0830
186.	make	11	0.0830
187.	mean	11	0.0830
188.	sheep	11	0.0830
189.	else	11	0.0830
190.	before	11	0.0830
191.	research	10	0.0754
192.	person	10	0.0754
193.	come	10	0.0754
194.	primary	10	0.0754
195.	myself	10	0.0754
196.	better	10	0.0754
197.	made	10	0.0754
198.	understanding	10	0.0754
199.	quite	10	0.0754
200.	does	10	0.0754
201.	doesn't	10	0.0754

202.	again	10	0.0754
203.	could	10	0.0754
204.	into	10	0.0754
205.	their	10	0.0754
206.	bad	10	0.0754
207.	bit	10	0.0754
208.	able	10	0.0754
209.	isn	10	0.0754
210.	week	10	0.0754
211.	lot	10	0.0754
212.	students	10	0.0754
213.	also	10	0.0754
214.	maths	10	0.0754
215.	fine	10	0.0754
216.	ground	9	0.0679
217.	year	9	0.0679
218.	start	9	0.0679
219.	here	9	0.0679
220.	used	9	0.0679
221.	down	9	0.0679
222.	much	9	0.0679
223.	crying	9	0.0679
224.	barnsley	9	0.0679
225.	his	9	0.0679
226.	kid	9	0.0679
227.	put	9	0.0679
228.	friend	9	0.0679
229.	remember	8	0.0603
230.	sure	8	0.0603
231.	am	8	0.0603
232.	though	8	0.0603
233.	part	8	0.0603
234.	every	8	0.0603
235.	education	8	0.0603
236.	feeling	8	0.0603
237.	success	8	0.0603
238.	dyspraxia	8	0.0603
239.	either	8	0.0603

240.	happening	8	0.0603
241.	anyway	8	0.0603
242.	middle	8	0.0603
243.	wasn	8	0.0603
244.	our	8	0.0603
245.	same	8	0.0603
246.	another	8	0.0603
247.	thinking	8	0.0603
248.	felt	8	0.0603
249.	whole	8	0.0603
250.	by	7	0.0528
251.	us	7	0.0528
252.	take	7	0.0528
253.	tell	7	0.0528
254.	knew	7	0.0528
255.	classroom	7	0.0528
256.	weeks	7	0.0528
257.	wouldn	7	0.0528
258.	thought	7	0.0528
259.	impact	7	0.0528
260.	outside	7	0.0528
261.	expectations	7	0.0528
262.	wellbeing	7	0.0528
263.	long	7	0.0528
264.	feels	7	0.0528
265.	somebody	7	0.0528
266.	diagnosed	7	0.0528
267.	lesson	7	0.0528
268.	problem	7	0.0528
269.	english	7	0.0528
270.	learn	7	0.0528
271.	difficult	7	0.0528
272.	like...	7	0.0528
273.	big	7	0.0528
274.	end	7	0.0528
275.	those	7	0.0528
276.	went	7	0.0528
277.	experience	7	0.0528

278.	aren	7	0.0528
279.	shouldn	7	0.0528
280.	everything	7	0.0528
281.	6	6	0.0453
282.	completely	6	0.0453
283.	keep	6	0.0453
284.	finish	6	0.0453
285.	always	6	0.0453
286.	alright	6	0.0453
287.	took	6	0.0453
288.	give	6	0.0453
289.	grades	6	0.0453
290.	today	6	0.0453
291.	everyone	6	0.0453
292.	interview	6	0.0453
293.	head	6	0.0453
294.	questions	6	0.0453
295.	first	6	0.0453
296.	place	6	0.0453
297.	days	6	0.0453
298.	group	6	0.0453
299.	anybody	6	0.0453
300.	understood	6	0.0453
301.	perhaps	6	0.0453
302.	media	6	0.0453
303.	amazing	6	0.0453
304.	these	6	0.0453
305.	within	6	0.0453
306.	extra	6	0.0453
307.	let	6	0.0453
308.	brother	6	0.0453
309.	own	6	0.0453
310.	too	6	0.0453
311.	use	6	0.0453
312.	which	6	0.0453
313.	away	6	0.0453
314.	ability	5	0.0377
315.	properly	5	0.0377

