The application of psychology within local education authority settings 1965 – 2005: A practitioner critique of the relationship between theory, research and practice

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Introduction

Application of psychology within local education authority settings 1965 – 2005: A practitioner critique of the relationship between theory, research and practice.

The University of Nottingham regulations permit staff candidates to apply for a PhD by means of published works. This involves a two-stage process. The first stage requires submission of a list of the publications, accompanied by a 1000 word account of the theme uniting them and how they provide an original contribution to knowledge.

That stage has been completed and approved by the University's Research Degrees Committee.

Stage two requires submission of copies of the published works, supported by an Abstract of 10,000 words. The final word count, including this introduction but excluding the appendices and references is 10,200.

The publications, taken as a whole, must represent an original contribution to knowledge. Originality is defined in the notes of guidance as: "the discovery of new facts or the critical examination of existing facts or ideas or in the devising and conducting investigations into ideas supplied by others."

The University recognises that in many disciplines jointly authored works are the norm, but requires confirmation of the candidate's role in their completion. That evidence is provided in Appendix A.

This Abstract therefore provides the analysis and highlights the originality, professional context and theoretical unity of the publications.

The overall theme is embodied in the title:

> "The application of psychology within local education authority settings, 1965 – 2005: a practitioner critique of the relationship between theory, research and practice."

The Abstract provides a commentary through the Sections, each of which represents a sub-theme of the analysis. The publications on which the Abstract is based are contained in the accompanying box. They are grouped in Section order, following the structure and sequence of the Abstract.

The forty-year time frame has implications for the reader. The paper on which at least two of the earlier papers were printed has deteriorated. This made parts of them difficult to read and in need of retyping. In each case retyping has produced an exact copy of the original text, retaining original shortcomings and resisting, with difficulty, the temptation to edit and improve. (Copies of the originals have been retained, should they be required).

I have also retyped four later publications, originally printed on newsprint, which did not copy well. These originals are also available.

The passage of time is also reflected in the writing style and some use of sexist language (teachers and most third person pronouns tended to be female), for which I apologise. I have not attempted to modify the original text.

Changes in the terminology used to describe services and practices will be familiar to those likely to read this Abstract. For instance, the Ministry of Education is (currently) the DfES; the Children's Department became the Social Services Department (now, ironically, subsumed under Children's Services). Junior Training Centres transferred from health to education services and became special schools, the School Psychological Service now goes under various headings, mostly variations on 'EP services', while Child Guidance Clinics became Family Therapy services and the Marriage Guidance Council is now Relate

We no longer refer to children by labels, of which there are fortunately *relatively* few examples in the publications.

Acknowledgements

I am grateful to Andy Miller for his friendship over the years of our work together, and for encouraging and guiding me in to make this submission; to all the many colleagues with whom I've worked and from whom I've learned so much, but perhaps not enough. And to my wife, Sue, for her wry tolerance, love and continuous support throughout the final 27 years covered by these papers and the final three months of this write-up. (I can now resume smiling and talking to you).

Gerv Leyden, March 2006

Section 1

Beyond individual casework:
The Ep role with individual children and marginalised groups

Context

The publications in Section 1 cover the early years of my practice as an educational psychologist (EP), reflecting concerns about the education of children growing up in adverse family, social or economic circumstances. The standard response of EPs at the time, myself included, was to reach for the psychometric artillery. School Psychological Services (SPSs) were, in Burt's tart phrase, little more than 'HQs for EQs and IQs.'

The professional 'data base' for the earlier publications derived from working with children, parents, teachers, children's officers and others in Kirkby, Lancashire, a Liverpool overspill town.

Most of these papers attempt a critical examination of EP practice, and a recognition of the need for an alternative role.

The memo to a school (1.1), although technically not a paper, signals tentative steps towards a different form of applying psychology. This involved moving out of the school's medical room and into the classrooms, working alongside staff in adapting the curriculum, classroom organisation and pastoral system to meet the needs of the pupils.

The writing style of the earlier papers reflected my inexperience in writing for a professional audience and frustrations with the EP role.

Children in socially disadvantaged communities

Critical examination of EP practice

My first post involved working as an EP for the SPS and Child Guidance Clinic (CGC). I also contributed one session per week to a boys' Remand Home. Each experience afforded insights into the plight of vulnerable young people, and the then paucity of support.

Remand Homes were central to the judicial and interdisciplinary assessment of young offenders. Teenagers were removed from home for 'observation and assessment' to which the EP contributed by administering IQ and attainment tests. The subsequent options were: CGC; probation or supervision order; day attendance centre; residential detention centre; approved school or Borstal. The over-riding determinant was the availability of places.

None of these options, available or not, was supported by particularly convincing research, and the educational, community or family-based factors which contributed to the court appearances continued unchanged.

Papers 1.1 to 1.3 reflected the author's increasing dissatisfaction with the individual casework model of practice, particularly when confronted by evidence of the social, economic and community influences of children's growth and development. The standard EP response of administering psychometric tests of intelligence, ignoring possible contributory factors, was largely irrelevant and totally inadequate. Phillip Vernon's cautionary remark that IQ scores did not *provide* an explanation, they *required* one, passed unnoticed.

Original contributions

The analysis in 1.2 included a re-examination of Home Office and CGC statistics, identifying regional variations in decision making about young people coming before the courts. (It also prompted agitated phone calls from the Ministry of Education and the Home Office).

Setting aside consideration of whether or not the CGC or approved school 'worked' this appeared to be the first UK examination of regional disparities over magistrates' 'treatment' or 'punishment' decisions.

> " ... (not) all disturbed children need specialist schooling. But there is strong evidence that, under current practice and provision, some mentally ill young people are treated as criminals." (1.2)

Each of the first three papers focused on the need for an alternative, more contextualised approach towards assessment, which should take into account the school's curriculum, its

organisational and pastoral settings. EPs were advised to "forsake the security of their clinic or office base and enter the uncertain world of the teacher and pupil," to identify:

> "ways of so organising the school that we avoid putting stress on the vulnerable and (instead) develop structures that may assist pupils' ... positive emotional and psychological growth." (1.3)

These proposals may seem unremarkable in 2006, but were viewed as mildly heretical in the 1960s. A presentation in 1968 to the Northern Branch of the DECP in Manchester provoked fierce debate, as well as some encouraging support, from EPs and course tutors.

Simultaneously, Lancashire CC granted a request from Liverpool Education Authority that I be released, part-time, to join the Childwall Project in devising and trialling an alternative curriculum for alienated secondary students. The outcome, 'Design for Living,' was used widely in the northwest and subsequently distributed nationally by Arnolds.

The following papers describe other examples of more systemic and community based approaches to the application of psychology with teachers, professionals and parents.

Children in second families

Context

Papers 1.4 and 1.5 were prompted by changed personal circumstances in which I became stepfather to three school aged boys. This not only opened my eyes to the number of children in second families, but also the extent to which their particular needs went unacknowledged, not least by schools.

It also questioned my personal and professional integrity. Do we, as psychologists espouse one set of values within our personal lives but draw on totally different approaches within professional roles and relationships?

I moved to take up post as SEP in charge of the Nottingham team. Following publication of the Home Office report 'Marriage Matters'; I was invited by the Marriage Guidance Council (Relate)

to collaborate in a series of parent workshops. These were to focus on the needs of children in second families, or whose current family was breaking up. The purpose was to ensure the needs of the children were not overlooked during a time of domestic crisis. We ran a series of six weekly, evening workshops in the less clinical setting of the University/WEA course structure.

Theoretical and original contributions

Collaborating with the MGC and WEA over evening courses for the WEA on topics other than 'Tests for Teachers' represented innovative practice for the SPS at the time. It also exemplified 'taking psychology into the community.' The sessions drew on psychological literature and provided professional input as well as opportunities for sharing collective expertise through discussion and problem solving activities. By the completion of the course we had compiled a body of theory, knowledge and experience, which formed the core of chapter 1.4.

In contrast, the project described in chapter 1.5 arose from - and re-cycled back into - teacher workshops on the education of children in second families. It drew on home-school systemic approaches to improve understandings between parents (and step-parents), children and teachers.

These school-based sessions also produced resource materials for teachers, including lists of relevant and 'de-stigmatising' books for children and 'good practice' guidelines for schools.

Young people and unemployment

Context: the research and theoretical background

Paper 1.6 is a further example of challenges from the school or community *feeding back* into, *influencing* and then in turn *being influenced by* EP practice. In the 1980s, rising levels of youth unemployment began to impact negatively on the morale and wellbeing of school leavers, representing a major concern for educators and politicians. Occupational psychologists such as Peter Warr pointed out the social and psychological benefits of work, in addition to its monetary rewards. The reverse was true for unemployed young people and adults.

Final comments

In contrast to the traditional 'within-child' model, the papers in Section 1 contained the seeds of a new approach to the EPs role. Each argued the benefits of 'widening the focus of application', drawing on a broader specturm of psychology, and for developing more collaborative work with schools and other agencies, for the benefit of children and young people.

Section 1 Publications

Children in socially disadvantaged environments

1.1 Leyden, G. (1968). Memo to Headteacher, St Gregory's Comprehensive School, Kirkby.

1.2 Leyden, G. (1969). Educating for Delinquency: schools in disadvantaged areas. *Presentation to the 23rd Annual Conference of the National Association of Remand Home Superintendents*, Blackpool, October

1.3 Leyden, G. (1972). The psychological implications of cultural disadvantage. *Forum on Teacher Education, Edge Hill,* 1, 1, 3-22.

Children in second families

1.4 Leyden, G. (1986). How do you learn how to be a step-parent or step-child? In *Learning for Life,* Rugby: National Marriage Guidance Council

1.5 Leyden, G. (1991). 'Mind the steps!' Working with children in second families. In Lindsay, G. and Miller, A. (eds.) *Psychological services for primary schools. 149 – 165.* Harlow: Longman.

Young people and unemployment

1.6 Thompson, D. A. and Leyden, G. (1985). 'Gissa job!' Youth unemployment and educational psychologists." *Educational Psychology in Practice,* 1, 2, 1-9

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Links with other Sections

2.1 Freshwater, K. and Leyden, G. (1989) Limited options: where are special school leavers now? *British Journal of Special Education.* 16, 1, 19-22

Section 2

Educational psychology and children in special schools

Context

The first paper in this section (2.1) was written when the author was an SEP and team leader, uneasy about the post 16 outcomes of pupils placed in special schools. Following a request from a 2nd year psychology undergraduate student to spend her 'intercalated' year with the service I invited her to contribute to a follow-up study of the outcomes for three cohorts of leavers from one special school.

