Exploring the representation and enactment of evidence-based practice within educational psychology

A thesis submitted to The University of Manchester for the degree of Doctor of Educational and Child Psychology in the Faculty of Humanities

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Contents

List of tables and figures

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Abstract

Background: Practitioner educational psychologists (EPs) are required to engage in evidence-based practice (EBP). The enactment of this can be challenging due to a number of reasons: the complexity of individual problems within practice; great volume, range and formats of potentially relevant research evidence and theory; and narrow interpretation of EBP being synonymous with academically-validated research.

Methods/ participants: The first paper details an evaluative systematic literature review (SLR) which focused upon the representation of EBP within empirically substantiated investigations and evaluations for practitioner EPs in the United Kingdom. Fourteen papers met search and inclusion criteria. The second paper explored how three local authority educational psychology services implemented evidence into practice using a 'task-and-finish group' process. Interviews with Principal EPs of the services were also analysed.

Analysis/ findings: Papers in the SLR represented EBP across three domains: EPs' understanding of EBP, methods for developing EBP, and directly contributing evidence for practice. Paper Two evaluates the process and outcomes of a 'task-and-finish group' that took as its starting point a significant piece of research relevant to educational psychology practice.

Conclusion/ implications: Paper One highlights the identified ways in which EPs can work across the 'research-practice gap'; implications for EP training are signalled. Paper Two demonstrates how EPs can take forward in practice the recommendations of published research. Paper Three outlines dissemination of the findings of this research.

Declaration

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Introduction

Aims, research questions, and research strategy

This thesis aims to explore how practitioner educational psychologists (EPs) engage, or develop, the professional requirements for using evidence-based practice (EBP) and working in an evidence-based way. This research was originally commissioned, within The University of Manchester's research commissioning process, by educational psychologists working within the north-west of England (Woods, 2022). The researcher author of this thesis developed the direction of the research, strategy, and methodology.

The overall thesis comprised three papers, two of which (Paper One and Two) were written with the intention to submit for journal publication purposes. Journal guidelines for the presentation of these papers from 'Educational Psychology in Practice' were followed. At present, there remains a gap in the literature regarding how EPs enact the requirements for working in an evidence-based manner; the primary aim of this thesis is to examine the ways in which EPs translate research evidence into practice. In terms of research strategy, Paper One is a systematic literature review (SLR) which explored how EBP is represented within EP-focused literature. Paper Two is an empirical study which utilised action research methodology to explore the process of translating research evidence is translated into practice. Paper Three reflects upon EBP and outlines a dissemination strategy. The researcher uses the definition of EBP from the American Psychological Association (APA): "Evidence-based practice is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences" (APA, 2006, p.273).

Paper One is a scoping SLR; this was due to the varied nature of the papers that were meeting search criteria. The SLR aimed to provide an overview of what type of research and methodological choices were represented in the literature written specifically for educational psychology and EPs. Analysis from Paper One (Cowper & Woods, submitted) revealed how EBP is represented in three ways: consideration of EPs views of what EBP is; making explicit contributions to the evidence-base through empirical studies; and suggesting methods for EPs to use in the EBP endeavour. Paper Two followed on from the findings in Paper One, and documented how two local authority educational psychology services (EPSs) integrated a piece of previously commissioned evidence (Shaw et al., 2021) to develop practice within a discrete area of supporting children of parents in prison (CoPiPs). Paper Two explored the

research question, ‘how does a collaboration of EPSs translate EP-commissioned research evidence into practice?’. Ethical approval for the research was granted by The University of Manchester and as such relevant documentation is denoted in Appendix A and Appendix B. Ethical considerations were made to ensure that any risk to participating psychologists would be low. The research in Paper Two followed an action research methodology (Research and Development in Organisations [RADIO] model; Timmins et al., 2003) and there were four planned stages to the research which included meeting with the principal EPs (PEPs) at each service, delivering training to both EPSs during team meeting time, and formation of a task-and-finish (TaF) group with the aim to develop practice for respective services. A TaF group is a group which delivers an objective in a time-limited manner.

Paper Three further discusses the concept of EBP within educational psychology practice, including proposed methods to disseminate the findings from Paper One and Paper Two.

Researcher’s background, relevant experience, and rationale for engagement

Before becoming a trainee educational psychologist on the Doctorate in Educational and Child Psychology at The University of Manchester, the researcher held varied previous job roles including teaching English as foreign language in China, supporting children and adults with learning disabilities, and as an assistant educational psychologist working within a local authority educational psychology service.

The researcher’s interest within the concept of ‘evidence’ arose following working as an assistant EP and supporting a qualified EP in a literature search pertinent to an upcoming tribunal case. From this experience, the researcher considered what ‘evidence’ is, as it appeared to be somewhat subjective and yet so pertinent in decisions made about children’s educational provision. The researcher’s interest in how psychologists use EBP in their daily practice was fostered, alongside a perceived variance in beliefs. Through this thesis, the researcher aimed to explore this in more detail, and consider how evidence is represented by the profession and how evidence is translated into practice.

Evaluation of ontological, epistemological, and axiological stances

Ontology, epistemology, and axiology concerns how individuals perceive and understand the world and it is important to consider the meaning and basis for these concepts when engaging in research to further extend understanding of what is being researched. Ontology refers to the "nature of reality" (Mertens, 2007, p. 215) and creates the basis for how individuals make sense of our realities. Epistemology refers to the ways in which knowledge can be gained, through research and enquiries, and shared (Cohen et al., 2018). Axiology reflects the values an individual holds, and incorporates beliefs such as ethics and morality (Cohen et al., 2018). This is important during the research process as such values will influence how the research is conducted, and acknowledging the overall impact of the researcher upon the shape of the research. In this case, the researcher aimed to conduct the empirical side of the research alongside participants in a collaborative sense, to allow the principles and beliefs of those taking part in the research to permeate and shape the findings. Alternative ways to approach the research were considered. For instance, one consideration was to be more directive; having a specific pre-designated research 'output' aim defined at the outset of the project (such as creating a training package). This approach's potential benefits and limitations were considered. In the case of having a more directive aim, a potential benefit may have been a heightened focus on the creation of a project 'output'. However, such an approach may not have created an effective project; EP services operate differently and EP work is idiographic in nature and needs. A directive approach may have not necessarily been realistic when considering these contextually based factors. It does not also reflect the ways in which EP services and EPs receive and use research. Therefore, a less directive approach, and use of action research and qualitative data gathering methods were utilised in order to understand the process and the project 'outputs' were driven by the participants.

Research methodology and findings have traditionally originated from the basis of a positivist approach; the belief that knowledge is conceptualised as "a single tangible reality – one that can be understood, identified, and measured" (Park et al, 2020, p.691). This paradigm endears the notion that by rigorous scientific inquiry, usually through hypothesis testing, a universal objective truth (i.e., 'knowledge') can be formed. This 'knowledge' is unaffected by individual experiences and indeed a separation of subjective experience and influence from participants or researchers is adopted.

Interpretivism can be considered the opposite of positivism; this assumes that knowledge is created by individuals within a social world. It is the way that individuals make sense of the world which leads to knowledge being formed. Interpretivism accepts that there are multiple truths and realities (as constructed and understood by different individuals in differing circumstances) therefore there is no true objective truth (Levers, 2013).

A purely positivist view was not appropriate for this research as, stated above, the underlying aim of the research was to explore how 'evidence' was conceptualised and presented within the literature and how EP services and EPs make sense of research which would include the researcher's interpretations, and also participants. Robustly and scientifically validated evidence is also scarce within an educational context, and such existing studies and results may not always translate across situations involving unique circumstances and needs. A purely interpretivist approach would also not be appropriate as the research concerned 'evidence' underpinned by the profession's regulatory body the Health and Care Professions Council (HCPC; 2015) which positions a practising psychologist as a scientist-practitioner (Lane & Corrie, 2006). The premise of EBP is that there is the underlying need for 'best available research' and an 'integration' of this within context, therefore an epistemological approach which allowed for this was used.

This research has been undertaken from a critical realist position whereby an understanding of the world (or knowledge) has been constructed by the research alongside the belief that the "world exists independent of what we know or think about it" (Pilgrim, 2020, p 3). Inherent in the nature of 'evidence' and what constitutes this, is that there is a likelihood or 'truth' which provides a way of reconciling different interpretations of a scenario (Miller & Fredericks, 2003). Critical realism allows the research to have taken shape and recognises that participants involved have their own professional knowledge, experiences, and ways in which they work. Critical realism therefore impacted upon the way research was undertaken. For instance in Paper Two, the participants were given autonomy to work with the presented research in a way that made sense to them in their professional context whilst still maintaining a view on the original implications of the research being 'translated'. Critical realism aligns well with the action research methodology and qualitative data gathering methods used during Paper Two (Dick, 2004).

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Paper One: The representation of evidence-based practice for practitioner educational psychologists in the United Kingdom

Professional regulatory bodies of educational psychology highlight the necessity for practitioner educational psychologists to engage with and adhere to evidence-based practice. This scoping systematic literature review aims to explore how evidence-based practice is represented, both directly and indirectly, within educational psychology practice. Fourteen papers met the review's inclusion criteria and were critically appraised. Evidence-based practice was represented in the literature in three ways; exploring educational psychologists' understandings of evidence-based practice, providing methods to engage in evidence-based practice, and making a contribution towards evidence-based practice. Implications of these representations for practising educational psychologists are discussed, including specific considerations of the 'research-practice gap' and the relevance to practice of 'rigour' within research.

Keywords: evidence-based practice; educational psychologist; educational psychology; school psychology; research

Introduction

The concept of evidence-based practice (EBP) has emerged within academic literature since the 1970s and is relevant to educational psychology practice amongst other professions such as health, nursing, and social care. The manner in which EBP is defined originates from a medical perspective and the concept of evidence-based medicine. Here, the idea of 'evidence-based' referred to the integration of "individual clinical expertise and the best external advice" (Sackett et al., 1996, p.71) and the judicious manner in which evidence should be utilised alongside the individualised needs of the patient. In 2005, the American Psychological Association (APA) organised a task force with the purpose to both align psychology with other professions embodying EBP and produce a definition/concept that could be applied to psychological practice: "Evidence-based practice is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences" (APA, 2006, p.273).

It is accepted that educational psychologists (EPs) have a role to play in developing EBP for children's services (MacKay, 2002; Fallon et al., 2010) and they are themselves required to engage in EBP by the professional bodies that govern them (HCPC, 2015; BPS, 2017). The

British Psychological Society (BPS, 2017) explicitly states in practice guidelines how research provides the evidence-base for the practice of psychology and how this informs all stages of practice i.e., core competencies such as assessment, formulation, intervention, evaluation, and communication. The role of a practitioner psychologist within research is not clearly specified. However, the broad nature and importance of identifying the quality of research is highlighted, "Research methods in psychology vary from qualitative observation to quantitative scientific method, so it is important to distinguish the nature and quality of the evidence underpinning any knowledge or techniques being applied" (BPS, 2017, p.11). Similarly, Gulliford (2015) discusses the nature of evidence in relation to educational psychology and exemplifies use of other research approaches such as single-case experimental designs. EPs engaging in such research can contribute to understanding individual case studies, and also help to build knowledge across the profession. Gulliford (2015) discusses the importance of 'rigour' (research quality) within research, and outlines that focus should be on the quality of research in its own terms rather than debating methodological choices. The concept of research quality acting as a warrant to knowledge claims and in turn the safety and effectiveness of practice is further reflected by the United Kingdom-wide Research Excellence Framework (REF, 2019) which signals the high value placed on research quality within higher education institutions.

EPs are required to work within the remit of EBP to ensure that services provided to those they work with are known to be appropriate, safe and efficient (Frederickson, 2002; Woods et al., 2014). In general, across the scope of EBP, it has been anticipated that EBP would lead to a reduction of inconsistency of treatment by different practitioners in relation to the same presenting problem (Fox, 2002; Russell et al., 2012). This can be supported by the development of EBP protocols which offer a greater degree of specificity, and therefore clarity, than do broader models of, or principles for, professional practice. The striving for consistency of service and care is important in the context of governmental/ political agendas to improve public services, and of regulator/ professional body concerns to ensure that psychological professions remain credible (Fox, 2002).

At present, there are different approaches and understandings relating to the concept of EBP (O'Hare 2015), including some approaches with an emphasis upon the use of 'practice-based' evidence (Fox, 2011). Therein emerge issues of how EPs view and engage with evidence as a profession and who commands the capacity to advance research. Frederickson (2002) suggests that practitioner EPs should have the professional skills to advance research.

Frederickson proposes the use of an 'hourglass' model (from Salkovskis, 1995, as cited in Frederickson, 2002) which serves as a framework for research approaches that practitioner EPs, as "consumers" or "producers" or "commissioners" of research, can use to contribute to educational psychology's evidence-base. This model posits that the development of inquiry follows three phases that can be compared to the top, middle, and bottom of an hourglass. The top of the hourglass represents initial phase studies and small scale research, such as case studies, and aims to develop theories and practice of an approach/idea. The narrower middle of the hourglass represents more rigorous research with higher levels of internal reliability and validity, such as randomised controlled trials and other experimental designs. The bottom of the hourglass represents how this research can be generalised, applied to different contexts, and display external validity. Woods (2018) observes that the move in 2006 to research-based (doctoral) initial professional training for EPs provides the appropriate capacity by which to promote evidence-based practice within the profession, driven by the needs of the profession.

In 2002, a special edition of the journal '*Educational and Child Psychology'* entitled 'Educational Psychology and Evidence' was published. The edition aimed to discuss what the concept of 'evidence' meant to EPs, including how they use it and whether they create it. Following this issue, Fox (2003) provided additional discourse around evidence-based EP practice and discusses potential challenges for EPs to work in an evidence-based way including EPs' perceptions of themselves as practitioners. In 2011, Fox proffers a further challenge to the concept of EBP for EPs in the idea that evidence comes only from academically oriented research and the practical limitations of randomised controlled trials.

Against this background, this study looks at both direct and indirect representations of EBP within published research on EP practice over the last 20 years with the research question, "How is evidence-based practice represented within empirically substantiated investigations and evaluations for practitioner EPs in the United Kingdom?"

Method

Search strategy

Due to the breadth of how EBP could be presented in the literature, the Preferred Reporting Items for Systematic Reviews and Meta Analyses extension for Scoping Reviews (PRISMA-ScR) guidelines (Tricco, 2018) were followed. A scoping review in this instance was

appropriate due to the “heterogeneous nature” (Peters et al., 2015, p.141) of the topic. The following seven databases were searched between November 2020 and January 2021: PsychInfo, Education Resources Information Centre (ERIC), British Education Index (BEI), Applied Social Science Index and Abstract (ASSIA), PubMed, Web of Science and Google Scholar. The following search terms were used: “evidence-based intervention*" or "evidence-based practice" or "evidence-based program*" and “educational psycholog*”. Academic experts in the field of practitioner educational psychology from within the host university were also consulted, which lead to the inclusion of one journal article and one doctoral thesis.

Initially, very high numbers of research papers were returned using the identified search terms. Therefore the search terms were limited to journal titles, abstracts, and keywords, in order to identify research papers where there was a clear and primary claim to significance in relation to EBP. This identified 132 papers and following removal of duplicates, 85 remained. The 85 papers were then screened against the following inclusion criteria:

(1) Research based in the United Kingdom
(2) Research for (not necessarily by) educational psychologists
(3) Focus upon research that made an empirical contribution

Following this process, a total of 14 papers were identified for inclusion.

Critical Appraisal

Critical appraisal is not necessarily an essential feature of a scoping review due to the range of potential research included. However, due to the nature of this review, with a focus upon EBP and the importance of rigour, all of the included papers (n=14) were systematically critically appraised. Quality of the research (in terms of study design, methodology, analysis, and conclusions drawn) was appraised using published frameworks. The University of Manchester Critical Appraisal Frameworks for qualitative (Woods, 2020a) (see Appendix C) and quantitative (Woods, 2020b) (see Appendix D) research were used alongside the Joanna Briggs Institute Critical Appraisal Checklist for Systematic Reviews (Aromataris et al., 2015) depending upon the research methodology. The author and their supervisor appraised all of the papers independently and then discussed. Agreement within scoring measures on the frameworks ranged initially from 87% to 100% before reviewing, to 98-100% afterwards. This score formed a result for ‘Weight of Evidence A’ - “the coherence and integrity of the

evidence in its own terms" (Gough, 2007, p.223). To allow for variations in the appraisal frameworks, the maximum score each paper received was split into thirds. If a paper scored in the lower third, it was deemed to be 'low' quality, middle third equated to 'medium' quality, and upper third was 'high quality' (e.g., on the qualitative framework, the maximum score was 20, so if a paper scored between 0-6 it was low quality, between 7-13 was medium quality, and 14-20 was high quality).

Data extraction and synthesis

The author read all of the papers, and extracted from them the key information in order to produce a summary table (see Table 1 below). Both the author and their supervisor read all of the papers in detail separately and discussed each of them in order to identify salient themes and issues to produce a narrative synthesis related to the research question. Narrative synthesis involves 'telling the story' of the findings from a set of studies (Popay et al., 2006). In this sense, the narrative synthesis ('story') was created when the author and their supervisor discussed the papers together. The author and supervisor possess professional and academic backgrounds in practitioner educational psychology, privileging a level of insight to issues of evidence-based practice in the field. This did not explicitly focus upon the findings of the individual research, but more so the way in which EBP was operationalized and represented. As EBP was sometimes not the primary objective of the literature, the process involved the author's and supervisor's interpretation of the story. The author and supervisor sought to explain and conceptualise how these pieces of research appeared to portray, or 'understand' EBP, and whether there was any consistency across the literature identified.

Through this process three main themes relating to the representation of EBP were identified: EPs' understanding of EBP, methods for developing EBP, and direct contributions to the evidence-based of practice.

Table 1. Summary of included papers.

Author and year	Representation of EBP	Aims and focus of study	Method/research design	Findings	WoE A
O'Hare (2015) – Phase One	EPs' understandings of EBP	To consider TEPs' and EPs' abilities to critically appraise research and what influences their judgement.	Pre-experiment	TEPs and EPs judged an article's written quality and scientific reasoning more positively when it was accompanied by an image of a brain. No differences by participant level of professional education.	Medium
O'Hare (2015) – Phase Two	EPs' understandings of EBP	To measure TEPs' and EPs' attitudes towards EBP using the Evidence-Based Practice Attitudes Scale.	Survey	TEPs have more positive attitudes than qualified EPs towards EBP; doctoral-level trained EPs have more positive attitudes towards EBP than EPs trained to masters level.	Medium
O'Hare (2015) – Phase Three	EPs' understandings of EBP	To observe five practising EPs to understand how EBP is	Focused Ethnography	Five overarching observations were made: 1) The use of standardised assessment; 2) EPs	High

		represented in their daily practice.		observing others; 3) Discussions about research; 4) Using numbers to show change; and, 5) Talking to others.	
O'Hare (2015) – Phase Four	EPs' understandings of EBP	To interview five EPs about their attitudes and understanding of EBP.	Interview	Six themes emerged: 1) the 'research assumption'; 2) sources of evidence; 3) research; 4) conflict; 5) doing criticality; and, 6) communities of evidence-based practice.	High
Kennedy and Monsen (2016)	Methods for EBP	To describe the premise of 'Problem Based Methodology' and its utility to help practitioners with the integration aspect of EBP.	Discussion piece including limited case study data.	PBM helps understand how practitioners integrate research, expertise, and client choice by analysing decision-making processes ('Theories of Action'). When identifying interventions, participants consider factors beyond 'best available evidence' including intervention acceptability and implementation.	Medium
Boyle et al.	Methods for	To exemplify the process	Systematic	Systematic reviews and meta-	High

(2016)	EBP	of carrying out a systematic review and meta-analysis.	review	analyses could be a useful tool to analyse research and establish effect size across different studies. Such reviews can be used to find and evaluate available research in a transparent manner.	
Dunsmuir et al. (2009)	Methods for EBP	To describe the usefulness of Target Monitoring and Evaluation (TME).	Analysis of pupils' TME forms	Pupils made progress on the majority of targets set. TME is a promising method to evaluate pupil progress.	Medium
Frederickson (2002)	Methods for EBP Contributing to the evidence base for practice	To discuss goal attainment scaling (GAS) as a method for evaluation of practice/intervention. To emphasise how EPs can engage in research exemplified by a small-scale study.	Discussion piece including small-scale study data	To implement EBP into EP practice, EPs will need to evaluate interventions and pupil outcomes. Further training and CPD around engaging in research is recommended.	High
Styles (2011)	Contributing to	To establish whether the	Literature	Research rigour (e.g.,	Medium

	the evidence base for practice	intervention Social Stories™ could be recommended confidently by EPs as part of EBP following a review in 2004.	review	experimental group designs) for Social Stories has improved since 2004. However studies had low levels of ecological validity, therefore further research was recommended.	
Weeks et al. (2017)	Contributing to the evidence base for practice	To explore the success and outcomes of a group CBT-based intervention in a school setting using quantitative and qualitative measures.	Pre-experimental mixed methods evaluation	Quantitative measures did not necessarily show a positive impact compared to qualitative measures. EPs can identify pupils for and supporting school staff through the process of delivering a CBT intervention – from planning to evaluation.	Medium
Towers (2018)	Contributing to the evidence base for practice	To give an overview of current research on short- / long-term outcomes for children born preterm, and on evidence-based interventions for education.	Literature search	Interventions for children born preterm need to be considered on an individual basis and likely involve multi-agency working. EPs can consult with, and train, parents and teachers. EPs can contribute to literature regarding	Low

				outcomes and developing effective interventions for preterm children.	
Robinson and Bond (2017)	Contributing to the evidence base for practice	To establish the type, focus, and quality of school-based ASD intervention research and how research supports implementation of interventions in a school setting.	Literature review	12 interventions for academic, social communication, and behaviour were included. Half of these were considered to be low quality research. Studies also omitted potential challenges to implementation in the classroom such as student characteristics and delivery by a school-based professional.	High
Robinson et al. (2018)	Contributing to the evidence base for practice	To establish the degree to which EPs in the UK and Ireland use 31 evidence-based interventions for children with ASD and what influences the decision to do so.	Survey	EPs were involved in implementing approx. 75% of identified interventions, which tended to be ones that could be easily implemented in the classroom by school staff, most commonly: visual supports, social stories, reinforcement, modelling,	Medium

				antecedent-based interventions, prompting, and social skills training. EPs considered the child's individual needs and school context.	
Anderson and Tyldesley (2019)	Contributing to the evidence base for practice	To explore whether there was consensus between EPs in relation to competencies needed during initial training for working with children with sleep deprivation.	Survey using the Delphi technique	There was consensus around five areas pertaining to intervention, outcomes, and assessment. A function of the EP role is to contribute to evidence-based sleep interventions and improve outcomes.	Medium
Baker and Bishop (2015)	Contributing to the evidence base for practice	To examine the experience of children with extended periods of school non-attendance.	Semi-structured interviews	Children reported experiencing fragmented support for their non-attendance, being disbelieved, and feeling punished.	High
Landor (2011)	Contributing to the evidence base for practice	To gather perceptions of EPs recently qualified in Scotland regarding how effective and impactful	Email Survey	Most EPs reported their research had a significant impact on their own professional development. Over half of EPs considered that	Medium

		their Masters level research was.		their research had little impact beyond this.	
Vivash et al. (2018)	Contributing to the evidence base for practice	To explore ways in which children's speech, language and communication needs (SLCN) can be supported in schools and whether EP practice can be realigned to do this.	Mixed methods including focus groups, classroom Observations and questionnaires	Respective responsibilities for supporting children with SLCN and how provision can be best delivered is unclear.	High

Findings

EPs' understandings of EBP

O'Hare (2015) uses a mixed methods approach to explore EPs' understandings and use of evidence in practice through four phases: an experiment, an attitude scale, and a focused ethnography with participant interviews.

