

**A sample of the Research Thesis and Professional Practice Assignments completed by course members who were awarded the DEdPsy between 2003 and 2022**

**Titles in purple are available on Moodle > Ed Psych Research Methods and Statistics > Topic 5**

**Thesis Topics**

* **Just child’s play? An evaluation of the outcomes of an initial six weeks of Child Centred Play Therapy for children with social, emotional and behavioural difficulties.**
* The parenting dimensions of British Pakistani and White mothers of primary aged children.
* **The relationship between sleep duration and working memory in children.**
* A positive exploration of the factors underlying Emotional Well Being of Young People following a diagnosis of visual impairment.
* **Supporting the Development of an Adaptive Coping Profile for Young People with ADHD Following the Transition from Primary School to Secondary School.**
* **Assessing teacher and child perspective of child-teacher relationship quality and adjustment in school in part-time nurture groups**.
* An invisible group? An Exploration of Retention out-of-age cohort in the UK.
* **The effectiveness of a secondary school Peer Mentoring Programme as an anti-bullying intervention and its impact on pupil well-being and school ethos.**
* **An exploratory investigation into the personal constructs of juvenile street gang members and youngsters with no involvement in gangs that contributes to an understanding of psychological factors that may influence choices made by ‘at-risk’ children and young people to join gangs.**
* An evaluation of the effectiveness of Teacher Coaching as a method of continuing professional development and in raising teachers’ sense of efficacy in their professional practice.
* **Can what is happening in the breaktime context be explained by self-determination theory?**
* An exploration of job satisfaction in educational psychologists.
* Student anxiety and performance: Training in self-hypnosis compared with progressive muscular relaxation to increase students' control of their anxiety.
* **Investigating the preference for local processing in musically talented pupils with or without absolute pitch.**
* Cognitive Characteristics of Children with Mathematics Difficulties.
* **Increasing our understanding of nurture groups as an intervention for young people with social, emotional and behavioural needs: what psychological processes are involved in the observed outcomes for participating pupils?**
* **Preventing Depression in Adolescents - School-Based Intervention Implementation and Perceptions of Change.**
* An exploration of the experiences of one student with a significant Intellectual Disability who participated in a Personalised Transition Project based on Social Role Valorisation Theory.
* **A cognitive behavioural intervention to reduce levels of anxiety and depression: The impact of the FRIENDS for Life programme on victims of bullying.**
* An exploration of the Sense of Belonging of students with Special Educational Needs and their Mainstream Peers in a Post-Primary School in Ireland.
* **The effectiveness of the Neuro-Linguistic Programming (NLP) Spelling Strategy: An investigation into the strategy’s usefulness and practical application as a teaching and learning tool with irregular high-frequency spellings for children at Key Stage 2.**
* **What are adolescents’ attitudes, values and beliefs around ‘parenting’?**
* Activating children's thinking skills: A UK intervention evaluation study.
* Teachers’ Sense of Self-Efficacy and Children’s Sense of Connectedness to School following an Cognitive Behaviour Intervention with Teachers.
* **Impact of the Primary Social and Emotional Aspects of Learning (SEAL) Programme on Staff Attributions, Emotional Responses, Choice of Strategies and Confidence in relation to Pupils with Social, Emotional and Behavioural Difficulties.**
* Spoken Academic Language development: a multiple case study.
* Teachers' general and student-focused attitudes towards the inclusion of students with special educational needs.
* What contributes to a sense of belonging in school in African Caribbean pupils who have met national standards in Key Stage 2?
* **“They're not doing anything, but they're thinking everything.” KS3 girls' perspectives on bystanding and defending behaviours.**
* **Quality Dynamic Assessment: Using the Delphi Technique to identify the competencies needed for effective Dynamic Assessment.**
* Sense of School Belonging of Intellectually Gifted Children.
* **An exploratory study of children's use of the language of emotion in the early years.**
* **Children with focal epilepsy: Cognitive and educational outcomes.**
* Safeguarding the Safeguarders.
* Young Children's Reading Self-Concept. An experimental study of the impact of different word level skills training approaches on early self-perceptions in the domain of reading.
* **Teacher consultation groups: Introducing a new form of educational psychologist support in Irish mainstream primary schools.**
* Early intervention: parental empowerment and well being.
* Girls with emotional and behavioural difficulties: An investigation into the provision being made to meet girls' needs.
* Resilience and attributions of success and failure.
* **“..The amount in other people in other teams who I heard say ‘I wish I was in your team’…they talk about honesty and passion and I think those dynamics make a big difference, the way you actually work together…”: uncovering the Theories of Action governing the practice of an integrated early intervention team through the application of Problem-Based Methodology**
* Teacher perceptions of change through participation in the Incredible Years Teacher Classroom Management Programme
* **Effects of the Preschool Promoting Alternative Thinking Strategies (PATHS) Curriculum on the Social, Emotional, and Behavioural Development of Children in the Early Years Foundation Stage.**
* **Will a modified Triple P Parenting Programme, which takes into account cultural issues, produce better outcomes for the Pakistani/Muslim community?**
* A developmental study of loneliness in children
* Children with Specific Language Impairment and Achievement in Science in Key Stage 2: the effect of their language difficulties on their performance in scientific reasoning tasks and the implications for pedgogy
* **A study of the individual word knowledge and understanding in five year olds and the influence on their social skills development.**
* Light at the end of the tunnel?
* **Investigating the impact of a reading and vocabulary teaching intervention on the reading comprehension and academic self-perception of Key Stage 3 pupils who speak English as an Additional Language**
* **Childhood wellbeing: young people’s perceptions of trait curiosity, the school environment and achievement outcomes**
* **Supporting the development of struggling readers’ vocabulary: using audio books to reduce the Matthew Effect**
* Executive Functioning in Children with Dyslexia: Implications for Teachers and Educational Psychologists
* **Getting in the ZOAM: Understanding and Optimising the Regulation of Attention**
* **Self-esteem of school aged children with Down Syndrome in relation to school placement, socialisation skills/friendships and externalising behaviour**
* **Impact of a Strengths-Based Model of Coaching**
* **Investigating the impact of a multilayered reading intervention on the reading skills, spelling skills, academic self-perceptions and personal resilience of vulnerable pupils**