The remaining three papers were based on an ESRC funded project at the Centre for Research in Development, Instruction and Training (CREDIT), headed by David Wood at the university of Nottingham. One specific research line, which included Susannah Lamb and Peter Bibby of the School of Psychology, and to which the author was co-opted, addressed the learning of pupils with moderate learning difficulties in LEA special schools.

Theoretical Framework

The needs of pupils in special schools goes beyond academic learning to include their personal and social development – particularly so because such schooling isolates them from their peer and neighbourhood communities. The problems faced when school leavers attempt to re-unite themselves with their local communities are considerable, and Warnock's concept of 'significant living without work' appears to lack supportive evidence. From a health psychology perspective, and as pointed out in the previous section (1.6) many, if not most, unemployed young people suffer poor physical and psychological health and a general lack of purpose in their daily lives.

The CREDIT papers share a Vygotskyan approach to learning, elaborated elsewhere by Bruner David Wood and others (2.3, 2.4) which emphasises the role of social experience, scaffolding, self-regulation and communication skills:

> "When children co-operate with others in collaborative activity, especially with someone more mature and knowledgeable than themselves, they not only acquire knowledge and skills specific to the activity in question, but also learn how to regulate their own future learning." (2.3, p. 402)

Designing and conducting investigations

The research design for Paper 2.1 involved a follow-up survey of three cohorts of leavers from one Nottingham special school. Of the original sample of 100 leavers, only 50 could be located, despite several personal visits to the last known address, indicating the social mobility of this disadvantaged population. In some areas housing was blighted, tower blocks demolished and families evicted. We knew the percentage of pupils in each school receiving 'free school meals' (a widely used proxy indicator of social disadvantage) was high (60%+) but this was a vivid example of statistics translating into human lives.

Each leaver contacted was individually interviewed, using a specially designed questionnaire comprising objective questions, rating scales and opportunities to amplify their own views.

The CREDIT research took place in two special schools for children with 'moderate learning difficulties'. The initial baseline survey included a profile of pupil attainments and a pre and post intervention study. Measures included standardised IQ and reading tests.

IQ testing has been viewed critically, within this Abstract, when used as the basis for individual 'diagnostic assessments' and placement of pupils in special schools. Other usages, which imply that the IQ measures some fixed, innate capacity, are equally rejected: "Your ticket in the chromosome lottery" as an (unremembered) American researcher commented in the 1970s.

The author regards the use of IQ test scores as justifiable and useful in those research studies, where they provide pre and post intervention measures. The school obtained parental agreement for their children to be part of the project. While I asked the young people at the time if they agreed to the testing, with hindsight I recognise it would have been difficult for them to refuse. I regret not taking more time over this.

The interventions involved 41 pupils aged 13 to 16 in the two schools, and took the form of paired learning tasks where the solution drew on and developed the pupils' communication skills. An adult, who also modelled and articulated the regulatory strategies, guided the tasks. There were 12 weekly sessions, each lasting 30 minutes.

Original contributions and findings

(a) Special school leavers

Paper 2.1 described the first UK follow-up survey of the employment and social outcomes for special school leavers.

Of the 50 leavers it was possible to locate, only one was in any form of employment– a finding that shocked the school staff. It is possible that the group we were unable to locate contained other young people in employment, but we found no evidence.

The leavers described the paucity of social support, vocational and leisure opportunities. Having received high levels of support during their schooling, they were unprepared for the independent living required of them when they left and that support was withdrawn. Most stayed at home (few had moved away) throughout the day, isolated within their own communities. While most expressed a desire for employment, few saw it as an achievable goal. Ironically some of the parents felt that the young people were 'penalised' by having attended a school for young people with 'moderate' learning difficulties. Had they been deemed 'ineducable' they would have 'qualified' for a place at an adult day or training centre. As one parent expressed it more succinctly:

> "There's just nowhere for her to go. She's too good for an ATC but too bad for a job." (2.1, p. 21)

(b) The CREDIT research

The CREDIT school profiles (papers 2.2 to 2.4) confirmed the over-representation of boys and summer-born children in special education – a familiar finding.

However the data analysis produced totally new findings about the 'season of birth effects' and test scores. The summer born pupils scored higher on tests of IQ, maths, reading comprehension and communication skills.

Equally striking, and unexpected, was the sex difference: summer born girls provided the lowest scores, summer born boys the highest.

The analysis also identified the lack of any significant correlation between the pupils' chronological age and their reading ability. Put simply, pupils showed no gains in reading ability, over time, as they moved up through the school. Yet for most, if not all, the ostensible aim of the placement had been to improve reading and literacy.

Against this background of static development, the intervention programme produced remarkable gains (2.5). Despite the short period of time available, no more than six hours in total during the term, pupils improved in their regulatory and communication skills, matched by significant improvements on standardised tests of reading.

The reading gains were achieved when pupils were removed from the classroom reading activities to take part in an intervention programme, which included no reading or reading-related activity.

Whereas we found no evidence that conventional special school teaching and curricula were fostering pupils' learning, the self-regulatory, communication skills alternative, psychologically produced significant gains for this group of pupils. These gains could be replicated, if not bettered, in mainstream schools, not least by pupils who are described in the staffrooms as 'hard to teach.'

Professional perspective

Educational psychologists continue to be the key professionals in special school placements. Yet, as argued in Section 5:

> "The hours spent in routine ascertainment (i.e. of pupils for transfer from mainstream to special schools) were in inverse proportion to the fleeting evaluation of the merit of what was being done." (5.9)

Each paper in section 2 confirms the need for EPs and LEAs to evaluate their contributions at practice and strategic levels. The ethical, social and financial costs of transferring pupils to segregated special settings are high and the outcomes, as indicated above, are dubious at best.

The gains reported in the intervention study above could even more readily have been achieved for these students in mainstream settings, with abler peers to scaffold and model learning and gain reciprocal benefit through acting as tutors.

For summer born pupils, the results suggest a more strategic approach would be the provision of additional support, or smaller class, at the point the children enter the educational system. This would avoid the adverse social and educational consequences of transferring them out later, and would pay for itself through the savings made on highly expensive special school budget.

In respect of the links between psychological theory and LEA practice, the author, as joint professional and academic tutor and LEA EP was in a position to initiate and participate in consultations between David Wood, Head of CREDIT, and Peter Housden, LEA Director of Education which helped set up the research and monitor its progress. I also took part in the fieldwork. The mutual benefits of similar links between links between university based research and LEA practice are self-evident.

Section 2 Publications

2.1 Freshwater, K., and Leyden, G. (1989). Limited options: where are special school leavers now? *British Journal of Special Education*, 16, 1. 19-22

2.2 Bibby, P., A., Lamb, S., J., Leyden, G. and Wood, D. (1996). Season of birth and gender effects in children attending moderate learning difficulty schools. *British Journal of Educational Psychology,* 66, 159-168.

2.3 Lamb, S., Bibby, P., Wood, D. and Leyden, G. (1997). Communication skills, educational achievement and biographic characteristics of children with moderate learning difficulties. *European Journal of Psychology of Education,* X11, 4, 401-414.

2.4 Lamb, S., J., Bibby, P., A, Wood, D. J. and Leyden, G. (1998). An intervention programme for children with moderate learning difficulties. *British Journal of Educational Psychology,* 68, 493-504.

Links: Papers in other sections

5. 1 Leyden, G. (1978) 'The Process of Reconstruction' Chapter in *'Reconstructing Educational Psychology'* W.E.C. Gillham, (Ed) London: Croom Helm

Section 3

Creating safer, healthier schools

Context

The 1990s witnessed the murder of a London headteacher, the frenzied machete attack on nursery school children and a classroom assistant in Wolverhampton and the murder of 16 pupils in Dunblane primary school. As indicated in Section 1, my concerns about school violence were triggered in 1965 when, as a school's educational psychologist, I was greeted by a teacher with the question, "What do I do when he hits me?"

Teachers and pupils are entitled to a safe environment in which to teach, learn and develop.

Making schools safer

Theoretical framework

The chapter *Reducing violence to teachers in the workplace: learning to make schools safe* (3.1) drew on the author's early experience as an educational psychologist in areas of high level crime and social disadvantage. A further distinctive influence on the chapter was the research into organisational risk assessment and work related violence carried out by the Centre for Organisational Health and Development (COHD) by Tom Cox at the University of Nottingham.

In contrast, 3.2, *Myths, fears and realities regarding pupil violence to teachers* deals with violence from the perspective of individual teachers. Their fears, experiences and coping strategies are explored from a more personal and social psychological perspective.

Both chapters share an occupational and social psychological perspective towards the analysis and reduction of violent behaviour. While recognising that technologically based security systems may have a role to play, this theoretical orientation seeks to maintain the school's educational integrity as a place of safety and learning.

Methodology

'Methodological problems have blighted research into violence against teachers, with the result that findings must be treated with caution and are difficult to generalise.' (3.1)

At the time this chapter was written there was little UK data on the nature and incidence of violence in schools. Nor was there any agreed definition of what constituted violent behaviour. Did it include verbal abuse? Pushing and shoving? Verbal threats?

Chapter 3.1 therefore, was intended to address these omissions by producing a resource bank, and, by drawing on the theoretical and research literature into work related violence, to create a school based strategy for making schools safer.

The methodology for the study followed the following sequence:

1. Literature survey and analysis
2. Analysis of the 'teacher tasks' involved in the management of diverse pupil groupings and teaching arrangements
3. Consultation with EPs, teachers, and researchers into workplace and organisational violence
4. The formulation of a school based model for the analysis of violence
5. Testing the model via workshops with teachers, school support staff and educational psychologists

Significant and/or original findings and proposals:

(a) Synthesising educational, organisational and occupational psychology in the analysis of school violence, illustrating that schools are teacher *and* pupil systems.

(b) Testing and developing the model via teacher workshops on violence reduction and school safety. Involving teachers in the workshops modelled collective problem solving and provided feedback on the applicability of the process for working with schools.

Significant outcomes:

(c). The creation of a 'bespoke' school based problem-solving model provided teachers with an instrument for conducting their own audits and involving staff and students in the process of 'designing violence out' of the school.

(d). Incorporating school based pastoral, behavioural and learning procedures support procedures within strategies for de-escalating low-level conflict.

(e). The creation of contingency strategies for managing and controlling unpredictable, serious, potentially life threatening events.

(f). The recommendation that studies on understanding of violence be incorporated within the school curriculum. (Since initiated, independently, by a DfES and European study group).

This work has continued to develop through workshops and training events with other groups of teachers and behaviour support staff.

Violence is a social phenomenon from which no school in the UK is immune, as the Elton Report pointed out. LEAs and schools have a 'duty of care' to protect pupils and teachers and provide a safe environment for teaching and learning. Psychologists are already involved in 'safe workplace' initiatives within the public and private sector (E.g. in settings as diverse as public houses, environmental health and housing departments.) Paper 3.1 proposed a model for similar applications of psychology to make schools safer, while retaining their educational integrity as centres of learning.

