A sample of the Research Thesis and Professional Practice Assignments completed by course members who were awarded the DEdPsy between 2003 and 2010

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
• Cognitive Characteristics of Children with Mathematics Difficulties
• 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
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 strengthened
- The efficiency of consultation as an approach to service delivering in schools
- Exploring Interpersonal Effectiveness and Influence within consultation

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
- 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?