A sample of the Research Thesis and Professional Practice Assignments completed by course members who were awarded the DEdPsy between 2003 and 2016

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 pedagogy

• 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
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.

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.

3. 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.

4. 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.
5. 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.

6. 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.

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?

8. 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.

9. 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.

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.

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?

12. 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.

13. 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.

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

15. Response-to-Intervention and its Relevance to Singapore.
A REVIEW OF FACTORS ASSOCIATED WITH MATHEMATICS ATTAINMENT.
Evaluating Mathematics Interventions.
WORKING MEMORY ASSESSMENT AND INTERVENTION.

16. 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?

17. 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?

18. 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.

19. 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?

   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.

   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.

22. 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.
23. 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.

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.

25. 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?

26. 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.

27. 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.

28. 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.

29. 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.

Working Memory – What can we do to help children and young people with Working Memory difficulties?
Delivering effective training in Dynamic Assessment: Can it be done online?

31. 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.

32. 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

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?

34. 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

35. 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

36. 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?

37. 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

38. Title not known
Title not known
Supervision (Interpersonal Effectiveness: Conceptual Frameworks)
Stress: Is studying for a part-time professional development doctorate in educational psychology stressful?

39. 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

40. 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

41. 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

42. 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
43. 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

44. 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

45. 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?

46. 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

47. 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?"

48. **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.

49. **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?

50. **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

51. **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.
52. 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

53. 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

54. 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 IMPROVE EP ASSESSMENTS

55. 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?
56. 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

57. 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

58. 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?

59. 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?
60. 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

61. Consultation: Theory, practice and future directions
Implementing multi-agency working: One Authority's response
Implementing Restorative Practice in Secondary Schools
Psychological Coaching

62. 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

63. 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

64. 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

65. A critique of working memory
Working with Parents - A role for the Educational Psychologist?
Understanding Youth Violence - Can psychological research 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?

66. 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

67. 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

68. 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
69. 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?

70. 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?

71. 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

72. 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

73. Reading with colour: Research and practice
Evaluation of EP impact and Goal Attainment Scaling (GAS)
Educational Psychologists, Continuing Professional Development and Multi-agency work
74. 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?

75. An assessment of the role of specialist Speech and Language Units in meeting the needs of pupils with specific speech and language 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

76. 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

77. “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

78. 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

79. 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?

80. 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?