Creating healthier schools.

Context

The need to support teachers so that they may meet the learning and pastoral needs of pupils is a recurrent theme. Teachers have been facing a period of constant, externally imposed change in respect of school funding, curriculum content and teaching strategies, within a climate of government accountability through Ofsted inspections, school league tables and non-negotiable targets. Not surprisingly, teacher unions point to increased workloads and diminished morale, prompting some schools to run stress management workshops for staff.

However, such workshops invariably focus on the individual teacher and her/his stress symptoms, ignoring the work-related sources.

An opportunity to address this concern arose during the author's studies for the MSc in Occupational Psychology at the University of Nottingham. Brokering a meeting between the Head of the LEA Advisory and Inspection Service, and the Director of COHD produced a joint project, funded by the LEA, to investigate the relationship between teacher stress and the organisational healthiness of the school. (3.3)

Theoretical framework

The COHD pioneered UK research into the link between teacher stress and organisational wellbeing. Following a series of workshops, critical incident analyses and surveys with teachers and unions COHD constructed a factorial model to map the school's key, subjective dimensions; the Task, Developmental and Problem Solving environments. These provided the basis for the design and standardisation of the OHQ (Organisational Health Questionnaire).

School healthiness was defined as the goodness of 'fit' between the teacher and the school's *subjective* and *objective* environments.

Methodology - survey and intervention

What became the *Nottingham Schools Project* comprised a questionnaire survey of teachers across nine inner-city junior/primary schools and an intervention study in two of the schools.

The purpose of the intervention was to assess whether changes occurred in the schools following organisation health (O/H) workshops, and if so, whether these were accompanied by reductions in teacher stress levels. Stress was defined by scores on the GWBQ, a questionnaire of sub-optimal health, standardised across a range of work populations.

Intervention

The Intervention followed a quasi-experimental, time series design, with workshops in schools three and six. The remaining survey schools served as controls. There were three audits, using the OHQ and GWBQ, at the end of the spring term and the beginning and end of the summer term.

Each intervention school received four O/H workshops in the summer term. These took place at the end of the school day, but during teachers' contracted hours. The author, supported by a research colleague, delivered the workshops. These included feedback on the school's Task, Development and Problem Solving Environments, and small group-problem solving activities when teachers worked on developments to the school's O/H environments.

The presence of school three as part of the intervention was a compromise, requested 'as a favour' by the LEA and acting headteacher to boost staff morale. At that time the regular headteacher was on long-term sick leave. News of the project coincided with an unexpected

return to work and health of the less than enthusiastic previous headteacher, with subsequent difficulties over staff availability for workshops or questionnaire completion. While school three's results followed those for school six, the lower return rate counteracted any statistical significance.

Real life research in real life settings encounters real life problems.

Significant and original findings

Part of the originality was the research methodology, involving *in situ* workshops in schools to test out hypotheses relating to organisational healthiness and staff well-being. Among the significant and original findings were the following:

Survey / control schools

- Levels of teacher reported stress (GWBQ) increased for the control schools during the summer term

- Teacher perceptions of the healthiness of their school (OHQ) diminished for the control schools during the summer term.

Intervention schools

- In contrast, in the intervention schools teacher perceptions of their school's healthiness improved in the summer term, (although this did not reach statistical significance in school three).

- These improvements in organisational healthiness were associated with reduced levels of teacher reported stress (GWBQ), reversing the trend in the control schools.

In other words, in intervention school six, and to a lesser extent school three, teachers reported feeling less stressed at the end of the summer term than they had on returning back after the Easter holiday.

The four intervention workshops accounted for five of the 422 hours contracted hours, per teacher, in the summer term – a remarkably effective use of time.

Subsequent feedback from the headteacher and staff in school six indicated that the *subjective* improvements prompted *objective* changes in school layout and organisation. These included improved location and layout of rooms, more opportunities for team teaching and staff support, while other changes included better use of staff expertise and experience

Theoretical and professional perspectives: Safer, healthier schools.

EPs, through the wider application of psychological theory, can make a significant contribution to safer and healthier schools. Such wider applications also support the Summerfield Report designation of *psychologists* in education services. Local authorities, schools, children and teachers are the likely benefactors from rethinking the scope of what psychology and psychologists can offer.

Paper 3.2 provides the overall rationale for the papers in this Section:

> "School violence, and the fears it generates, is a global issue, not a prerogative of the USA nor a British disease. Among European countries, France and Germany have similar concerns, while UNESCO has commissioned a study of school violence in Jordan, Slovakia, Israel, Ethiopia and Latin America. The evidence is that teachers teach best and students learn most effectively in safe, healthy schools, in which each member of the community has equal and full opportunities to participate and belong.
>
> Teachers who are stressed or fearful for their personal safety are ill-equipped to meet the learning and pastoral needs of their pupils, particularly those with learning or behavioural challenges." (3.2, p. 20)

Publications Section 3

Safer schools

3.1 Leyden, G. (1999). Reducing violence to teachers in the workplace: Learning to make schools safe (pp. 145-165). In, P. Leather, C. Brady, C. Lawrence, D. Beale, and T. Cox, (Eds). *Work Related Violence*. London: Routledge

3.2 Leyden, G. (2002). Myths, fears and realities regarding pupil violence to teachers, (pp. 7-22). In, P. Gray, (Ed). *Working with emotions.* London: Routledge Falmer

Healthier schools

3.3 Cox, T., Leyden, G., Kuk, G. and Cheyne, A. (1993). Teacher well-being and the health of Schools as organisations. Report of the Nottingham School Development Project, COHD, Department of Psychology, University of Nottingham.

Links with other Sections

5.6 Leyden, G. and Kuk, G. The role of supervision in a healthy organisation: The case of educational psychology services. *Educational and Child Psychology,* 10, 2, 43 - 50

5. 7 Kuk, G. and Leyden, G. 'What's in it for us?' Supervision and educational psychologists: analysis of survey returns. *Educational and Child Psychology,* 10, 2, 51- 60

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Section 4

Including children and young people with disabilities in mainstream schools

Context

The papers in this section include coverage of values and civil rights in respect of inclusive education, the research perspective and links between psychological theory and EP practice.

The identification, assessment of and provision for children with learning difficulties has been the unquestioned core of the EP's role throughout most of the 20th century, although pioneers such as Binet in Paris and Burt in London also incorporated research activities within their brief.

EPs in the UK continued to work largely within the special needs paradigm, whereby special provision became almost synonymous with segregated, special schooling and children were educated alongside others with similar disabilities. Children whose learning difficulties were classified as 'uneducable' were placed in Junior Training Centres (JTCs) where they received care, but not education. It was not until the mid 1970s the JTCs were transferred to the LEAs and the children, at last, received an education.

While The Warnock Report (1978) and the subsequent 1981 Education Act gave qualified approval for a degree of 'integration,' the overall numbers of pupils in special schools remained relatively unchanged.

The emergence of inclusive education towards the end of the century caught the EP profession by surprise and unprepared for a new role.

Critical examination of EP practice

Why inclusive education?

When I started work as an educational psychologist in the mid 1960s, the practice of transferring children with disabilities into special schools was engrained within the EPS procedures, despite the fact that it is was known to have adverse social consequences for the child concerned. Parents,

during casework interviews, would complain of verbal abuse and stone throwing directed at the buses transporting their children to the special schools. Many children became outcasts in their own neighbourhoods. As recently as the 1990s a teenager confessed to me; "I didn't think I was allowed to go to the swimming baths and mix with others who didn't have a Statement."

The justification for these procedures was the belief that children and young people with learning difficulties required a different and special form of education that could only be provided by specially trained teachers in the setting of a special school. Thus was established the received wisdom of many, if not most, educational psychologists, who believed and assured parents that such arrangements would enable their children to become literate and numerate adults, with enhanced post-school opportunities.

Were these claims justified? The literature review in paper 5.9 found no such supportive evidence and cautioned: "there is a strong risk that the (special school) children may have difficulty in integrating within the community and adjusting to an adult role and job." (5.9, p. 167)

The studies of pupils in special schools, described in Section 2, found a selection bias, with boys and summer-born children being over represented (papers 2.2 and 2.3) and a 'ceiling effect' depressing reading scores (2.4). Nor was there evidence of the claimed social or vocational benefits accruing to special school leavers. (2.1)

In the absence of evidence of any academic or social benefits for the pupils, the ethics for EPs of continuing with the practice are open to serious question:

> "the hours spent in routine ascertainment (for special school transfer) were in inverse proportion to the fleeting evaluation of the merit of what was being done." (5.9, p. 168).

In the light of these findings, and concerns about the education of the more vulnerable learners (Section 1), the international and OECD research studies into the emerging practice of 'integration' and 'inclusive education' appeared to offer a more educational and morally justifiable alternative to special schooling.

In order to learn more about inclusive education I started a programme of study visits to one such system in Hamilton, Ontario, initially as a sceptical 'participant observer'. During these visits I worked alongside pupils and teachers as an unpaid classroom assistant. As such, I had privileged opportunities for discussions with pupils, parents, teachers, SENCOs, principals and school board superintendents.

These experiences, allied to further studies of the literature, persuaded me that a fully inclusive education system was not only feasible but also provided clear benefits for children with significant special needs and their peers. (A co-authored book written with staff and consultants from the Hamilton school board describing the creation of their inclusive system is due for release in summer 2006).

A subsequent visit to schools in the London Borough of Newham where a similar approach, influenced by the Canadian model was resulting in pupils transferring back into mainstream settings and the closure of special schools confirmed that similar findings were possible within the UK education system.

Research perspectives on inclusive education

Initially, inclusion was viewed as a civil rights issue, representing pupils' entitlement to live, grow and be educated alongside their peers in their local neighbourhood school.

With greater experience of inclusive schools, we have begun to see the evidence that all children, irrespective of disability, can be provided with a good education in her/his local mainstream school.

While there are a number of qualitative and quantitative studies of inclusive schools, comparative evaluative research is still seeking an agreed methodology. For example, nearly all inclusive education systems are still in their relative infancy and developing their practice. There are problems in finding matched control groups between systems which may differ across regional, political, financial, and demographic characteristics – among others.

Further difficulty relates to the definition of what constitutes an inclusive school. It is not the case that mainstream schools containing pupils with significant special needs are necessarily 'inclusive', or making appropriate provision for their pupils. Lack of opportunities for all pupils to participate in the full life of the school, social isolation, discrimination, pupil disharmony, high rates of bullying, or the segregation of some learners into units or separate areas of the school, indicate there is more to inclusion than simply placing pupils in a mainstream school without the necessary and appropriate attitudes, modifications and supports.

