A sample of the Research Thesis and Professional Practice Assignments completed by course members who were awarded the DEdPsy between 2003 and 2012

Thesis Topics

- The parenting dimensions of British Pakistani and White mothers
- The educational success of children in public care studied using a risk and resilience framework
- Perceptions of consultation by educational psychologists and teachers
- The relationship between teachers’ perceptions of pupils’ intelligence and pupils’ cognitive styles
- Activating Children’s Thinking Skills (ACTS): an intervention evaluation study
- Teachers’ beliefs about the manner in which children learn and how they can be helped to learn
- Managing anxiety – intervention strategies for schools
- The influence of mathematics anxiety on pupils’ choice of mental calculation strategies
- The high rate of exclusions of African Caribbean boys from secondary schools
- Resilience and attributions of success and failure
- Types of questions asked by teachers in teaching numeracy to the whole class, and implications for children’s learning
- Early screening for potential literacy difficulties and intervening in nursery reception
- Improving pupil behaviour: process and outcome in a partnership school improvement project
- Do teachers and teacher managers in a primary school differ in their views on work-related stress?
- The assessment of emotional and behavioural difficulties in young children: the neuro-cognitive risk factors
- Is play-based assessment a useful technique for educational psychologists?
- Sense of School Belonging of Intellectually Gifted Children
• 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
• Confabulation in Children
• 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
• Investigating a sense of belonging: a qualitative study of pupils' experiences of transition from primary to secondary school
• Parent perspectives on preparing children for school. The influence of maternal education upon what parents think and do
• How do Restorative Justice Conferences Work? Can the Impact of an RJ Conference be Explained by Casual Attribution Theory?
• 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
• A positive exploration of the factors underlying Emotional Well Being of Young People following a diagnosis of visual impairment
• An invisible group? An Exploration of Retention out-of-age cohort in the UK
• Teachers' general and student-focused attitudes towards the inclusion of students with special educational needs
• The Holding Hands Project: Effectiveness in Promoting Positive Parent-child Interactions and Behaviour in Pre-school Aged Children
• An invisible group? An Exploration of Retention out-of-age cohort in the UK
• 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.
• An exploration of job satisfaction in educational psychologists
• Cognitive Characteristics of Children with Mathematics Difficulties
• Safeguarding the Safeguarders
• Early intervention: parental empowerment and well being
• The effectiveness of a secondary school Peer Mentoring Programme as an anti-bullying intervention and its impact on pupil well-being and school ethos.
- A cognitive behavioural intervention to reduce levels of anxiety and depression: The impact of the FRIENDS for Life programme on victims of bullying
- 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
- An exploratory study of children's use of the language of emotion in the early years
- Children with focal epilepsy: Cognitive and educational outcomes
- Will a modified Triple P Parenting Programme, which takes into account cultural issues, produce better outcomes for the Pakistani/Muslim community?
- 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
- Adopted children and their education: the views of parents and teachers
- 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.
Professional Practice Assignments Topics (four from each course member)

1. Selective mutism
   Decision making
   Developing a specialism as an educational psychologist
   Autism: do social stories work?

2. Peer mediation
   Supporting schools concern
   Child maltreatment, physical abuse and school performance
   Reflections on personal and professional development as an educational psychologist

3. Team functions within an organisation
   Intervention based assessment and the needs of the LEA
   Stress management training
   The loneliness of leadership

4. The Lovaas Programme
   The effects of bereavement and loss on pupils with severe learning difficulties
   The role of educational psychologists in supporting children and young people with medical needs
   Using the 360 degree feedback approach as a method of measuring interpersonal effectiveness

5. Learning to learn: an evaluation of thinking skills packages
   Nurture Groups: evidence of effectiveness
   Supervision for Educational Psychologists in Training
   Problem Based Learning in professional training

6. Autism and Asperger’s Syndrome
   Implementing a reciprocal teaching intervention to improve reading comprehension
   The role of memory in mathematics in the infant school
   The interpersonal effectiveness of educational psychologists and their appraisal

7. Meeting the needs of able children
   The role of pupil referral units in promoting the inclusion of school refusers
   Gender and achievement in schools
   The evolving professional

8. Issues in moderate learning difficulties
   Assessing the learning environment
   Asperger’s Syndrome: supporting young people at high school
   Interpersonal effectiveness and professional development

9. ADHD three years on: a causal modelling framework
Developing an LEA response to the needs of children of refugees and asylum seekers
Anti-racist dialogues in education
Reconstructing an educational psychologist: building on strengths and developing new directions

10. Promoting resilience in schools contexts
The efficacy of consultation as means of attribution change for the causes of pupils’ social and behavioural difficulties
Developing interprofessional collaboration
Using problem solving frameworks as a vehicle for multi-disciplinary working

11. Baseline assessment and the identification of SEN: a project in an Education Action Zone
Measuring the outcomes of consultation: part of a best value approach
The Numeracy Strategy or recovery programmes for pupils with difficulties in Numeracy
Communication skills in the statutory process: the professional development of one EP

12. The profession and its context
Early identification: developing a screen to detect the potential for literacy difficulties in 4 year olds
Developing a supervision system in an EPS
Personal professional development

13. An account of educational psychology involvement in a middle school subject to special measures
The usefulness of the Behaviour Environment Audit (BEA) in teachers’ action planning
Connecting services: providing joined-up working for schools, pupils and families
Changing roles in Educational Psychology: experiences of professional development

14. An evaluation of ‘First Lessons in Coping with Stress’: a relaxation programme for older secondary school students
Gender balance in the staffing of Educational Psychology Services
Educational Psychologists as trainers in organizational stress management for schools: a critique of trainers’ manuals
Personal and interpersonal effectiveness in multi-agency working

15. One approach to the management of challenging behaviour in children with severe learning difficulties
The social-emotional needs of able children
Educational Psychology and multi-agency work
Personal and professional development over a four year doctorate course, with reference to 360-degree feedback and working mothers
16. A consultation-based model of service delivery to pre-school providers
   Assistant Educational Psychologists: post-modern apprentices?
   Nurture-based approaches within ordinary school settings
   The development of interpersonal management skills within the role of a senior educational psychologist

17. 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

18. 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

19. Cognitive attention in ADHD: Educational psychology and the implication of neuropsychological assessments
   Specific memory deficits and their educational implications: Approaches to paediatric rehabilitation
   Educational Neuropsychology - Contributing to the evidence-base for interventions
   Interpersonal effectiveness: the author as professional supervisor

20. 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

21. 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?

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

23. Reducing bullying in primary schools: Some key issues and approaches
   Family influences on school readiness and how family supports can be
24. 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?

25. 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?

26. 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?

27. 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

28. 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

29. 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

30. 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?

31. Response-to-Intervention and Its Relevance to Singapore
A Review of Factors Associated with Mathematics Attainment
Evaluating Mathematics Interventions
Working Memory Assessment and Intervention

32. 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

33. 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?

34. 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

35. 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
36. 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

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. 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

39. How can professionals from children's 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?

40. 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.

41. 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 educational psychologist?
   Sexual orientation and schools: Uneasy bedfellows?
   Educational psychology practice and role identity: The impact of complementary, competing and conflicting roles on personal effectiveness.
42. 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?

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. 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

45. 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

46. 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?

47. 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

48. 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

49. 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