



DECPsy Research Conference  
18<sup>th</sup> May 2011

**PROGRAMME**

<b>9.30</b>						<b>Welcome and introduction (G03)    <i>Norah</i></b>					
<b>10.00 – 11.30</b>						<b>SESSION 1</b>					
		<b>Room: G03    Tutor: Dino</b>			<b>Room: 206    Tutor: Juliet</b>			<b>Room: 305    Tutor: Ben</b>			
<b>10.00</b>	<i>Sara Freitag</i>	<i>Using the Theory of Planned Behaviour to explore children's attitudes and behaviour towards peers with Autism Spectrum Disorders</i>			<i>Sarah Woods</i>	<i>Developing our understanding of the links between emotions and learning: A focus on the oral narrative skills of Looked after Children.</i>			<i>Louise Field</i>	<i>Pupils' Causal Attributions for School Exclusion</i>	
<b>10.45</b>	<i>Ciara Close</i>	<i>Does providing descriptive and/or explanatory information affect peer attitudes and intentions towards children with High Functioning Autism?</i>			<i>Joe Wilson</i>	<i>Exploring Trait Emotional Intelligence and Theory of Mind with Children with ADHD.</i>			<i>Roxanne Parker</i>	<i>Challenging behaviour in secondary schools: Causal attributions of Black Caribbean and White British pupils, parents and teachers.</i>	
<b>11.30</b>						<b>BREAK</b>					
<b>12.00</b>						<b>Thesis Tutor Presentations (G03)</b>					
<b>12.00</b>						Ben					
<b>12.10</b>						Dino					
<b>12.20</b>						Juliet					
<b>12.30</b>						Norah					
<b>12:40</b>						Sandra					

<b>1.00</b>	<b>LUNCH</b>
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<b>2.00 – 4.15</b>		<b>SESSION 2</b>				
	<b>Room: G03 Tutor: Dino</b>	<b>Room: 206 Tutor: Juliet</b>		<b>305 Room: 305 Tutor: Ben</b>		
<b>2.00</b>	<i>Pandora Giles</i>	<i>A personal construct approach to understanding parent's views of Sure Start Children's Centre Services</i>	<i>Rosie Thomasson</i>	<i>The current view of social inclusion amongst deaf pupils in mainstream schools.</i>	<i>Susie Flett</i>	<i>How do Schools and Psychological Factors Relate to Students' Sense of School Belonging in Ethnically Mixed Student Communities?</i>
<b>2.45</b>	<i>Julia Parsonson</i>	<i>What factors impact service use among 'hard to reach' families, and how can these be used to support early intervention?</i>	<i>Tim Jones</i>	<i>Beware Geeks bearing Gifts: Exploring the Psychological Well-being and Social Inclusion of Gifted Children and Young People.</i>	<i>Keira Kennan</i>	<i>Exploring Transition: An Irish Perspective on Belonging and Well-Being following the School Move.</i>
<b>3.30</b>			<i>Vivien Yang</i>	<i>Not just a Reading Difficulty: Social, Emotional and Behavioural outcomes for children with dyslexia</i>	<i>Katey Hambleton</i>	<i>The Cognitive and Psychological School Engagement of Young Offenders.</i>
<b>4.30</b>	<b>Plenary &amp; conclusions (G03)</b>		<b>Sandra</b>			
<b>5.00</b>	<b>Drinks &amp; nibbles (Foyer)</b>					