Despite these caveats, there is growing evidence from research studies of the academic and social benefits of inclusive schools, in addition to the civil rights and moral arguments in their favour.

Inclusive Education, the BPS and Psychologists' Professional Practice

In the year 2000, in the midst of a changing legislative context for disability, the British Psychological Society (BPS) was petitioned by the Centre for Studies in Inclusive Education (CSIE) to sign the Charter for Inclusive Education.

I was approached by the BPS to convene a working group, with membership drawn from across the Divisions, to advise the Society on its response. The remit was:

> (a) To review the available evidence and produce a position paper, on behalf of the BPS, to guide psychologists' professional practice, and
>
> (b) To recommend to the Society whether or not it should endorse the CSIE Charter for Inclusive Education.

Following a series of planning and review meetings, literature surveys, documentary studies and a meeting with a representative from parents of children with disabilities, a detailed report was produced and condensed into the submitted 'Inclusive Education Position Paper.' (4.1)

The BPS accepted the working group's recommendation to sign the Charter and endorsed the Position Paper as embodying its stance on inclusive education.

The Position Paper provided psychologists with clear guidance on anti-discriminatory practice and the promotion of inclusive attitudes:

> "Psychologists will demonstrate an acceptance of difference and diversity, in terms of abilities, values and aspirations held in a pluralist society." (4.1)

While educational systems and structures may change, the core underlying principles and values will continue to guide psychological practice, and EPs will need to take these into account in any future considerations of the education of children with significant special needs.

An earlier paper (4.2), delivered to the BPS Annual Conference in 1998, highlighted ethical issues surrounding psychological research involving children as subjects, particularly those with disabilities. It proposed that researchers should be more rigorous in the steps taken to obtain 'informed consent', particularly from individuals with communication difficulties. In respect of research into disability issues, representatives from that community should be included on planning and steering groups.

The paper also pinpointed "the disproportionate power imbalance between psychologists and children with disabilities, and the vulnerability of the latter to exploitation." (4.2)

Original Contributions: psychological theory, inclusive education and EP Practice

The following papers in the Section make the case for the application of psychological theory and research to new settings, such as inclusive classrooms, and the introduction of new concepts within existing practice.

The development of Inclusive arrangements in the 1990s presented a growing number of teachers in mainstream schools with the challenge of meeting the needs of pupils with a wider spectrum of disabilities and exceptionalities, questioned the appropriacy of many teaching and learning strategies, and the roles of classroom supports and peers.

The 1996 co-edited edition of Educational Psychology in Practice (EPiP)) introduced a series of papers on research and practice surrounding school-based interventions with peer groupings. The aim was to provide evidence-based answers to questions arising from EP practice in schools. .

The joint editorial (4.3) set out the theoretical links across the papers and argued strongly "in order to feed back the contribution of educational psychologist to the discipline of psychology, it is important that practitioners look to publish their own evaluated work."

Educational psychology will become a moribund profession unless it rediscovers a more dynamic, two-way relationship with its parent discipline.

Paper 4.4 provided a critical examination of some common myths surrounding the education of children with special needs, particularly the use and misuse of peer and adult support. The comment, "But that's just cheap labour!" was an initial rebuke I received from one primary school headteacher when I proposed peer supported learning for pupils with learning difficulties. (She subsequently became an advocate).

The reservations of some educators surrounding the active participation of peers in supporting learning were not confirmed by the research literature. In fact, peer mediated and collaborative learning was found to produce more promising outcomes (4.3, 4.4. See also Section 2).

EPs need to ensure that the findings from psychological research, for instance into scaffolding, contingent teaching, peer mediated learning and effective organisation of classroom groupings are transferred from the pages of the journals into the arrangements in the classrooms.

Skilled LSAs are a key resource, and EPs should ensure their training needs include understanding of and sensitivity in facilitating not only the young person's curriculum learning but also the development of social relationships with other children. From my own observations, some schools still focus on the act of obtaining support, rather than its subsequent deployment and role. Adult support described as being 'tagged', 'velcrozed' or 'yoked' to the young person generally results in his or her social isolation from the peer group – the opposite of inclusive practice.

'Inclusive tools' and strategies specifically aimed at enabling the full participation of pupils with disabilities in mainstream settings are a recent innovation, many having been introduced from inclusive systems in Canada. The Nottingham course for educational psychologists was a pioneer

in bringing strategies such as 'Circles of Friends', MAPs and PATH to the attention of UK practitioners, and this is represented within some of the publications in this Section.

Paper 4.5 was an invited contribution from the University of Minnesota for a special issue of the journal *Impact.* The paper further elaborates the values and principles that govern the use of such tools.

Properly used, "Inclusive and collaborative techniques write the peer group back into the special-needs script, and the child with special needs back into the peer group." (4.4)

Educational psychologists, parents and carers

As part of the need for dialogue between EPs and service users, (a theme introduced in 1.4) four of the papers in this section were primarily written for parents. Paper 4.6, originally a keynote presentation to the UK Annual Portage Conference of parents and Portage workers was subsequently accepted for publication in Educational Psychology in Practice.

Papers 4.7 to 4.9 were written for *Inclusion News*, an annual, international publication for parents, carers, voluntary bodies and educationalists. The aim of this group of papers (including 4.6) was to outline the changes that have recently taken place in respect of inclusive education and the role of the EP. By making these changes more transparent, parents may recognise the EP as a potential ally in respect of their child's education and an exponent of a more positive expression of psychology.

As indicated at the beginning of this Section, many EPSs and LEAs were initially unprepared for the political, government and parental inclusive agenda of the 1990s. Old professional habits and approaches to assessment continued in many services, with centrally held support assistants providing an extra element of provision to allocate under the guise of a Statement of Special Educational Needs. (5.12)

One notable exception was the "Children First" initiative in Nottinghamshire LEA in the 1990s. While this strategy relied for its success on the support of both the Chair and Director of Education, it was designed and driven by the LEA's PEP and Deputy PEP, involving the whole of the EPS in a remarkable change of attitudes and procedures. These included clusters of schools

sharing inclusive practice, moderation and delegation of resources. Nottinghamshire became transformed from an LEA with one of the highest numbers of children in special schools, into the top three most inclusive authorities in the country, a position it still retains in 2006. (4.10)

Summary

EPs are in a unique position to promote the application of psychology in answering current questions about improving the effectiveness of our schools as safe, healthy, inclusive learning environments for pupils and teachers. As we have seen above (4.10), EPs possess, or can acquire, strategic skills for contributing a lead role in strategic or system change.

The papers in this section have discussed psychological research and theory surrounding peer assisted and mediated learning, elaborating on themes introduced in Section Two. Recent concepts of social capital and capacity can also contribute to the design and re-design of schools as social and academic learning communities. The work of positive psychologists such as Mihalyi Csikszenthihalyi at Chicago and Howard Gardner at Harvard also extend our understanding of the links between personal growth, learning and well-being.

School re-design requires a review of the relevance and accessibility of the curriculum for the learner (Section 1), a focus on the healthiness of the school as an organisation (Section 3) and the promotion of participative models of learning (Sections 2 and 4).

In the following section, paper 5.13 identifies for EPs and others areas of psychological theory and research on which they can draw in order to support schools in meeting the learning and pastoral needs of all their pupils.

Publications for Section 4

4.1 Leyden, G., (Convenor), Chamberlain, M., Evans, G., Grant, D., Maguire, P., Maras, P., Smith, G., Thomas, G., Usmani, K. (2002). British Psychological Society *Position Paper on Inclusive Education.* Leicester: BPS

4.2 Leyden, G. (1998) Ethical issues: psychological research and children with disabilities. Roundtable Presentation, *BPS Annual Conference*, Brighton.

4.3 Leyden, G. and Miller, A. (1996) (Editorial). Intervening with peer groupings: research and practice. *Educational Psychology in Practice*, 11, 4, p. 3.

4.4 Leyden, G. (1996) 'Cheap labour' or neglected resource? The role of the peer group and efficient, effective support for children with special needs. *Educational Psychology in Practice.* 11, 4, 49-55.

4.5 Leyden, G., Wilson, D. and Newton, C. (1998) 'Circles of Friends' in planning with students. Invited paper for feature on 'Person centred planning,' *IMPACT*, University of Minnesota, 11, 2,14-16.

4.6 Leyden, G. and Miller, A. (1998) *Including ALL* our children in mainstream schools and communities. *Educational Psychology in Practice,* 14, 3, 188 – 193.

4.7 Leyden, G., Newton, C., and Wilson, D. (2002). Ask the kids! *Inclusion News, 2002*. Toronto: Inclusion Press.

4.8 Leyden, G., Newton, C. and Wilson, D. (2002). Educational psychologists: barriers or allies for Inclusion? View from the UK. *Inclusion News, 2002.* Toronto: Inclusion Press.

4.9 Leyden, G. and Wilson, D. (2004). One building, many schools: organisational barriers to inclusion. *Inclusion News,* 2004. Toronto: Inclusion Press

4.10 Leyden, S. and Leyden, G. (2006) *Children First*: A UK Local Authority Strategy for Inclusive Education. In: State of the Art in Inclusive Education, Gary Bunch (Ed), Toronto: Inclusion Press (Accepted for publication in 2006).

Links with other Sections

2.1 Freshwater, K. and Leyden, G. (1989). Limited options: where are special school leavers now? *British Journal of Special Education.* 16, 1, 19-22

2.3 Bibby, P., A., Lamb, S., J., Leyden, G. and Wood, D. (1996). Season of birth and gender effects in children attending moderate learning difficulty schools. *British Journal of Educational Psychology,* 66, 159-168.

2.4 Lamb, S., Bibby, P., Wood, D. and Leyden, G. (1997). Communication skills, educational achievement and biographic characteristics of children with moderate learning difficulties. *European Journal of Psychology of Education,* X11, 4, 401-414.

2.5 Lamb, S., J., Bibby, P, A., Wood, D. J. and Leyden, G. (1998). An intervention programme for children with moderate learning difficulties. *British Journal of Educational Psychology,* 68, 493-504

5.9 Leyden, G. (1978). The Process of Reconstruction. Concluding chapter in W.E.C. Gillham (Ed.) *Reconstructing Educational Psychology.* London: Croom Helm.

5. 12 Leyden, G. (1999) Time for change: reformulating psychology for LEAs. *Educational Psychology in Practice,* Vol 14, 4, 222-227. (Invited paper for special issue of *Educational Psychology in Practice)*

Section 5

The application of psychology within LEAs: Training, development, and the role of services

Context

Section 5, the largest, follows a 'recruitment – training – delivery – review' cycle, reflecting the author's experience as LEA practitioner, senior EP / team leader and university 'associate tutor'.