Using EP participants, O'Hare's phase 1 study (2015) replicated a study by McCabe and Castel (2008) in which participants rated fictional cognitive neuroscience articles. Similarly to the original study, participants rated articles that included brain images as having higher levels of scientific reasoning than articles that did not include a brain image. O'Hare (2015) posits that his findings "clearly indicate that EPs do not have the requisite skills in working with and appraising research" (p.192). However, the task used was originally devised for undergraduate students and the methodology used did not explicitly relate to EPs' practice and/or concerns. Therefore it cannot be assumed that the stimulus materials would elicit profession-specific faculties or perspectives. Another acknowledged limitation of O'Hare's (2015) phase 1 study lies in the demographic of participants as 47% of questionnaire respondents were trainees, rather than qualified psychologists. Although O'Hare acknowledges this confound, it would have been useful to see comprehensive statistical analyses pertaining solely to qualified EPs. In summary, whilst the fundamental idea of O'Hare's (2015) replication is sound, further exploration with qualified psychologists, using research examples relevant to EP practice, would provide better insight to the critical evidence evaluation skills of EPs.

Phase 2 of O'Hare's study involved measuring EP participants' attitudes towards EBP using the Evidence-Based Practice Attitudes Scale. This scale, developed by Aarons (2004), was originally created for Mental Health Service professionals in a US context. O'Hare adapted the scale to better suit EPs in a UK context (e.g., changing US wording of 'state' to 'local authority'). O'Hare's phase 2 study directly followed on from the same online questionnaire as Phase 1 meaning that 42% of the respondents were trainee, rather than qualified/ experienced, EPs. O'Hare goes on to report trainees as having more positive attitudes towards EBP than qualified EPs, and doctoral-level trained EPs as having more positive attitudes towards EBP than EPs trained to master's level. However, two apparent limitations are not accounted for: first, our evaluation indicates possible inadequate sample size to power the

specific t-test analyses carried out (cf. Cohen, 1992); second, the inclusion of current trainee EPs in the category of doctoral-level trained EPs occludes subsequent inference made regarding doctoral EPs as having more positive attitudes. Nonetheless, O'Hare's Phase 2 study presents an honest attempt to obtain a standardized view across a population of EPs, using a validated measure that had been previously trailed with other professionals.

O'Hare's Phase 3 study was a focused ethnography, entailing the researcher observing and having informal discussions with five practising EPs. The researcher spent two full working days with each participant and observed them engaging in their general daily practice. From this, five overarching observations were made: 1) The use of standardised assessment; 2) EPs observing others; 3) Discussions about research; 4) Using numbers to show change; and, 5) Talking to others. However, an apparent limitation is that the approach employed may have been quite disruptive and/or intrusive for the participants. The participants were observed during an opportunistically-sampled two-day period of normal practice, which might have limited what activities were observed by the researcher and restricted opportunities for informal discussion and sharing meaning regarding how EPs perceived EBP. For example, the EP role is thought of as having five key functions (i.e., consultation, assessment, intervention, training, and research). O'Hare indicated to participants that they need not show interesting things to observe, it's possible that the observer may not have been observed delivering services across the range of EP practice, some of which may have elicited a different view of what EBP means to them.

Phase 4 of O'Hare's (2015) research consisted of a thematic analysis of interviews with the five EP participants, based upon findings from the Phase 3 focused ethnography. A thematic map with six themes was created: 1) the 'research assumption'; 2) sources of evidence; 3) research; 4) conflict; 5) doing criticality; and, 6) communities of evidence-based practice. O'Hare (2015) details how a 'research assumption' was particularly prominent throughout the interviews. This was described as the EPs' automatic assumptions that 'evidence' was synonymous with research outputs (e.g., research papers in peer-reviewed academic/ practitioner journals) (cf. also Fox, 2002). However, as the interviews were based upon a restricted range of observations from the focused ethnography, participant interview data may have been correspondingly limited in scope, possibly excluding key areas of practice relating to their thinking about EBP.

Methods for EBP

Kennedy and Monsen (2016) argue that problem based methodology (PBM) could be used as a way to reconcile two identified issues around EBP, namely, the weighting of certain types of research methodology (i.e., randomized control trials as 'gold standard'), and lack of actionable terms for how a practitioner-researcher would integrate research evidence with their own expertise and client perspectives.

Kennedy and Monsen (2016) suggest that applying EBP within professional practice requires conscious and unconscious complex cognitive and affective strategies. They relate this process to 'Theories of Action' (ToAs) defined by the authors as the governing variables of these cognitive and affective strategies. The authors then go on to explain how PBM involves uncovering ToAs. However the PBM field is narrowly researched with the majority of research reported by the original proponent of PBM. Kennedy and Monsen (2016) do acknowledge this shortcoming and explain it as being due to complexity and lack of familiarity with the PBM approach.

Kennedy and Monsen (2016) deploy a somewhat underdeveloped practice case study to demonstrate the utility of PBM, though arguably this does not provide a comprehensive exemplification since there is a lack of information regarding the PBM process, coupled with a lack of contextual information (e.g., participant characteristics/ selection; length of intervention). The argument for using PBM as an aid to elucidating ToAs is therefore not convincingly demonstrated and crucially, the authors do not make explicit within the case study how PBM has provided a solution for the author-identified issue around EBP, i.e., the integration of research evidence into practice. Given the focus of the presented case study upon EP research within practice, it is unclear whether the focus upon PBM relates primarily to the use of research methods within practice, rather than, as per the APA (2006) EBP definition, drawing upon externally available research to support best practice more generally (be that EPs' practice of research or any other role function such as assessment, consultation, intervention or training). Overall, whilst the authors highlight potential utility of PBM to the enactment of EBP in professional practice, the weakness of the included case study and narrowness of background literature and supporting research indicate a need for further research to establish the utility of PBM as a method to support EPs' enactment of EBP.

Frederickson (2002) proposes the use of goal attainment scaling (GAS) as a method for evaluation of practice and way to establish how effective an intervention is. GAS was initially developed by clinical psychologists to measure the outcomes for mental health interventions (Kiresuk & Sherman, 1968). It involves identifying a focus for intervention, then creating goals and expected levels for outcomes related to the initial focus and evaluating these via five levels of possible outcome (much more/less than expected, more/less than expected and achieving the expected level). Frederickson (2002) contends that this approach can be transferrable to EPs as the principles are familiar to typical EP practice/ techniques. Frederickson (2002) suggests that GAS can be used to collect information on the efficacy of interventions for different client groups and that educational psychology services can build these types of research projects into case-work and use as a focus for consultation. This was employed by Imich and Roberts (1990) in evaluating the effectiveness of a behaviour support teaching service. Imich and Roberts also showed how clear tabulation of goal outcomes across pupils (showing the percentages achieving much less than expected success, somewhat less than expected success, expected levels of success etc.) can provide an effective alternative means of collating information to the calculation of summary scores. A similar approach is suggested by MacKay et al. (1993) in order to summarise individual progress on different goals without making assumptions about the level of measurement involved in the GAS scales, as there is some debate about this in the literature. Dunsmuir et al. (2009) describe how Target Monitoring and Evaluation (TME), a system based on GAS, can be used to evaluate outcomes of a wide range of interventions and be implemented into routine EP service delivery which aligns with the principles of EBP and accountability. TME, like GAS, involves setting SMART (specific, measurable, achievable, realistic, time-limited) targets that link with proposed intervention strategies. The difference is within the scaling system; a range of measurements can be used such as Likert-scales, observations, or National Curriculum targets. According to the scaling system used, targets are assigned a baseline rating 'B' and an expected level 'E' (after intervention). Upon the review, the target is given an actual score 'A'. In their study, the effectiveness of EP and Assistant EP (AEP) participants using the TME system was considered. The authors looked at 283 targets set and analysed the extent of progress made. Targets were also coded against the Department for Education and Skills (DfES, 2003) 'Every Child Matters' outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being). The authors conclude that both AEP and EPs had a significant positive effect on the target outcome (i.e., the actual scores were higher than the baseline scores and meeting expected

scores). The AEPs' targets exceeded expected outcomes (i.e., the actual score surpassed the expected) which could be explained by AEPs having extra time to support the interventions. Quality of SMART targets was a point of discussion, whereby the authors discuss wider training implications if EPs were to embed such monitoring approaches into daily practice. The authors conclude that use of TME can support EP practice in being accountable, cost-effective and safe.

Boyle at al. (2016) exemplify the process of carrying out a systematic review and meta-analysis. The authors aim to provide insight into how to undertake research using this methodology by providing a pro forma alongside commentary to explain any decision making along the way. The authors discuss why reviews and meta-analyses can be important to EPs, including how their own meta-analysis provided information to the Scottish government to help inform future provision and budgets for children with ASD. Furthermore, the authors discuss how EPs should develop the skills necessary for carrying out SLRs (e.g., within professional training) and understand quality assurance in such reviews (i.e., what a good SLR looks like and why the 'quality' of an SLR matters).

Contributing to the evidence base for practice

Using a literature review method, Styles (2011) evaluated research outlining the use of the Social Stories^{TM} intervention. The author's aim was to ascertain whether this intervention could be recommended confidently by EPs as part of EBP. This study included 51 articles that were published in peer-reviewed journals. The included articles were critically evaluated with reference to areas of weaknesses reported in four previous Social Stories^{TM} intervention reviews identified as: study design and control; participant and social environmental issues; construction and presentation of Social Stories^{TM}; maintenance and generalization; and ecological validity. It is unclear, however, exactly what weaknesses appeared in each area and how consistently they appeared across the previous reviews. Furthermore, Styles' (2011) review inclusion criteria or the search time period of time are not specified. It is apparent that some of the included research falls within the time period of previous reviews which weakens Style's (2011) claim that subsequent research has not addressed previously identified areas of methodological weaknesses. Indeed, it could be argued that the proximity of previous reviews to Style's (2011) own review does not, given publication timescales, allow an adequate

amount of time for researchers to address previously identified areas of methodological weaknesses.

Towers (2018) aimed to contribute towards EBP by giving an overview of current research literature regarding the short- and long-term outcomes for children born pre-term, and by making suggestions for evidence-based interventions which an EP can recommend and support. The research refers to a bio-psychosocial approach utilised within the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY) to identify additional needs in childhood. This framework is used to formulate areas of discussion for the outcomes of pre-term children. The research provides a succinct overview of a selection of relevant literature with a clear aim in regards to making a contribution towards EBP. However, when critically appraising this piece of research against a framework for evidence reviews (i.e., Joanna Briggs Institute Checklist for Systematic Reviews and Research Syntheses; Aromataris et al., 2015), there are significant omissions around the execution of the review. For example, no clear methodology, search strategy, or inclusion criteria are outlined therefore it was not possible to establish whether this represents a balanced picture of the literature available. The review was also not conducted by two or more reviewers independently.

Weeks et al. (2017) explored the success and outcomes of a group CBT-based intervention in a school setting using quantitative and qualitative measures. This research introduced the legislative background around promoting mental health and wellbeing in children and young people and linked this area of need to the current study which aimed to evaluate the utility of a CBT-based intervention. The authors used a 'bespoke' intervention delivered to two groups of children (with two non-specified comparison groups) and gathered both qualitative and quantitative outcomes evaluation data. However, lack of clarity regarding the CBT intervention used makes the research less robust and replicable. Though the authors acknowledge the unfeasibility of inferential statistical analyses on account of inadequate sample size, comprehensive descriptive quantitative outcomes analyses are not provided, which obscures the quantitatively measured effectiveness of the programme. Qualitative outcomes data provide modest evidence towards positive outcomes of the programme, though there is no detail at all on the process of qualitative data analysis (or correspondingly its credibility or trustworthiness), and the qualitative interview data were collected face-to-face by the researchers who ran the intervention, raising the strong possibility of social desirability response bias.

Frederickson (2002) emphasised the importance of EPs reading and producing research evidence and conceptualised this research as being at the 'narrow part' of the aforementioned hourglass [in introduction from Salkovskis, 1995, as cited in Frederickson, 2002]. Frederickson (2002) exemplified this by referring to a small-scale study (conducted by the author which was in press at that time) which evaluated the intervention 'circle of friends'. Here, a wait-list comparison group design using two groups of children was employed to evaluate the intervention. Trainee educational psychologists were involved in training school staff and setting up the intervention. Different standardised assessment measures were used to evaluate impact during the original study, however for the purpose of this illustration, Frederickson refers to one measure of social acceptance in the classroom. The results of the intervention indicated a positive impact upon the children involved in the circle of friends intervention. Frederickson (2002) suggests opportunities for EP initial professional training programmes to conduct research to compile evidence for new interventions in practice.

By conducting a literature review, Robinson and Bond (2017) investigated the type, focus, and quality of school-based autism spectrum disorder intervention research and how this research supports interventions being implemented in a school setting. In total, 12 papers were considered during the literature review. The authors found that half of the studies included in the review were considered to be of low/weak methodological quality although credit that two-thirds of the studies involved interventions that the authors considered evidence-based from previous research. The authors highlight problems around the quality of qualitative research yet state that further qualitative studies should be carried out, without elaboration of why exactly this would be useful.

Robinson and Bond (2018) surveyed 146 EP practitioners regarding their use of 31 evidence-based autism interventions that were identified from previous systematic literature reviews. The authors' survey aimed to establish the extent in which EPs used the interventions and what factors impacted EPs' choice of intervention. The authors conclude that EPs do use almost 75% of these interventions. For the remaining 25%, EPs had not heard of, or used, these; authors acknowledge that the potential reasons for this were beyond the scope of their research. The authors conclude that EPs' choice of intervention can mainly be mapped onto a model of EBP which refers to: best available evidence; individual student characteristics, values and preferences; and resources and practitioner expertise. The authors call for further qualitative research regarding potential barriers to implementing interventions and also the approaches EPs use when planning interventions.

Anderson and Tyldesley (2019) contributed to the evidence-base by conducting an initial exploratory study using the Delphi technique. This aimed to establish if there was consensus regarding competencies, taught during initial training, that TEPs need to work with children with sleep deprivation. This paper highlights specific skills/areas for development. The motivation for this work is not made explicit and so perhaps raises the question of what prompts EPs to produce primary research as evidence to support best practice, and whether this stems from individual professional interest or knowledge gaps, or other need such as training/local concerns.

Baker and Bishop (2015) propose that pupil voice regarding school non-attendance is absent from research and aim to contribute to the evidence-base by interviewing four secondary school-aged children with historic attendance difficulties. The authors used semi-structured interviews and analysed views collected using Interpretative Phenomenological Analysis. They conclude that "previous studies appear not to have impacted on the recent school and support experiences of this sample of young people, questioning the extent to which current intervention practice is evidence-based" (p.364). Baker and Bishop do make reference to existing literature and research carried out in this area; however, it is difficult to link the issues in the findings and conclusions to the previous research due to a lack of specificity in the initial 'statement of the problem'. Consequently, this study seems to provide a modest extension of existing research.

Landor (2011) gathered the perceptions of recently qualified EPs in Scotland in regards to whether they felt their Masters degree dissertation research project had an impact upon practice. There was agreement between the participants that their research project had an impact upon their own professional development. However, over half of the participants felt that the research had no further impact beyond this. Landor discusses a potential "lack of positive research culture in psychological services" that had been discussed in other literature, and identifies the volume of statutory work and a lack of explicit valuing of research skills as, over time, eroding EPs' confidence and interest in "a core [research] remit".

Vivash et al. (2018) explored views upon, and enactment of, provision for children with speech, language and communication needs (SLCN) via focus groups, observations of classroom practice, and questionnaires to school staff. The authors note that perceptions of

provision differed to the practice observed within the classroom, highlighting a gap between aspirations of best, and actual, practice. The 'responsibility' for children with SLCN was also unclear between the professionals involved in the study. A large component of the study was based upon the opinions of different professional groups, such as EPs, speech and language therapists, and specialist teachers, which does not necessarily equate to a demonstration of effective speech and language provision. Furthermore, observations carried out within the study were not demonstrably rigorous and it is unclear how many schools these took place in. Information gathered through this research is mainly 'negative perception' and arguably limits the potential significance of the research.

Discussion

This review conceptualised ways in which EBP is presented in EP-focused literature. Following an exploration of the available research, 14 papers were included and analysed using a narrative synthesis approach. The research papers presented contributions across three domains: EPs' understanding of EBP, methods for developing EBP, and direct contributions of evidence for practice. This research highlights the possibility that EPs' perceptions and conceptualisations of EBP may be somewhat 'narrow'. From exploring EPs' perceptions of EBP, O'Hare (2015) suggests ways to expand EP perceptions providing an adapted model of EBP taken from organisational psychology (cf. Briner et al., 2009); also, making links between EBP and EPs' use of evaluation tools (cf. Frederickson, 2002 and Dunsmuir et al., 2009) that can be meaningfully integrated to daily practice. Furthermore case study research completed by practising EPs (cf. Weeks et al., 2017) offers insights to the viability of EPs engaging as research-practitioners within their core intervention practice.

The papers included in this synthesis can be seen to align with the definition of EBP referred to within this paper: "Evidence-based practice is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences" (APA, 2006, p.273). For example, with regards to best available evidence, some of the papers were deemed to 'contribute' to the evidence base by using practice-based case studies (e.g., Baker & Bishop, 2015; Weeks et al., 2017). This allows practitioner EPs to access research which is more contextually applicable and allow insight to the exact circumstances in which the interventions/enquiry took place. This aligns with the 'hourglass' model (from Salkovskis, 1995, as cited in Frederickson, 2002) whereby different types of research are

needed to gain a holistic view of what works, and within differing contexts. Overall, as per the APA (2006) definition, an important part of EBP is the practitioner integrating different sources of evidence to make the best informed decisions. The papers in the study allow sources of evidence and information in which practitioner EPs can base their decisions from within practice.

Research-practice gap

The research-practice gap, a detachment between what research says best practice entails and what is done in actual practice, is highlighted within this review (cf. Baker and Bishop, 2015). Practitioners such as EPs cannot necessarily easily translate findings from research to varied individual situations, due to the idiographic nature of case-work. EPs are practitioners involved in recommending interventions to support a wide range of needs and to fit unique situations and contexts (Miller &Frederickson, 2006). Woods et al. (2011) offer an insight that may reframe this problem upon considering research for specific interventions: "Therefore, research evidence in relation to the effectiveness of an intervention such as SFBT with particular types of child and family problems, provides a starting point, rather than the final word, for effective and safe practice"(p.10). Interestingly, in considering the research-practice gap for autism, Guldberg (2016) discusses the necessity to make situationally-specific modifications to experimentally designed research findings. Within this review, methods of bridging the gap and making adaptations to suit research within individualised contexts are proposed (e.g., problem-based methodology, goal attainment scaling).

Further to this, Style's (2011) research raises interesting points for EPs to consider regarding EBP, including the idea, arising from previous research, that case studies included as evidence were criticised as being 'anecdotal' and the implications of how interventions are adapted to fit context. Whilst evidence on effectiveness of specific interventions (e.g., Social Stories™) provides a useful starting point for the profession, it is also important to consider the 'real-life' practice context in which such elements typically form part of a larger multi-component intervention.

Academic rigour

Academic rigour, and ways to represent this, is important to allow a degree of trust and efficacy of research. The REF (2019) highlights three areas that are used to assess higher education's research outputs nationally - originality, significance, and rigour are all considered central to its value.

In this review, the predominant way in which EBP is presented in EP-focused literature is through contributions made to research either through literature reviews, or empirical studies. Of the 14 included papers, 10 were deemed to contribute in this manner. Appraised research papers (using frameworks to consider Weight of Evidence A i.e., Gough, 2007) ranged from being high quality (n=4), through medium quality (n= 5), to low quality (n=1). When considering research papers on individual merit, there are several shortcomings in academic rigour for those evaluated as medium or low quality, which raises a question about how familiar EPs, as research-practitioners, are with, conventional research reporting standards. The ability to produce robust research that will stand up to critical evaluation is more than an 'academic' concern since maintaining the conventional standards of rigour allows EP research to be as transferable as possible. This is a responsibility for the individual practitioner and also for journals that are explicitly directed for EP practice. EP journal reviewers also need to evaluate manuscripts according to established guidelines for research quality. Such frameworks are available from the Joanne Briggs Institute; Scottish Intercollegiate Guidelines Network; Specialist Unit for Review Evidence; Critical Appraisal Skills Programme. Engaging with broader national concepts (i.e., REF, 2019) would also allow a way to measure research quality. This would demonstrate the rigour of EPs' research contributions in order to support the robustness of its contribution to EBP by ensuring higher quality research is being presented in EP-based literature. At the same time, it is acknowledged that frameworks and guidelines are subject to development and sometimes academic debate and dispute.