* **Bereaved children with learning difficulties: working towards a better understanding of staff support and intervention**
* Teacher mentalisation, mind-mindedness & reflective dialogues: Getting to the heart of nurturing relationships in schools
* The Holding Hands Project: Effectiveness in Promoting Positive Parent-child Interactions and Behaviour in Pre-school Aged Children
* Evaluation of the Impact and Effectiveness in Using Synthetic Phonics Approaches to Teaching Pupils to Read within Key Stage 1
* **Adopted children and their education: the views of parents and teachers**
* Investigating a sense of belonging: a qualitative study of pupils' experiences of transition from primary to secondary school
* **'How do I know that I belong?’ Exploring secondary aged pupils’ views on what it means to belong to their school**
* Parent perspectives on preparing children for school. The influence of maternal education upon what parents think and do
* Is play-based assessment a useful technique for EPs? An evaluation of the reliability and validity of a play-based assessment
* How do Restorative Justice Conferences Work? Can the Impact of an RJ Conference be Explained by Casual Attribution Theory?
* **Education reform in the UAE: An investigation of teachers' beliefs and views of change and factors impeding reforms in schools in Ras Al Khaimah**
* **IMPORTANT FACTORS TO CONSIDER IN PRE-LITERACY SKILLS FOR BILINGUAL (ENGLISH/ARABIC) CHILDREN IN EGYPT: A LONGITUDINAL STUDY**
* An exploratory case study of parental perspectives on new schools in new communities
* **Exploring the impact of domestic abuse on the mother role and the mother-child relationship: An Interpretative Phenomenological Analysis**
* A multi-method assessment of the social inclusion of children with needs: the relationship between social status, support types and individual variables
* Parental Drug and Alcohol Misuse - Implications for Educational Psychology Assessment
* Callous-unemotional traits: Implications for understanding the association between self-concept, behaviour and social adjustment
* Aspects of Handwriting in Pupils aged 12-14
* **Developing the Ideal Self Drawing Technique to gather the views of children with an Autism Spectrum Disorder**
* **‘We want to open all our hearts’: What we can learn from listening to the mothers and teachers of Somali children to aid their transition to school**
* **The barrier of negative thinking: comparing cognitive errors and attributional style in weak and able readers.**
* **Using a technology based approach to interview children with Autism Spectrum Disorder to help us better understand their special provision**
* **Experiences of cochlear implanted students in the post-secondary setting**
* **Transition to adulthood for young people who require intimate care support in schools: Can an Intimate Care Pathway help?**
* **The voice of the child in person-centred meetings: what do children say about their experiences of being at the centre of person-centred meetings?**
* **An Exploration into the Use of Person-Centred Planning to Support the Transition of Children with Special Educational Needs into School**
* **“I think we should do it for every child”: an exploration of person centred approaches to produce pupil outcomes during Education Health and Care plan assessments**
* **How do educational psychologists make sense of their exchange relationship with their employers, through the lens of the psychological contract?**
* **Educational Psychologists and Inter-Professional Supervision: the use of Contracting**
* **Exploring the experience for young people of the Emotional Literacy Support Assistant (ELSA) intervention: case studies in secondary schools**
* **Helping All Students to Succeed: Brief Social-Psychological Interventions in Higher Education**
* **How does education provided through ‘blended centre’ attendance (iScoil blended centre) impact the education and mental health of early school leavers (age 13-16)?**
* **An exploration of the pastoral care experiences of form tutors in mainstream secondary schools**
* **Supporting Adoptive Families with Video Interaction Guidance (VIG).**
* **Educational Psychologists and Inter-Professional Supervision: the use of Contracting**
* **How do educational psychologists make sense of their exchange relationship with their employers, through the lens of the psychological contract?**
* **Helping All Students to Succeed: Brief Social-Psychological Interventions in Higher Education**
* **An exploration of the pastoral care experiences of form tutors in mainstream secondary schools**
* **Exploring the experience for young people of the Emotional Literacy Support Assistant (ELSA) intervention: case studies in secondary schools**
* **An exploratory case study: Does learning about school belonging have an impact on young people’s sense of school belonging?**
* **The Implementation of a Whole School Approach to Mental Health and Well-Being Promotion in the Irish Primary School Context**
* **Developing a model of consultation for use with family support workers. A mechanism for supporting emotional well-being and competence in professional practice to support healthy family relationships.**
* **Developing the social and emotional competence of adolescents through implementation of the STEPS-A curriculum**
* **Understanding Fluency and its Impact on Reading Development: An exploratory evaluation of the impact of a fluency intervention**
* **Collaborations between school staff, outreach services and educational psychologists. What factors maximise the effectiveness of support?**
* **Telling the story after someone important has died: An exploration of children's and practitioners' views of group**
* **Online Teacher Professional Development: Developing effective online pedagogy through extension of the Community of Inquiry framework for oTPD**
* **Identity development; learning from the life stories of young people belonging to minority groups.**
* **Exploring the experiences of Special Needs Assistants working with pupils whose emotions or behaviours challenge mainstream primary schools in Ireland.**
* **Using the Analysis of Additional Needs (AANT) screening tool as a psychological consultation framework: What does telephone consultation (teleconsultation) have to offer as a component of Educational Psychology Service delivery?**
* **Navigating Social Situations: Junior School Experiences of Friendship for Girls with Autism; Strategies, Behaviour, Conflict and Implications for Emotional Wellbeing.**
* **Does playing action video games boost the effects of a repeated reading intervention in increasing reading fluency for Year 7 children with dyslexia? A school-based single case experimental design study.**
* **“Just because a child is living with a family member, it doesn’t mean that everything is ok”: Exploring risk and resilience in family and school environments for students in kinship care. - Volume 1**
* **Talk to Learn: Exploring the use of VERP with a focus on pedagogy, to support teacher professional development in a primary school context**
* **“We do not learn from experience. We learn from reflecting on experience.”**
* **Children and young people with Down syndrome’s views of their school. Educational histories, patterns of transition, and factors relating to school-placement - Volume 1**
* **DEVELOPMENTAL COORDINATION DISORDER (DYSPRAXIA) What helps, what hinders in the school years for later achievement and wellbeing? - success and breakdown**