Some papers are research based, drawing on surveys of EPITs, tutors and EP supervisors (5.1, 5.2 – 5.5). Others make theoretical links to earlier Sections, (5.6 and 5.7), or provide a critique of the EP and EPS roles.

This Section does not profess to offer a historically authentic account of the development of the profession, but continues the examination of the relationship between psychological theory and the author's EP practice.

Two papers, *The process of reconstruction* (5.9) and *Time for change* (5.12) provide the major professional critique. A third, the *Coherent Framework* (5.13), takes up the recurrent challenge of the need for a wider theoretical perspective by drawing together areas of psychology relevant to those whose work as practitioners or researchers takes them into schools.

Survey: Recruitment, training and supervision of EPITs on fieldwork

Recruitment of EPs from and for multicultural communities (5.1)

The publication of the Swann Report (1985) and the AEP Working Party on Racism (1988) paralleled parent criticisms of EP services to multi-ethnic communities in ILEA and elsewhere. These events focused attention on the dearth of Black EPs and the need to review policy and practice in both recruitment and training.

The survey described in paper 5.1, the first of its kind in the UK, covered all EP training courses, asking questions about staffing, recruitment, policies, procedures, teaching and fieldwork arrangements.

Originality, new findings and outcomes

As no previous records had been collated, any results might claim 'originality'! However the survey produced some unexpected and troubling findings. For instance, during the 5 years preceding the data collection, the percentage of Black trainees had reduced from 7.8% to 0.9%, for no apparent reason. No course employed a Black tutor, nor involved Black EPs in the design, planning or publicity arrangements.

Only three courses required EPITs to have experience of casework with Black children or families, and there was no consensus on the amount or nature of multicultural issues in the curriculum.

Perhaps an amalgam of these and other points served as a deterrent to prospective applicants from multi-cultural communities. The problem of recruitment at post-graduate level also reflects the cautious take-up of psychology as an undergraduate course by many potential Black students.

The findings prompted an overhaul of the training curriculum to include multicultural issues and guidelines on recruitment and the contribution of Black EPs to professional training. The guidelines were incorporated within the BPS/DECP course evaluation criteria and continue to be monitored by the training committee.

Theory, practice and training EPITs as problem solvers (5.2)

Context

During the 1980s, dissatisfactions with clinical models called for a fresh perspective on assessment and intervention within LEAs. EP's were increasingly involved with, and many began to see themselves as LEA officers, an area of tension for some. Closer inter-professional collaboration called for a shared frame of reference, while practice based on assumptions of within-child pathology no longer met the requirements, if it ever had, of multi-agency and systems work.

Into this void stepped Stratford and Cameron, devising a problem solving model (PSM) for EPs – a clear break with the past.

The Nottingham course tutors took this concept further, blending the EP's personal and theoretical orientation within the framework of an *individual* PSM (*I*PSM), an approach particularly suited to training EPITs for a changing professional context.

Paper 5.2 describes the formative (*I*PSM) training programme which began in the first week of the course and continued throughout the year. It was 'road-tested' and 'fine tuned' during fieldwork, and, in most cases, continued to be used and developed during subsequent professional practice.

Originality and links with psychological theory

The use of simulations within training was not, per se, original. But the introduction of practice based challenges and activities which required EPITs to identify those areas of psychological theory capable of generating testable hypotheses was distinctly characteristic of the tutors' philosophy. The originality of the programme was also revealed in trainees' conceptualisation and design of their *individualised* PSM (see Appendices in 5.2).

The *I*PSM programme provided the links between theory, problem solving and practice, problematic areas for EPITs and many EPs, a challenge to be revisited in paper 5.13.

Survey: the supervision of EPITs on Fieldwork (5.3)

> "When a trainee educational psychologist goes out on a practical placement this work is organised and monitored through the process of fieldwork supervision. What actually happens during supervision with trainees in our profession has never previously been the subject of an extended national survey." (5.3)

Context

In 1984 the DECP and course tutors group commissioned a survey of fieldwork supervision of EPITs. A fuller account of the survey's rationale, research design, and discussion of the results is contained in the Supervision Report (5.3)

Findings and original contributions

The survey group set out to map previously uncharted territory, requiring the design of a conceptual framework to guide the enquiry. This simple, three-stage model of 'supervisory modes' continues to influence EPs' conceptualisation of the process.

> Mode 1: EPIT observes the supervisor's professional practice
>
> Mode 11: Supervisor observes the EPIT's fieldwork practice
>
> Mode 111: Supervisor and EPIT discuss work carried out elsewhere by the EPIT during fieldwork

We also produced a provisional working definition of supervision: *A process whereby two or more colleagues explore, evaluate and integrate the practical, theoretical and experiential learning arising from the work.* In subsequent work I inserted the word *'ethical'*.

Did anyone read the Report? Did anything change as a result? In response to the first part, the BPS distributed a copy of the Report to each LEA and EPS in England and Wales, supplying additional copies, on request, to EPs, tutors or other interested parties. The Report was reprinted two years later.

The Report engendered changes in course practice and greater rigour in planning fieldwork arrangements. For the first time fieldwork supervision itself was being monitored and 'supervised'.

The training committee specified criteria for the amount, nature and organisation of fieldwork supervision, and EPIT entitlements were written into the BPS 'Criteria for the evaluation of training courses'.

The lack of training opportunities prompted an inaugural UK Conference for fieldwork supervisors in 1987, repeated the following year. Themes from the Report and National Conferences were elaborated in papers 5.4 and 5.5 in the themed issue of *Educational and Child Psychology.*

Survey: Supervision of qualified EPs and guidelines for practice

Survey

The burgeoning interest in supervision switched from fieldwork to a survey of practising EPs. Some of those results are covered in 5.5 (additional findings, written up by other members of the survey team, appeared elsewhere in that issue). Paper 5.5 also produced an outline curriculum for training in supervision, listing some of the psychological expertise and interpersonal skills required of supervisors.

Survey re-analysis: supervision and 'organisational healthiness'

Originality

Papers, 5.6 and 5.7 took the survey of practising Eps a stage further, making links with the concept of 'organisational healthiness' (3.3).

The re-analysis contextualised EP work within the wider framework of organisational and health psychology, examining the contribution of supervision to the 'healthiness' of the EPS work environment:

> "... supervision can be construed as part of the flux that enables the organisation to achieve its tasks and to meet the needs of its internal subsystems." (5.6)

We were surprised to find no other accounts of the relationship between supervision and the organisation of work within the EPS. It again seems incongruous that as EPs we claim expertise in systems work while failing to apply a psychological perspective to the analysis of our own organisations, services and procedures.

Guidelines for professional practice

As part of the move towards chartered status for qualified psychologists the BPS sought to establish guidelines for professional practice. This task was devolved to the Divisions.

An important feature of the DECP guidelines (5.8) was the acknowledgement that EP responsibilities include working with organisations, in addition to schools, which make provision for children and young people. EPs have an obligation towards "the proper development of all young people, not just those with whom they are specifically involved." (5.8)

There is a clear link between the paper on professional guidelines and those on EP supervision. The guidelines outline an agenda for discussion, including personal and professional issues, while supervision provides the setting, processes, confidentiality and trust in which that dialogue occurs.

Finally, supervision enables supervisor and supervisee to make and examine the connections between psychological theory, research, professional practice and ethics.

The Guidelines contribute to a subset of professional publications linked to the DECP/BPS:

- The Supervision Report (1987)
- Training EPs for working in multicultural communities: what are training courses in England Wales doing? (1988)
- Guidelines for professional practice (1993)
- Psychological research and children with disabilities (1998)
- Position paper on inclusive education (2002, Revised 2005)

Service change, the EP role and application of theory to practice

Planning and implementing a service reorganisation

Paper 5.11 describes the re-organisation of a multi-professional team of 25, for whom I was joint team leader. This design followed a problem solving approach set within a systems framework.

All staff, including administrative, were involved in the process, not necessarily a characteristic of other EPS re-organisations I have experienced.

The purpose of Paper 5.11 was to describe a problem solving, systems based model of service reorganisation. With hindsight, the decision not to elaborate the theoretical aspects was mistaken: most readers would probably have preferred to learn more about the underlying rationale. The paper was subsequently reprinted in *Australian Educational and Developmental Psychology.*

Critical examination of EP practice

Context

In 1968 Arthur Summerfield produced a DES commissioned report on the role, training and future of the EP profession. In it, he drew attention to EPs "specialised study of psychological science" which enabled them to make a distinctive contribution.

He concluded that "prevention" should be their primary focus, and that "highly skilled manpower" should not be involved in tasks where their psychological skills were not fully deployed." (Para 3.22). On the contrary, "educational psychologists have exceptional opportunities to make constructive contributions as a consequence of their work in schools and other places where children are." (Para 6.4)

The Summerfield Report's optimism was signposted by its title: "*Psychologists* in Education Services" (my italics).

1978: the reconstructing movement

The Report was followed by a rapid growth in the supply of EPs, achieved through an expansion in training. There was less evidence of the anticipated reappraisal of practice.

"The Process of Reconstruction" (5.9), the final chapter in Gillham's "Reconstructing Educational Psychology" (1978), criticised the profession for its lack of vision and missed opportunities in the years following Summerfield.

Among the more specific criticisms levelled at EP practice were:

- An over-reliance on psychometric testing
- An uncritical involvement in the routinised transfer of children to special schools
- A failure to follow-up and evaluate the effectiveness of our own practice (including the transfer of children to special schools)
- A restricted application of psychology within a narrow focus of practice
- A failure to recognise the significance of the school curriculum and organisation for understanding and promoting pupil motivation and learning (E.g. Bruner's MACOS).

The chapter also posed the ethical dilemma: "How do we respond to parental anxieties or children's fear of stigma if special schooling is proposed?" (5.9, p. 168)

Procedures for transferring children into special schools or institution were, historically, the province of medical officers, enshrined in the 1944 Education Act and continuing until the 1970s, when Circular 2/75 circumvented the medical officer's role. This bestowed greater responsibility on EPs for decision-making about special schools or provision. The apprentice had taken over from the sorcerer.