Implications for practice

Understanding of EBP

As highlighted in O'Hare (2015), EPs' understandings of EBP appeared narrow and focused more on evidence from a research perspective than, for example, upon evidence from practitioner experience and patient preferences. O'Hare postulates that literature widely available to EPs may have skewed the meaning of EBP. On a wider level, it may be worthwhile considering the role of EP services within EBP to help broaden views of EBP. This could be through consideration of a service-wide EBP policy, or strategy. Further, specialist roles ('evidence champions') could be utilised to help reconceptualise EBP and to promote the dissemination academic and practice-based research into practice.

Methods for developing EBP

Within this review, methods through which EPs might develop EBP have been indicated (e.g., PBM, GAS, TME). Following Frederickson (2002), EBP can be developed in three ways: EPs can be considered as "consumers", "producers", or "commissioners" of research. In terms of "consuming" research, it is important to consider how practising EPs can access research. Doctoral theses are typically open access, however may, by their length and complexity, be considered less 'accessible'. Access to EP-focused journals can be costly. An objective for EPS leaders may be to form partnerships with local regional universities through which their service might improve and maximise access to journal articles so that EPs can "consume" relevant research. This in turn may also provide a way to support services as "producers" and "commissioners" of research (Woods, 2022).

Direct contributions

EPs do make direct contributions towards the evidence-base for practice. However the review shows some inconsistency in the quality of research that is produced. Supporting EPs to feel confident in, and skilled to, judiciously evaluate research quality might, in turn, encourage EPs to create and publish their own practice-based research, thereby extending its utility both within and beyond the profession. Within this review there is encouragement for EPs to become "producers" of research (e.g., Frederickson, 2002; Styles, 2011; Weeks et al., 2017) which will necessitate judicious selection of areas of research. If an EBP lead specialist role within services was established, this could help to identify appropriate research priorities which are warranted within the scope of local and national professional practice needs.

Limitations and implications for further research

The review considered the representation of EBP within EP-focused literature and to do so required a stringent search methodology; the papers included in the review explicitly mentioned the concept of EBP either in the abstract, title, or key words. It is possible that other research papers relevant to the understanding of EP representations of EBP were not identified through this method. However, the identification of the term 'evidence-based practice' within any place within an academic paper, given the term's ubiquitous and various use, would likely lead to a very insensitive detection of relevant research. The research included within this review represented the most obvious 'true positives' in relation to the research aim.

The review findings were produced through a narrative synthesis approach (Popay et al., 2006). This provides one view of the dataset co-created by both the author and their supervisor, which may not necessarily be replicated by other researchers, who, from a different stance, may read and interpret the research more or less similarly. We have endeavoured to demonstrate the credibility of our interpretation by making clear our own stances and background, and by making explicit within this report the links between our interpretation and the reviewed research.

Further research, following on from O'Hare (2015), to establish EPs' developing understanding of, and engagement with, EBP would be useful to further embed across the profession. Furthermore, research into the processes EPs use to implement research evidence into daily practice and service delivery (both "production" and "consumption") would have utility in tackling the 'research-practice' gap.

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Paper Two: Integrating evidence into practice: How does research translate into the practice of educational psychologists?

Practitioner educational psychologists are required to engage in evidence-based practice which involves the integration of best available research, contextual information, and professional expertise. This study documents the process of integrating a piece of research into practice and the notion of knowledge transfer using action research methodology. Two Local Authority educational psychology services were involved in the study and a 'task-and-finish' working group consisting of practising educational psychologists within these authorities was created. Research undertaken on a discrete topic (children with a parent in prison) was the focus. The findings highlight that integrating research into practice is not a straight-forward or linear process. Considerations are made around reconceptualization of evidence, the research-practice gap, and barriers/facilitators to use of this methodology. Future implications are discussed around how this gap can be bridged through forming academic partnerships with universities.

Keywords: evidence-based practice; educational psychology; action research; knowledge transfer

Introduction

Evidence-based practice

Evidence-based practice (EBP) derives from the principle of 'evidence-based medicine' which served the purpose to ensure that medical treatments were effective, efficient, and based on reliable evidence (Cochrane, 1972). EBP rose in particular prominence within the remit of psychologists following task forces created by the American Psychological Association (APA) in 1995 and 2006 (Task Force on Promotion and Dissemination of Psychological Procedures, 1995; APA, 2006). The overarching tenet described by the 2006 task force was that EBP in psychology would uphold effective practice and improve public health. A definition for psychologists was created which was based on existing definitions from medical literature: "Evidence-based practice in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (APA, 2006, p.273). The APA highlights particular issues that psychologists

may face when considering the generalizability of 'best available research' including: representativeness of research samples; methodological choices; limited research on specific interventions and protocols; and translation of results from controlled research settings to daily practice. Here it was accentuated that despite these problems, psychologists are skilled 'scientist-practitioners' with the expertise to integrate evidence obtained from research with information about the client and their context. With regard to methodological design, this would depend on the question being asked and different methodologies can be adopted to address a range of questions from different contexts (APA, 2006).

Evidence-based practice in educational psychology

O'Hare (2015) explored educational psychologists' (EPs') use of evidence within practice using a mixed methods approach. O'Hare concludes that EPs' understandings of EBP are narrow and assume that 'evidence' equates solely to published research. This does not align with the APA's view and consequent definition of EBP and also the wider meaning within medical literature. O'Hare (2015) further asserts the argument that this narrow view could be, in part, due to incomplete definitions of EBP within EP-focused literature (cf. Fox, 2003) that have neglected the integration of practitioner expertise/patient characteristics and focused instead on evidence as 'research'. O'Hare (2015) presents an expanded model of EBP taken from organisational psychology, comprising four main elements: (1) Evaluated external research evidence; (2) Practitioner expertise and judgement; (3) Perspectives of those affected by the decision; (4) Evidence from the local context (adapted from Briner et al., 2009 and Barends et al., 2014). The proposed model aims to help EPs reconceptualise, and expand, what they consider to be 'evidence' and engage in a broader understanding of the concept. O'Hare (2015) notes that EPs frequently do use wider-ranging sources of evidence, such as data from local schools and the views of experiences of children and young people, collected in skilful ways. O'Hare (2015) further notes that EPs displayed variability in their ability to judge research quality and further avenues to support professional development in honing these skills were suggested.

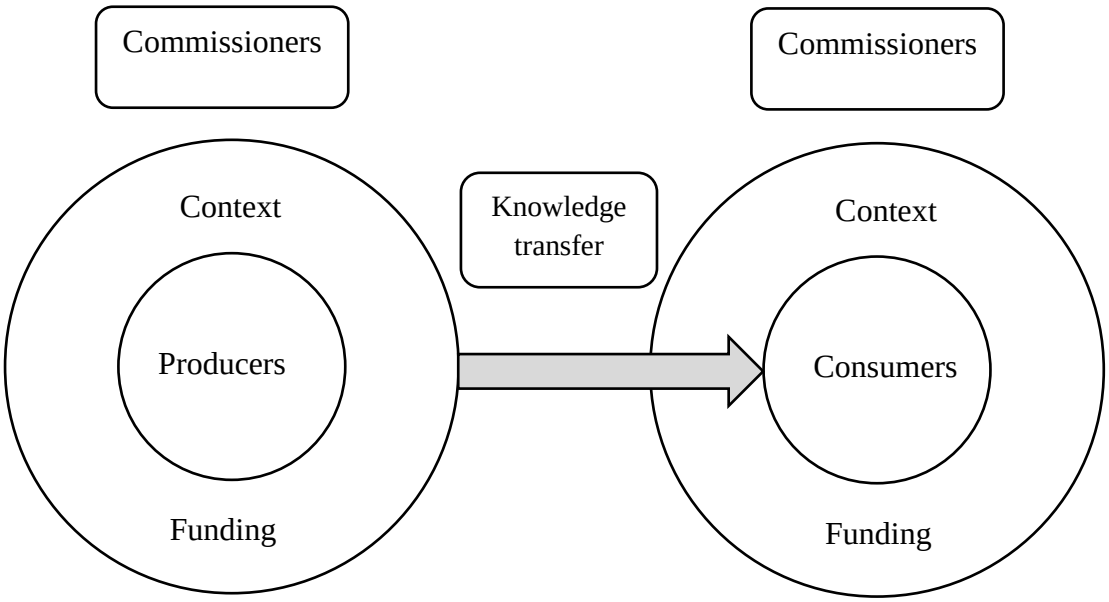
Research commissioning

Given that much research is funded and directed from government or large research organisations (e.g., Nuffield Foundation, Economic and Social Research Council) which may

not relate to a particular issue or context, Cowper and Woods (submitted) highlight the utility of research commissioning processes whereby EP services work with local/ regional university partners. They argue that such partnerships support EP services to obtain and use research that is contextually meaningful and thereby bridge the oft-referenced research-practice gap (Guldman, 2017); EP service links with universities would also support practising EPs (as research consumers) to access a wider range of research more efficiently. Furthermore, working with academic partners could support EPs to gain confidence in research appraisal ability, highlighted as the first element within O'Hare's (2015) model of EBP for EPs (see above). Bridging the research-practice gap requires 'knowledge transfer' the process in which information from research reaches intended and potential users (Becheikh et al., 2010). This can be difficult for EPs as casework typically presents embedded problems with a complexity of factors around them, whereby knowledge from existing research may be only generally relevant and fit imperfectly, or loosely, to the specific presenting situation (Frederikson & Miller, 2006). One example of a research-practice commissioning partnership is available from The University of Manchester's Educational Psychology Research Commissioning strategy which works alongside EP services, schools, and other settings to commission and produce research that is relevant to the practice needs of local/ regional EP services, EP-relevant organisations and schools (Woods, 2022). The current study documents one process of 'knowledge transfer', through a process of knowledge sharing, from the output of a previously commissioned piece of research.

A local authority (LA) within the North-West of England commissioned The University of Manchester to produce research to support vulnerable children, including those of parents in prison (CoPiPs). Whilst the aim of this commission was to serve a specific strategic need within the commissioning LA, there was also the assumption that this issue would be a high priority in some other EP service development plans and so the intention to serve the EP profession and other service providers more widely. Amongst other outputs, this commission produced a systematic literature review ('the evidence') detailing ways in which CoPiPs can be supported within school (Shaw et al., 2021). This evidence was then presented to the current participants of the study with the aim of integrating this to their practice as a service development project. The way this research is conceptualised, depicted below in Figure 1, follows Frederickson's (2002) notions of how EPs can variously engage with EBP – as 'producers', 'consumers' or 'commissioners'.

Figure 1. Commissioning model displaying knowledge transfer



Aim of study

The aim of this study is to support and document the processes by which a piece of research ('evidence') is implemented through the practice of EPs and the impact of this upon service development.

Research question:
How does a collaboration of EPSs translate EP-commissioned research evidence into practice?

Methodology

Epistemological position

The research adopts a critical realist approach. Critical realism is an epistemological position that regards both positivist and realist ontology (Giles, 2002). The research considers the position of psychologists as scientist-practitioners – 'one who embodies the role of a

scientist-practitioner neatly integrates science and practice to best serve clients in a psychological realm' (Jones & Mehr, 2007, p. 770) and as an integration of empirically based knowledge and individual perceptions/views and experiences which aligns well with critical realism.

Design

The study followed principles of action research and the Research and Development in Organisations (RADIO) model (Timmins et al., 2003). The study followed four broad stages which were underpinned by the RADIO model and mapped accordingly following Dunne et al., (2021) in Table 2.

Table 2. Mapped research phases to the RADIO model

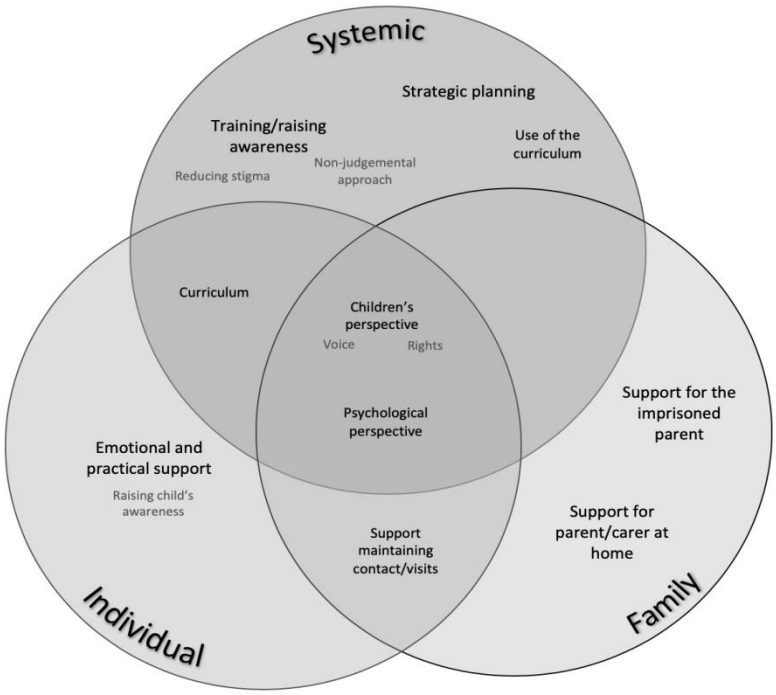
Research phase	**RADIO phases**	**Research activities**
Preliminary preparation/commissioning	1. Awareness of a need 2. Invitation to act	Meetings with the commissioners and preliminary service scoping resulted in identified area of need (working with children of parents in prison) Commissioners opted to take part in the research.
Phase one Initial meeting with the principal educational psychologist (PEP)	3. Clarifying organisational and cultural issues 4. Identifying stakeholders in area of need	Liaison with service: discuss current provision including other areas of development
Phase two Meeting with the whole EPS	5. Agreeing focus of concern (research aims)	Delivering the "evidence" to the EPS teams, planning capacities within and outside EP team and inviting participants to join a 'task-and-finish' (TaF) group
Phase three Task-and-	6. Negotiating	Develop products relating to identified

Finish (TaF) group meetings	framework for information gathering 7. Gathering information 8. Processing information with research sponsors/stakeholders 9. Agreeing areas for future action	outcomes, e.g., planning meeting scripts, best practice guideline
Phase four Meeting with the EPS	10. Action planning	Present the developed service guidance, explaining link to the evidence-base
	11. Implementation/action 12. Evaluating action	

Following preliminary scoping and set up of the research, phase one consisted of meeting and interviewing the PEP at each service separately. This was to gain an insight into the EPS context and ways of developing service priorities within the local area. Phase two involved meeting both EPSs separately to co-deliver a training session focusing particularly on the previously commissioned primary research ('evidence'). This was co-delivered with the TEP who was involved in the original commission (see Appendix E for a copy of the training PowerPoint). The findings of this research highlight ways of supporting CoPiPs at systemic, family, and individual levels. See Figure 2 (from Shaw et al., 2021) below which summarises support at each level. The research further indicates a particular need for emphasis on raising awareness of these children, particularly in a school context to ensure staff are aware of CoPiPs and a potential need for "emotional and practical support to be offered as part of a whole-school ethos as well as for individual families and children" (Shaw et al., 2021, p.14). Phase three involved the creation of a task-and-finish working group with the aim to translate the research evidence into EP practice within the involved LAs.

The study was intended to be four stages however the fourth stage, and further stages of the RADIO model, were not feasible within the reporting time frame.

Figure 2. Three levels of support for CoPiPs (taken from Shaw et al., 2021)



Participants

Following an initial scoping of service priorities, two EPSs within the North-West of England took part in the study (see Appendix F, G, and H for initial service briefing, participant information forms, and relevant consent documentation). These EPSs identified increasing knowledge around how to support CoPiPs as being highly relevant to local service delivery.

The TaF group involved the researcher and six qualified EPs across the two EPSs. The EP TaF group participants were self-selected and chose to take part in the TaF group following phase two of the research.

Data gathering

Meetings with the PEP and the TaF group meetings were audio recorded and transcribed for analysis purposes. The researcher kept a research diary throughout the process to reflect upon

what was happening during the phases of the research. Using a research diary to keep field notes is seen as an important function within qualitative research (MacDonald, 2012) and also to support the documentation of action research (Greenwood & Levin, 1998). Please see Appendix I for a sample of the researcher's field notes taken during the process.

Data analysis

A content analysis of both the transcribed audio recordings from the PEP interviews, TaF group, and research diary took place which aimed to infer meaning from the entire process (Krippendorff, 2004). Content analysis is useful in identifying trends and patterns across data sets and help to understand viewpoints (Vaismoradi et al., 2013). Content analysis presented a more appropriate fit to the data collected, rather than other approaches such as thematic analysis, since data were collected from multiple and varied sources, including: a research diary containing notes of varying lengths and forms; transcriptions collected from different data gathering formats/ participants in the research. Content analysis was therefore used to make sense of the data as a whole, rather than attempting to thematically infer meaning across participants/ data gathering formats. Content analysis allowed for an integration of the different sources to be made and to broadly conceptualise the process of the action research.

Content analysis was used in both an inductive and deductive manner as this would allow data to be produced across different sources (e.g., TaF group, PEP interviews). In terms of being used as a deductive analysis, findings from Paper 1 were considered when creating the categories (e.g., EP's understandings of EBP, methods for developing EBP, and direct contributions made towards EBP) alongside the APA's (2006) definition of EBP (e.g., research, practitioner expertise, and context). Content categories were independently checked against anonymised transcript extracts by a trainee educational psychologist doctoral student resulting in a high level of shared meaning between the researcher and second checker. Please see Appendix J for a sample of the content analysis.

Ethical approval

Ethical approval was granted for this research from the host University's Research Ethics Committee. Particular attention was given to potential identification of clients through

casework and maintaining their anonymity and avoiding inter-service professional criticism where service practice may be less well developed. The participants were practising EPs, trained and experienced in research processes of this kind, and therefore the risk of harm from participation was deemed to be 'low'.

COVID-19 impact statement

It is noted that this research took place during the onset of the COVID-19 pandemic and its associated severe workplace, school and social restrictions. Consequently its methods of working needed to be significantly adapted, which had impact upon the research including fluctuations in participant availability due to increased workloads, adjustments to virtual working, additional caring responsibilities, and absence due to illness. These consequences affected the flow of participant meetings and reduced the fluency of intra-group communications.

Findings

Phase one

Two PEPs were interviewed for between 45-60 minutes each. They were asked five open-ended questions which aimed to explore how their respective services prioritise, commission, develop and utilise research. The PEPs were informed that the project's focus was upon supporting CoPiPs, with the overarching aim to establish how an EPS 'translates' research evidence into practice. Following content analysis of the two PEP interviews, three content categories were created relating to factors important in prioritising and utilising research at a service level: local context, training opportunities, and the wider implications of research.

Local context

Both participants spoke about the impact of local context and needs upon service delivery priorities. Priorities emerged from different sources, for instance perceived areas of need for the EPS (e.g., discrete topics such as becoming skilled in dynamic assessment), from schools' needs, from the local area's needs, or driven by LA policy: 'We generate themes in line with

often the sorts of things EPs are highlighting through their practice in the schools as being issues. But sometimes linked to LA priorities and strategy groups' (PEP 2).

In specific reference to CoPiPs, there was perceived variability within the knowledge around provision and support; this seemed to be influenced by individual EP experience and skill-sets. For example, the predominant location of the individual EP's casework and whether they would have been asked to support a CoPiP previously. Examples of good practice were highlighted in one LA through casework and working with wider support organisations:

'I think there are examples of really good cases though where psychologists have held that [status as a CoPiP] as a bit part of the presenting concerns…I know we've done work with…had children that have had involvement with Barnardo's and other… charities… and organisations…and EPs have linked with those and invited them to…consultations and stuff and I think that's been…really helpful' (PEP 1)

'I don't think it's an uncommon issue across [local authority] but…it's certainly more prevalent in some areas than others.' (PEP 1)

Training opportunities

The PEPs spoke about developmental priorities as part of skilling-up staff and providing training opportunities. This was both for members of the EPS but also other professions within the LA, such as teachers: 'We want to be delivering more kind of training to the local authority so we want to be able to deliver [intervention] and train up people within the LA…that we can then supervise…' (PEP 2)

In relation to knowledge about CoPiPs, both participants spoke about the merits of EPs developing specialisms from developmental priorities. These specialisms were seen as highly positive roles within the services, acting as a point of contact for particular areas of knowledge. Specialist EP roles were seen as supporting the development of other EPs and also helping the needs of the population: 'We just wanted to get people skilled up and confident in particular areas so they can deliver them' (PEP 2); 'We've got a number of specialists in the service that lead us on specific issues that are linked to local authority priorities and what we felt we've needed as a service in response to…the needs of the population' (PEP 1). Both PEPs confirmed that due to the nature of EP work in the service, there would be interest in developing knowledge of CoPiPs: 'There'd be a small group who would want to take part but I think everyone would be interested.' (PEP 1)

Wider implications of research

Both PEPs spoke about how research can support practice by creating physical resources (i.e., training manuals), and also by raising the profile of vulnerable groups of children/areas of need, albeit this was acknowledged as a continual process and element of the EP role:

'I think it'd be helpful for the EPs to hold this group as another hypothesis as a vulnerable group because we've got our radar to so many vulnerable groups, it's perhaps not the first thing we ask or…perhaps not the thing we hold central to our formulation and maybe we should be…more proactively exploring the impact of the incarcerated parent with the child…and through our formulation.' (PEP 1)

Use of research evidence was perceived as not always straightforward; the many facets of the EP role, diverse ways of working, and knowing where to concentrate time were all highlighted as potential difficulties:

'We probably haven't got a good way of pooling that evidence, you know, that's one of the things I think we need to work on as…probably as a profession rather than…necessarily as a team because I think there is pockets of practice-based evidence but we're not very good at collating it or knowing what happens to it.' (PEP 1).