**Professional Practice Assignments Topics** (four from each course member)

1. **An evaluation of current practice for early years children with a diagnosis of 'classic' autism, as defined by Kanner (1943), who engage in self-injurious or aggressive behaviour in a mainstream nursery provision.**

**An evaluation of a nurture group within a mainstream high school for year 7 children with complex SENs.**

**Developing more attachment-friendly practice in mainstream primary schools. Application of attachment theory to education.**

**‘It’s no good just listening to pupils, what are you going to do with what you hear?’ – An evaluation of ways to involve pupils more effectively in the practice of one Local Authority Educational Psychology Service.**

1. Selective mutism: The EPs perspective.

Decision making at Special Educational Needs panels.

Developing a specialism.

Autism: Do social stories work?

A positive exploration of the factors underlying Emotional Well Being of Young People following a diagnosis of visual impairment.

1. **Relaxation as an intervention to improve emotional and behavioural outcomes for children.**

**What does educational psychology have to offer clinical neuropsychology, and how can the offer be taken up?**

**Professional Courage.**

**A framework for assessment of children’s social competence, with particular focus on children with brain injuries.**

1. How can technology support the inclusion of children and young people with visual impairment?

Emotional well-being: How can schools support and develop it effectively?

The Visual Impairment and Emotional Well-being (VIEWS) in Wales: The development of an inclusive psychological approach to meeting specific emotional needs.

Group Consultation: Establishing Peer Networks for Practitioners working with VIC who have emotional needs.

1. **Anxiety in Young People with Asperger syndrome.**

**Mathematical Difficulties in Young People: Consideration of the origins and influences, and how to support mathematical development.**

**Cognitive Behavioural Therapy and Emotional Regulation: A role for Educational Psychologists?**

**Considerations for Group Peer Supervision in an Educational Psychology Team.**

1. **The implication for Eps of current theories and research on the needs of girls with behavioural, emotional and social difficulties.**

**An evaluation of using dynamic assessment approaches to implement interventions in schools.**

**Using interventions informed by attachment theory to help meet the needs of adolescents with BESD.**

**Supervision for educational psychologists – exploration of the approaches that support supervision practices.**

1. Evaluation research in EP practice in non-educational settings.

Career-long Supervision for Educational Psychologist

Speech, Language and Communication Needs (SLCN): Mapping the evidence base to EP Practice

Circle of friends: who benefits, does anyone lose?