316.	anxiety	5	0.0377
317.	absolutely	5	0.0377
318.	task	5	0.0377
319.	little	5	0.0377
320.	text	5	0.0377
321.	instead	5	0.0377
322.	email	5	0.0377
323.	write	5	0.0377
324.	taken	5	0.0377
325.	told	5	0.0377
326.	levels	5	0.0377
327.	aware	5	0.0377
328.	autism	5	0.0377
329.	experiences	5	0.0377
330.	coming	5	0.0377
331.	behind	5	0.0377
332.	nobody	5	0.0377
333.	hard	5	0.0377
334.	difference	5	0.0377
335.	making	5	0.0377
336.	diagnosis	5	0.0377
337.	process	5	0.0377
338.	words	5	0.0377
339.	failed	5	0.0377
340.	probably	5	0.0377
341.	real	5	0.0377
342.	haven	5	0.0377
343.	literally	5	0.0377
344.	asking	5	0.0377
345.	add	5	0.0377
346.	knows	5	0.0377
347.	failure	5	0.0377
348.	situation	5	0.0377
349.	errr	5	0.0377
350.	someone	5	0.0377
351.	pressure	5	0.0377
352.	old	5	0.0377
353.	exam	5	0.0377

354.	helped	5	0.0377
355.	fail	5	0.0377
356.	shit	5	0.0377
357.	check	5	0.0377
358.	maybe	5	0.0377
359.	emotional	5	0.0377
360.	taught	4	0.0302
361.	1s	4	0.0302
362.	needed	4	0.0302
363.	talked	4	0.0302
364.	best	4	0.0302
365.	paper	4	0.0302
366.	looked	4	0.0302
367.	once	4	0.0302
368.	teaching	4	0.0302
369.	kind	4	0.0302
370.	children	4	0.0302
371.	bullied	4	0.0302
372.	gcse	4	0.0302
373.	police	4	0.0302
374.	struggling	4	0.0302
375.	brief	4	0.0302
376.	working	4	0.0302
377.	already	4	0.0302
378.	case	4	0.0302
379.	pink	4	0.0302
380.	weren	4	0.0302
381.	last	4	0.0302
382.	chat	4	0.0302
383.	coursework	4	0.0302
384.	straight	4	0.0302
385.	state	4	0.0302
386.	staff	4	0.0302
387.	love	4	0.0302
388.	called	4	0.0302
389.	started	4	0.0302
390.	hell	4	0.0302
391.	data	4	0.0302

392.	gives	4	0.0302
393.	after	4	0.0302
394.	many	4	0.0302
395.	finished	4	0.0302
396.	stupid	4	0.0302
397.	particular	4	0.0302
398.	noticed	4	0.0302
399.	most	4	0.0302
400.	course	4	0.0302
401.	pseudonym	4	0.0302
402.	each	4	0.0302
403.	upset	4	0.0302
404.	art	4	0.0302
405.	results	4	0.0302
406.	question	4	0.0302
407.	worked	4	0.0302
408.	relationship	4	0.0302
409.	bullying	4	0.0302
410.	next	4	0.0302
411.	walk	4	0.0302
412.	ways	4	0.0302
413.	between	4	0.0302
414.	pen	4	0.0302
415.	ever	4	0.0302
416.	building	4	0.0302
417.	secondary	4	0.0302
418.	makes	4	0.0302
419.	laugh	4	0.0302
420.	try	4	0.0302
421.	seen	4	0.0302
422.	yet	4	0.0302
423.	important	4	0.0302
424.	so...	4	0.0302
425.	parents	4	0.0302
426.	family	4	0.0302
427.	warning	4	0.0302
428.	struggle	4	0.0302
429.	find	4	0.0302