Phase two

Phase two involved the creation of a context-specific training package (available upon request from the first author). This was developed alongside a TEP colleague who had been recently involved in creating an original, published systematic research evidence review, commissioned through a LA educational psychology service, focused upon how to support CoPiPs within education (Shaw et al., 2021).

The two participating EPSs allocated one hour during a team meeting for the training to be delivered. The training involved explaining the background to the current research project and an overview of the research commissioning process. An outline of the current research project in terms of time commitments and time span was presented. Then, the published evidence on supporting CoPiPs in education (Shaw et al., 2021) was presented by its lead author (Shaw) to explain support from educational services to CoPiPs across three levels: systemic, family, and individual. Time was given for participants to share their own experiences to date of supporting CoPiPs which facilitated group discussions and participants

displayed high levels of interest in the topic and its professional development possibilities. Consequently, six EPs from the two EPSs volunteered to join the project's 'task-and-finish group' to devise a locality /services-specific response to the CoPiPs research evidence.

Phase three

Six EPs agreed to take part in four virtual meetings between May – December 2021. Meetings were audio recorded and the researcher kept a research diary to document thoughts on the process. Direct quotes from participants in the TaF group are provided below; to preserve anonymity, these are not attributed directly to any specific participant.

First meeting

The first meeting involved the EPs meeting each other and giving an overview of why they wanted to be involved in the project and what outcomes of participation in the TaF group could be. The primary aim of the TaF group was to produce professional resource(s), using Shaw et al.'s (2021) published evidence, which could be shared within the EPs LAs and EPSs.

Contextualising the research evidence

The idea of making the research fit local context was discussed, with participants speaking about practice within their respective LAs and how this would influence/shape the focus of the TaF group: 'It feels like we need to know what's already in place, doesn't it? And then we can find out where our unique role is going to be'. Participants further wanted to 'fact find', such as ascertaining how many CoPiPs there were in their LAs and what work was already being done, and by which services/ agencies, to support CoPiPs across the local authorities within which each EPS was based. Participants spoke about Youth Justice Teams and police working within schools. This led to participants considering the possibilities and benefits of multi-agency working: 'This might be a really good opportunity to do some linking. I was just thinking in [LA 2], we could invite one of them [relevant CoPiPs service provider] to come to a [EPS] team meeting…'

Further considerations the participants made were around what role an EP could have broadly and then what role an EP should have: 'I also think it's important to think about exactly what is our remit.'

Participants showed caution around balancing supporting CoPiPs generally and also considering individual need and reflected upon how this could be done: '…not wanting to promote or be seen to be promoting a "one size fits all" approach to any child who has any parent in prison.'

Identifying outcomes

Participants' thoughts around outcomes were quite broad during the first meeting ranging from creating training packages, leaflets, and consultation scripts. Less tangible outcomes were also discussed such the idea of up-skilling EPs, gaining professional knowledge about CoPiPs, and raising EPs' confidence around supporting CoPiPs and supporting other agents of support, such as school staff, in working with CoPiPs. Two participants expressed their desire to improve their own knowledge and skills via the TaF group:

'I guess part of the reason I've joined was…my…incompetence around this area, that I don't know a lot and I thought, "Gosh, this is something that I really need to up skill on and know more about" because it is…it is an important part of our work.'

'I wonder if that links us back to up-skilling us in the first place.'

Further outcomes the participants discussed were around raising the profile of CoPiPs across a range of stakeholders and children's/ family services: 'I definitely think we need to … raise the agenda for it and like make it a conversation that we have with schools'. This linked with local priorities and agendas and potential wider scope for the project: 'I believe the next [LA 1] team meeting, they're asking for suggestions for next year's innovation groups, so this could be a topic for that.'

Second meeting

Feedback

Participants discussed what they had found from local perspectives. Two participants shared changes that their service had made after the first meeting. This included asking schools about CoPiP at planning meetings: 'We've changed our planning meeting pro-forma to now ask about…pupils who…might have parents who are in prison, but also pupils who might be involved with youth justice.'

Participants discussed considerations and deliberations of the EP role and direction the group could take in terms of consolidating the balance between raising awareness of CoPiPs and their potential support needs within a school context, but also acknowledging that some families may not want wider networks to know this information:

'One family that said they wouldn't want their school to know at all because of the stigma that they felt would be attached (…) but they caveated that by saying, you know, that broader kind of support and understanding around my child's social and emotional difficulties is helpful. (…)"'

Next directions

Participants discussed the direction of the project and displayed interest in compiling a resource document, including local resources that could be used to signpost professionals working with CoPiPs. Access to shared online drive was suggested so the document could be uploaded and edited in a collaborative manner.

Third meeting /Fourth meeting

Sharing practice

Participants said they valued being able to link with other LAs and hearing how other services operate: 'We wouldn't necessarily get this opportunity to work with other services.'

Applications to practice

Participants discussed asking about CoPiPs during planning meetings: 'I've discussed it, I think, in planning meetings more so than I have done previously - the response to that has been varied.' Participants reflected on school's not necessarily having access to that information at hand and schools having different levels of need, concerns, and priorities.

Evaluation

Two participants attended a project evaluation meeting after the final group meeting, and one participant provided feedback via email.

Increasing awareness and understanding

Overall, participants shared that engaging in a project with this structure helped to improve their own knowledge and understanding of CoPiPs. ‘I think it’s definitely expanded my…understanding, it’s definitely developed my understanding.’

‘It has definitely led to an increase in awareness from me and the rest of the team.’

This understanding also helped to increase awareness of a cohort of children in these circumstances. Raising awareness was a key finding of the original research from Shaw et al. (2021):

‘I think that’s the first step in anything, isn’t it? It’s having it on the agenda and being aware of it. So I think awareness-wise, definitely and I guess that’s translated into also awareness raising just by a small action of raising it at a planning meeting and then modelling to schools that it should be on their agenda and it’s on ours has been important.’

Facilitators

Participants felt that intra-service collaboration was a facilitator and provided an opportunity to share practice between services: ‘we don’t get lots of opportunity to do work, do we, across different services so…I think it’s really useful for that as well.’ Participants valued hearing about other EPs’ practice: ‘Great to work with yourself and other services and hear about practice.’

Participants also mentioned that working remotely may have facilitated the intra-service collaboration.

Barriers

Momentum and motivation were barriers to engagement within the project and it was felt that clearer remits in terms of structure and roles within the group may have increased momentum: ‘I felt the project could have done with a bit more structure – really clear actions of who was doing what, everyone taking away an action from each meeting, reminders of meetings.’

Capacity was also commented on as a barrier to the project in terms of EP capacity and also capacity of those that EPs work with who would also be supporting CoPiPs: ‘I think you’re

fighting against a capacity issue as well in terms of…just…not just EP capacity but…capacity of schools to…to take on any more training.'

The context of COVID-19 and working remotely was also considered a potential barrier. With adaptations being made to have meetings online and a drive to reduce screen time inadvertently affecting motivation: 'there's just not been as much appetite for it…in the current kind of climate. I think there's…still a lot of kind of survival mode going on.'

Applying research into practice

Participant feedback captured an important reflection on navigating the balance between 'translating/ applying research evidence into practice' and 'adapting applications for the local context': 'I think we could have perhaps used that [original research] as more of a springboard, I guess, in terms of… "Right, so we've got that…that's what the literature is telling us that is helpful…" and then…and I certainly feel like I've retrospectively mapped stuff back onto that, rather than using it the other way round.'

Participants spoke about the idiographic nature of casework and how this can impact the transfer of research into practice due to individual variance:

'I think we're talking about a group of young people who have a similar characteristic potentially in relation to a life experience, but they're not a homogenous group of people. So there'll be completely different experiences of all young people who have a parent in prison.'

Discussion

This research aimed to document the process of 'knowledge transfer' within educational psychology practice, from the starting point of a piece of research that had been commissioned by, and for, educational psychology practitioners. The transfer process was structured via scoping of need across two EP services, and a training session for EP team members on the findings and implications of the commissioned research piece, followed by a cross-service task-and-finish group with the aim of putting the research implications into practice. This research found that the transfer process is not straight-forward and that different factors influenced the efficacy of the anticipated knowledge transfer.

Translating research into practice

The TaF group recognised the importance of returning to the original research (Shaw et al., 2021) in order to balance the recommendations for action with the contextualisation within local services. Interestingly, this was done at a later stage of the group meetings rather than during the first meeting. During the evaluation, the group reflected upon potential merits of focusing upon the research earlier in the process and with more emphasis on the research; in practice, the initial focus had explored applicability to local contexts and discovering existing support available. Seemingly the translation of research 'evidence' into practice is not a single event, or even a perfectly linear process, and cannot be simplistically conceptualised as a 'task to be finished'. What was achieved during this study could be considered the first steps in a longer term and more recursive process, and provides indications about how bridging the research-practice gap poses difficulties for practitioner EPs. Educational psychologists work predominantly with individualised cases (children, families, schools), and relevant educationally-based research does not always provide "universally accepted and uncontested research findings" relating to each and every case (Miller & Frederickson, 2007, p. 106), and this was apparent during the reflections the TaF group made throughout the process (i.e., when contextualising the research). There needs to be a balance between acknowledging, and working with, the idiographic nature of the EP role, and the translating of research findings into practice. With many EPs utilising co-constructive approaches (Department for Education, 2015) there is an inherent need (and perhaps predominance) for EPs to adapt, and individualise, formulation, assessment, and interventions which may then provide a barrier when attempting to generalise research. Research can be seen to provide a catalyst for conversation or a set of prescriptive recommendations.

Research by Woods et al. (2013) reflected upon the process of developing a research-based policy and its implementation to practice. They conceptualised this as analogous to 'balancing scales', between policy and practice in order to maintain an equilibrium. In Woods et al. (2013)'s research, policy could not be merely 'rolled out' without a balance between local practice and the policy being struck. Here, a similar analogy could be envisioned; the balance between research and practice. The main focus of the TaF group in the present research seemed to be around considerations of local practice almost to the exclusion, within the TaF timeframes, of integrating the research.

The need for research could be conceptualised as a 'priority' or 'issue', which may impact upon uptake. In this instance, an 'issue' was identified (i.e., lack of knowledge of provision for CoPiPs) and interest in the issue was there, however this was not necessarily a local priority for action which may have affected transfer of the research implications into practice. It may be relevant that CoPiP 'status' differs to typical problems EPs experience during case work, such as those relating to educational processes e.g., academic/reading difficulties or non-compliance with teacher directions, albeit CoPiP experiences may contribute secondarily to some such problems. Status as a CoPiP does not necessarily indicate that a child would need additional specialist intervention, and this was reflected in the TaF group's thoughts and focus upon what the role of an EP should (or could) be. The idea of supporting children and their family through a community context through the processes of education and a community psychology based way (MacKay, 2006) may be pertinent and a reason the TaF group's discussions focused around beginning to raise awareness and developing professional knowledge and confidence.

Evidence-Based Practice

Interestingly the ways in which the participants translated research into practice did, overall, align with the APA (2006) definition of EBP. This was not necessarily in an explicit way but the general concept did seem to underpin the way in which the transference took place. For example, the participants referred to the original evidence during the process ('best available research') and focussed upon making this fit contextually ('in the context of patient characteristics, culture and preferences'). Participants used their own experiences and expertise ('clinical expertise') to try and integrate these two facets of the definition.

Project facilitation

Evaluation from the current research highlighted that participants may have benefited from more directive group facilitation. Across action research projects, the aim is for the stakeholders to feel a sense of ownership of the process (Timmins et al., 2003) and consequently there is a delicate, and shifting, balance to be struck between leading and facilitating, and a risk of being too directive resulting in a product/ products that are not truly owned by those who may wish to use them. In terms of facilitation, regular and explicit check-ins with the TaF group about progress and process, with a view to making in-process adjustments, would have been beneficial. Uncertainty in gauging the directive-ness of

facilitation may have been linked to working remotely, which impacted upon momentum and fluency of communication.

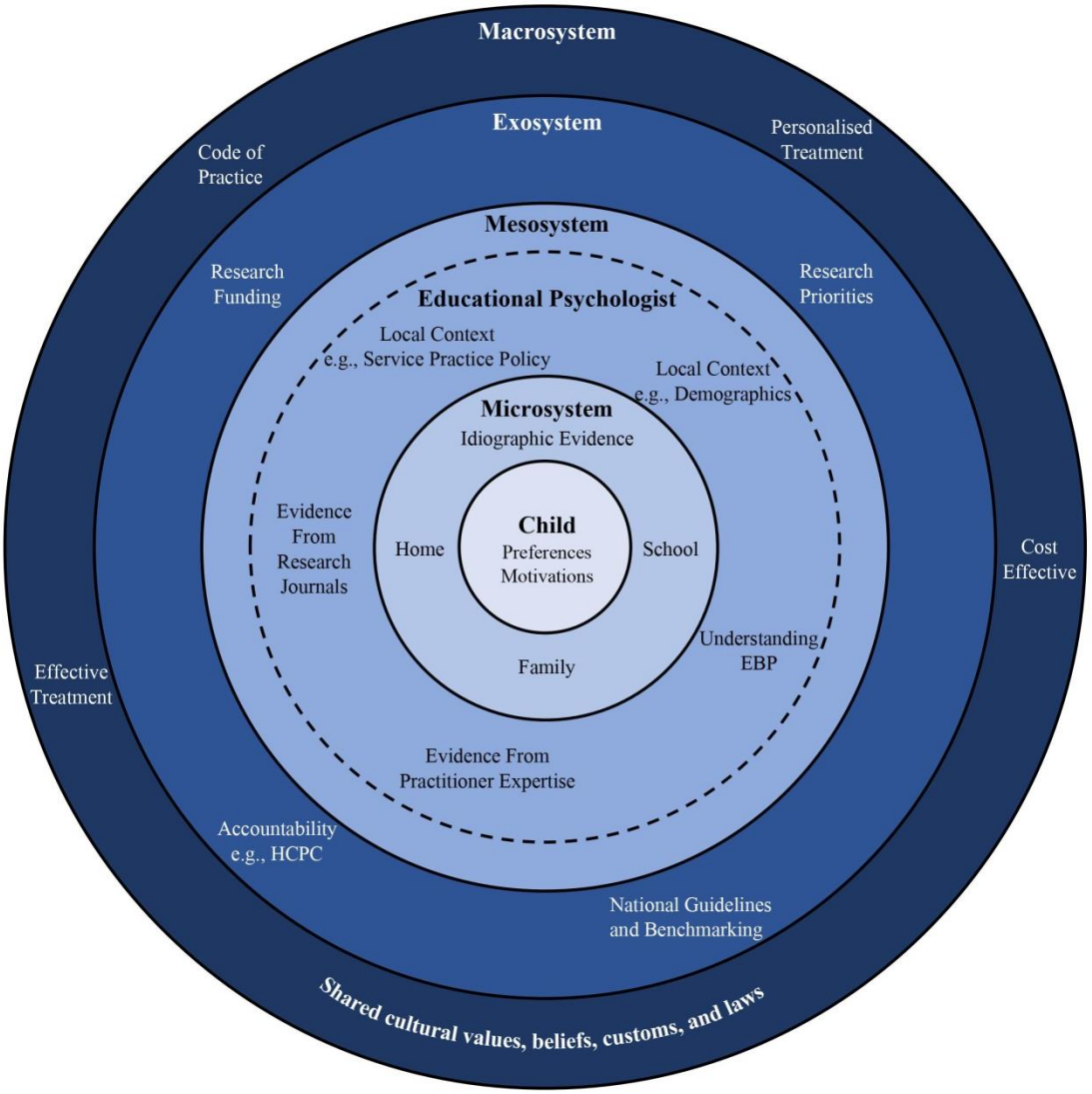
Further difficulty around project facilitation was linked to IT support as participants found it difficult to access a shared drive to create resources. As highlighted by Dunne et al. (2021), cross-site development projects may benefit from recruitment of appropriate IT support/ expertise.

Implications for practice

The research highlights the process of knowledge transfer and demonstrates a possible avenue of doing so. Collaborations between EP services can be facilitated by working alongside university partnerships and engaging in commissioning research (Woods, 2022) to target 'priority' areas that are directly relevant to EP services. In turn, this may support engagement in knowledge transfer of research and support practitioner EPs to develop methods, understanding, and contributions towards EBP (Cowper & Woods, submitted). Further implications could include profession-wide reflections on the definition of EBP and its origins within a medical-model context (i.e,, Sackett et al., 1996), how this fits into EP practice and whether this affects EPs' perceptions of EBP. Use of adapted models such as O'Hare (2015) provide a reconceptualization of EBP and perhaps a way in which EPs can engage with the concept of EBP in a way more congruent to their daily practice. O'Hare (2015) provides expanded definitions of EBP and considers that 'evidence' is not only academically-validated but can be gained from other sources, such as local context, practitioner experience, and the perspectives of those involved.

Another way of reconceptualising the concept of EBP, could be through applying the notions to existing and well-regarded theory within the EP-domain using the expanded ways in which O'Hare refers to. A widely used theory within EP practice is Bronfenbrenner's Ecological Systems Theory (1994). This theory posits the child at the centre of the 'system' surrounded by ecosystems that interact and impact upon the child to varying degrees. Different types of 'evidence' that EPs can consider to help work in an evidence-based way can be demarked across the systems (see Figure 3). For example, evidence from the microsystem can include idiographic information about the child's immediate context. Evidence within the mesosystem can be that from practitioner expertise and local contextualisation information.

Figure 3. Evidence presented within the Ecological Systems Theory



Limitations

This research documents the first steps in a knowledge transfer process. Whilst the outcomes of the project (raised awareness; increasing personal knowledge; an information/ resources sheet; planning meeting script adaptations) have been relatively modest in relation to the initial longer-term aims (creation of an EBP resource/training package, supporting EPs to develop practice), it is a positive indication that one of the LAs that took part in the research has commissioned further research with the author of the stimulus research (Shaw) in order to support continued development.

This process of integrating research into practice has been illuminating and provides first steps to demonstrating 'impact' of the published research (Research Excellence Framework [REF], 2019). However, the constraints under which the research took place, relating to the impact of the COVID-19 pandemic, may have reduced the extent of the knowledge transfer journey.

Group dynamics were not explicitly considered during the process of the research due to all of the participants of the TaF group being employed as professional practitioner EPs with experience of working in a range of group settings. There was also a degree of homogeneity within the participant group as they had experiences of working for LA EPSs and each participating LA had two EP participants and were therefore acquainted. Nonetheless, it is acknowledged that all groups work differently and the outcomes of this work with a different group of EPs may elicit different outcomes.

Reflections on the research

Engaging in this research proved challenging at points. The research itself had a dual focus – the project to disseminate evidence on how COPiPs could be supported but also how the knowledge-transfer process took place. Originally, the researcher envisaged the work providing a tangible 'output' such as resources that could be created to help EP practice in regards to COPiPs needs. However, the researcher's opinion shifted somewhat to how valuable the focus on the process of knowledge-transfer was and that in itself was part of an 'output' of the research.

Future research

Future research could usefully identify facilitators and barriers to the subsequent steps in supporting the evidence-based provision for CoPiPS through an educational psychology service. Learning from this process and extending examination of this transfer of research into practice with focus on other specific research outputs relating to high 'priority' areas would be a next step in understanding the concept of knowledge transfer within evidence-based practice. Future research could also focus on understanding the difficulties within the knowledge-transfer process and consequent difficulties for translating evidence into practice.

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Paper Three: The dissemination of evidence into professional practice

Introduction

Reflections upon evidence-based practice (EBP) have been made throughout this thesis and Paper Three will further discuss the idea of EBP including expansion on the concept of practice-based evidence (PBE). Paper Three will also discuss research dissemination and suggest dissemination strategies for the findings from Papers One and Two, and possible impact.

Evidence-based practice and practice-based evidence in educational psychology

"Evidence-based practice in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (APA, 2006, p.273).

The evidence-based practice paradigm has been a focus within the field of psychology for the past two decades. Following an edition of 'Educational and Child Psychology' in 2002, the idea of 'evidence' and EBP rose in prominence in the field of educational psychology. Papers included in this issue reflected on a multitude of reasons for working in this manner, alongside potential pitfalls and difficulties of doing so. An overarching difficulty, highlighted by Frederickson (2002) and Fox (2002), stemmed around the perceived hierarchy of research evidence, and in turn the nature of its 'worth'. As EBP originated from medical roots, the theorised 'gold standard' of research methodology was deemed to be multiple randomised control trials (RCTs), research which would be difficult to conduct and draw conclusions from when working within (quite often) contextually based and diverse situations, amongst other difficulties around recruiting adequate sample sizes to draw such conclusions (Sedgwick & Stothard, 2021). Consequently, one of the tenets of EBP 'best available research' was perceived as a barrier within educationally-based research and therefore considered difficult to translate into general educational psychology practice. Kennedy and Monsen (2016) reflect on who decides what constitutes 'best available' and the issues around the nature of this concept, posing further obstacles to the uptake of research into practice.

Following on from this edition of Educational and Child Psychology, Fox (2003) published a discussion piece around evidence-based EP practice which summarised the difficulties for EPs to work in an evidence-based way including EPs' perceptions of themselves as practitioners and integrating evidence with epistemological positions. In 2011, Fox proffers a further challenge to the concept of EBP for EPs in the idea that evidence comes only from academically oriented research and the practical limitations of RCTs.

Further work by Burnham (2013) highlighted the difficulties of enacting evidence-based methods within practice and findings supported that psychologists did indeed find it hard to reconcile during their work. Participants found answering questions on the scientific nature of their work in terms of rigour difficult to answer following the notions that educational psychologists work in predominantly idiographic situations, "it was uncomfortable to admit how improvised and situational much of it [EP work] was" (Burnham, 2013, p.26). Thus, there was less emphasis on using research evidence, rather contextually and individually based sources of evidence.