1. **An Evaluation of Residential Placement for Children and Young People with SEN.**

**Understanding attachment and how it can influence education, particularly for children who are adopted or are children in care.**

**Opportunities for Educational Psychologists to facilitate school improvement through systems approaches: Soft Systems Methodology (SSM) and Appreciative Inquiry (AI).**

**Working memory and behaviour in school: Exploring the evidence and implications for Educational Psychologists.**

1. **The efficacy of educational psychologists' systematic application of cognitive behavioural approaches in addressing social, emotional and behavioural difficulties experienced by children and young people.**

**Language Proficiency of Children from Low-Income Families and its Associations with Academic Failure.**

**The efficacy of using functional behaviour assessments in formulating effective interventions to support pupils displaying severe behaviour difficulties.**

**PROMOTING SUCCESSFUL OUTCOMES FOR ECONOMICALLY DISADVANTAGED PUPILS AT RISK OF ACADEMIC FAILURE – HOW INTERVENING EARLY TO DEVELOP EXECUTIVE FUNCTIONS CAN HELP.**

1. Supporting Refugees: A multilevel Approach.

A critical analysis of approaches to support teachers' problem solving in schools.

The Use and Application of Motivational Interviewing in a Children's Service.

The Use of Coaching as a Method of Supporting Teachers' Continuing Professional Development.

1. **Breaktime in Primary Schools: The Educational Psychologt’s Role.**

**Written consent documents for informed consent in an educational psychology service: What does the research tell us?**

**Exploring ‘sense of self’ using Ravenette’s structured interview technique: A case study.**

**The profession of educational psychology and its context. Mentoring early career educational psychologists: Are there benefits and what are the best ways to organise and facilitate mentoring?**

1. Language Needs or Special Needs – A False Dichotomy.

The use of coaching as a model for the supervision of practising Eps.

Educational Psychologists and Job Satisfaction.

Reflecting on the experience of undertaking a part time doctorate.

1. Student self-esteem: Can hypnosis make a difference?

Managing test anxiety: Enabling students to manage test anxiety through hypnosis.

Assessing parent satisfaction of delivery of an innovative therapeutic service for their child: The parent satisfaction questionnaire.

Supervision: An account of the influence of supervision on my continuing professional development as an EP.

1. **Children of short stature.**

**SAFEGUARDING CHILDREN FROM SEXUAL ABUSE: GROOMING, PARENT TRAINING AND THE ROLE OF THE EDUCATIONAL PSYCHOLOGIST**

**"RECRUITING PARTICIPANTS FOR EDUCATIONAL PSYCHOLOGY DOCTORAL RESEARCH: EVIDENCE-BASED PRACTICE"**

**Problem-solving in Mathematics: the significance of visualisation and related working memory**

1. Response-to-Intervention and its Relevance to Singapore.

A REVIEW OF FACTORS ASSOCIATED WITH MATHEMATICS ATTAIMENT.

Evaluating Mathematics Interventions.

WORKING MEMORY ASSESSMENT AND INTERVENTION.

1. **Working memory and reading difficulties.**

**Pre-school children with emotional, social and behavioural difficulties: towards an integrated model of social-emotional development.**

**Building A Therapeutic Alliance with Young People with Special Educational Needs: A Toolkit of Interpersonal Skills and Strategies.**

**Social Media Uses and the Context of Educational Psychology Practice: What are the issues for Educational Psychologists?**

1. **What are the barriers and facilitating factors in psychologists implementing school based therapeutic interventions?**

**What factors influence school requests for educational psychologist involvement with children and young people with anxiety and depression?**

**What is the relationship between reward processing and depression in adolescents?**

**How Can Research Inform Understanding of Best Practices in the Supervision of Educational Psychologists Delivering Cognitive Behavioural Therapy?**

1. Curriculum development for students with significant intellectual disabilities attending secondary schools.

Peer support strategies in supporting the inclusion of students with significant intellectual disabilities.

An exploration of the use of Portfolio assessments for students with significant Intellectual Disabilities attending mainstream schools.

An exploration of the effectiveness of mindfulness interventions in supporting individuals with moderate Intellectual Disabilities to regulate their own aggressive behaviours.

1. **How can professionals from childrens’ services support children who have been exposed to domestic violence?**

**How effective are Nurture Groups as an Intervention to Support Pupils with Social, Emotional and Behavioural Difficulties?**

**How can Educational Psychologists use supervision as a tool to maximise interpersonal effectiveness and practitioner knowledge?**

**What can Community Psychology contribute to Educational Psychology Services?**

1. Towards quality diagnosis and assessment of children and young people with Autistic Spectrum Disorder: implications for educational psychology.

The role of educational psychology in supporting a local project aimed at promoting the positive mental health of children and young people.

Towards a justifiable model to guide educational interventions for children with autistic spectrum disorders: an Irish perspective.

Towards a revised system for the allocation of additional teaching supports to children with special educational needs in Irish schools.

1. **Effective Educational Psychology Practice in the Inclusion of Secondary School Pupils with Asperger Syndrome.**

**Emotionally based school refusal - what is the role of the EP?**

**Human Givens and Educational Psychology.**

**Because we're worth it: the Evaluation of Educational Psychology services in the light of recent developments.**

1. **How can schools entice the school refuser back over its threshold?**

**Knowing the effects of stress on cognition, can educational psychologists justify the use of standardised cognitive assessments?**

**Looked-after children and child protection: The post Munro role for the educational psychologist.**

**Evaluating the effectiveness of a bespoke sex and relationships intervention for an adolescent with learning difficulties and Asperger’s Syndrome.**

1. Learning to learn: An evaluation of thinking skills packages.

Nurture groups: Evidence of effectiveness.