> "Individual psychometry ... not only failed to produce effective answers but prevented the appropriate questions being asked ..." (5.9)

The chapter proposed a 'reconstructed' role whereby EPs supported pupils by working with teachers to develop the school's curriculum, organisation and pastoral systems. Working *solely* at the individual pupil level was an inadequate response:

> "School organisation and curriculum matters cannot be seen in isolation from the individual child any more the child can be divorced from his social or school setting." (5.9, see also Section 1, 1.1)

Recognising that the surge of new entrants to the profession presented a unique opportunity for change, the chapter concluded on a clarion call:

> "Dare we take it – and the responsibility of defining what we mean and contribute as psychologists? Or will we remain content in our discontent, forever attributing our condition to the restrictions we perceive to be imposed on us by others?" (5.9, pp. 178-179)

While these views were viewed as radical, in some quarters, they were one voice among many engaged in active, often acrimonious debate about role. Some courses and services introduced innovative practice while many others cautioned continuity. The letter to the BPS Bulletin (5.10) captured a flavour of the debate.

1999, reformulation of EP practice?

One positive development for the profession was that, by 1999, the EPS was no longer on the periphery of educational services but had become "an instrument of LEA policy to an extent unthinkable 30 years ago" (5.12). One prominent HMI proclaimed the 1981 Act as a "psychologist's charter". And the legislation certainly secured the EP's LEA base at a time when authorities were devolving the funding of support staff to schools and beginning the change from providers to commissioners of services.

Nevertheless, that fact that the profession had been unwilling, unable or prevented from securing a more productive application of psychology was perhaps implicit in a special issue of *Educational psychology in practice*, marking 21 years since Gillham's original text. 'Time for change' (5.12) was one of several invited papers.

While acknowledging improvements, and recognising that 'radical' reconstruction was, perhaps, unrealistic, 'Time for change' maintained that most EPs continued to find their role dominated by individual assessments of a small minority of pupils:

> "In a straw poll, I phoned current and ex-colleagues across different services. Most told me that their time was dominated by individual assessment and advice writing for as many as 70 or more formal assessments (in some cases more) each year, the purpose of these being to allocate *resources to children* or divert *children to resources*" (i.e., in special schools, 5.12, p 222).

Disappointingly, the 'psychological' advice provided for Statements of special educational needs, a potential source of strategic information or formative feedback on the process, was safely stored away in filing cabinets: "... policy determines practice, but practice seldom feeds back into policy" (5.12, p. 222).

Routinised practice not only inhibited our capacity for growth but also impinged on " how we are perceived and defined by others." (5.12, p. 223)

The critique in Paper 5.12, advocated a 'reformulation' (borrowing Bruner's term), defined as engagement in more *strategic* practice, using our psychological skills to contribute to the design and evaluation of systems.

Paper 4.10 elaborates such an alternative, strategic response to the 1981 special needs legislation, endorsed by both the DfES and Audit Commission, involving fewer, but more sophisticated, individual assessments, and greater responsibilities on EPs for moderating and advising on school based practice (see also 5.12, p 224).

Whether casework or strategic practitioners, we remain applied psychologists, with professional responsibility to evaluate the outcomes of our work. We are also uniquely qualified and positioned within the LEA, to call on a wide range of psychological theory and research to underpin practice – a practice informed by a strong values base, recognising the rights and entitlements of all children.

> "Too much of our professional history illustrates the *psychology of segregation* and the *segregation of psychology*." (5.12)

A coherent framework for the application of psychology

The *coherent framework* evolved through prolonged discussions between the authors who, via different routes, had reached similar conclusions about the need for EPs to balance psychological theory and research with pupil, teacher and system perspectives in their work with schools.

The 'child focused versus systems debate' seemed, in retrospect, a false dichotomy; both were important. Championing a systems perspective was not incompatible with our concern for the

vulnerable and marginalised. Clearly, uncertainty about the most effective areas of psychology on which EPs could 'coherently' draw was one obstacle in reformulating practice.

We had several purposes in writing this paper:

- To pull together the practical, theoretical and research based learning we had gleaned through extensive work as LEA psychologists.

- To devise a conceptually coherent psychological framework for working in schools for the benefit of all children, on which EPs, teachers and researchers could draw.

- To assist practitioners in identifying those areas of psychology most effective and relevant to their work with different subsystems of the school: "If your only tool is a hammer, all problems look like nails" (anon).

The aim was not a 'new theory' but a fusion of existing theories. This was embodied in the concept of *framework* which we construed as a dynamic, interactive *system*, with the relationship between teacher and pupil at its core.

Each subsystem may contribute to change and pupil support, the permutations and inter-connectivity (represented by figure 1, page 391, and the subsequent figures) demonstrating the model's range and power.

> "... the primary focus of research and practice in educational psychology should be on maximising the quality and effectiveness of the interactions between teachers and pupils, as many teachers and pupils as possible, and not individual pupils construed as medical model 'referrals'".

Concentrating solely on the provision of physical supports around the pupil (i.e. staff, resources, equipment, special room or unit) isolates pupil and staff from the school's major learning, pastoral, social, formal and informal subsystems. The framework model offers an alternative solution, tapping into and extending existing relationships and systems within the school. The greater the richness of inter-connections, the greater likelihood of sustainable change:

> " ... the more often collaborations between teachers and Eps can approach this type of format, and break down the barriers between these subsystems, then the more likely are the interventions with significant and lasting effects for pupils." (5.13, p 398).

The model also meets our primary intention, to clarify the range and nature of psychological sources on which practitioners may draw.

Finally, we saw no reason why this approach should not be of benefit to school improvement programmes,

> " ... deriving as it does from successful collaborations in schools, the coherent framework possesses high validity and provides clear lessons for school managers, local education authorities and legislators; in fact, all concerned with bringing about school improvement." (5.13, p 399).

Section 5 provided a critique of the EP's training, practice, roles and values, in particular the relationship between psychological theory and EP practice. It brought together arguments for a more creative application of psychology, not only for the benefit of pupils with extreme or different needs, but for all members of the school community.

With hindsight, and revisiting these publications in each Section, the practitioner perspective has been relatively consistent, and the values base unchanged. The raw themes of school curriculum, organisation and teacher relationships, which first appeared in Section 1, re-formed and transformed in response to new understandings of different applications of psychological research, asking different questions along the way. It was the final paper (5.13) which provided a framework for the answer.

Section 5 Publications

<u>Selection, training, and fieldwork supervision of EPITs</u>

5.1 Carroll, H.C.M. and Leyden, G. (1988). Training educational psychologists for working in multicultural communities: what are training courses in England and Wales doing? *Educational and Child Psychology, 5, 2,* 57-61.

5.2 Miller, A., Leyden, G., Stewart-Evans, C. and Gammage, S. (1992). Applied psychologists as problem solvers: devising a personal model. *Educational Psychology in Practice.* 7, 4, 227-236.

5.3 Pomerantz, M., Leyden, G., Lunt, I., Osborne, E., and Powell, M. (1987). *Fieldwork supervision: Report of the Joint DECP training committee/course tutors' working party.* Leicester: The British Psychological Society.

5.4 Osborne, E., Leyden, G. and Powell, M. (1990). Supervision of trainee educational psychologists on fieldwork. *Educational and Child Psychology.* 7, 3, 37-43,

Supervision of educational psychologists and guidelines for practice

5.5 Powell, M., Leyden, G. and Osborne, E. (1990) A curriculum for training in supervision. *Educational and Child Psychology.* 7, 3, 44-51

5.6 Leyden, G. and Kuk, G. (1993). The role of supervision in a healthy organisation: the case of educational psychology services. *Educational and Child Psychology,* 10, 2, 43-50

5.7 Kuk, G. and Leyden, G. (1993). 'What's in it for us?' Supervision and educational psychologists: analysis of survey returns. *Educational and Child Psychology,* 10, 2, 51-60

5.8 BPS (1993). Guidelines for the practice of professional educational psychologists. Leicester: British Psychological Society.

Service change, EP role and the application of theory to practice

5.9 Leyden, G. (1978). The process of reconstruction. In W.E.C. Gillham (Ed.) *Reconstructing Educational Psychology.* London: Croom Helm.

5.10 Leyden, G. A. (1981). 'How naïve are educational psychologists?' Bulletin of the British Psychological Society, 33, letters, p. 42

5.11 Watts, P. and Leyden, G. (1989). Team-managed change within a district psychological service. *Educational Psychology in Practice.* 5, 2, 69-72. (Reprinted in *Australian Educational and Developmental Psychology,* 1990).

5.12 Leyden, G. (1999). Time for change: reformulating psychology for LEAs. Invited paper for special issue of *Educational Psychology in Practice* to mark 21 years since publication of W.E.C. Gillham (Ed.) *Reconstructing educational psychology. Educational Psychology in Practice,* 14, 4, 222 - 228

5.13 Miller, A., and Leyden, G. (1999). A coherent framework for the application of psychology in schools. *British Educational Research Journal,* 25, 3, 389-400.

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Final Comments

Applying psychological theory and research in the service of children and young people

The publications forming the basis of this Abstract were not written with any intention of creating a portfolio for submission towards a higher degree. Collectively they arose from one practitioner's attempts to answer work-based questions by drawing on psychological theory, research and practice. The questions themselves were wide ranging, covering children coming before the courts, growing up in areas of social disadvantage, children with learning difficulties or disabilities, children in second families. The papers also addressed systemic considerations, such as the need to create safer, 'healthier' more inclusive schools and improve the quality of pupil learning, EP training and professional practice.

It was made quite explicit from the beginning of this commentary that the intention was not provide an authentic 'history' of the development of EP services. Nevertheless social, legislative and political change has been a constant companion of all the papers.

Currently, the introduction of Children's Services is already producing a realignment across (and within) education, health and social services, perhaps prompting questions about the feasibility of any 'reformulation' of practice. But equally, it may also provide an opportunity to renegotiate some of the inherited structures and encourage more creative collaborations.

For instance, many EP services already 'trade at the margins' by selling services to FE colleges. Others jointly fund specialist posts with social service departments. More pertinently, ever since the Summerfield Report, the training of EPs has relied on collaborative arrangements, of variable cordiality, between local authorities, universities and the profession over EPIT and tutor funding, training and fieldwork placements.

In addition to Children's Services, this year also sees the arrival of three year training for educational psychologists, with further implications not only for the profession, but also local authorities.

Change could remain focused on professional training, at the level of EPS – University – LEA - BPS. Or, more interestingly, arrangements might embrace wider aspects of tripartite regional partnerships. For instance, a Consortium of local authority and university providers could combine to offer not only professional training for EPs, but also direct services for children, schools and local authorities or Children's services. These might also include the provision of consultancy, O/D and research and development.

Whatever the changes in the structure and accountability of future services, the core values and major challenge of practice will be to protect and promote the learning, development and well-being of all children, particularly those with challenging needs, significant disabilities or who live in marginalised circumstances.