430.	2	3	0.0226
431.	result	3	0.0226
432.	c	3	0.0226
433.	planning	3	0.0226
434.	ah	3	0.0226
435.	fore	3	0.0226
436.	form	3	0.0226
437.	four	3	0.0226
438.	ow	3	0.0226
439.	ones	3	0.0226
440.	pause	3	0.0226
441.	moment	3	0.0226
442.	wanting	3	0.0226
443.	addressed	3	0.0226
444.	gets	3	0.0226
445.	break	3	0.0226
446.	strategies	3	0.0226
447.	transcript	3	0.0226
448.	currently	3	0.0226
449.	came	3	0.0226
450.	depression	3	0.0226
451.	angry	3	0.0226
452.	goes	3	0.0226
453.	distracted	3	0.0226
454.	describe	3	0.0226
455.	guys	3	0.0226
456.	cross	3	0.0226
457.	left	3	0.0226
458.	listen	3	0.0226
459.	final	3	0.0226
460.	extension	3	0.0226
461.	epilepsy	3	0.0226
462.	nervous	3	0.0226
463.	university	3	0.0226
464.	catch	3	0.0226
465.	stood	3	0.0226
466.	circumstances	3	0.0226
467.	huge	3	0.0226

468.	stuck	3	0.0226
469.	colleges	3	0.0226
470.	helps	3	0.0226
471.	quiet	3	0.0226
472.	certain	3	0.0226
473.	pretty	3	0.0226
474.	sister	3	0.0226
475.	fantastic	3	0.0226
476.	comes	3	0.0226
477.	eligible	3	0.0226
478.	disconnect	3	0.0226
479.	share	3	0.0226
480.	exams	3	0.0226
481.	happened	3	0.0226
482.	read	3	0.0226
483.	thank	3	0.0226
484.	age	3	0.0226
485.	needs	3	0.0226
486.	extremely	3	0.0226
487.	reading	3	0.0226
488.	small	3	0.0226
489.	sounds	3	0.0226
490.	points	3	0.0226
491.	acts	3	0.0226
492.	three	3	0.0226
493.	errm	3	0.0226
494.	treated	3	0.0226
495.	protected	3	0.0226
496.	eyes	3	0.0226
497.	says	3	0.0226
498.	helping	3	0.0226
499.	word	3	0.0226
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501.	deadlines	3	0.0226
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503.	genuine	3	0.0226
504.	please	3	0.0226
505.	comment	3	0.0226

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511.	hearing	3	0.0226
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526.	treat	2	0.0151
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532.	tried	2	0.0151
533.	co	2	0.0151
534.	pieces	2	0.0151
535.	perfect	2	0.0151
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541.	access	2	0.0151
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543.	matter	2	0.0151

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568.	horizon	2	0.0151
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571.	without	2	0.0151
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587.	explain	2	0.0151
588.	unless	2	0.0151
589.	care	2	0.0151
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593.	christmas	2	0.0151
594.	awful	2	0.0151
595.	yehh	2	0.0151
596.	plan	2	0.0151
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598.	dress	2	0.0151
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602.	master	2	0.0151
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604.	stress	2	0.0151
605.	situations	2	0.0151
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608.	physically	2	0.0151
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615.	holding	2	0.0151
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619.	hadn	2	0.0151

620.	hand	2	0.0151
621.	lost	2	0.0151
622.	lots	2	0.0151
623.	happens	2	0.0151
624.	individually	2	0.0151
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626.	hear	2	0.0151
627.	you...	2	0.0151
628.	acting	2	0.0151
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630.	tough	2	0.0151
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644.	several	2	0.0151
645.	childhood	2	0.0151
646.	remain	2	0.0151
647.	effect	2	0.0151
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649.	meet	2	0.0151
650.	woodlouse	2	0.0151
651.	regulating	2	0.0151
652.	freedom	2	0.0151
653.	laughing	2	0.0151
654.	whoever	2	0.0151
655.	cudworth	2	0.0151
656.	minutes	2	0.0151
657.	depending	2	0.0151