EPiT supervision: Preparing for the future.

Problem-based learning: The panacea for professional training and transformation of the tutor role.

1. A Critique of the Incredible Years: Teacher Classroom Management Programme in Mainstream Primary Schools.

Ways of improving the interactions between schools and parents – how educational psychologists can contribute to better relations: A review of current research.

Applicability of Curriculum-Based Measurements of Oral Reading (CBM-R) in Irish schools – Feasibility for Assessment & Intervention in an Educational Psychological Service?

The Role of an Educational Psychologist as a Regional Support Specialist for Deaf/Hard of Hearing (D/HH) Students: Reflection on Practice.

1. **Supervision in Educational Psychology Services: what constitutes good practice?**

**Supporting adopted children in school.**

**Selective Mutism.**

**Community Psychology: is it relevant to educational psychology research and practice?**

1. How far can an understanding of literacy development in multilingual children inform best practice in promoting English reading skills in International Schools?

Case-study: Ensuring the effective inclusion of a child with a visual impairment throughout her secondary education.

A psychologist’s perspective on the conceptualisation and teaching of ‘Academic language’ in an International School setting.

Feedback for the development of self-regulated learning.

1. The social construction of Special Educational Needs and its impact on inclusion: What EPs can contribute.

Including children with Specific Learning Difficulties: The role of educational psychologists.

Multi-agency working to facilitate the inclusion of children/young people with disabilities and challenging behaviour: The role of Eps.

Supporting children/young people with anxiety difficulties: the role of Educational Psychologists.

1. Understanding risk and resilience: Implications for school-based services.

Self-perceptions: a multi-cultural perspective.

THE EDUCATIONAL PSYCHOLOGIST’S USE OF GENOGRAMS WITHIN A MULTI-AGENCY CONTEXT.

ROLE OF EDUCATIONAL PSYCHOLOGISTS IN IDENTIFYING THE SELF PERCEPTIONS OF BLACK CHILDREN AND ADOLESCENTS.

1. **Bullying in school: an evaluation of school-based intervention programmes to support chronic bullies.**

**A preliminary formulation of an information processing model of teaching to enable the development of more effective consultative practice.**

**Restorative Justice and Bullying in Schools.**

**Supporting the development of pro-social behaviour in bully victims.**

1. **Cognitive assessment in the 21st century.**

**Working Memory – What can we do to help children and young people with Working Memory difficulties?**

**The Psychological Contract: The significance of the psychological contract in the workplace of EPs.**

**Delivering effective training in Dynamic Assessment: Can it be done online?**

1. Preparing for and managing critical incidents in School: A role for the EP.

The assessment of language minority gifted children.

The role of the Educational Psychologist in supporting teachers meet the learning and emotional needs of gifted children.

The social and emotional needs of gifted children.

1. **Working in partnership with parents in non-maintained early years settings: Issues and implications for early years practitioners and educational psychologists**.

**What constitutes effective provision and support for visually impaired children in the early years and what is the role of the EP?**

**Sexual orientation and schools: uneasy bedfellows?**

**EP practice and role identity: The impact of complementary, competing and conflicting roles on personal effectiveness**

1. **Neuropsychological assessment in educational contexts: Rationale, benefits and future directions.**

**An individual case study with an unusual and unexpected outcome: the challenges for the role of the psychologist in a multidisciplinary medical team.**

**Developing specialist skills and knowledge in psychology: the process of becoming a "developmental neuropsychologist".**

**Educational provision for children with focal epilepsy: Mind the gap?**

1. Multi-agency working: what can psychology offer to inform effective practice in children's services?

Inappropriate sexual behaviour: what can a psychologist contribute? (Working with children with sexually inappropriate behaviour)

Are you attached?

Understanding and Using the concept of Self-Efficacy

1. Positive classrooms: Classroom interactions, a psychological paradigm and the search for effective interventions for behaviour

Evaluating effective individual reading interventions

Providing psychological intervention following traumatic events: Understanding and managing psychologists' own stress reactions

Humour and Laughter

1. **The Role and Contribution of Educational Psychologists in Multidisciplinary Teams**

**Understanding the educational needs of ethnic minority pupils: what educational psychologists can do to aid schools**

**Responding to critical incidents: supporting schools and educational psychologists**

**Supporting teachers’ mental health and well-being: what can educational psychologists do?**

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1. Early identification of pre-school ASD children: Implications for early years specialist EPs in working successfully in a multi-professional team

Early interventions for Autistic Spectrum Disorders: Are EPs providing informed advice?

Understanding parental stress

Community Psychology? Changing roles and Practice for Eps

1. Title not known

Title not known

Supervision (Interpersonal Effectiveness: Conceptual Frameworks)

Stress: Is studing for a part-time professional development doctorate in educational psychology streesful?