To understand how EPs perceive EBP and expand upon the meaning of this concept in regard to educational psychology practice, O'Hare (2015) makes reference to a proposed model of EBP conceptualised by work in the field of organisational psychology (Briner et al., 2009; Barends et al., 2014). This expanded model outlines four sources of evidence: 'evaluated external research evidence', 'evidence from the local context', 'perspectives of those affected by the decision' and 'practitioner expertise and judgement' (O'Hare, 2015, p.20). EBP is the integration of all four sources and attention to gathering evidence from each area, with no area being deemed as 'lesser', although the amount of evidence drawn from each source will vary depending upon context and availability. This model seemingly aims to bridge the concepts of PBE and EBP, and O'Hare further asserts that earlier conceptualisations of EBP within EP-focused literature negated the weighting and concept of 'practitioner expertise'. This premise can be explained as: 'Evidence-based practice is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources' (Barends et al., 2014, pg.4). Interestingly, the work by O'Hare (2015) and Burnham (2013), both explain that EPs do use evidence (such as from contextually based sources/professional opinion).

Working in an evidence-based manner theoretically aligns well with the idea of EPs working as scientist-practitioners (Lane & Corrie, 2006); a conceptualisation of how practitioner

psychologists should work. The idea here is that practising psychologists use a combination of scientifically rigorous knowledge and theories to underpin practice (Lane & Corrie, 2006; Sedgwick, 2019). Lane and Corrie (2006) outline a framework, deriving four main themes, to support psychologists to work in a scientific manner: "the ability to think effectively; the ability to weave the information we gather into a story (or formulation); the ability to act effectively (…) to create, innovate and invent; the ability to critique our work in systematic ways" (p.3). The latter theme is where practitioners would engage in scientific enquiry to evaluate their practice and work.

Barkham and Margison (2007) discuss a combination and reconciliation of the concepts of EBP and PBE to give "the greatest potential for building a knowledge base of the psychological therapies that is both appropriately rigorous but also relevant to the practitioner and scientific communities" (p. 447). They further discuss the importance of PBE in a triad of ways: (1) that it reverses the process of EBP by offering a practitioner-focused 'bottom-up' approach in contrast to EBP's 'top-down' approach whereby already acquired evidence is filtered downwards to practitioners; (2) the two approaches complement each other reversely so, and both approaches gain more insight than using one discretely; (3) PBE helps practitioners to form research questions that are relevant to the practice context in which they arise.

Effective dissemination

Dissemination is the way in which the findings of the research are shared and Wilson et al. (2010) define this as a:

> Planned process that involves consideration of target audiences and the settings in which research findings are to be received and, where appropriate, communicating and interacting with wider policy and health service audiences in ways that will facilitate research uptake in decision-making processes and practice. (p. 2).

Ensuring that academic research is shared, particularly to wider organisations, is a key part of the research process. This is to maximise the impact the research could have; findings can be shared with further parties that can help shape policy and practice (McGrath, 2016). Engaging, and making contributions, in research has been defined as a role of an EP (Fallon

et al., 2010) and consequently being able to disseminate this research effectively is a key skill. This requirement is also present within an EP-specific standard of proficiency (i.e., 14.56) outlined by regulatory body Health and Care Professionals Council (HCPC, 2015).

Harmsworth et al. (2001) provide guidance around the dissemination process within educational research projects and paid attention to three areas: (1) awareness – for audiences to be aware of the research, but not necessarily in an explicit manner; (2) understanding – for audiences who need a deeper understanding of the research, as they will be targeted directly due to the research being beneficial for them; and (3) action – for audiences who are in a position, and possess the faculties, to instigate organisational change drawing on from the research findings. Harmsworth et al. (2001) further elucidate the process by consideration of: the main outcomes of the research ('what' needs to be shared); the main stakeholders ('who' the knowledge needs to be shared with); realistic targets and timelines around dissemination ('when' the knowledge is shared); and effective ways of dissemination ('how' the knowledge is shared).

Dissemination within the field of educational psychology will likely involve different audiences depending on the content of research, for instance to children and their families, EP colleagues, LA professionals, and the government policy makers. Different approaches and strategies will be necessary to ensure the right people are receiving the most appropriate content. This may include adapting the overall language used to allow this to be accessible to intended audiences. As such dissemination approaches can reflect this by utilising more traditional approaches such as submitting articles for the publication process and presenting findings at academic conferences (Brownson et al., 2018). Or by using more 'mainstream' approaches such as using social media (Allen et al., 2013). More traditional methods require the user to 'pull' knowledge from the research base, and social media 'pushes' knowledge straight to the user (Allen et al., 2013), so a combination of different dissemination strategies should be considered to ensure research is visible to potential audiences in a meaningful and engaging way.

Evaluating dissemination impact

To evaluate the dissemination process, it is important to consider the overall purpose of this process. Baker et al. (2021) define this goal is: "to use intentional methods to communicate strategically crafted information about an EBP to specific stakeholders to

change antecedents of behavior change (e.g., awareness, knowledge, perceptions, motivation)" (p.803). Baker et al. (2021) further exemplify this with examples of four behavioural changes and make the observation that both well-planned dissemination outcomes and implementation strategies are means to bridge the gap between knowledge and behaviour.

Dissemination, and consequent evaluation of such, is not particularly a straightforward process. Neta et al. (2015), when evaluating dissemination within the health domain, discuss how a significant amount of research does not translate, or is not implemented, into practice or into policy, and has little effect in the way of impact. The reasons for this include the long length of time it takes for research to permeate policy, leading to findings potentially becoming obsolete in this period after scientific and technological advances (Riley et al., 2013).

Ascertaining measurements of impact can also pose difficulties (Brownson et al., 2018;) and traditional measures typically focused on quantifiable-means, 'bibliometrics' such as funding levels, publications, and citations (Luke et al., 2018). However, these figures do not necessarily relate to the actual impact, or accuracy, within their evaluations and may overlook broader benefits to society (e.g., changes to children's learning, improved public health and wellbeing, or cost savings).

The impact of university-based research is evaluated periodically by the Research Excellence Framework (REF, 2019). This provides a national measure of research across three areas of assessment – quality, impact, and environment. Here, impact is described as "a positive influence on the quality of life of individuals and communities locally, nationally and internationally" (p. 77). Impact in this measure is based on a broad variety of factors including implementation, or change, of public policy, shaping professional practice, and increased understanding/learning/participation.

As in Harmsworth et al.'s (2001) guidance, clear aims should be formulated by the researchers during the research process so that aims can be reviewed and progress measured accordingly. Aims of dissemination should be realistic and prioritisation of quality over quantity should be considered. Such aims can be aligned with the author's five proposed purposes of the dissemination process: (1) awareness, (2) support and favourability, (3) understanding, (4) involvement, and, (5) commitment.

Present research

Summary of findings

Paper One, a scoping systematic literature review (SLR), compiled 14 pieces of research pertinent to the field of educational psychology and evaluated the ways in which this research represented EBP using a narrative synthesis. The results of this synthesis showed that EBP was referred to in three ways: exploring EPs' views of what EBP is; making contributions to the evidence-base through empirical studies; and exemplifying methods for EPs to use to support EBP. The paper discusses the implications of these three factors with regards to EP practice with regard to ways in which EPs can engage in becoming "producers" of research (Frederickson, 2002) including evidence-based methodologies (e.g., goal attainment scaling) that can help practitioners to reconcile the research-practice gap.

Paper Two, an empirical piece of action research, documented the first steps in the process of knowledge transfer using a piece of commissioned research within two local authorities (LAs). The commissioned research was a SLR which explored support for children of parents in prison (CoPiPs) (Shaw et al., 2021) and presented findings across individual, family, and systemic levels. Paper Two included preliminary service scoping to ascertain interest, interviewing the principal EPs (PEPs) from each LA, delivering a co-facilitated training session regarding the commissioned research, and formation of a 'task-and-finish' (TaF) group to create an evidence-based resource. Evaluations from participants within the TaF group indicated that wider implications of implementing research into practice were discussed, including the conceptualisation of research taking place when there is a perceived 'priority' and need to do so.

Implications of the research

In the following section, the implications of the research from Papers One and Two will be discussed.

Implications from Paper One

Primary implications from Paper One are particularly pertinent for the educational psychology profession. Paper One highlighted a range of implications for practitioner psychologists directly. From a scoping SLR, Paper One summarised three ways in which EBP is represented in EP-focused literature. The first way is within EPs' understandings of EBP. At present this view can be considered 'narrow' with focus upon evidence being synonymous to research only. An implication of this is that Paper One aims to expand the profession's views of EBP in definition to encompass a broader understanding – the integration of research evidence, alongside practitioner expertise and contextually based evidence. This is to allow practitioner psychologists to consider the different ways in which they are engaging in EBP daily within practice.

The second way is raising awareness and uptake of evidence-based methodologies that EPs can use and integrate into daily practice. Such methods can be reflected on within practice and provide frameworks in which to work. These methods (such as Goal Attainment Scaling and Target Monitoring Evaluation) can also be used to evaluate outcomes of EP recommended interventions, practice, and their involvement, an area which is not necessarily utilised frequently by the profession (Connor, 2010).

The final way is around positioning EPs as researchers who can undertake their own empirical research and utilise different methodologies of doing so. Such methodologies were highlighted within Paper One, including conducting systematic literature reviews of interventions and engaging in case studies to measure the efficacy of assessments or interventions within their own practice. EPs can support their LAs in conducting contextually relevant research utilising EBP methods presented here.

Engaging in evaluating research rigour is also an implication of Paper One. There are suggested methods that EPs can use to help support them in this endeavour and process. These methods include use of established frameworks that aim to evaluate the quality of a piece of research within its own terms (Gough, 2007) and are freely accessible to professionals wishing to use them. EPs can evaluate the rigour of research they aim to use in practice, and also use these frameworks to support the production of their own rigorous research. The wider implications in producing good quality research is improved outcomes for children, young people, and their families, and trustworthiness within in the profession. Trustworthiness is important in the profession; Educational psychologists are professionals

who can be called to tribunal in the role of expert witness to provide assessment and opinion of a child's educational needs (British Psychological Society, 2021). Their considerations, knowledge and engagement with EBP is particularly important in terms of this aspect of the role as it is expected that they are responsible for being "sufficiently competent" and this competency extends not only over qualifications held, but "academic, professional and scientific experience and/or publications in the areas" (British Psychological Society, 2021, p.9).

Wider implications for governing bodies of the psychology profession, such as the British Psychological Society, involve ensuring there is a profession wide stance on what EBP is, what it entails, and how this can be represented in a multitude of different ways within practice. This could be reflected within governing body policies and/or frameworks.

Overall, the implications from implication from Paper One, detail how EPs can be producers, consumers, or commissioners of research (Frederickson, 2002). The research serves as a way of highlighting the importance of academic partnerships which can be utilised to support the profession to engage in EBP as producers and commissioners of research. This notion helped to form the action research project within Paper Two which demonstrated how a commissioned piece of research was translated into practice.

Implications from Paper Two

Paper Two exemplifies the process of knowledge transfer using a TaF group format and the implications here would be useful for the educational psychology profession in terms of providing a way of engaging in contextually relevant research. Paper Two discusses the uptake of research into practice; particularly if the area of research was considered a 'priority' to the local area and it would be useful to document the process of knowledge transfer in these instances.

The methodology in which Paper Two followed allowed for the two involved EPSs to receive a co-delivered service wide training which discussed EBP and also the previously commissioned research regarding CoPiPs. Here, an implication is wider awareness of engaging in research commissioning, and also the presented CoPiP research around how EPs can support these children, across the EPs within the involved EPSs.

Further implications involve the formation and working within a TaF group in a collaborative of LA EPSs. EPs wishing to engage in a TaF group can be aware of the benefits of doing so and what facilitators/barriers were apparent across the process. This information can be used to plan effective use of EP time and provide a structure in which to engage in research with the aim of translating this into practice.

A main implication of Paper Two relates to up-skilling EPs in their knowledge and confidence to support CoPiPs; EPs reported that their professional knowledge was bolstered by engagement in the research project. A wider implication is that this knowledge is shared with colleagues in which EPs work with, such as other EPs, school professionals, and LA agents. This relates to another implication of Paper Two, which is raising awareness of CoPiPs. This was done via the involved EPS training session and within the TaF group. Involved EPs discussed raising these children at planning meetings. Awareness was more generally raised with wider professionals as EPs discussed forging links with other professionals within the LA, such as youth justice teams and schools.

The current research followed on from work which was formed upon funding from the Department for Education's Initial Training for Educational Psychologists and displays an instance of the research commissioning process, working with partners affiliated with The University of Manchester. Reflecting to wider professionals the efficacy of commissioning their own research. Further work around this area could be commissioned in terms of documenting the process of knowledge transfer, and also within integrating support for CoPiPs into practice. Further research has been planned within one of the involved LAs, although it is not yet clear the impact of this research, an implication is that research and work is planned to be continued.

Dissemination strategy

As previously discussed, to effectively disseminate research, there needs to be consideration of what to share, who the main stakeholders are, when to disseminate, and how to disseminate (Harmsworth et al., 2001). Ways to disseminate the research, and what outcomes of the research could be, were discussed during the commissioning process, and during and after the research took place. A dissemination strategy (see Table 3 below), using Harmsworth et al.'s (2001) suggestions, is outlined for the current research. Implications, outcomes, impact, are discussed with planned dissemination routes.

Table 3. Dissemination strategy

Implications	Target audience	Level of dissemination	Planned method of dissemination	Outcomes	Impact	Evaluation
EPs can write and think about evidence relating to practice in different ways – contributing towards, understanding definitions of EBP, and using different methods.	EPs TEPs	Awareness Understanding	Feeding back research findings to the researcher's placement EPS. Presenting findings at an EP-focused conference (e.g., North West Continuing Professional Development conference). Publishing Paper One in an	EPs understand EBP in a more sophisticated way. EPs feel more confident about engaging in the concept of EBP in their practice in different ways.	Improved practitioner knowledge and diversification of EP contributions to research.	EBP policy/ role developments within EPSs (e.g., EBP EP lead) Specific references to evidence base contribution within a greater proportion of practitioner EP generated research. EPs use different methods (such as goal attainment scaling) to evaluate practice.

			academic journal.			
EPs consider how to optimise and enhance academic rigour in their generation and dissemination of research evidence.	EPs TEPs	Awareness Understanding	Write research findings into an EP-focused blog (such as EdPsy). Publishing Paper One in an academic journal.	EPs understand ways and methods (e.g., frameworks) to evaluate research rigour. EPs feel confident in evaluating the quality of a piece of research's rigour and consider this within the context of their own practice.	Improved practitioner knowledge. High quality research is produced within the profession. EPs evaluate the quality of research they use in practice.	Increased reference to specific critical appraisal frameworks/ criteria within practitioner EP generated research.
EPs, and other associated practitioners, engage in commissioning their own research.	EPS EPs Wider professional groups	Awareness Understanding Action	Presenting at EP-focused conferences (e.g., North West Continuing Professional Development	EPs gain awareness of linking with university partners to conduct research.	Improved professional knowledge, skills and confidence to engage in research. Shape service	Increased research commissions from EPs, EPSs, and other associated professionals.

			conference). Feeding back to the researcher's placement EPS. Publishing Paper One and Two in an academic journal.		delivery within EPS. Directly support practice in local areas and consequently help improve educational outcomes for CYP.	
Continuation of studying the translation of research into practice, particularly where there is a perceived 'high priority' area.	EPs TEPs EPS University	Understanding Action	Commissioning further research within the researcher's placement EPS. Working alongside university research commissioners.	Wider understanding of the processes for effectively implementing research into practice.	Improved uptake of research into daily practice.	Feedback from the researcher's EPS. Increase in further research studies looking at the translation of research into practice. Increase within

			Publishing Paper Two in an academic journal.			EPS services commissioning research related to 'high priority' areas.
Further projects that utilise intra-service collaboration projects using action research methodology.	EPs TEPs EPS University	Awareness Understanding Action	Working alongside university research commissioners. Publishing Paper Two in an academic journal.	EPS work collaboratively and share knowledge and good practice.	Improved collaboration and sharing of good practice between services. Networking with other EPs and EPS.	Increase in research using this methodology.
Further extension of this research into supporting CoPiPs at an EPS level.	EPs TEPs EPS	Awareness Understanding Action	Working alongside university research commissioners. Publishing Paper	Further understanding of the role of the EP in supporting CoPiPs. EPS services can develop evidence-	Awareness of CoPiPs. Understanding of potential CoPiP needs and access to support.	A further commissioned research project takes place. Reviewed during planning meetings.

			Two in an academic journal.	based practices. School SENCOs will become aware to consider if children have CoPiP status. Teachers will be aware of any children in their classroom with CoPiP status.		

Conclusion

Engaging in research is considered a unique contribution of EPs (Fallon et al., 2010) and a process that consequently aims to support developing EP knowledge, continuing professional development, and professional practice of the profession. Overall, research aims to help the populations of individuals, families and systems within which EPs work by inquiries into what works, and by sharing this knowledge and impact with others with whom it may support.

The dissemination and impact from this work will be continued through the host university's research commissioning process and one of the LAs that took part in the project reported in Paper Two aims to build on the first steps of this process. In turn, this process endeavours to encourage practitioner EPs to engage in conducting their own research driven by local context, service need, and continuing professional development needs. Ultimately the aim would be for EPs to feel confident in conducting their own research to develop and share good practice and what works for the children and families they work with the wider profession in a rigorous way and help to bridge the practice-research gap.

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Appendices

Appendix A: Ethical approval letter

Environment, Education and Development School Panel PGR

School for Environment, Education and Development
Humanities Bridgeford Street 1.17

The University of Manchester

Manchester

M13 9PL

Email: PGR.ethics.seed@manchester.ac.uk

Ref: 2020-10248-16318

14/09/2020

Dear Miss Lucy Cowper, , Professor Kevin Woods

Study Title: Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison

Environment, Education and Development School Panel PGR

I write to thank you for submitting the final version of your documents for your project to the Committee on 12/08/2020 18:03 . I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form and supporting documentation as submitted and approved by the Committee.

COVID-19 Important Note

Please ensure you read the information on the Research Ethics website in relation to data collection in the COVID environment as well as the guidance issued by the University in relation to face-to-face (in person) data collection both on and off campus. Within this application it is not confirmed that online data collection ONLY will be used. It would be useful if the researcher ensured that this is the case.

A word document version of this guidance is also available.

Please see below for a table of the titles, version numbers and dates of all the final approved documents for your project:

Document Type	File Name	Date	Version
Consent Form	Consent Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison	12/08/2020	1
Letters of Permission	Briefing information for services version 1	12/08/2020	1
Data Management Plan	DMP Exploring how an EPS develops an evidence-based guidance towards supporting children with a parent in prison	12/08/2020	1
Participant Information Sheet	PIS Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison	12/08/2020	1
Additional docs	Questions and discussion points for research	12/08/2020	1

This approval is effective for a period of five years and is on delegated authority of the University Research Ethics Committee (UREC) however please note that it is only valid for the specifications of the research project as outlined in the approved documentation set. If the project continues beyond the 5 year period or if you wish to propose any changes to the methodology or any other specifics within the project an application to seek an amendment must be submitted for review. Failure to do so could invalidate the insurance and constitute research misconduct.

You are reminded that, in accordance with University policy, any data carrying personal identifiers must be encrypted when not held on a secure university computer or kept securely as a hard copy in a location which is accessible only to those involved with the research.

For those undertaking research requiring a DBS Certificate: As you have now completed your ethical application if required a colleague at the University of Manchester will be in touch for you to undertake a DBS check. Please note that you do not have DBS approval until you have received a DBS Certificate completed by the University of Manchester, or you are an MA Teach First student who holds a DBS certificate for your current teaching role.

Reporting Requirements:

You are required to report to us the following:

1. Amendments: Guidance on what constitutes an amendment
2. Amendments: How to submit an amendment in the ERM system
3. Ethics Breaches and adverse events

4. Data breaches

We wish you every success with the research.

Yours sincerely,

Dr Kate Rowlands

Environment, Education and Development School Panel PGR

Appendix B: Ethics application

Ethics Application

Research

Please be mindful that each application, submitted via the University's Ethical Review Manager (ERM), costs the University **£750** due to the number of people required to process, review and approve your application.

Please respect this fact and ensure that you carefully follow the guidance provided and help bubble text in order to complete your application appropriately (and choose the correct route of ethical review). Please **DO NOT** use the ERM system for 'test' submissions. Misuse of the ERM system is a waste of numerous resources which could otherwise be dedicated to research, teaching and social responsibility activities.

You are logged into the Ethical Review Manager (ERM), the system provided by Infonetica Ltd that will process the application on behalf of The University of Manchester. Your contact details will be stored by Infonetica Ltd and used by the University for the purpose of managing your application for ethics review. The University will use your details for that purpose only. The information will be retained, archived and deleted in line with the agreed retention policy. Your details will not be passed to any other third party organisations.

The University, in compliance with the Data Protection Act 2018 (DPA) and the General Data Protection Regulation (GDPR), has a **Data Protection Policy** and **Research Privacy Notice** and any information you provide on this form and associated documents will be protected in accordance with these policies. However, it will be assumed that you have not included any sensitive personal information and you should not, therefore, include a *curriculum vitae* or identifiable information about your racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health, sexual life, commission of offenses and/or criminal proceedings. Should you feel it essential to include such details in your application please contact the Research Governance, Ethics and Integrity team (research.ethics@manchester.ac.uk).

Please also note this system will send all correspondence related to your ethics application to your University of Manchester email account.

Please do not proceed unless you are content to comply with this.

A0. Data Protection Statement

☑ I confirm that I have read the above information with regard to data protection and will comply with the requirements as described.

6 June 2022

Reference #: 2020-10248-16318

A1. Does your study meet the definition of 'research' using human participants or have you been advised to seek ethical approval for your study (either via the Ethics Decision Tool or other guidance)?

Please visit the help bubble (blue circle with the white letter 'i') to the right of this question for a link to the Ethics Decision tool and supplementary information on the types of projects which may or may not require ethical review.

- (•) Yes

You **must read** the information in the help bubble before answering this question. If you cannot answer yes **do not complete the rest of this form, log out of the ERM system** and if you have any queries contact your Ethics Signatory.

