

Glossary

During the enquiry process I found words that were new to me and a barrier to my understanding. As I want this thesis to be accessible to people coming fresh to action research as I was, it feels important to define their meaning. Here is a glossary I can also refer to:

- Becoming** intentional or subconscious process of personal growth towards personally created 'style' after Adler's 'style of life' (1931) and Rogers (1961) (Chapters Two:26, Four:84).
- Dialogical** describes exchange of ideas in conversation with other people.
- Dialectical** describes systematic reasoning that seeks to resolve contradictory ideas within myself and often in conversation with others including literature. (Prologue:8; Chapter Two:45.)
- Embrained** my word to distinguish knowledge remembered as useful but not yet integrated into knowing that is instinctively used in actions. Relates to 'E-theories' described by McNiff (2001).
- Embodied** knowledge integrated into personal knowing that is instinctively used in actions. Relates to I-theories described by McNiff (2001).
- Epistemology** theory of knowledge - nature, genesis and justification of knowledge and truth - fallible or absolute certainty (Ernest,1994:20).
Alongside epistemology is a personal but collaboratively generated dialectical process to create living standards of judgement in the endeavour of improving relationships, for the achievement of practice goals.
- E-theory** knowledge that is 'External' to its creator and generated from studying the properties of external objects.
- I-theory** knowledge that is 'Internalised' as embodied knowledge.

Living theory	is evolving knowledge practitioners create in collaborative, dialectical enquiry to understand, improve and explain practice (Whitehead,1989). Practitioner seeks to identify and resolve contradictions between espoused values and realities of practice by recognising contradictions inherent in the complexities of life.
ME	abbreviation for Myalgic Encephalomyelitis. A clinical syndrome characterised by extreme tiredness, depression, reduced exercise tolerance and muscle pains; Following viral infection it can last for months or even years (Blackwells Nursing Dictionary,1994).
Methodology	theory of the research methods involved.
Ontology	theory of existence concerning the status of the world and what populates it.
Pedagogy	theory of teaching, which accords with epistemological aims.
Research paradigm	is an overall theoretical research perspective.
Tier One	within the tiers of services focusing on young people’s mental well-being, Tier One includes health, education and social services that any child might experience. Tiers Two-Four are specialist health-led services depending on depth of need.

Abbreviations

AHA	Avon Health Authority
BACCH	British Association for Community Child Health
B&NES	Bath and North East Somerset
BARG	Bath Action Research Group - In 2001 the name changed to <i>Jack Whitehead’s Supervision Group</i> . www.actionresearch.net
CAMHS	Children and Adolescent Mental Health Services
CEH	Calmer Easier Happier parenting
CPHVA	<i>Community Practitioners’ and Health Visitors’ Association</i> , previously the Health Visitors Association.
CRO	Children’s Rights Office became <i>Children’s Rights Alliance for England</i> www.crights.org.uk
DfEE	Department for Education and Employment
DoH	Department of Health
EPND	Edinburgh Postnatal Depression score (Cox et al,1987; Chapter Six:145)
EPOCH	End Physical Punishments of Children became <i>CAU! - Children are Unbeatable!</i> www.childrenareunbeatable.org.uk
FAETC	Further Adult Education Teaching Certificate
GP	General practitioner
HLC	Healthy Living Centre
HVRG	Health Visitor Research Group
LEA	Local Education Authority

RCN	Royal College of Nursing
STEP	Systematic Training for Effective Parenting
PBI	Parental Bonding Instrument
PCT	Primary Care Trust
PET	Parent Effectiveness Training
UWE	University of the West of England, Bristol

Sources

Supervisors

Dr Martin Forrest as Director of Studies, through his guidance and support not only maintained my momentum but influenced my understanding of the wider applicability of the state of alonsideness through his method of supervision. His trust and encouragement was entirely enabling. Martin respected the parts played by Dr Daykin, Dr Whitehead and critical friends.

Dr Norma Daykin through her specialism in the sociology of health offered support, stimulus and challenge as I engaged with creating theory and exploring its relevance to existing theory. She provided valuable critique to keep my focus relevant to health care in an educational environment and encouraged me to ask questions about reflexivity.

Dr Jack Whitehead's unstinting generosity of time and encouragement in an informal relationship is truly remarkable to me. He included me as one of his students in BARG meetings and events reading papers, videoing and debating tirelessly. I am indebted to his 'living theory' and its democratic impulse and wonder how else I could have done this.

Critical friends

Many people showed interest and gave time to my process but four have given hours of support over many years. 'Critical friends' listened and responded honestly and constructively. I present them in the order they became involved:

Kate Gammon, friend and health visitor colleague, helped me stay motivated during the 'No Smacking' and Rights for Children campaigning years. With Mandy Dams we organised a regional Positive Parenting conference (Bath,1996) and ran a parenting group (1997). An enthusiastic member of the HVRG (1996-1999) Kate's resilience, insight and support continues to be vital to every stage of the process.

Dr Jacqui Hughes, friend and educational action researcher, helped me clarify my focus and introduced me to Jack Whitehead. As educationalist, Jacqui lives her values as she helps me build on what I know. Her unconditional warmth provides encouragement, makes imperfection no failing, whilst supporting my learning. I learnt that even when action research has been validated, some may still query its validity as knowledge (Hughes et al.,1998).

