

Educational Psychology

Lectures

- Role and function of the EP / Paradigms of assessment
- Behaviour in schools
- Working with vulnerable adolescents
- Inclusion: Debates and issues
- Personal construct psychology

Lecturers:

- Prof Andy Miller - Group Director
- Anthea Gulliford - MSc Co-director
- Victoria Hobley - APT
- Lisa De Souza - APT
- Neil Ryrie - APT

All working as practitioner EPs in
Local Authority settings.

General References

- Frederickson & Cline (2002) Special Educational Needs, Inclusion and Diversity. Buckingham: Open University Press
- Beaver, R (1996) Educational Psychology casework. London: Jessica Kingsley
- Journals:
 - Educational Psychology in Practice
 - Educational & Child Psychology
 - Journal of School Psychology

Purpose

- To introduce students to the theoretical and practical issues that impinge on the professional practice of Educational Psychology

Role and function of the educational psychologist

Neil Ryrie

29.11.05

Educational Psychology is ...

- ... the application of psychological skills and knowledge in educational settings or to address educational issues

Historical landmarks

- Cyril Burt, the first EP (1913)
 - Assessment of children's ability and advice on the placement of children in special education
 - Development of mental tests.
 - Researching into causes of learning difficulties.

Historical landmarks

- Summerfield Report (1968)
 - To consider role and training of EPs and to advise on numbers
 - Individual diagnostic and therapeutic work with children
 - No serious consideration of other possible functions
- Central core of activities seen as: the identification and treatment of learning and adjustment difficulties.

Historical landmarks

- The 'Reconstructing' developments (Gillham 1978)
 - Challenged the central position of assessment of difficulties.
 - Moved the focus onto alternative ways of working:
 - Research and project work
 - Working with schools as systems
 - Criticisms of the relevance of psychometrics

Historical landmarks

- Special needs legislation (1981 & 1996)
 - Gave EPs a statutory responsibility in the assessment and reviewing of children's special educational needs
 - Every child in receipt of special educational provision would have a 'Statement' of SEN based on formal 'Advice' from, *inter alia* EPs.

Historical landmarks

- DfEE working party report (2000)
 - 4 levels of work:
 - Individual child
 - Groups of children
 - Schools
 - LEAs
 - Other agencies
 - Recommendations about service delivery

The future?

- Extended training
- 'Every Child Matters'
- Review of role and function.

Paradigms of assessment

Dichotomies in assessment?

- Assessment vs Testing?
 - Purpose
 - Informs action
 - Tests hypotheses
 - Rigour

Dichotomies in assessment?

- Normative vs Ipsative?
 - Normative assessment:
 - Compares a sample of behaviour with the same behaviour in a sample of the population.
 - Generalises from that sample
 - Requires validity
 - Requires reliability
 - Issues about relevance equity

Dichotomies in assessment?

- Normative vs Ipsative?
 - Ipsative assessment:
 - Compares a child with themselves
 - Can include normative assumptions
 - Can allow a focus on the learning / behaviour issues themselves.

Alternative methods

- Curriculum-based assessment
 - Ipsative by nature
 - Based on (social) learning theories
 - Looks at the child in context
 - Attempts to lead directly to action
 - Requires careful monitoring, evaluation and review

Challenges in practice

- To maintain relevance to teachers
- To understand the difficulties in terms of the interaction between the child and their environment.
- To maintain an objective stance
- To collect data rigorously and to transform that understanding of the child's circumstances

References

- Anastasi, A. and Urbina, S. (1997). Psychological Testing (7th Edn). Upper Saddle River, NJ., Prentice Hall.
- Dessent, T. (1978). The historical development of School Psychological Services. Reconstructing Educational Psychology. B. Gillham. London, Croom Helm.
- DfEE (2000). Educational Psychology Services (England): Current Role, Good Practice and Future Directions. Nottingham: DfEE.
- Gersch, I. S. (2004). "Educational Psychology in an age of uncertainty." The Psychologist **17**(3): 142-145.
- Gillham, B., (Ed.) (1978). Reconstructing Educational Psychology. London, Croom Helm.
- Leyden, G. (1999). "Time for change: the reformulation of applied psychology for LEAs and schools." Educational Psychology in Practice **14**(4): 222-228.

References

- Mellor, N. J. (1999). From exploring practice to exploring inquiry: a practitioner researcher's experience. University of Northumbria at Newcastle. **PhD**. (Chapter 2)
<http://www.staff.ncl.ac.uk/nigel.mellor/thesis/chap2.html>
- Miller, A. and Leyden, G. (1999). "A coherent framework for the application of psychology in schools." British Educational Research Journal **25**(3): 389-400.
- Solity, J. and Bull, S. (1987). Special Needs: Bridging the Curriculum Gap. Milton Keynes, Open University Press.
- Sternberg, R. J. and Grigorenko, E. L. (2002). "Difference scores in the identification of children with learning disabilities. It's time to use a different method." Journal of School Psychology **40**(1): 65-83.