You should only be submitting this form if you can answer yes to this question.

A02 HRA Approval

A2. Does your study include a component which would require approval by the Health Research Authority (HRA)?

Please visit the Help Bubble in the upper right hand corner for details as to what types of research require NHS REC and HRA approval.

Please choose the option which is most relevant for your study. If you have 2 components (i.e. one using healthy volunteers and one using NHS patients), please speak with a member of the FBMH Research Governance team who will advise on the most appropriate avenue for review.

- ( ) Yes: it includes a component that requires review by BOTH the HRA and the University Research Ethics Committee or a Division/School based Committee (e.g. it is being carried out in the NHS but is exempt from NHS REC review)
- (•) No: it only requires review by the University Research Ethics Committee (UREC) or a Division/School based Committee

A03 - 05 Decision Tree

A3. I confirm that this research project is being conducted by a:

- (•) Student
- ( ) Member of Staff
- ( ) Member of Eurolens Research, Optometry Staff

IMPORTANT: Your answer to **Question A4** will lead you to the correct application form for ethical review and it is important that you answer this question carefully.

Please ensure you read the guidance notes carefully **BEFORE** answering this question and for student projects, discuss the details with your supervisor.

The guidance notes can be found in the Help Bubble (small blue circle with the white letter 'i') to the right of Question A4.

Answering this question incorrectly will result in **SIGNIFICANT** delays to the review process and will result in you needing to **re-apply** for ethical review.

A4. Please select how you will be applying for ethical review:

Please ensure you read the criteria as described in the help bubble carefully before deciding which route of ethical review to select.

****Division/School review is only available for the 10 Schools/Divisions/Departments listed in the help bubble to the right of this question. If your School/Division/Department is not listed you must apply for Proportionate or full UREC review****

- (•) Division/School Review
- ( ) Proportionate University Research Ethics Committee (UREC) Review
- ( ) Full University Research Ethics Committee (UREC) Review

IMPORTANT: You have indicated that you are seeking ethical approval by Division/School review. Please note that **ONLY** the following Divisions/Schools/Departments currently have a template for the review of low/medium risk projects (**for students only**):

- Alliance Manchester Business School
- Department of Computer Science
- Department of Mechanical, Aerospace and Civil Engineering
- Division of Human Communication, Development & Hearing
- Division of Neuroscience & Experimental Psychology
- Division of Pharmacy & Optometry: Pharmacy
- Division of Psychology & Mental Health
- School of Arts, Languages and Cultures
- School of Environment, Education and Development
- School of Social Sciences

If your Division/School/Department is not listed above, you **MUST** seek ethical review via **Proportionate or full UREC**.

If the above is correct and you wish to continue with the answer selected, please click the **Next** button in the upper left hand corner of the screen. Otherwise, please change your answer to **Question A4** before continuing.

PLEASE READ CAREFULLY:

Please take care when selecting from the drop-down list below.

Please select **your Division/School** from the list.

Mistakes will result in the need to **re-apply** for ethical review.

A5 Division/School: Please select from the following options:

School of Environment, Education and Development (School Review)

B02 Students

B2. Contact information for the individual completing this form:

Title	First Name	Surname
Miss	Lucy	Cowper

Email: lucy.cowper@postgrad.manchester.ac.uk

B2.1 Please confirm one of the following:

- (•) I am the student investigator of this project.
- ( ) I am the supervisor of this project.

B2.2 Please provide the full contact details of your primary supervisor:

This **MUST** be a University of Manchester member of staff with a UoM email address. Please note, the primary supervisor is also the data custodian for your research project. If you have more than one supervisor, please use the **'Add Another'** button below to add the contact details of your additional supervisor(s).

If when using the Search function you cannot locate your supervisor, please ensure they have logged into the ERM at least once. Once they have done this, their details will be stored for future use.

Title	First Name	Surname
Professor	Kevin	Woods

Email: kevin.a.woods@manchester.ac.uk

B2.3 Are there any additional collaborators on this project?

Please note: Collaborators are defined as individuals who will assist in either the data collection or data analysis of the project and can be members of staff or students.
Please include any external collaborators from other institutions or organisations. They will **NOT** be involved in any of the electronic correspondence for this project.

- ( ) Yes
- (•) No

B2.12 Please confirm the degree being studied for by the student investigator:

- (•) Postgraduate Research (PGR) (e.g. PhD degree)
- ( ) Postgraduate Taught (PGT) (e.g. masters degree)
- ( ) Undergraduate (UG)
- ( ) Postgraduate Taught + Undergraduate (the study will be conducted by BOTH an UG and PGT student; note: this is rare)

B2.13 IMPORTANT: BEFORE CONTINUING:

Look on the left hand side of the screen for the **'share'** button. Push this button, enter the appropriate email address and be sure to tick all the relevant boxes in the pop up window.

☑ I confirm that I have pushed the share button on the left hand side of the screen and 'shared' this form with my supervisor.

C01: Compliance & Monitoring

Please note: Everyone is required to complete the compliance & monitoring questions below, whether you are completing a Proportionate University Research Ethics Committee (UREC), full UREC or Division/School template application.

IMPORTANT NOTE: If you will be travelling abroad for your research, and in particular to what is considered to be a risky or dangerous area of the world, you must ensure that you have completed the appropriate Division/School based **risk assessment**, had this **approved** by appropriate individuals within your Division/School and **checked** with the University's Insurance office **regarding travel insurance**. The ERM system **WILL NOT** inform the University's Insurance office of your travel plans automatically (unless you are performing clinical activity) and it is therefore the responsibility of all members of staff and supervisors to contact the Insurance office **prior** to obtaining ethical approval. Please note that specific areas of the world will require additional approvals and this should be taken into consideration when planning a timeline for seeking ethical approval.

If your study involves **ONLY** the use of secondary data, please tick the option from the list below. If your study involves the use of secondary data as well as another method, please **do not** tick this box but proceed with the rest of the Prop UREC form.

C1. Will your research involve any of the following:

Before answering this question please ensure you click on the help bubble to read the guidance information which includes definitions of each of the terms below. Tick all that apply.

- ☐ the use of invasive techniques on participants
- ☐ the use or collection of human tissue
- ☐ the physical testing of participants
- ☐ the use of psychological intervention (please DO NOT tick this option if you are only administering standard psychological tests/questionnaires)
- ☐ the ingestion or inhalation of any substance by participants
- ☐ the use of a medical device or a potential medical device
- ☐ the use of previously collected data ONLY (secondary data analysis)
- ☑ None of the above

D01 - 02 General Project Information: Resubmission and titles

D1. Is this a re-submission of a project that has previously received an unfavourable ethical opinion?

Please note: this **does not** include applications where revisions have been requested.

- ○ Yes
- ◉ No

D2. Short title of your research project (200 character max)

Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison

D2.1 Formal title of your research project (if different to short title)

D03 Dates of Data Collection/DMP/Data Collection

D3. Will you be collecting data during the course of the research project?

Please note, data refers to any information being gathered about a person or organisation. This information can include specifics such as thoughts, beliefs or characteristics and can be in different formats such as written notes, questionnaires, observations, audio recordings, films, photographs, social media postings or bodily samples.

Please note, if you are ONLY conducting secondary data analysis then please select 'no'.

- (•) Yes
- ( ) No

D3.1 Do you plan to begin collecting data as soon as ethical approval is granted?

- ( ) Yes
- (•) No

D3.1 Please provide your proposed start date of data collection

Please ensure this date is **far enough in the future to allow for the ethical review process to take place**. The Committee will be **unable to grant approval** to applications which feature a start date **that is in the past**.

05/10/2020

D3.2 Please provide your proposed end date of data collection

31/08/2021

D3.3 Please attach a copy of your Data Management Plan:

You **must** use the University's DMP Online system for the creation of your plan and more information can be found in the help bubble.

Documents

Type	Document Name	File Name	Version Date	Version	Size
Data Management Plan	DMP Exploring how an EPS develops an evidence-based guidance towards supporting children with a parent in prison	DMP Exploring how an EPS develops an evidence-based guidance towards supporting children with a parent in prison.pdf	12/08/2020	1	50.4 KB

D04 Data Protection Training

All staff and students at the University of Manchester are responsible for ensuring they are familiar with the data protection policies and processes and follow these when conducting their research projects. Under the new General Data Protection Regulations (GDPR) the University is required to provide assurances and safeguards to all research participants that their data will be treated confidentially and will be protected as set out to the relevant data protection legislation. To support this, please complete the relevant question below to confirm that you have undertaken the required Data Protection Training or discussed the University's requirements and expectations with your supervisor.

D4. Please tick **each statement** below to indicate that you **understand** and **will adhere to** data protection regulations and The University of Manchester's data protection policies.

For more information, please see the **University's Records Retention Schedule** and **SOP for Recording of Research Participants**.

- ☑ I will ensure that paper data (e.g. consent forms) are stored in a locked cabinet that only the research team has access to.
- ☑ I confirm that all electronic data will be stored on University servers such as my P drive or on the research drive of my supervisor or University approved cloud services e.g. Dropbox for Business.
- ☑ I will NOT use external hard drives, USB sticks or any other portable device to store personal identifiable data as they are subject to loss or theft.
- ☑ I will NOT use personal devices for the recording of audio, video or photographs. (Please refer to the SOP for Recording of Research Participants for more information).
- ☑ I understand that if I need to use a portable device to record and transfer data, this device should be University of Manchester owned and encrypted, the data transferred to a secure server as soon as possible and must be deleted from the portable device following the transfer. (If an encrypted device is not available you will need to make specific arrangements with respect to securing data as soon as possible and this must be detailed in your ethics application).
- ☑ I will NOT store data on cloud based services other than Dropbox for Business approved by the University.
- ☑ I will ensure that all data are anonymised/pseudonymised as soon as possible to protect the confidentiality of my participants.
- ☑ I will only collect the personal information that is required to answer my research question and as approved by the ethics committee.
- ☑ I understand that personal information should be deleted as soon as it is no longer required. If keeping the contact details of participants to contact them about future research or to share findings of my project, I will store these in a separate password protected file or database held on University servers or approved cloud services.
- ☑ I understand that all data should be stored in accordance with the University's Records Retention schedule and must be kept for the period as specified in my data management plan or approved ethics application.
- ☑ I understand that my supervisor MUST be listed as the data custodian for my project and I must ensure that I transfer custody of all paper and electronic data to them before I leave the University.
- ☑ I understand that I SHOULD use encrypted devices when analysing my study data if not accessing the data directly from my P drive or other secure University server.
- ☑ I understand that I MUST ensure that when I am transcribing or analysing data that it is done in a way in which other people are NOT able to see any personal data on my devices.
- ☑ I understand that if I wish to share study data with other researchers or retain the data for use in future studies that I MUST ensure this is explicitly mentioned in the participant information sheet and consent form.
- ☑ I understand that ONLY University of Manchester or study specific email addresses/phone numbers can be used by researchers for their research projects.

Project Specification: L1-L3

WARNING: You are now completing the ethical review form for the **School of Environment, Education and Development (SEED)**. If you are not affiliated with **SEED**, then please return to **Question A5** and select your correct Division/School from the list of options.

Please note: This template allows SEED to provide ethical approval for research projects that comply with its terms and conditions.

It should **only be used** for **low and medium risk** research projects conducted by **undergraduate students, postgraduate taught students and postgraduate research students**. If you are conducting a **high risk** research project, you must submit go to the **University Research Ethics Committee (UREC) for review**.

If you are a member of **SEED staff** you **must** submit your research project to the **University Research Ethics Committee (UREC)** for review.

This form covers research that:

- Involves only participants who are non-vulnerable adults able to give informed consent
- Involves children and young people in an educational setting/accredited organisation who have an opportunity to assent and where parental/guardian consent can be provided
- Will obtain informed consent (or assent) from all participants
- Does not involve physically invasive procedures
- Does not involve activities that pose a significant risk of causing physical harm or more than mild discomfort
- Does not involve activities that pose a significant risk of causing psychological stress or anxiety
- Does not require participants to take part in activities that pose a significant risk of having an adverse effect on their personal well-being (e.g. physical and psychological health), social well-being (e.g. social standing, social connectedness) or economic well-being (e.g. employment, employability, professional standing)
- Does not involve collecting or revealing data that enables individuals, groups or organisations to be identified in such a way that they could experience significant negative effects on their personal, social or economic well-being
- Does not involve activities that pose a significant risk of harming the researcher(s)

This form **does not cover** research that:

- Involves data from NHS patients
- Involves data relating to NHS staff that is not limited to non-sensitive questions about their professional role
- Involves users of other UK Health Department services

* Please confirm the following:

☑ I declare that this project is being conducted by a student under the supervision of a University of Manchester member of staff.

L1. Please select your institute/discipline area:

Select one option

- ○ Architecture
- ○ Geography
- ○ Global Development Institute
- ◉ Manchester Institute of Education
- ○ Planning and Environmental Management

L1.1 If you are a student on the M. Ed Psychology of Education Programme, please tick the box below:

☐ I confirm I am a student on the M. Ed Psychology of Education Programme.

L2. Please clarify the specific project or study that you will be conducting:

Select one option

- (•) Doctorate Research: Pilot/Fieldwork projects (PGR)
- ( ) Doctoral Research: Thesis/Publications (PGR)
- ( ) Professional Doctorate: Placements (PGR)
- ( ) Professional Doctorate: Thesis (PGR)
- ( ) Dissertation (UGT/PGT)
- ( ) Course unit project (UGT/PGT)

L3. Please clarify whether your project or study is classed as low or medium risk:

Please see the **Help Bubble** to the right of this question for detailed information about medium and low risk research projects.

- (•) Low Risk
- ( ) Medium Risk

L3.1 Please confirm which of the following criteria are applicable to your project:

Type of Participants (choose one option)

Please note, the use of secondary data also includes information that will be obtained from social media platforms.

- [x] Adults who are able to give informed consent.
- [ ] Children in an educational setting, who are able to provide assent and a parental/guardian opt-in consent procedure has been established.
- [ ] This study ONLY involves the use of secondary data and I have completed the additional questions in Section C6.

Mandatory Criteria (ALL must be ticked unless performing secondary data analysis)

- [x] Participants are NOT classed as vulnerable or dependant.
- [x] Topics are NOT of a contentious and/or sensitive nature.
- [x] Topics are NOT distressing.
- [x] Topics are NOT of a confidential nature.
- [x] There is NO risk of physical, emotional or psychological harm to participants.
- [x] Ethical issues DO NOT include the risk of breaking confidentiality due to safeguarding concerns or disclosure requirements.
- [x] Ethical issues DO NOT include the risk of possible coercion of participants.
- [x] Data collection will take place in a public or semi-public space/building (i.e. high street, University campus, school building) or in a domestic environment familiar to the researcher (i.e. family home or friend's residence).
- [x] Data collection will take place within normal working hours and at a time convenient to participants.
- [x] Data collection will take place exclusively within the EU or EEA.

Optional Criteria (tick all that apply, if applicable)

- [x] The research will capture video, audio or photographic material and the researcher is able to guarantee controlled access to authorised viewing during analysis.
- [ ] Any public screening of the video, audio or photographic material captured by the researcher will be subject to the consent agreement with the participants.
- [x] The research requires the collection of personal data, but data will be anonymised prior to analysis and write up or presented in a format which the participant has explicitly agreed and consented.

Ethical Considerations: L4

L4. Are participants from any of the following groups?

Tick all that apply

- ☐ NHS patients
- ☐ Children under 16 years who are being researched outside of an educational setting or accredited organisation.
- ☐ Adults with learning difficulties who are being researched outside of a supportive environment
- ☐ Adults who have a terminal illness
- ☐ Adults with mental illness
- ☐ Adults with dementia
- ☐ Adults in care homes
- ☐ Adults or children in emergency situations
- ☐ Prisoners or criminals
- ☐ Young offenders
- ☐ Users of illegal drugs or illegal substances
- ☑ None of the above

L5

L5. Does the research involve physically invasive procedures?

- ○ Yes
- ◉ No

L6

L6. Does the research involve physical testing?

- ○ Yes
- ◉ No

L7

L7. Does the research involve the use of psychological tests for clinical purposes?

- ○ Yes
- ◉ No

L8

L8. Does the research involve the use of psychological tests for non-clinical purposes?

- ○ Yes
- ◉ No

L9

L9. Is it likely that taking part in the research will cause significant levels of embarrassment, distress or anxiety for participants?

- ○ Yes
- ◉ No

L10

L10. Is it likely that taking part in the research will cause significant levels of fatigue for participants?

- ○ Yes
- ◉ No

L11

L11. Does the research require participants to take part in activities that pose a significant risk of having an adverse effect on their:

- personal well-being (e.g. physical and psychological health)
- social well-being (e.g. social standing or social connectedness)
- economic well-being (e.g. employment, employability or professional standing)

- ○ Yes
- ◉ No

L12

L12. Will the research involve personally or socially sensitive topics likely to lead to significant levels of distress?

- ○ Yes
- ◉ No

L13

L13. Is there a significant likelihood that the research will uncover activities or events that should be reported to the authorities?

Please note: this includes illegal or potentially harmful activities.

- ○ Yes
- ◉ No

Research Project Details: L14

L14. What is the principal research question, in lay terms?

Limit response to 750 characters. This **MUST** be in lay language and should not be a cut/paste of your theoretical or intellectual rationale.

Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison

L15

L15. How have the quality and suitability of the research design and methods been assessed?

Tick all that apply

- ☑ Independent internal review (e.g. review by academic supervisor/advisor, research centre/research group at the University of Manchester)
- ☐ External review (e.g. review by the funder of the research, methodological/technical expert, research centre/research group or commercial organisation not at the University of Manchester)
- ☐ In the case of a student research project reviewed by supervisor(s)
- ☐ Other

L16

L16. Please confirm the following:

- ☑ I confirm the design and methods of the study are appropriate for the question(s) being asked and the researcher(s) has addressed potential threats to validity, accuracy and/or integrity.

You **MUST** tick the box above in order to submit this form.

L17

L17. What is the maximum number of participants you plan to recruit (including, if relevant, the potential for dropout)?

30

L17.3 If you will be using more than one group of participants, please explain why and how your total number will be broken down into specific groups:

This includes if you have experimental and control groups.

L18

L18. How was the number of participants decided upon?

Please select at least one option

- ☐ Statistical sampling. The sample size is large enough to provide adequate power for appropriate statistical tests concerning statistical significance, effect size and confidence intervals.
- ☐ Theoretical sampling. The number of participants is estimated to provide sufficient data such that further increases would likely yield no significant additional insights concerning the topic under investigation.
- ☑ Purposive sampling. The number of participants is based on access to the subject group most appropriate for answering the research question(s) under investigation (e.g. critical case sampling, key informant sampling or snowball sampling).
- ☑ Convenience sampling. The number of participants is based on selection of the most accessible subject group, to control costs in terms of time, effort or other resources.

L18.1 Please confirm the following:

- ☑ Convenience sampling is appropriate because the research is exploratory in nature and/or the conclusions to be drawn from the data will not be threatened by issues concerning selection bias, generalisability, sampling error, and/or statistical power.

Research Methods: L20

L20. Does the research involve any of the following data collection methods?

Tick all that apply

- ☐ Method validation
- ☑ Interviews
- ☑ Focus Groups
- ☐ Paper based surveys/questionnaires
- ☐ Electronic or online surveys/questionnaires
- ☐ Standard, copyrighted psychology questionnaires/tests
- ☑ Field observation (including participant observation)
- ☐ Child/infant behaviour observation
- ☐ Ethnography
- ☐ Visual methods (such as those used in Anthropology)
- ☐ Case study
- ☐ Social Network Analysis
- ☑ Diary methods
- ☐ Assessment (such as those used in Education research)
- ☐ Intervention
- ☑ Recordings (audio, video, photographs, etc)
- ☐ Use of pre-existing media (photographs, video, etc)
- ☐ Creative practice as research (such as drama or music pieces)
- ☐ Cognitive psychology/psychophysics (e.g. perception, attention, memory, language, emotion)
- ☐ Cognitive neuroscience (e.g. EEG, eye-tracking, pupillomery, or related measures)
- ☐ Clinical, social or personality psychology (e.g. hypothetical scenarios, role playing, group interactions, personality/state/trait scales)
- ☐ Other qualitative methods (e.g. discourse analysis, interaction analysis, conversation analysis)
- ☐ Other on-line or electronic methods (e.g. netography, on-line research, textual analysis of digital sources)
- ☐ Any other method not listed above

L20.1 Please attach either a copy of the data collection tools you plan to use (e.g., questionnaires) or a very brief protocol describing the procedure (stimuli, responses, conditions manipulated, etc.)

If performing a study with more than one data collection tool please ensure you include documents for each (i.e. interview topics guides, focus group schedules, questionnaires/surveys, etc)

IMPORTANT: If you are administering standard, **copyrighted** psychology questionnaires/tests to participants you **MUST** provide a description of the questionnaire/test to the Committee using the approved description form. Please ensure you use a separate form for each test and label each document with the name of the corresponding test before attaching to this question in the application form.

Documents

Type	Document Name	File Name	Version Date	Version	Size
Additional docs	Questions and discussion points for research	Questions and discussion points for research.docx	12/08/2020	1	23.2 KB

L20.2 Please briefly describe your methodology:

Please ensure your description is written according to the guidelines below:

- **Provide responses in bullet point format and limit responses to no more than 2 sentences per bullet point.**
- **One or more bullet points must explain the background of the project.**
- **One or more bullet points must explain how participants will be identified, approached and recruited.**
- **Describe exactly what will happen to participants, how many times and in what order.**
- **Provide responses which are as clear and concise as possible**

• Educational psychologists (EPs) are required to engage with evidence-based practice as per their governing body standards. However there is little research around how they engage with this requirement.
• Therefore this research aims to gain further insight around this area.
• The participants will be identified from educational psychology services in the North West. One that the researcher is currently on placement with and the others from a service involved with the background of the project.
• Participants will be asked by the researcher if they would like to take part in the research and will be provided with the participant information sheet and consent forms.
• The project will have four stages:
•Stage one: meeting with the principal EP to establish the project aims and what they would like from the research. This will take approximately one hour.
•Stage two: Meeting with the whole EP service to identify project outcomes and form a smaller working group from this. This will take approximately 45 -90 minutes
•Stage three: Meeting with the selected EPs who make up the working group.This will consist of four 1 hour meetings across the academic period 2020/21
•Stage four: Feedback to the whole EP team about what the project has found. This will take approximately 90 minutes.

