

An exploration of the change experienced by children and their families who are involved in moving from mainstream school into a therapeutic setting



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BACKGROUND AND RATIONALE

The damaging effects and negative outcomes for students who are excluded from school are well documented in educational literature. Societally, it is often the young people who are excluded from school who come at a great cost to support later in life due to antisocial behaviour, as well as a loss in terms of their unrealised potential. There is limited research that explores parents' and students' perspectives on the exclusion process, and their experiences of alternative provisions and whether these have proven helpful in solving their children's behaviours.

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RESEARCH QUESTIONS

1. What are the histories/events that have led to children and parents attending the therapeutic alternative provision?
2. What are the experiences of parents and students leading up to and whilst attending the therapeutic alternative provision?
3. What are the perceptions of change reported by children and parents having experienced a managed move to a therapeutic alternative provision?
4. What did participants think allowed for change to take place?
5. What do parents and children perceive to be the strengths and limitations of the therapeutic alternative provision?

DESIGN