658.	mine	2	0.0151
659.	punch	2	0.0151
660.	believed	2	0.0151
661.	praised	2	0.0151
662.	seriously	2	0.0151
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666.	telling	2	0.0151
667.	qualification	2	0.0151
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670.	looking	2	0.0151
671.	changed	2	0.0151
672.	attend	2	0.0151
673.	interruption	2	0.0151
674.	compromise	2	0.0151
675.	hated	2	0.0151
676.	night	2	0.0151
677.	contemplating	2	0.0151
678.	meant	2	0.0151
679.	shared	2	0.0151
680.	around	2	0.0151
681.	cheers	2	0.0151
682.	absolute	2	0.0151
683.	your...	2	0.0151
684.	teenagers	2	0.0151
685.	knocked	2	0.0151
686.	patronising	2	0.0151
687.	inside	2	0.0151
688.	agree	2	0.0151
689.	aim	2	0.0151
690.	arm	2	0.0151
691.	aww	2	0.0151
692.	frustrated	2	0.0151
693.	morning	2	0.0151
694.	known	2	0.0151
695.	easily	2	0.0151

696.	places	2	0.0151
697.	welcoming	2	0.0151
698.	god	2	0.0151
699.	guy	2	0.0151
700.	answer	2	0.0151
701.	ins	2	0.0151
702.	job	2	0.0151
703.	report	2	0.0151
704.	level	2	0.0151
705.	concentrate	2	0.0151
706.	leg	2	0.0151
707.	liz	2	0.0151
708.	ermm	2	0.0151
709.	record	2	0.0151
710.	mad	2	0.0151
711.	legally	2	0.0151
712.	doncaster	2	0.0151
713.	writing	2	0.0151
714.	ages	2	0.0151
715.	criteria	2	0.0151
716.	emotions	2	0.0151
717.	note	2	0.0151
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719.	recovery	2	0.0151
720.	wish	2	0.0151
721.	major	2	0.0151
722.	mostly	2	0.0151
723.	hardest	2	0.0151
724.	red	2	0.0151
725.	compared	2	0.0151
726.	set	2	0.0151
727.	build	2	0.0151
728.	names	2	0.0151
729.	face	2	0.0151
730.	show	2	0.0151
731.	shoe	2	0.0151
732.	corridor	2	0.0151
733.	respectful	2	0.0151

734.	sign	2	0.0151
735.	acknowledge	2	0.0151
736.	destroyed	2	0.0151
737.	smacked	2	0.0151
738.	background	2	0.0151
739.	science	2	0.0151
740.	slow	2	0.0151
741.	suppose	2	0.0151
742.	child	2	0.0151
743.	stereotypically	2	0.0151
744.	five	2	0.0151
745.	tight	2	0.0151
746.	published	2	0.0151
747.	living	2	0.0151
748.	horrible	2	0.0151
749.	4	1	0.0075
750.	7	1	0.0075
751.	9	1	0.0075
752.	o	1	0.0075
753.	p	1	0.0075
754.	½	1	0.0075
755.	umbrella	1	0.0075
756.	bothering	1	0.0075
757.	findings	1	0.0075
758.	comments	1	0.0075
759.	actual	1	0.0075
760.	-erm	1	0.0075
761.	oasis	1	0.0075
762.	disconnected	1	0.0075
763.	thomas	1	0.0075
764.	joyed	1	0.0075
765.	ball	1	0.0075
766.	03	1	0.0075
767.	07	1	0.0075
768.	12	1	0.0075
769.	13	1	0.0075
770.	16	1	0.0075
771.	19	1	0.0075

772.	20	1	0.0075
773.	21	1	0.0075
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775.	25	1	0.0075
776.	26	1	0.0075
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778.	31	1	0.0075
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780.	releases	1	0.0075
781.	45	1	0.0075
782.	48	1	0.0075
783.	53	1	0.0075
784.	opinion	1	0.0075
785.	seems	1	0.0075
786.	complements	1	0.0075
787.	loose	1	0.0075
788.	skinned	1	0.0075
789.	honest	1	0.0075
790.	ac	1	0.0075
791.	panic	1	0.0075
792.	folk	1	0.0075
793.	cs	1	0.0075
794.	gc	1	0.0075
795.	mi	1	0.0075
796.	uk	1	0.0075
797.	ya	1	0.0075
798.	anymore	1	0.0075
799.	okay	1	0.0075
800.	appreciate	1	0.0075
801.	culture	1	0.0075
802.	smashes	1	0.0075
803.	crisis	1	0.0075
804.	squishes	1	0.0075
805.	ingrains	1	0.0075
806.	onto	1	0.0075
807.	noise	1	0.0075
808.	scientifically	1	0.0075
809.	floor	1	0.0075