L20.3 Please provide additional information below regarding recordings:

Please describe the content of the recordings and how they will be recorded/stored.

Parts of the project may be audio recorded by a secure Dictaphone. The content would be discussions from the EPs around the project. The audio data will be shared externally with a university approved transcription service with a confidentiality agreement. Once the recording has taken place, it will be moved from the Dictaphone to the university secure P drive as soon as possible and the original file from the Dictaphone will be securely deleted. The transcription of the focus group will also be saved securely on the university P drive. All transcripts will be anonymised and stored on the P drive for 5 years.

L20.4 Please confirm the following:

☑ I confirm that I have read, understood and agree to adhere to the guidelines and processes as outlined in the Recording of Participants in Research Projects standard operating procedures.

L21

L21. What do you consider to be the main ethical issues raised by the methodology and how will you address them?

Please provide details in the box below and structure your answers into a bulleted list.

• Participants will have to spend time engaging in the research (using time from their working week) - this will be addressed by trying to make this time as efficient as possible, and being flexible to ensure this is the best time for the participants.
• Maintaining confidentiality - this will be addressed by an introduction at the start of the meetings reminding participants to maintain confidentiality of self/others and that anything discussed in the group should be kept confidential. Audio data will be kept confidential and participants will be given pseudonyms.
• Participants may question their own professional practice, or poor practice may be disclosed - all practitioner psychologists are registered through a professional body called Health and Care Professionals Council (HCPC) whereby they are required to adhere to a set of standards. Standard 11 states that the psychologist should "be able to reflect on and review practice". It is felt by the researcher that all psychologists taking part in this research would be competent in reflecting upon their own practice. If necessary, it may highlight additional training/continuous professional development that the psychologist could seek. Reporting of any exceptionally poor practice would also act as a safeguarding measure/duty of care to the vulnerable population educational psychologists work with. The consent form and participant information sheet address this matter "If, during the study, you disclose information about misconduct/poor practice, we have a professional obligation to report this and will therefore need to inform your employer/professional body."
• Ideally, the methodology calls for collaborative working and this may not be possible to fulfill in person due to the corona virus limitations. Therefore, the research can be done remotely via a secure video calling platform if needed. Participants will be informed of this and the best way forward will be decided closer to the time of data collection planned to be between October 2020 - August 2021.

Consent: L22

L22. Will the researcher(s) obtain direct informed consent/assent to take part in the research from all participating individuals?

- (•) Yes
- ( ) Not required as this project will access social media data available to the general public or other routinely available online content for which informed consent is not required.

L23

L23. How will the consent be obtained or verified?

Please note, this section refers to the information being given to adults (or parents only).

*Tick **all** that apply*

- [x] Written consent (please use the University template)
- [ ] Verbally (please explain recording method in the box below)
- [ ] Implied (with the return/submission of a completed questionnaire/survey)

L23.2 Please declare the following:

- The researcher(s) will provide an information sheet to all persons invited to take part that explains in concise and clearly understandable terms:
  1. who is conducting the research
  2. why it is being conducted (including the true purpose of the research)
  3. why they have been asked to take part
  4. what it requires of them (including the amount of time they will be required to commit and what they will have to do)
  5. what will happen to the data they provide
  6. whether and how their anonymity and confidentiality will be maintained
  7. that their participation is voluntary and they are free to withdraw at any time without detriment (where possible)
- The researcher(s) will ensure that participants sign/mark a consent form to indicate that they have received sufficient information about the research and are happy to take part.
- All information sheet(s) and consent form(s) to be used are attached below.

☑ I confirm all of the above declarations.

The declaration above **MUST** be ticked in order to submit this form.

L23.3 Please attach a copy of your GDPR compliant consent form(s):

WARNING: Your application will be returned to you and incur substantial delays unless you use the new GDPR compliant templates. Please see the help bubble attached to this question for additional guidance.

For secondary data analysis studies only, please provide proof that the analysis you wish to perform falls within the original consent of data subjects.

This **must** be attached in order to submit your form.

Documents

Type	Document Name	File Name	Version Date	Version	Size
Consent Form	Consent Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison	Consent Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison.docx	12/08/2020	1	44.0 KB

L23.4 Please attach a copy of your GDPR compliant participant information sheet(s):

WARNING: Your application will be returned to you and incur substantial delays unless you use the new GDPR compliant templates. Please see the help bubble attached to this question for additional guidance.

For secondary data analysis studies only, please upload a copy of the permission letter from the data controller or external organisation in support of the project.

This **must** be attached in order to submit your form.

Documents

Type	Document Name	File Name	Version Date	Version	Size
Participant Information Sheet	PIS Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison	PIS Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison.docx	12/08/2020	1	49.6 KB

L24-L25

L24. Will you be including participants who are under the age of 16?

- ○ Yes
- ◉ No

L26-L27

L27. Will the researchers give participants at least 24 hours to decide whether or not to take part in the research?

- ◉ Yes
- ○ No

L28

L28. Are participants from any of the following groups?

Tick all that apply

- ☐ Children under the age of 16 in an educational setting or accredited organisation
- ☐ Adults with learning difficulties in familiar, supportive environments
- ☐ I will not have any direct contact with participants from either of these groups, but they will be approached to participate in my study via a gatekeeper (i.e. a teacher) and will be completing a questionnaire/survey.
- ☑ None of the above

L29

L29. Could participants be considered to have a particularly dependent relationship with the researcher(s) (e.g. students taught or examined by the researcher(s), clients of the researcher(s)).

- ○ Yes
- ◉ No

L30-L31

L30. What are the inclusion criteria for participants?

- ☑ Participants will be included only if they have experiences and/or characteristics relevant to the research question(s) being investigated.

You **MUST** tick the box above in order to submit this form.

L31. What are the exclusion criteria for participants?

☑ Participants will be excluded only when they do not have experiences or characteristics relevant to the research question(s) being investigated.

You **MUST** tick the box above in order to submit this form.

L32

L32. How will participants be approached and recruited?

Tick the method below which you will be using for your study. If using more than one method, please tick the appropriate box(es).

☑ The researcher(s) will approach participants directly and will:

1. provide sufficient information to enable informed consent
2. not pursue non-responders beyond two reminders, and
3. maintain the anonymity and confidentiality of responders and non-responders

☐ The researcher(s) will approach participants indirectly via a third party and the third party will ensure any and all information:

1. is not coercive,
2. is limited to information that prospective participants need to determine their eligibility and interest,
3. does not state or imply a favourable outcome or other benefit beyond what is outlined in the participant information sheet and does not emphasise payments/inducements, using means such as large or bold type, and
4. contains information that is accurate, honest and socially responsible regarding who is conducting the research, its purpose, risks/benefits, requirements of taking part, contact details for further information

☐ Participants will be recruited using an advertisement or equivalent communication (e.g. posters, flyers, bulk email/distribution list, social media invitations/announcements/pages) and the researcher(s) will ensure that any and all information:

1. provide sufficient information to enable informed consent,
2. not pursue non-responders beyond two reminders, and
3. maintain the anonymity and confidentiality of responders and non-responders

☐ Not applicable as this is a secondary data analysis of existing data/samples

L32.1 Please attach a copy of any introductory letters or emails that will be sent to gatekeepers or used to recruit participants:

Documents

Type	Document Name	File Name	Version Date	Version	Size
Letters of Permission	Briefing information for services version 1	Briefing information for services version 1.docx	12/08/2020	1	42.5 KB

L33

L33. Will participants receive payment or other incentives for taking part in the research?

- (•) No
- ( ) Yes, but the payments and/or incentives provided will not be sufficiently coercive to over-ride freely given consent, taking into account the financial status of the participants targeted. Specifically, the sums involved will only cover reasonable out of pocket expenses (e.g. travel expenses), reasonable recompense for time given to take part in the study, Psychology credits at standard rate for this type of research and/or will be in the form of a prize draw.

Risks to Researchers: L34

L34. Where will the data collection take place?

Please choose the location of where the **researcher** will be when collecting the data.

*Tick **all** that apply.*

- [ ] This study involves online surveys/questionnaires that are distributed either globally or to a specific location
- [ ] In a University building on campus.
- [ ] In the researcher's residence/accommodation
- [ ] Off-campus in a public space (e.g. a high street or cafe) in the UK that poses no significant risk to the safety and well-being of participants and researchers
- [ ] Off-campus in a public space (e.g. a high street or cafe) in a safe international setting which poses no significant risk to the safety and well-being of participants and researchers.
- [x] Off campus at a private building or institutional setting (e.g. the premises of a work organisation, participant's place of work or private residence) in the UK that poses no significant risk to the safety and well-being of participants and researchers.
- [ ] Off-campus at a private building or institutional setting (e.g. the premises of a work organisation, participant's place of work or private residence) in a safe international setting which poses no significant risk to the safety and well-being of participants and researchers.
- [ ] SALC Linguistics/English Language Students ONLY: My project will be primary or practice research conducted in a public space or building within normal working hours, or in a domestic environment familiar to the researcher, within normal working hours or at a time convenient to participants.

L34.2 You MUST agree to the following condition:

- [x] The researcher(s) has reviewed the Division/School's risk assessment for off-site work in the UK.

L34.4 Please specify the location:

Example: Kro Bar, Oxford Road, Manchester

Warrington Local Authority Offices, Buttermarket Street, Warrington, WA1 2NH. Salford Local Authority Burrows House 10 Priestley Road Wardley Industrial Estate Worsley, Salford M28 2LY

L35

L35. Will any of the researchers be required to collect data alone in an off-campus setting?

Please note this does not include gathering survey results or social media data from a computer in your own residence/accommodation.

- (•) Yes
- ( ) No

L35.1 You MUST agree to the following condition:

- [x] The researcher(s) will comply with the University's Guidance on Lone Working, including the use of recommended controls (e.g. a 'buddy system'). When required to collect data alone in a community setting (including participants' residences, workplaces or public setting), researcher(s) will undertake a risk assessment for community based working.

Conflicts of Interest: L36

L36. Do any of the researchers have any direct personal involvement (e.g. financial interests, share-holdings, personal relationships, etc.) in an organisation involved in sponsoring, funding or guiding the research that may give rise to a possible conflict of interest?

- ( ) Yes
- (•) No

L37

L37. Is any organisation directly involved in sponsoring, funding or guiding the research that may give rise to a possible conflict of interest?

- ( ) Yes
- (•) No

Reporting Arrangements: L38

L38. How do you intend to report and disseminate the results of the study?

Tick all that apply

- [x] Peer reviewed scientific journals
- [ ] Book/chapter contribution
- [ ] Published review (e.g. ESRC, Cochrane Review)
- [ ] Internal report
- [ ] Conference presentation
- [x] Thesis/dissertation
- [ ] Assessed course unit submission
- [ ] Other (e.g. creative works)

L39

L39. How will the results of research be made available to research participants and communities from which they are drawn?

Tick all that apply

- [x] Written feedback to research participants
- [ ] Presentation to participants or relevant community groups
- [ ] Other (e.g. video/website)
- [ ] Results will not be made available

Research Sponsorship: L40

L40. Are you in receipt of any funding for your study (either internal or external)?

- (•) Yes
- ( ) No

L40.1 Please provide additional details including:

- Organisation
- UK Contact
- Amount (£)
- Duration

DfE Initial Training for Educational Psychologists bid 2015-2019 £15,950 pa bursary.

L41

L41. Who will be responsible for governance and insuring the study?

- (•) The University of Manchester
- ( ) Other organisation

Supporting Documents: L42

Please use this section to attach any additional documentation that you have not attached previously in this form. If you do not need to attach any additional supporting documentation, please tick the box at the bottom of the page.

The supporting documents that you may have already been required to attach are:

- Interview guide
- Focus group topic guide
- Questionnaire(s)
- Statistical review
- Advertisements/e-mails/recruitment text
- Social media recruitment text
- Consent/assent form(s)
- Participant information sheet(s)
- Letters from gatekeepers/letters of permission

Examples of documentation that you may wish to attach include, but are not limited to:

- Translated documents
- Verification of translated documents
- Distress protocol/debrief sheet
- Lone worker policy/procedure
- Confidentiality agreements
- Ethical approval from partnering institutions
- Local insurance arrangements
- Completed risk assessment forms

L42. Additional supporting documentation

☑ I confirm that all required supporting documentation for this project has been appended.

Final Declaration: L43

L43. In order for your application to proceed to review, please confirm the following:

- To the best of my knowledge the information that I have provided here is accurate and I understand that any deliberate attempts to withhold necessary information or mislead the School Research Ethics Committee will result in my project being given an unfavourable decision.
- I understand that while I have completed this form for undergraduate/postgraduate research, the School Research Ethics Committee may escalate my application to the University Research Ethics Committee (UREC) if my research is deemed to be high risk.

☑ I confirm both of the above declarations.

You **MUST** tick the box above in order to submit this form.

Required Signatures

Final Declarations

1. The information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
2. I agree to abide by the ethical principles underlying the Policy on the Ethical Involvement of Human Participants in Research and the University's Code of Good Research Conduct.
3. If the research is approved I agree to adhere to the terms of the full application as approved and any conditions set out by the review body in giving approval.
4. I agree to notify the review body of any amendments to the terms of the approved application (both minor and major), and to seek a favourable opinion from that review body via the formal process before implementing the amendment.
5. I agree to submit annual progress reports setting out the progress of the research as well as end of study reports, as required by the review body for all UREC proposals.
6. I understand that research records/data may be subject to inspection by the review body for audit purposes. In addition, I understand that research records/data for those studies that use human tissue, medical devices or pharmaceutical products may be subject to inspection by regulatory authorities for audit purposes.
7. I understand that the information contained in this application, any supporting documentation and all correspondence with the review body or its operational managers relating to the application
   - Will be held by the University until at least 5 years after the end of the study or at least 10 years for those studies involving medical data.
   - May be disclosed to the operational managers of the review body in order to check that the application has been processed correctly or to investigate any complaint
   - May be seen by auditors appointed to undertake accreditation of the University (where applicable)
   - Will be subject to the provisions of the Freedom of Information Act and may be disclosed in response to request made under the Act except where statutory exemptions apply
   - May be sent by email to members of the review body
8. I understand that information relating to this research, including the contact details on this application, will be held by Infonetica Ltd, and that this will be managed according to the principles established in the Data Protection Act 2018.
9. I confirm that I have not included any sensitive personal information including a curriculum vitae or identifiable information about my racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health, sexual life, commission of offenses and/or criminal proceedings.

IMPORTANT: Please ensure you request the signatures of the PI or supervisor (if required).

The system now features an automatic submission function which will automatically submit your application (usually within 60 seconds) after all required signatures are obtained as described below.

If you are signing an application, please ensure you remain signed into the ERM system until the screen refreshes and you receive email confirmation that a) your signature has been accepted and b) your application has been successfully submitted.

If you do not receive an email confirmation within 1 hour of signing the form, please perform the following:

1. Open the application and double check the form status as it should be listed as submitted, resubmitted or sent to. If the status is one of these, please email your Ethics Signatory or School Administrator to double check that they have received your application.
2. If the form status is listed as 'changes requested', 'not submitted' or 'returned' then please double check:
   a. That an appropriate signature has been obtained in Section S (it should say for example: Mr Smith has signed on 5/7/2019 at 13.15pm)
   b. That no additional blank signature boxes are listed in Section S
   c. That the application is not pending a mandatory update (listed in a red bar at the top of the screen)
   d. If you have performed all of these checks and the application has still not automatically submitted, please email research.ethics@manchester.ac.uk and provide your project reference number, title and a screenshot confirming these criteria and a member of the team will be able to assist you.

WARNING: Once you have signed the form, it will be **locked** and if you wish to make further changes you must '**unlock**' the form, which will break any signatures already obtained.

For staff projects, if you are NOT the PI, you must obtain their signature (using the request button below).

For student projects, if you are NOT the supervisor, you must obtain their signature (using the request button below).

For student projects, if you ARE the supervisor please ensure you sign the form.

Signature of the Primary Supervisor

To sign this form please look on the left hand side of your screen for an action button called Sign that has a picture of a pencil on it. Please push this button and this button only to sign the form.

Please note that if you are the student requesting your supervisor's signature that by pressing this request button you are confirming that the application is complete, accurate to the best of your knowledge and ready to be signed off by your supervisor for further processing by relevant Division/School/UREC colleagues.

Signed: This form was signed by Prof Kevin Woods (kevin.a.woods@manchester.ac.uk) on 12/08/2020 6:03 PM

Appendix C: Critical appraisal framework for qualitative research

Educational and Psychology Research Group

Critical Appraisal Review Frameworks

Qualitative Research Framework

The University of Manchester Educational Psychology Critical Appraisal Review Frameworks were first developed in 2011 (Woods, Bond, Humphrey, Symes & Green, 2011). Since then the frameworks have been developed and extended as flexible tools for the critical appraisal of a wide range of qualitative and quantitative research that may be drawn upon by practising psychologists. This 2020 version of the qualitative research framework is designed to support critical appraisal of qualitative research, whether broadly an evaluation or investigation study.

The frameworks have been widely used and adapted in many published systematic reviews of evidence. Recent versions of the qualitative research framework have been used, or adapted for use, in evidence reviews by Akbar & Woods, (2019); Tomlinson, Bond and Hebron (2020); Simpson and Atkinson (2019); and Tyrell and Woods (2018).
If using, or adapting, the current version of this checklist for your own review, cite as:
Woods, K. (2020) *Critical Appraisal Frameworks: Qualitative Research Framework*. Manchester: The University of Manchester (Education and Psychology Research Group).

References

Akbar, S., & Woods, K. (2019). The experiences of minority ethnic heritage parents having a child with SEND: A systematic literature review. *British Journal of Special Educational Needs.* https://doi.org/10.1111/1467-8578.12272

Simpson, J., & Atkinson, C. (2019). The role of school psychologists in therapeutic interventions: A systematic literature review, *International Journal of School & Educational Psychology*. DOI: 10.1080/21683603.2019.1689876

Tomlinson, Bond & Hebron (2020). The school experiences of autistic girls and adolescents: A systematic review. *European Journal of Special Needs Education*, *35*(2), 203-219. https://doi.org/10.1080/08856257.2019.1643154

Tyrell, B., & Woods, K. (2018). Methods used to elicit the views of children and young people with autism: A systematic review of the evidence. *British Journal of Special Education, 45*(3), 302-328. DOI: http://dx.doi.org/10.1111/1467-8578.12235

Woods, K., Bond, C., Humphrey, N., Symes, W., & Green, L. (2011). *Systematic Review of Solution Focused Brief Therapy (SFBT) with children and families.* (DfE Research Report RR179). Retrieved on 20.4.20 from https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR179

Author(s):

Title:

Journal Reference:

Criterion/ score		R1	R2	Agree %	R1	R2	Agree %	Comment
Clear aim of research *e.g. aim/ goal/ question of the research clearly stated, importance/ utility justified*	**1** **0**							
Appropriateness of the research design *e.g. rationale vis-à-vis aims, links to previous approaches, limitations*	**1** **0**							

Clear sampling rationale *e.g. description, justification; attrition evaluated*	**1** **0**							
Appropriateness of data collection method *e.g. methods link to research aims, rationale for method provided*	**1** **0**							
Well executed data collection *e.g. clear details of who, what, where, how; intended/ actual (if modified) effect of execution on data quality; data saturation considered*	**2** **1** **0**							
Analysis close to the data, *e.g. researcher can evaluate fit between categories/ themes and data, participant 'voice' evident*	**2** **1** **0**							
Evidence of explicit reflexivity *e.g.* • *impact of researcher (vis-à-vis cultural/ theoretical position; researcher-participant relationship)* • *limitations identified* • *data validation (e.g. inter-coder checks/ peer moderation/ consultation)* • *researcher philosophy/ stance*	**4** **3** **2**							

evaluated • *conflict of interest statement included*	**1** **0**							
Negative case analysis, *e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.*	**1** **0**							
Evidence of researcher-participant negotiation of meanings, *e.g. member checking, methods to empowering participants.*	**1** **0**							
Valid conclusions drawn *e.g. data presented support the findings which in turn support the conclusions; comparison to previous studies*	**1** **0**							
Emergent theory related to the problem, *e.g. links to previous findings/ explanation of changes or differences/ abstraction from categories/ themes to model/ explanation.*	**1** **0**							
Transferable conclusions *e.g. contextualised findings; limitations of scope identified.*	**1** **0**							
Evidence of attention to ethical issues	**1**							

e.g. presentation, sensitivity, minimising harm, feedback	**0**							
Comprehensiveness of documentation *e.g. schedules, transcripts, thematic maps, paper trail for external audit*	**1** **0**							
Clarity and coherence of the reporting *e.g. clear structure, clear account linked to aims, key points highlighted*	**1** **0**							
Total	*Max* 20			Mean % agree			Mean % agree	

Appendix D: Critical appraisal framework for quantitative research

Doctorate in Educational and Child Psychology

Critical Appraisal Review Frameworks

Quantitative Research Framework

The University of Manchester

The University of Manchester Educational Psychology Critical Appraisal Review Frameworks were first developed in 2011 (Woods, Bond, Humphrey, Symes & Green, 2011). Since then the frameworks have been developed and extended as flexible tools for the critical appraisal of a wide range of qualitative and quantitative research that may be drawn upon by practising psychologists. This 2020 version of the quantitative research framework amalgamates previous quantitative frameworks to support critical appraisal of quantitative research, whether broadly an evaluation or investigation study.

The frameworks have been widely used and adapted in many published systematic reviews of evidence. Recent versions of the quantitative research frameworks have been used, or adapted for use, in evidence reviews by Flitcroft and Woods (2018); Simpson and Atkinson (2019); Tomlinson, Bond, & Hebron (2020); Tyrell & Woods (2018).