1. Promoting resilience in school contexts

Developing inter-professional collaboration

Role of the EP in assessing Social, Emotional and Behavioural Difficulties (SEBD)

Using problem-solving frameworks as a vehicle for multi-disciplinary working

1. **Plan do review in educational psychology: The application of an experimental learning cycle to consultation**

**Transition in the Early Years: Educational Psychology Applying Problem Solving Perspectives**

**Is a picture really worth a thousand words? The use of children's drawings in psychological assessment and intervention**

**The Road Less Travelled: Psychological Assessment of Children in the Early Years**

1. Best Practice in Facilitating the Transition from Primary to Post-Primary: Implications for Schools and Educational Psychologists

Understanding and supporting children with selective mutism: Implications for schools and educational psychology practice

Strength-based Educational Psychology Practice

A personal reflection on the use of person-centred planning in educational psychology practice

1. **An Exploration into Effective Interventions for Pupils with Asperger’s Syndrome and High Functioning Autism**

**An Investigation into Strategies to Support Pupils with Working Memory Difficulties**

**An Examination of Questioning and Circular Questioning Within Family Therapy and Educational Psychology Consultation**

**Group Supervision**

1. **Transforming EP Services - Using Organisational Psychology to Understand the Change Process**

**Working with children and young people who display school refusal behaviour (SRB) - the role of the EP**

**Bridging the gap between mental health, schools and communities for the refugee population…Is this a potential role for Educational Psychologist?**

**The use of Video Interactive Guidance (VIG) as a tool for developing personal effectiveness**

1. Using coaching to promote the teaching of behaviour

The role of EPs in work with children and young people with Acquired Brain Injury (ABI)

Assessment and intervention with students who are irregular attenders at school

The practice of the 'locum' educational psychologist

1. Do children with specific language impairment have 'theory of mind'?

Dynamic Assessment: Its role in EP practice and its application in the assessment of language difficulties

The Interface between Educational Psychologists and Speech and Language Therapists

Working in special schools: are there missed opportunities for Educational Psychologists?

1. **Does the term 'autism' reflect a collective understanding?**

**What contribution can the educational psychology service make to the rehabilitation of young offenders?**

**Play: understanding and observations of pretend play activities in the pre-school years**

**Collaborative working with the speech and language therapy service: current trends and practices**

1. Educational Psychologists’ (EPs) assessment practices with children and young people with Asperger Syndrome (AS) / High Functioning Autism Spectrum Disorder (HFASD)

Meeting the intervention needs of children with Foetal Alcohol Spectrum Disorder – what are they and what evidence based approaches can help?

Are you optimising your personal effectiveness as a private educational psychologist? A consideration of ethical decision-making processes, using a case study reflection

"Hiding a light under a bushel ?: Is the professional identity of Educational Psychology at risk of becoming invisible by a lack of practitioner research publication?"

1. **Personal Construct Psychology: opportunities and challenges within educational psychology**

**Implementation Science and EP effectiveness**

**Therapeutic storywriting**

**Meeting the needs of girls with High-Functioning Autism, Asperger’s Syndrome or social communication difficulties.**

1. **How can educational psychologists and schools support young people at risk of self-harm?**

**Critical incidents: a multi-disciplinary response model**

**Supporting adopted children and their families**

**(Un)ethical leadership: What can Educational psychology Services learn?**

1. **Using Functional Behavioural Assessment to guide interventions for pupils with challenging behaviour : implications for schools and Educational Psychologists**

**Understanding issues involved in the diagnosis of Autistic Spectrum Disorders**

**The development of a supervision policy within one Educational Psychology Service**

**Methodological frameworks to support the contribution of the Educational Psychologist at organisational level: Monsen’s Problem Analysis and Soft Systems Methodology**

1. The role of the educational psychologist in (explaining\*) identification and assessment of literacy difficulties and dyslexia: implications for current practice and future research

Working Memory Difficulties in Children & Young People with Dyslexia. Implications for Educational Psychology Practice.

Dyscalculia: Difficulties Children Experience in Learning Mathematics – reviewing the research literature and implications for Educational Psychology Practice.

Attachment Difficulties in Looked After Children: The Impact on Executive Functioning – Implications for Educational Psychology Practice

1. **The Application of Therapeutic Story Work within Nurture Group Practice**

**Understanding and Supporting the Flourishing of Exceptional Ability: A Positive Psychology approach to Educational Psychology Practice**

**Working Memory Assessment and Training : What Can We Do and What Should We Do? An Educational Psychology Perspective**

**Learners understood: The importance of using compassionate, affect attunement and mentalisation approaches within education**

1. **Social, Emotional and Behavioural Difficulties in Children with Developmental Coordination Disorder (DCD)**

**Auditory Vs. Visual Dyslexia: Current views and Implications for assessment and intervention**

**Meeting the functions of Supervision in Educational Psychology: The development model or the coaching and critical dialogue approach to supervision**

**The role of the Psychologist in a Feeding, Eating, Drinking and Swallowing (FEDS) clinic in a service for children with physical and/or sensory disabilities**