The application of psychology within local authority settings 1965 – 2005:
A practitioner critique of the relationship between theory, research and practice

Appendices

Contents

Appendix A

Gerv Leyden: Multi-authored papers

Confirmation of author's contribution

Co-authors were asked to confirm my contribution to the paper(s) under one of the following categories:

- Sole / Lead Author
- Joint Author
- Major Contributor
- Contributor
- Adviser

Section 1

1.6 Thompson, D. A. and Leyden, G. (1985) 'Gissa job!' Youth unemployment and educational psychologists. *Educational Psychology in Practice.* Vol. 1, 2, pp 1-9.

From: "D.A.Thompson" <D.A.Thompson@sheffield.ac.uk>
Organization: University of Sheffield
To: Gerv Leyden <gerv.leyden@nottingham.ac.uk>
Subject: Paper on youth unemployment

Hi Gerv

Very glad to hear from you, and to hear all is still well.
Pleased to hear you are putting things forward for a PhD.

The title proscribes the first type of partnership, but you were certainly
a joint author.

I'll check out your numbers from Mike and give you a ring some time
this spring.

Yours

David T.

.....

Section 2

2.1 Freshwater, K and Leyden, G. (1989) Limited options: where are special school leavers now? *British Journal of Special Education.* Vol. 16, 1. 19-22

From: kate.freshwater@connectfree.co.uk>Kate Freshwater
To: mailto:gerv.leyden@nottingham.ac.uk>Gerv.Leyden
Subject: Limited Options Paper

Dear Gerv,

Re: Freshwater, K. & Leyden, G. (1989) Limited Options: Where Are Leavers Now?
British Journal of Special Education Research Supplement. Vol. 16. No.1.19-22.

Just to confirm that I consider you to have been **joint author** on the above paper.

Best Wishes,
Kate.

Dr. Kate Freshwater
Consultant Clinical Psychologist
CAT Service
Specialist Psychotherapy Service
TNEY NHS Trust
Woodlands Road Clinic
Middlesbrough.

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2.2 Bibby, P, A., Lamb, S, J., Leyden, G and Wood, D (1996). Season of birth and gender effects in children attending moderate learning difficulty schools. *British Journal of Educational Psychology* 66, 159-168.

From: Peter Bibby <Peter.Bibby@nottingham.ac.uk>
To: "'Gerv Leyden'" <gerv.leyden@nottingham.ac.uk>

Hi Gerv,
Good to see progress...was it really a year ago you first asked me?

You were a **joint author** on the season of birth paper.

Pete.

Dr Pete Bibby
School of Psychology
University of Nottingham.

.....

2.3 Lamb, S, Bibby, P, Wood, D and Leyden, G. (1997). Communication skills, educational achievement and biographic characteristics of children with moderate learning difficulties. *European Journal of Psychology of Education,* Vol X11, No 4, 401-414.

2.4 Lamb, S, J., Bibby, P, A, Wood, D J. and Leyden, G (1998). An intervention programme for children with moderate learning difficulties.' *British Journal of Educational Psychology,* 68, 493-504

From: Lamb, Susannah <susannah.lamb@ntu.ac.uk>
To: "Gerv Leyden" <gerv.leyden@nottingham.ac.uk>

How lovely to hear from you, Gerv. And it would be lovely to meet and catch up with you. I have such fond memories of those days in CREDIT and it's a shame to lose contact. The week

beginning 27th Feb is good for me. I could do Monday or Tuesday of that week. Can we meet in town somewhere or is that a pain for you? Let me know.

As for the papers - it all seems such a long time ago! **'Major contributor' on both** I think, don't you?

xS

.....

Section 3

3.3 Cox, Tom, Leyden, Gerv, Kuk, George and Cheyne, Alistair (1993). Teacher well-being and the health of schools as organisations." Report of the Nottingham school development project, COHD, Department of Psychology, University of Nottingham.

From: Tom Cox <Tom.Cox@nottingham.ac.uk>
To: gerv.leyden@nottingham.ac.uk>
Cc: amanda.griffiths@nottingham.ac.uk>
Subject: Organisational Health

Gerv ... excellent to hear from you. Amanda and I keep talking about getting in touch but, useless as ever, I am always then distracted. We shall do coffee as "our starter for 10". I am copying this to her and am sure that she will 'be on the 'phone' very quickly. Do we still have a good 'phone number for you?

The PhD is an excellent idea and I am more than happy to support it in whatever way you might wish.

I will email separately and supportively about the report which, of course, we should still publish!!

Tom

Tom Cox CBE AcSS FBPsS Hon FFOM (Dublin) Hon FErgS FRSH FRSA
Professor of Organisational Psychology
Institute of Work Health & Organisations,
University of Nottingham
William Lee Buildings 8,
Science and Technology Park
University Boulevard
Nottingham
NG7 2RQ
WHO Collaborating Centre in Occupational Health

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Section 4

4.5 Leyden, Wilson, Newton (1998) 'Circles of friends' in planning with students. IMPACT, University of Minnesota, 11, No 3, 14-16

4.7 Leyden, Newton, Wilson (2002). "Ask the kids!" Inclusion News 2002.

4.8 Leyden, Newton, Wilson (2002). Educational psychologists: barriers or allies for inclusion?" Inclusion News, 2002

4.9 Leyden and Wilson (2004). One building, many schools: organisational barriers to inclusion. Inclusion News 2004

From: Derek Wilson <d.wilson30@ntlworld.com>
To: Gerv Leyden <gerv.leyden@nottingham.ac.uk>

Hi Gerv
I've added what I think below, in bold. Get back if you want to discuss.

1. Leyden, Wilson, Newton (1998) 'Circles of friends' in planning with students" IMPACT, Vol 11, No 3, pp 14-16, Univ Minnesota – **Joint Author**

2. Leyden, Newton, Wilson (2002). "Ask the kids!" Inclusion News 2002. - **Lead Author**

3. Leyden, Newton, Wilson (2002). "Educational psychologists: Barriers or allies for inclusion?" Inclusion News, 2002 - **Lead author**

4. Leyden and Wilson (2004). One building, many schools: organisational barriers to inclusion. Inclusion News 2004 – **Sole Author**

Regards,

Derek

.....

4.3 Leyden, G. and Miller, A. (1996). (Editorial). Intervening with peer groupings: research and Practice. *Educational Psychology in Practice*, 11, 4, p 3.

4.6 Leyden, G. and Miller, A. (1998). Including *ALL* our children in mainstream schools and communities. *Educational Psychology in Practice'*, Vol 14, No 3, Autumn

5.2 Miller, A., Leyden, G., Stewart-Evans, C. and Gammage, S. (1992) Applied psychologists as problem solvers: devising a personal model. *Educational Psychology in Practice.* 7, 4, pp 227-236

5.13 Miller, A., and Leyden, G. (1999) A coherent framework for the application of psychology in Schools. *British Educational Research Journal* 25 (3), 389-400

To: Gerv Leyden <gerv.leyden@nottingham.ac.uk>
From: andy miller <Andy.Miller@nottingham.ac.uk>
Subject: Re: Joint papers

Gerv

In respect of our joint publications (which I've thoroughly enjoyed writing over the years), here, in bold, is my view of the degree of shared authorship of each of these:

4.3 Leyden, G. and Miller, A. (1996). Editorial. Intervening with peer groupings: research and practice. *Educational Psychology in Practice*, 11, 4, p 3. **Joint authorship**

4.6 Leyden, G. and Miller, A. (1998). Including *ALL* our children in mainstream schools and communities. *Educational Psychology in Practice'*, Vol 14, No 3, Autumn **You were the major author**

*5.2 Miller, A., Leyden, G., Stewart-Evans, C. and Gammage, S. (1992). Applied psychologists as problem solvers: devising a personal model. *Educational Psychology in Practice.* 7, 4, 227-236 **You and I were the two main joint authors**

*5.13 Miller, A., and Leyden, G. (1999). A coherent framework for the application of psychology in Schools. *British Educational Research Journal* 25 (3), 389-400. **Joint authorship**

Hope this is helpful.

With best wishes

Andy

(* these papers appear in Section 5)

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Section 5

5.1 Carroll, H.C.M and Leyden, G. (1988) Training educational psychologists for working in multicultural communities: what are training courses in England and Wales doing? *Educational and Child Psychology, 5, 2,* 57-61.

From: H Carroll <carrollhc@Cardiff.ac.uk>
To: gerv.leyden@nottingham.ac.uk>
Subject: Re: "Multicultural working ...What are training courses doing?"

Apologies, Gerv, for not sending this further email. This is my first opportunity since I emailed you earlier today. Below is the requested formal statement.

To whom it may concern: 23 February 2006

I wish to confirm that the joint article in the 1988 edition of 'Educational and Child Psychology' entitled 'Training educational psychologists for working in multicultural communities : what are training courses in England and Wales doing?' was **written jointly by Gerv Leyden and me.**

Should further information be required I will be very happy to provide it.

Dr HCM Carroll, CPsycol, FBPsP
Senior Lecturer in Educational Psychology
School of Psychology, Cardiff University

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5.11 Watts, P. and Leyden, G. (1989). Team-managed change within a district psychological service. *Educational Psychology in Practice.* 5, 2, 69-72. (Reprinted in *Australian Educational and Developmental Psychology,* 1990).

From: Phil Watts (brigandphil@blueyonder.co.uk
To: gerv.leyden@nottingham.ac.uk

Hi Gerv,

Absolutely great to hear from you. I'll send a longer ' catching up with life the universe & everything' note soon, so will cover the confirmation needed in this note. Hope all proceeds well with the PhD.

I am pleased to confirm that **Gerv Leyden was the joint author of the paper** entitled Team managed change within a district psychological service, published under the names of Watts and Leyden, in 1989.

Kindest regards

Phil Watts

Head of Extended Services
Sandwell Education & Children's Services

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5.3 Pomerantz, M., Leyden, G., Lunt, I., Osborne, E., and Powell, M. (1987).*Fieldwork Supervision: Report of the joint DECP training committee/course tutors' workingpParty.* Leicester: The British Psychological Society.

To: Gerv Leyden <gerv.leyden@nottingham.ac.uk>
From: Michael Pomerantz <michael@pomeran.demon.co.uk>

"In respect of the BPS Fieldwork Report on Supervision, I **confirm Gerv Leyden as one of the Joint Authors.**

Dr Michael Pomerantz,
Convenor of the Working Party. "

Michael Pomerantz

5.4 Osborne, E., Leyden, G. and Powell, M. (1990). Supervision of trainee educational psychologists on fieldwork. *Educational and Child Psychology,* 7,3, pp 37 – 43

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5.5 Powell, M., Leyden, G. and Osborne, E. (1990). A curriculum for training in supervision. *Educational and Child Psychology,* 7,3, 44 – 51

To: Gerv Leyden <gerv.leyden@nottingham.ac.uk>
From: Martin_Powell@birmingham.gov.uk

Hi Gerv
Sorry about the time gap - I've been out of the office and not in touch with email for a few days - bliss! though still work.