810.	doctor	1	0.0075
811.	full	1	0.0075
812.	bile	1	0.0075
813.	annoyed	1	0.0075
814.	6ish	1	0.0075
815.	dyslexia	1	0.0075
816.	bits	1	0.0075
817.	physical	1	0.0075
818.	suffering	1	0.0075
819.	sends	1	0.0075
820.	refuse	1	0.0075
821.	failures	1	0.0075
822.	sweet	1	0.0075
823.	supported	1	0.0075
824.	depends	1	0.0075
825.	enabled	1	0.0075
826.	cycles	1	0.0075
827.	a...	1	0.0075
828.	practice	1	0.0075
829.	lower	1	0.0075
830.	calming	1	0.0075
831.	caution	1	0.0075
832.	kids/students	1	0.0075
833.	unclear	1	0.0075
834.	quotation	1	0.0075
835.	grazed	1	0.0075
836.	moved	1	0.0075
837.	body	1	0.0075
838.	kids	1	0.0075
839.	anxious	1	0.0075
840.	both	1	0.0075
841.	understands	1	0.0075
842.	completing	1	0.0075
843.	personal	1	0.0075
844.	typically	1	0.0075
845.	sensitivity	1	0.0075
846.	towards	1	0.0075
847.	flunk	1	0.0075

848.	wreck	1	0.0075
849.	indistinguishable	1	0.0075
850.	golden	1	0.0075
851.	term	1	0.0075
852.	possible	1	0.0075
853.	under	1	0.0075
854.	ignore	1	0.0075
855.	drawing	1	0.0075
856.	neccesarly	1	0.0075
857.	brave	1	0.0075
858.	differently	1	0.0075
859.	psychotherapists	1	0.0075
860.	bothered	1	0.0075
861.	explore	1	0.0075
862.	barriers	1	0.0075
863.	learning...	1	0.0075
864.	watching	1	0.0075
865.	genera	1	0.0075
866.	everything...	1	0.0075
867.	whilst	1	0.0075
868.	serotonin	1	0.0075
869.	tripped	1	0.0075
870.	illustration	1	0.0075
871.	bulb	1	0.0075
872.	till	1	0.0075
873.	buzz	1	0.0075
874.	tips	1	0.0075
875.	flinging	1	0.0075
876.	blacking	1	0.0075
877.	listening	1	0.0075
878.	stages	1	0.0075
879.	takes	1	0.0075
880.	-yeh	1	0.0075
881.	dinner	1	0.0075
882.	attached	1	0.0075
883.	blanketing	1	0.0075
884.	individual	1	0.0075
885.	crazy	1	0.0075

886.	gotten	1	0.0075
887.	sandals@barnsley	1	0.0075
888.	pain	1	0.0075
889.	past	1	0.0075
890.	whereas	1	0.0075
891.	everyday	1	0.0075
892.	tops	1	0.0075
893.	girl	1	0.0075
894.	constantly	1	0.0075
895.	necessarily	1	0.0075
896.	deleted	1	0.0075
897.	identifying	1	0.0075
898.	brill	1	0.0075
899.	depressed	1	0.0075
900.	meeting	1	0.0075
901.	arson	1	0.0075
902.	pens	1	0.0075
903.	arsed	1	0.0075
904.	tree	1	0.0075
905.	passed	1	0.0075
906.	answers	1	0.0075
907.	pulling	1	0.0075
908.	until	1	0.0075
909.	call	1	0.0075
910.	sensing	1	0.0075
911.	emailing	1	0.0075
912.	persoanlly	1	0.0075
913.	angle	1	0.0075
914.	drawn	1	0.0075
915.	written	1	0.0075
916.	emailed	1	0.0075
917.	taking	1	0.0075
918.	syndrome	1	0.0075
919.	abilities	1	0.0075
920.	piss	1	0.0075
921.	widely	1	0.0075
922.	tutors	1	0.0075
923.	concentrating	1	0.0075