1. **An overview of research in well being/happiness and the role of the EP in implementing the long-term change programme in school (Every Child Matters: Change for Children Act 2004)**

**An improved model of positive psychology therapy**

**THE ROLE OF THE EDUCATIONAL AND CHILD PSYCHOLOGIST OVER THE NEXT DECADE or will our new title limit us?**

**ASSESSING DYSLEXIA IN ADULTS – CONCERNS, COMPLICATIONS AND CONSIDERATIONS TO IMRPOVE EP ASSESSMENTS**

1. **Is there a role for EPs in supporting Pupils with Tourette Syndrome in Schools?**

**How Can Educational Psychologists Use PCP Most Effectively in their Professional Practice**

**Silence in the Classroom**

**HOW CAN EDUCATIONAL PSYCHOLOGISTS PROMOTE THE SECURE ATTACHMENT OF VULNERABLE CHILDREN?**

1. **Adapting Psychological First Aid for use in UK school settings: Implications for EP practice**

**What is the ‘ Arrow Self- Voice Programme’ and what evidence is there for its use as an effective literacy intervention?**

**Pathological Demand Avoidance Syndrome in children: Does it exist and what is known about appropriate educational strategies and approaches?**

**The role of the educational psychologist in the rehabilitation and education of a brain injured child**

1. Understanding and facilitating friendships and social networks for children in care

Cognitive Behavioural Interventions: exploring ways of preventing and reducing anxiety with young people in secondary schools

Exploring the contribution of Instructional Psychology to young children learning to read – systemic opportunities for EPs

The emerging co-production of Educational Psychology Services

1. A critical appraisal of cognitive behavioural approaches

A Review of the Evidence of Outcomes for Children Following Multi-Agency Involvement and Implications for Educational Psychologists

School Non-Attendance that is Persistent and Problematic and the role of the EP

The Commissioning Agenda Is Calling For Educational Psychologists To Be More Proactive and Innovative In ‘Selling Their Stall’: What are the implications for Educational Psychology Services?

1. How Educational Psychologists can contribute to a better education for Children in Care, particularly through the formulation and reviewing of Personal Education Plans.

How do Social Stories affect change and improve social behaviour in children with autism?

What EPs can offer as part of a multi agency approach to support pupils with functional learning needs

Does the use of computerised training programmes help in contributing to support pupils with working memory difficulties?

1. **The role of Eps in supporting mainstream schools to reduce permanent exclusions through multi-agency work**

**Preventative work at secondary school transfer**

**Personal effectiveness in promoting partnerships with parents**

**Interventions to support school refusers: a role for educational psychologists**

Consultation: Theory, practice and future directions

Implementing multi-agency working: One Authority's response

Implementing Restorative Practice in Secondary Schools

Psychological Coaching

1. Consultation: Theory, practice and future directions

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1. **Helping EPs develop their practice around loss, bereavement and critical incidents**

**Applying motivational interviewing and reality therapy/choice theory to support social emotional and behavioural difficulties**

**School transition and pupils with an autistic spectrum disorder**

**Gaining children and young people’s views through interviews: strengths, limitations and consideration informing EP practice**

1. Reducing bullying in primary schools: Some key issues and approaches

Family influences on school readiness and how family supports can be strengthened

The efficiency of consultation as an approach to service delivering in schools

Exploring Interpersonal Effectiveness and Influence within consultation

1. A consultation-based model of service delivery to pre-school providers: An evaluation of practice

Assistant Educational Psychologists: Post-modern apprentices?

Nurture-based approaches within ordinary school settings: Can the nurture group model be adapted?

The development of interpersonal management skills within the role of Senior EP

1. A critique of working memory

Working with Parents - A role for the Educational Psychologist?

Understanding Youth Violence - Can psychological reearch contribute to our understanding of this phenomenon and can we do anything about it?

What do educational psychologists do? Can educational psychologists make a distinctive contribution to the process of supervision in multi-disciplinary teams?

1. **The efficacy of high intensity sport/exercise as an intervention for pupils with ASHD**

**A local perspective on the role of support groups for parents of children with autistic spectrum disorders**

**The Challenges of Developing English as a second language in Dubai schools**

**Factors affecting the use of corporal punishment in the UAE**

1. **What are the important factors that need to be considered while administering the Digit Span Subtest?**

**Attention Deficit Hyperactivity Disorder and Motivation**

**The Effects of the Curriculum on Children's Cognitive and Social Development: An Example from the Egyptian National Curriculum**

**Bilingualism and Specific Language Impairment: Egypt as a Case Study**

1. The potential contribution of Educational Psychologists in allocating placements in a County Speech & Language Unit attached to a mainstream primary school (in the context of multi-agency working).

The different tests used by Educational Psychologists and Speech & Language Therapists to assess language: overlaps

What makes inclusion in mainstream secondary schools successful, of students with Autistic Spectrum Disorder?