I'm glad there's to be a Gerv Leyden retrospective - historico-cultural influences on educational psychology?

As far as I recollect**, these publications were jointly authored,.**

It seems like yesterday and yet also a lifetime away from the EP world as it has become.

Good luck with the commentary and viva.

Best wishes

Martin

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5.6 Leyden, G., & Kuk, G. (1993). The Role of Supervision in a healthy organization: the case of educational psychology services." Educational and Child Psychology, 10(2), 43-50.
5.7 Kuk, G., & Leyden, G. (1993). 'What's in it for us?' Supervision and educational psychologists: analysis of survey returns." Educational and Child Psychology, 10, 2, 51-60.

From: "George Kuk" <George.Kuk@nottingham.ac.uk>
To: <gerv.leyden@nottingham.ac.uk>

Subject: authorship

To whom it may concern

As the co-author of the following two papers with Mr Gerv Leyden, I'm writing to confirm that Gerv and myself **jointly authored the first paper**, and for **the second paper, Gerv was the leading author.**

Kuk, G., & Leyden, G. (1993). 'What's in it for us?' Supervision and educational psychologists: analysis of survey returns." Educational and Child Psychology, 10, 2, 51-60.

Leyden, G., & Kuk, G. (1993). The role of supervision in a healthy organization: the case of educational psychology services. Educational and Child Psychology, 10, 2, 43-50.

Yours sincerely,

George Kuk

.....

5.8 BPS (1993). Guidelines for the practice of professional educational psychologists. Leicester: British Psychological Society.

From: PGray15695@aol.com
Subject: Re: Gerv's contribution to working party report
To: gerv.leyden@nottingham.ac.uk

To whom it may concern:

This is to confirm that during 1992/3, I chaired a working party convened by the British Psychological Society Division of Educational and Child Psychology (DECP) which discussed and produced Guidelines for the Professional Practice of Educational Psychologists.

Gervase Leyden was a member of this working group and was **a major contributor**, both to the discussions on which the guidelines were based and in commenting on the guidelines when these were in draft form.

Peter Gray
BPS member and former member of the DECP Committee

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(*Confirmation of the jointly authored papers 4.3 and 4.6 is supplied in Section 4, page v, above).

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Appendix B

List of references in chronological order

Numbers in parenthesis indicate Section

1. Leyden, S and Leyden, G. (2006). *Children First*: a UK local authority strategy for inclusive education. In G.Bunch (Ed.), *State of the art in inclusive education*. Toronto: Inclusion Press (Publication date 2006). (4.10)

2. Leyden, G. and Wilson, D. (2004). One building, many schools: organisational barriers to inclusion. *Inclusion News, 2004*. Toronto: Inclusion Press (4.9)

3. Leyden, G., Newton, C. and Wilson, D. (2002). Educational psychologists: barriers or allies for inclusion? View from the UK. *Inclusion News* 2002. Toronto: Inclusion Press. (4.8)

4. Leyden, G, Newton, C., and Wilson, D. (2002). Ask the kids! *Inclusion News,* 2002. Toronto: Inclusion Press. (4.7)

5. Leyden, G, (Convenor), Chamberlain, M., Evans, G., Grant, D., Maguire, P., Maras, P., Smith, G., Thomas, G., Usmani, K. (2002 – updated 2005). Position Paper on Inclusive Education. British Psychological Society. Leicester: BPS (4.1)

6. Leyden, G. (2002). Myths, fears and realities regarding pupil violence to teachers. In P. Gray (Ed.) *Working with emotions* (pp 7 – 22). London: Routledge Falmer (3.2)

7. Miller, A., and Leyden, G. (1999). A coherent framework for the application of psychology in schools. *British Educational Research Journal* 25 (3), 389-400. (5.13)

8. Leyden, G. (1999) Time for change: reformulating Psychology for LEAs. Invited paper for special issue of *Educational Psychology in Practice* to mark 21 years since W.E.C. Gillham *'Reconstructing Educational Psychology'. Educational Psychology in Practice,* 14, 4, 222 – 228. (5.12)

9. Leyden, G. (1999) Reducing violence to teachers in the workplace: learning to make schools safe. In Leather, P., Brady, C., Lawrence, C., Beale, D. and Cox, T. (Eds.) *Work related violence,* pp 145 – 165. London: Routledge (3.1)

10. Leyden, G. (1998). Ethical issues: psychological research and children with disabilities. Roundtable Presentation, *British Psychological Society Annual Conference*, Brighton. (4.2)

11. Leyden, G. and Miller, A. (1998). Including *ALL* our children in mainstream schools and communities. *Educational Psychology in Practice*, 14, 3, 188 – 193. (4.6),

12. Leyden, G., Wilson, D. and Newton, C. (1998). 'Circles of friends' in planning with students. Invited paper for *IMPACT, University of Minnesota*, 11, 2, 14-15. (4.5)

13. Lamb, S., J., Bibby, P., A., Wood, D. J. and Leyden, G. (1998). An intervention programme for children with moderate learning difficulties. *British Journal of Educational Psychology,* 68, 493-504. (2.4)

14. Lamb, S, Bibby, P., Wood, D. and Leyden, G. (1997). Communication skills, educational achievement and biographic characteristics of children with moderate learning difficulties. *European Journal of Psychology of Education,* X11, 4, 401-414. (2.3)

15. Leyden, G. (1996). 'Cheap labour' or neglected resource? The role of the peer group and efficient, effective support for children with special needs. *Educational Psychology in Practice.* 11, 4, 49-55. (4.4)

16. Leyden, G. and Miller, A. (1996). Editorial. Intervening with peer groupings: research and practice. *Educational Psychology in Practice,* 11, 4, p 3. (4.3)

17. Bibby, P., A., Lamb, S., J., Leyden, G. and Wood, D. (1996). Season of birth and gender effects in children attending moderate learning difficulty schools. *British Journal of Educational Psychology,* 66, 159-168. (2.2)

18. Leyden, G. and Kuk, G. (1993). The role of supervision in a healthy organisation: the case of educational psychology services. *Educational and Child Psychology,* 10, 2, 43-50. (5.6)

19. Kuk, G. and Leyden, G. (1993). 'What's in it for us?' Supervision and educational psychologists: analysis of survey returns. *Educational and Child Psychology,* 10, 2, 51-60 (5.7)

20. British Psychological Society (1993). Guidelines for the practice of professional educational psychologists. Leicester: British Psychological Society (5.8)

21. Cox, T, Leyden, G., Kuk, G. and Cheyne, A., (1993). Teacher well-being and the health of schools as organisations. *Report of the Nottingham school development project.* COHD, Department of Psychology, University of Nottingham. (3.3)

22. Miller, A., Leyden, G., Stewart-Evans, C. and Gammage, S. (1992) Applied psychologists as problem solvers: devising a personal model. *Educational Psychology in Practice.* 7, 4, 227-236. (5.2)

23. Leyden, G. (1991) Mind the steps! Working with children in second families. In *Psychological Services for Primary Schools,* Lindsay, G. and Miller, A. (Eds.), pp. 149 – 165, Harlow: Longman (1.5)

24. Osborne, E., Leyden, G. and Powell, M. (1990) Supervision of trainee educational psychologists on fieldwork. *Educational and Child Psychology.* 7, 3, 37- 43 (5.4)

25. Powell, M., Leyden, G. and Osborne, E. (1990) A curriculum for training in supervision. *Educational and Child Psychology.* 7, 3, 44-51 (5.5)

26. Watts, P. and Leyden, G. (1989). Team-managed change within a district psychological service. *Educational Psychology in Practice.* 5, 2, 69-76. (Reprinted 1990 in *Australian Educational and Developmental Psychology.* (5.11)

27. Freshwater, K., and Leyden, G. (1989) Limited options: where are special school leavers now? *British Journal of Special Education*, 16, 1, 19 – 22 (2.1)

28. Carroll, H.C.M. and Leyden, G. (1988) Training educational psychologists for working in multicultural communities: what are training courses in England and Wales doing? *Educational and Child Psychology, 5, 2,* 57-61 (5.1)

29. Pomerantz, M., Leyden, G., Lunt, I., Osborne, E., and Powell, M. (1987). *Fieldwork Supervision: Report of the joint DECP Training Committee/Course Tutors' working party."* Leicester: The British Psychological Society (5.3)

30. Leyden, G. (1986). How do you learn how to be a step-parent or step-child? In P. Brindley and S. Saunders, *Learning for Life,* pp 49 – 54. Rugby: National Marriage Guidance Council (1.4)

31. Thompson, D. A. and Leyden, G. (1985). 'Gissa job!' Youth unemployment and educational psychologists. *Educational Psychology in Practice.* 1, 2, 1-9 (1.6)

32. Leyden, G. (1981). How naïve are educational psychologists? *Bulletin of the British Psychological Society*, 33, letters, p 42 (5.10)

33. Leyden, G. (1978). The Process of Reconstruction. Concluding chapter in W.E.C. Gillham (Ed), *Reconstructing Educational Psychology,* pp 161 – 179. London: Croom Helm (5.1)

34. Leyden, G. (1972). The psychological implications of cultural disadvantage. *Forum on Teacher Education, Edge Hill,* 1, 1, 8 - 22 (1.3)

35. Leyden, G. (1969). Educating for delinquency: schools in disadvantaged areas. Presentation to the 23rd Annual Conference of the National Association of Remand Home Superintendents, Blackpool, October (1.2)

36. Leyden, G. (1968). Memo to Headteacher, St Gregory's Comprehensive School, Kirkby, Lancashire (1.1)

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Appendix C

Additional publications not included with this submission

Hansen, J., with Leyden, G., Bunch, G., Pearpoint, J (2006). *Each Belongs*: *The remarkable story of the first school system to move to full inclusion.* Toronto: Inclusion Press. (Publishing date summer 2006)

Bunch, G. and Leyden, G. (2004). Slovenia and beyond: inclusion on the Road. *Inclusion News,* 2004 Issue, Toronto: Inclusion Press.

Waters, A.J., Gobet, F. and Leyden, G. (2002) Visuo-spatial abilities in chess players: *British Journal of Psychology*, 93, 557 – 565.

Kuk, G., Cox, T., and Leyden, G. (1994). Organisational healthiness: nature, measures and validity. Paper presented to the British Psychological Society, Occupational Psychology Section Conference, Birmingham

Leyden, G. (1986). 'Giving credit where it's overdue.' *Educational Psychology in Practice,* 1, 4, 172-174

Leyden, G. (1985) 'Footprints in psychology'. *Educational Psychology in Practice,* 1, 2, 80 -82