924.	partly	1	0.0075
925.	researchers	1	0.0075
926.	ridiculous	1	0.0075
927.	instructions	1	0.0075
928.	valid	1	0.0075
929.	voices	1	0.0075
930.	grab	1	0.0075
931.	grained	1	0.0075
932.	play	1	0.0075
933.	fought	1	0.0075
934.	stigma	1	0.0075
935.	grow	1	0.0075
936.	second	1	0.0075
937.	with...	1	0.0075
938.	correct	1	0.0075
939.	lady	1	0.0075
940.	almost	1	0.0075
941.	sighed	1	0.0075
942.	restore	1	0.0075
943.	chit	1	0.0075
944.	guidelines	1	0.0075
945.	trigger	1	0.0075
946.	hugged	1	0.0075
947.	pops	1	0.0075
948.	nothing	1	0.0075
949.	badly	1	0.0075
950.	emails	1	0.0075
951.	lucky	1	0.0075
952.	packing	1	0.0075
953.	throughout	1	0.0075
954.	confidentiality	1	0.0075
955.	others	1	0.0075
956.	walls	1	0.0075
957.	less	1	0.0075
958.	computer	1	0.0075
959.	washed	1	0.0075
960.	interaction	1	0.0075
961.	regulated	1	0.0075

962.	signed	1	0.0075
963.	teenage	1	0.0075
964.	becomes	1	0.0075
965.	wording	1	0.0075
966.	studying	1	0.0075
967.	proper	1	0.0075
968.	preferences	1	0.0075
969.	cruel	1	0.0075
970.	having...	1	0.0075
971.	similar	1	0.0075
972.	dungbars	1	0.0075
973.	professional	1	0.0075
974.	automatically	1	0.0075
975.	downloaded	1	0.0075
976.	statement	1	0.0075
977.	burden	1	0.0075
978.	disabilities	1	0.0075
979.	fight	1	0.0075
980.	starting	1	0.0075
981.	life	1	0.0075
982.	cops	1	0.0075
983.	cope	1	0.0075
984.	puts	1	0.0075
985.	lion	1	0.0075
986.	period	1	0.0075
987.	figuring	1	0.0075
988.	freak	1	0.0075
989.	wondering	1	0.0075
990.	dedicated	1	0.0075
991.	restraining	1	0.0075
992.	strictly	1	0.0075
993.	experienced	1	0.0075
994.	rough	1	0.0075
995.	wants	1	0.0075
996.	getting...	1	0.0075
997.	round	1	0.0075
998.	aspect	1	0.0075
999.	mutual	1	0.0075

1000.	proven	1	0.0075
1001.	thanks	1	0.0075
1002.	operate	1	0.0075
1003.	secretary	1	0.0075
1004.	missing	1	0.0075
1005.	filed	1	0.0075
1006.	stereotypical	1	0.0075
1007.	half	1	0.0075
1008.	tiptoeing	1	0.0075
1009.	caught	1	0.0075
1010.	aspergers	1	0.0075
1011.	1am	1	0.0075
1012.	deadline	1	0.0075
1013.	overwhelmed	1	0.0075
1014.	lock	1	0.0075
1015.	waste	1	0.0075
1016.	cure	1	0.0075
1017.	tangent	1	0.0075
1018.	loss	1	0.0075
1019.	upsetting	1	0.0075
1020.	verbally	1	0.0075
1021.	useful	1	0.0075
1022.	environment	1	0.0075
1023.	asked	1	0.0075
1024.	issues	1	0.0075
1025.	double	1	0.0075
1026.	older	1	0.0075
1027.	great	1	0.0075
1028.	skill	1	0.0075
1029.	withdraw	1	0.0075
1030.	ukcp	1	0.0075
1031.	heat	1	0.0075
1032.	families	1	0.0075
1033.	necessary	1	0.0075
1034.	held	1	0.0075
1035.	sound	1	0.0075
1036.	labradors...	1	0.0075
1037.	shadows	1	0.0075