Dr Karen John, friend and developmental psychologist interested in democratic relationships. Karen taught me Adlerian theory, introduced me to the work of Lew and Bettner (1996) and supported my process of putting it into practice. We ran a parenting class and delivered training with Tier One workers (Ahmad et al.,2000, 2001). Using early recollections (Powers&Griffith,1987) Karen helped identify my 'style of life' and the beliefs I bring to my work as values and agenda (Pound,2000).

Dr Moira Laidlaw, friend, secondary teacher and action researcher, is a member of BARG with particular interest in equal opportunities in the classroom. With patience and at a pace I could manage, Moira helped me understand living educational theory, the developmental nature of values and how it all relates with other research paradigms. I continue to learn from Moira how clients might also create their own living standards of judgement as I search for my own.

Personal Journal, diaries, field notes, written accounts

(in author's possession, anonymous)

Personal Journal 1996 - 2001

Visits diaries 1994 -2001

Sally's story, (3.2.97)

Anna's story (22.8.97)

Marianne and Samuel's story (20.10.97)

Samantha's story (3.11.97. 22.4.98)

Jamie's story in nursery (1.6.98, 24.9.98, 26.4.99)

Clare's story (8.7.98, 15.7.98, 22.7.98, 24.8.98, 9.9.98, 5.10.98, 4.12.00, 14.5.01)

Rania's story (27.11.98, 9.12.98, 9.9.99)

Helen's story (13.5.99)
M family (2.3.98)
W family (1.6.98)
G family (3.6.98)
S family (8.1.99, 10.9.99)
J family (12.4.00)
H family (26.4.00)

Audio taped Interviews and discussions

(author's possession, anonymous)

Families:

Dee and Joe (12.6.96, 6.11.96)
Rose (1.10.96,12.9.97)
Sonia (19.11.96, 6.5.97)
Kathy (14.1.97)
Carol (30.6.97)
Marianne and Brian (3.7.97, 11.9.00)
Terri (9.9.97 notes - not taped)
Clare (4.12.00 notes - not taped)

Research associates:

Transfer Viva (2.2.98)
HV colleague (3.10.96)
Stephanie Bailey (4.10.96)
Martin Forrest (24.10.96, 25.2.97, 2.6.97)
HVRG (21 from 14.11.96 to 5.6.99)
Norma Daykin (29.4.97, 1.12.98, 15.11.99, 1.10.01)
BARG (7.10.96, 3.2.97, 3.6.97, 5.10.98, 21.1.01, 5.11.01).
Jack Whitehead (18.8.01)
Moirra Laidlaw (25.3.01)

Children's health notes

(held by Child Health Department, anonymous here)

Alex and Mack (9.11.96 - 14.5.01)
Brad (15.9.97 - 29.9.97)
Clive (30.9.98 - 26.1.01)
Jamie (2.5.95 - 7.5.99)
Mia (28.11.95)
Samuel (23.9.94 - 20.2.98)

Selected archives

(author's possession)

Notes of Lay preacher's address (14.4.91)

Letters to the HVRG (5.11.96, 15.9.97)

Letter forwarded from a mother in another area (4.7.97)

Letter from Dr Leach (20.3.98)

Letter to Dr Leach (23.3.98)

Early Recollections with Dr Karen John (24.3.98 - 21.4.98)

Letter to LEA about Draft Behaviour Support Plan (1.10.98)

Letter to CAMHS curriculum planning group (4.1.99)

Letter from Richard Winter (28.6.99)

Letter from Professor Cowley (27.2.00)

Letter to Professor Cowley (14.3.00)

Letter to Magistrates court (16.8.00)

Letter to B&NES PCT (16.11.00)

Letter from Family Group Co-ordinator (27.4.01)

Presentations:

16 May 1995 **Positive Parenting - A realistic aim for health visiting?**

Regional Profile study conference. Assembly Rooms, Bath.

15 April 1996. **Do children have rights?** *Positive Parenting in Bath*

Regional Conference University of Bath, (Conference Co-ordinator)

28 September 1996. **How can I improve my practice?** *Messages from Research.*

RCN National Conference. Harrogate.

25 June 1997 How can **How can I improve my practice?**

Developing Nursing Through Action Research. RCN/CARN London,

23 June 1999. **'Everytime the telephone rings the twins climb...Help'** *Action Research:*

Its place in health care. National conference RCN/CARN Leeds,

9 May 2000. **'I've been thinking': Creating living theories in collaborative action**

research. *Celebrating Nursing Research* Regional Conference Bournemouth,

21 February 2001. **Creating connections in parenting, health visiting, researching**

Women's Studies Seminar, University of Bath

27 March 2001. **Creating connections in parenting, health visiting,**

researching. *Educational Research Seminar,* University of the West of England,

Bristol,

Videos (in author's possession)

Video One, *Drop In Clinic* (6.11.96)

Video Two, *Sleep Planning Programme with Sally and Peter* (19.2.97)

Video Three, *Interview with Sally* (2.6.97)

Video Four, *CARN/RCN Conference Presentation: London* (25.6.97)

Video Five, *HV Colleagues and the Crucial Cs* (13.7.98)

Video Six, *Nursery Staff and the Crucial Cs* (6.6.98)

Video Seven, *Health Visitor Research Group* (9.7.98)

Video Eight, *Presentation to Bath University Women's Studies Group* (21.2.01)

Video Nine *Crucial Cs with L.*