Supervision as a reciprocal learning experience, following recent developments in professional training for educational psychologists and in the ‘professionalisation’ of educational psychology

1. **Supporting children who have experienced domestic violence and domestic abuse: An exploration of current theory and practice**

**Childhood Bereavement: Considering the school environment**

**Considering the role of the Educational Psychologist in relation to Looked After Children**

**Using and Applying Theraplay… What is the evidence base?**

1. Writing a policy to meet the needs of individuals with dyslexia: What the research tells us

Is there a rationale for promoting independence in the education of individuals with severe learning difficulties?

The Evidence Base for Conductive Education

Time for Change: Is Time Allocation Compatible with increased Multi-Disciplinary Working?

1. A local authority's response to race and ethnicity in (foster care) placement

Psychological debriefing following critical incidents: An appropriate response?

Systemic approaches to working across cultures in educational psychology practice

Understanding and responding to the needs of unaccompanied asylum seekers

1. Attachment theory as a framework for identifying, understanding and working effectively with vexatious parents

Group Interventions to support pupils with social emotional and behavioural difficulties (SEBD): Spotlight on the pyramid approach

The Development of Provision in a Primary SEBD Special School: Options and Issues

The Future of Specialist EP Posts

1. Reading with colour: Research and practice

Precision monitoring: Alive and well? EP studies with Teaching Assistants: PM, Action Research and EP practice

Evaluation of EP impact and Goal Attainment Scaling (GAS)

Educational Psychologists, Continuing Professional Development and Multi-agency work

1. **Pupils who may have an Autism Spectrum Disorder: Towards effective identification and assessment**

**Supporting Young People with an Autism Spectrum Disorder to develop a robust self-identity**

**One extraordinary week: Personal effectiveness as an educational psychologist during immediate critical incident support in school.**

**Meeting the needs of vulnerable young adults aged 16-25 years: How can educational psychologists contribute effectively?**

1. **An assessment of the role of specialist Speech and Language Units in meeting the needs of pupils with specific speech andlanguage impairment.**

**An investigation into the role of self‐regulation in mediating the relationship between social disadvantage and educational outcomes**

**Play pedagogy in the early years‐ beyond the debate about school readiness**

1. **School Refusal and Pupils with Autism**

**Maximising the Impact of Inservice Training (INSET)**

**Effective Supervisory Practice within an Educational Psychology Service**

**Video Gaming in the Primary Years**

1. *“***If we throw the tests out of the window, what is there left to do?”**

**An exploration of iPad® interventions to teach communication skills to children and young people with Autism Spectrum Disorder**

**Digital Assessment: An exploration of Q-interactive™ as a tool to increase personal effectiveness in the practice of educational psychology**

**An exploration of the role of Lego® therapy to develop social skills among children and young people with Autism Spectrum Disorder**

1. **Developmental Dyscalculia: A Distinct Entity?**

**Attention Deficit Hyperactivity Disorder: Relevance of Presentational Symptoms to Educational Practice and Attainment**

**Developmental coordination disorder and implications for mental health and socialisation**

**Phonological Skills and Reading Difficulties Among Students Who Are Deaf or Hard of Hearing**

1. **The role played by mainstream schools in the construction of deaf adolescents’ identities**

**How far do the life experiences of educational psychologists influence the way they practise?**

**Do summer born children do less well at school, and should school entry ever be delayed for these children?**

**Parental Involvement in Education: how does it affect students’ motivation and is it ever too much?**

1. **How can we Best Use our Skills as Educational Psychologists to Address Anxiety within the Preschool Population?**

**An Exploration into Video Interaction Guidance**

**Siblings of Children with a Disability: Is there a Role for Educational Psychology?**

**Parental experiences of receiving a diagnosis of Autism for their Child. How Can EPS Support Parents, Before and After Diagnosis?**

1. **Permanent Exclusion, Alternative Provision and pupils with Special Educational Needs**
2. **Supporting the professional development of Special Educational Needs Coordinators through mentoring and coaching**
3. **Listening to young children using the Mosaic approach**
4. **The Mental Capacity Act and the Educational Psychology Profession**
5. **THINKING OUTSIDE THE BOXES: THE EXPERIENCES OF GENDER DIVERSE CHILDREN AND YOUNG PEOPLE IN SCHOOL AND THE IMPACT ON THEIR MENTAL HEALTH AND WELL-BEING**
6. **PERSONAL CONSTRUCT PSYCHOLOGY AND PARTICIPATORY ENQUIRY IN EP PRACTICE**
7. **THE TREE OF LIFE**
8. **HOW AM I DOING? REFLECTION ON SELF-EFFICACY BELIEFS AND EFFECTIVENESS IN CONSULTATION PRACTICE**
9. **Supporting Transgender Children – a role for an EP?**
10. **Meeting the needs of children of prisoners; identification and intervention by educational psychologists.**
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16. **Reflections on part-time leadership roles in educational psychology**
17. **Best Friendship and Children’s Wellbeing**
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20. **Clarifying the Story in Order to Write a Successful Next Chapter: A Continuing Professional Development Project**
21. **Bullying: Action and Reaction in Schools**
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24. **The Impact of Leadership on Teams and Times of Change**