1038.	4th	1	0.0075
1039.	basis	1	0.0075
1040.	entirely	1	0.0075
1041.	sorting	1	0.0075
1042.	afford	1	0.0075
1043.	fires	1	0.0075
1044.	umms	1	0.0075
1045.	showed	1	0.0075
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1049.	touch	1	0.0075
1050.	dyspraxic	1	0.0075
1051.	minded	1	0.0075
1052.	rubbish	1	0.0075
1053.	shouts	1	0.0075
1054.	hits	1	0.0075
1055.	informal	1	0.0075
1056.	cares	1	0.0075
1057.	harassment	1	0.0075
1058.	cared	1	0.0075
1059.	distinguishable	1	0.0075
1060.	definitely	1	0.0075
1061.	throwing	1	0.0075
1062.	cater	1	0.0075
1063.	uses	1	0.0075
1064.	complete	1	0.0075
1065.	toxic	1	0.0075
1066.	unemployed	1	0.0075
1067.	members	1	0.0075
1068.	excuse	1	0.0075
1069.	continue	1	0.0075
1070.	given	1	0.0075
1071.	terrified	1	0.0075
1072.	feasible	1	0.0075
1073.	general	1	0.0075
1074.	session	1	0.0075
1075.	heavy	1	0.0075

1076.	recognises	1	0.0075
1077.	Claire	1	0.0075
1078.	demonstrates	1	0.0075
1079.	drastic	1	0.0075
1080.	signing	1	0.0075
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1082.	deal	1	0.0075
1083.	dead	1	0.0075
1084.	deep	1	0.0075
1085.	thankful	1	0.0075
1086.	thrown	1	0.0075
1087.	relevant	1	0.0075
1088.	lessons	1	0.0075
1089.	interviews	1	0.0075
1090.	1000	1	0.0075
1091.	memory	1	0.0075
1092.	karate	1	0.0075
1093.	critical	1	0.0075
1094.	compare	1	0.0075
1095.	progress	1	0.0075
1096.	speed	1	0.0075
1097.	spell	1	0.0075
1098.	1000s	1	0.0075
1099.	faith	1	0.0075
1100.	died	1	0.0075
1101.	extent	1	0.0075
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1103.	content	1	0.0075
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1107.	recognising	1	0.0075
1108.	early	1	0.0075
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1123.	world	1	0.0075
1124.	somewhere	1	0.0075
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1126.	blocked	1	0.0075
1127.	spoke	1	0.0075
1128.	quit	1	0.0075
1129.	manage	1	0.0075
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1144.	remember...	1	0.0075
1145.	interested	1	0.0075
1146.	latest	1	0.0075
1147.	realise	1	0.0075
1148.	playing	1	0.0075
1149.	light	1	0.0075
1150.	lately	1	0.0075
1151.	member	1	0.0075

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1168.	manager	1	0.0075
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1172.	perseverance	1	0.0075
1173.	including	1	0.0075
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1189.	young	1	0.0075

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1319.	ned	1	0.0075
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1341.	apparently	1	0.0075

1342.	prior	1	0.0075
1343.	persevering	1	0.0075
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1359.	tha	1	0.0075
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1362.	priority	1	0.0075
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1366.	safeguarding	1	0.0075
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1371.	siding	1	0.0075
1372.	decide	1	0.0075
1373.	sides	1	0.0075
1374.	win	1	0.0075
1375.	keeping	1	0.0075
1376.	won	1	0.0075
1377.	wow	1	0.0075
1378.	of...	1	0.0075
1379.	seem	1	0.0075

1380.	unrealisticness	1	0.0075
1381.	or...	1	0.0075
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1394.	damaging	1	0.0075
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1396.	handle	1	0.0075
1397.	clock	1	0.0075
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1452.	conditions	1	0.0075
1453.	jogging	1	0.0075
1454.	flaw	1	0.0075
1455.	herself	1	0.0075