If using, or adapting, the current version of this checklist for your own review, cite as: Woods, K. (2020) *Critical Appraisal Frameworks: Quantitative Research Framework*. Manchester: The University of Manchester (Education and Psychology Research Group).

References

Flitcroft, D., & Woods, K. (2018). What does research tell high school teachers about student motivation for test performance? *Pastoral Care in Education*, *36*(2), 112-125. https://doi.org/10.1080/02643944.2018.1453858

Simpson, J., & Atkinson, C. (2019). The role of school psychologists in therapeutic interventions: A systematic literature review, *International Journal of School & Educational Psychology*. DOI: 10.1080/21683603.2019.1689876

Tomlinson, Bond & Hebron (2020). The school experiences of autistic girls and adolescents: A systematic review. *European Journal of Special Needs Education*, *35*(2), 203-219. https://doi.org/10.1080/08856257.2019.1643154

Tyrell, B., & Woods, K. (2018). Methods used to elicit the views of children and young people with autism: A systematic review of the evidence. *British Journal of Special Education, 45*(3), 302-328. DOI: http://dx.doi.org/10.1111/1467-8578.12235

Author(s):
Title:

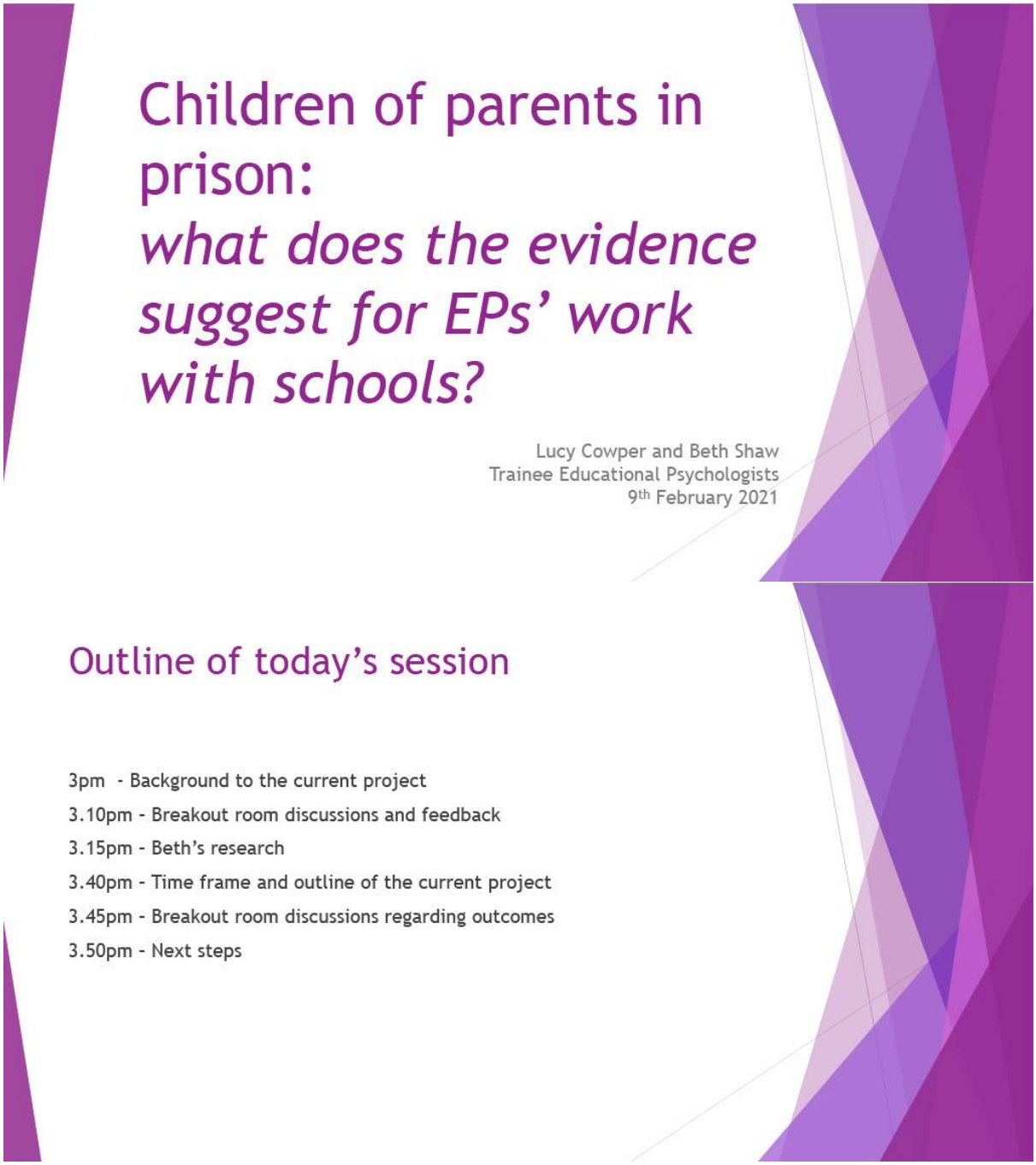
Journal Reference:

Criterion	Score	R 1	R 2	Agree %	R 1	R 2	Agree %	Comment
Design (evaluation studies only)								
Use of a randomised group design	**2 1 0**							
(i) Comparison with treatment-as-usual or placebo, **OR**	**2 1 0**							
(ii) Comparison with standard control group/ single case experiment design	**1 0**							
Use of manuals/ protocols for intervention/ training for intervention	**2 1 0**							
Fidelity checking/ supervision of intervention	**2 1 0**							
Data gathering								
Clear research question or hypothesis *e.g. well-defined, measureable constituent elements*	**1 0**							
Appropriate participant sampling *e.g. fit to research question,*	**1 0**							

representativeness.								
Appropriate measurement instrumentation. *e.g. sensitivity/ specificity/ reliability/ validity*	**2 1 0**							
Use of multiple measures	**2 1 0**							
Comprehensive data gathering *e.g. multiple measures used; context of measurement recorded (e.g. when at school vs at home)*	**1 0**							
Appropriate data gathering method used *e.g. soundness of administration*	**1 0**							
Reduction of bias within participant recruitment/ instrumentation/ administration *e.g. harder-to-reach facilitation; accessibility of instrumentation*	**1 0**							
Response rate/ completion maximised *e.g. response rate specified; piloting; access options*	**1 0**							
Population subgroup data collected *e.g. participant gender; age; location*	**1 0**							
Data analysis								
Missing data analysis *e.g. Level and treatment specified*	**1 0**							
Time trends identified *e.g. year on year changes*	**1 0**							
Geographic considerations *e.g. regional or subgroup analyses*	**1 0**							
Appropriate statistical analyses	**2 1 0**							

(descriptive or inferential) *e.g. coherent approach specified; sample size justification/ sample size adequacy*								
Multi-level or inter-group analyses present *e.g. comparison between participant groups by relevant location or characteristics*	**1 0**							
Data interpretation								
Clear criteria for rating of findings *e.g. benchmarked/ justified evaluation of found quantitative facts*	**1 0**							
Limitations of the research considered in relation to initial aims *e.g. critique of method; generalizability estimate*	**1 0**							
Implications of findings linked to rationale of research question *e.g. implications for theory, practice or future research*	**1 0**							
	Total score			Mean % agree			Mean % agree	
Total (investigation studies) (max=20)								
Total (evaluation studies) (max=29)								

Appendix E: Training PowerPoint delivered to services



Background

- Commissioned thesis regarding EPs understanding and use of **evidence-based practice**
- Preliminary study at a local authority in the North West – EPs wanted to relate EBP to a focus
- "Evidence-based practice is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences" (APA, 2006, p.273)

- Explore how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison (CoPiPs)

- What is your experience of this?

How can children of imprisoned parents in the UK be supported in school?

The research

- Commissioned by [redacted] Educational Psychology service
- The research took two strands
  - Systematic literature review:
    How can children of imprisoned parents in the UK be supported in school?
  - Primary research:
    How and why do Educational Psychology services implement an ACE-informed approach?

Why children of parents in prison?

- Children of parents in prison (COPIPs) can face potential adverse outcomes (e.g. difficulties with academic progress and mental health) (Department for Education, 2019; Glover, 2009; Kincaid, Roberts & Kane, 2019; Murray & Farrington, 2008)
- A number of COPIPs go unrecognised and therefore don't receive the support they need. (Kincaid et al., 2019; Roberts, 2012)
- Schools have been recognised as having a critical role in supporting these children for a number of reasons, e.g.
  - all children are likely to be in full-time education
  - children of prisoners are more likely to struggle academically

  (Haines, 2017; Lynne, 2017; Morgan et al., 2014; Murray & Farrington, 2008; Roberts, 2012; Tuite, 2016)

Aim

To provide an overview of the ways in which COPIPs can be supported in school.

Method

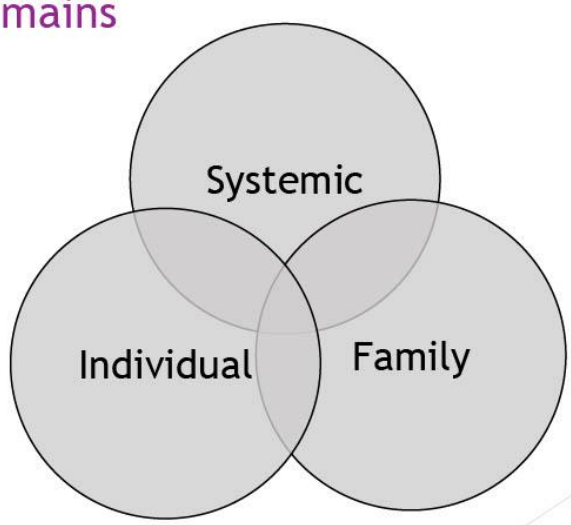
- Systematic review of databases* and relevant websites**
- Inclusion criteria - papers included had to refer to:
  - the needs of children of imprisoned parents
  - children of imprisoned parents living in the UK
  - ways children of incarcerated parents can be supported by schools or educational psychologists

*ERIC, Ethos, PsychInfo and Google Scholar.

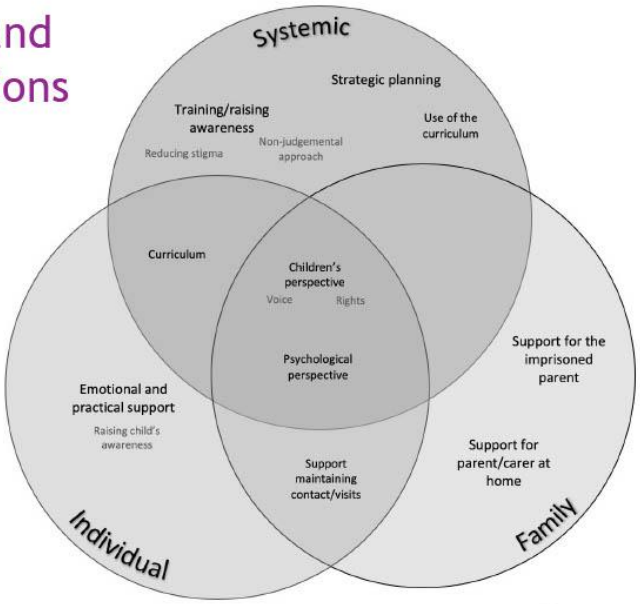
**National Information Centre on children of offenders (NICCO) 'directory of research', 'Children of Prisoners Europe' 'network publications' and 'Families Outside' 'research reports'

Results: 3 domains

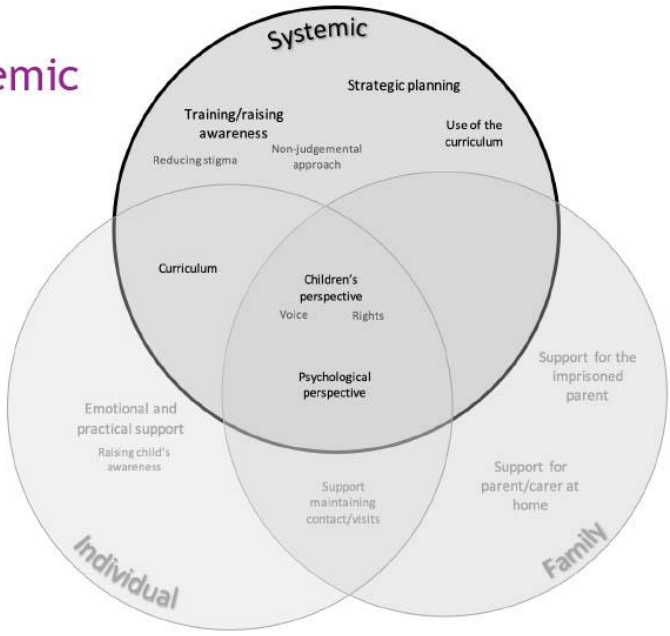
- Systemic
- Family
- Individual



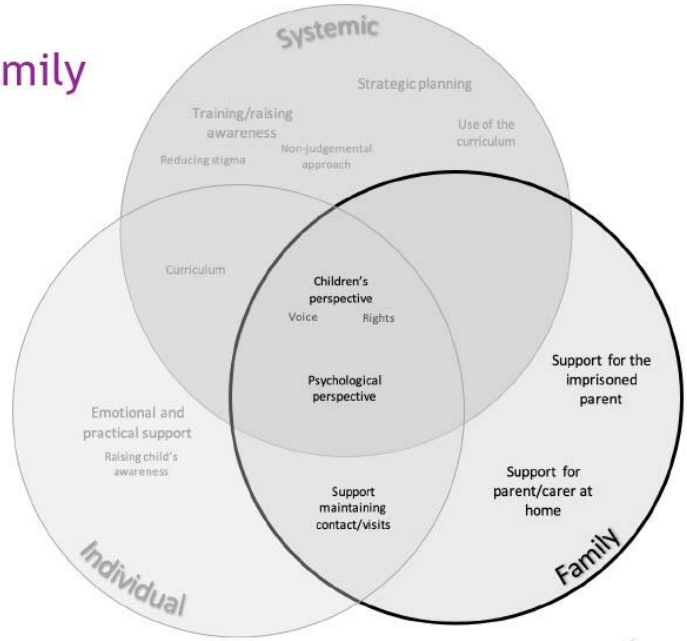
Results and Implications



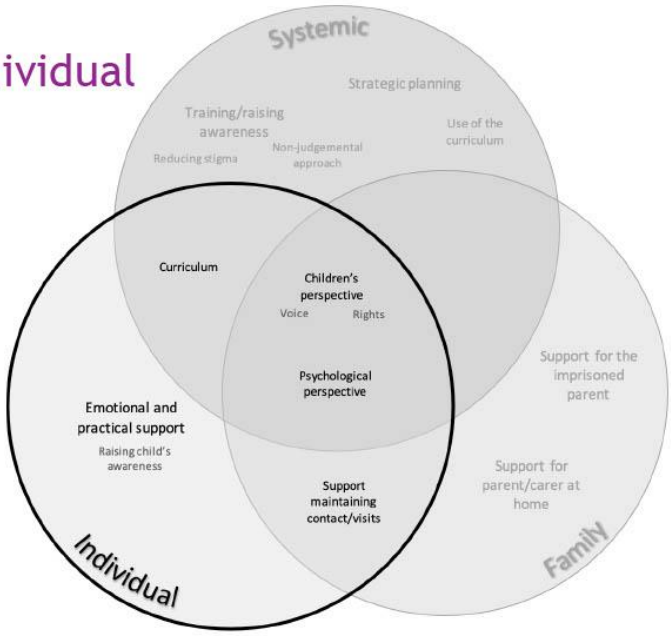
Systemic



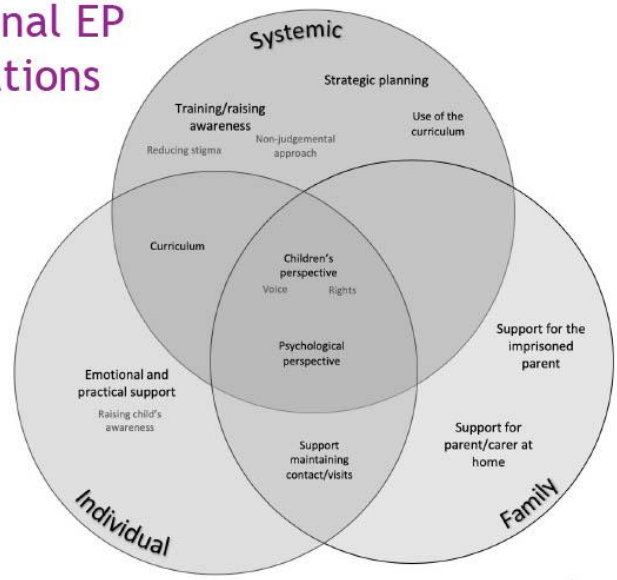
Family



Individual



Additional EP Implications



Any questions?

Outline of the project

Stage/ activity	Purpose	Anticipated EPS time commitment
Initial meeting with the principal educational psychologist	Liaison with service: audit current provision including other areas of development	30 minutes - 45 minutes
Meeting with the whole EPS	Identify project outcomes, possible project plan, and capacities within and outside EP team	45 - 90 minutes **TODAY!**
Task-and-finish group meetings	Develop products relating to identified outcomes, e.g. training materials, best practice guideline.	4 x 1 hour (April - September 2021)
Meeting with the EPS	Present the developed service guidance, explaining link to the evidence-base	1 hour 30 minutes

Possible outcomes

- What might this mean in practice?
  - Consultation scripts?
  - Training package?
  - How do EPs engage with children with a parent in prison?

Next steps…

- 12th Feb - [redacted] EPS nominate two volunteer EPs to join CoPiPs task-and-finish (T&F) group
- March - EBP/ CoPiPs presentation with [redacted] EPSs
- End March - first meeting of CoPiPs T&F group
- April - September 2021 - 3 one hour meetings of T&F group to develop resources
- Autumn term 2021 - T&F group feedback to the service

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Appendix F: Service briefing information

Developing evidence-based guidance towards supporting children with a parent in prison

INVITATION

Lead researcher	Lucy Cowper
Academic supervisor	Kevin Woods
Educational psychologist partners	[redacted]

We are seeking to partner with an educational psychology service, or services, to work on a project to develop evidence-based guidance aiming to address the educational support needs of children with a parent in prison. The project will be led by myself, Lucy Cowper, trainee educational psychologist, as part of my doctoral thesis research. Preliminary work has been completed which will inform the basis of the evidence that can be used within the project.

The creation of the evidence-based guidance will be completely service-driven, and will take the form the EPS would find most useful (e.g. training package, best practice guidelines for schools, consultation protocol, resource banks, consultation/ assessment 'scripts' etc). The project will proceed with full ethical approval from The University of Manchester; full project information and consent forms will provided for any educational psychology service that becomes a partner.

We understand that, at present, services may be experiencing different demands and have other development priorities. Therefore we have drafted an anticipated time frame of likely project activities.

The project will likely take place across four broad stages, though additional activities and tasks involving the lead researcher may be undertaken, with appropriate university ethical approval. EPS time commitment will be arranged remotely, or on site at the educational

psychology service base; there is no external financial cost incurred for participation in the project.

Stage/ activity	Purpose	Anticipated EPS time commitment
1. Initial meeting with the principal educational psychologist	Liaison with service: audit current provision including other areas of development	30 minutes – 45 minutes
2. Meeting with the whole EPS	Identify project outcomes, possible project plan, and capacities within and outside EP team	45 – 90 minutes
3. Working group meetings	Develop products relating to identified outcomes, e.g. training materials, best practice guideline.	4 x 1 hour (across the period of academic year 2020/21)
4. Meeting with the EPS	Present the developed service guidance, explaining link to the evidence-base	1 hour 30 minutes

Please could you rate the potential priority this project work might have within your current service context?

Very high **High** **Medium** **Low**

☐ ☐ ☐ ☐

Please could you indicate the likely service capacity to engage with the project (or a negotiated version of it)?

Satisfactory **Uncertain** **Not currently available**

☐ ☐ ☐

Please add below any comments/questions you may have:

Thank you for taking the time to complete this.

Please return the completed form to Lucy.cowper@postgrad.manchester.ac.uk

Appendix G: Participant information sheet

MANCHESTER 1824
The University of Manchester

Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison

Participant Information Sheet (PIS)

You are being invited to take part in a research study that forms the researcher's thesis requirements for the Doctorate in Educational and Child psychology at the University of Manchester. The aim of the research is to exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison.

Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully before deciding whether to take part and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Thank you for taking the time to read this.

About the research

- **Who will conduct the research?**

Lucy Cowper (Trainee educational psychologist),
School of Environment, Education and Development (SEED),
Ellen Wilkinson Building,
Oxford Road,
Manchester,
M13 9PL

- **What is the purpose of the research?**

The researcher is hoping to support an educational psychology service (EPS) to work on a project to develop evidence-based guidance aiming to address the educational support needs

of children with a parent in prison. The overall aim of the research is to ascertain how educational psychology services contribute to evidence-based practice.

Your service has been selected due to being an established EPS in the North West that has identified a level of interest around this area. It is anticipated that other educational psychology services partners will take part in this research, and there is opportunity to collaborate between services.

- **Will the outcomes of the research be published?**

The project will form part of the researcher's thesis submission towards doctoral training. It is expected the outcomes of this research will be published within an academic journal (not yet decided upon). All identified information from any persons or services will be anonymised.

- **Disclosure and Barring Service (DBS) Check**

The researcher has undergone an appropriate level of DBS check as determined by The University of Manchester.

- **Who has reviewed the research project?**

The project has been reviewed by The University of Manchester Research Ethics Committee. The project has also originated through research commissioning from regional educational psychology services. The project is also reviewed by university tutors and supervisors.

- **Who is funding the research project?**

Funding for the project has been provided from the DfE Initial Training for Educational Psychologists bid 2015-2019 £15,950 pa bursary.

What would my involvement be?

- **What would I be asked to do if I took part?**

If you opt to take part in the research, you will be a part of a whole service project which aims to create evidence-based guidance to support the educational needs of children with a

parent in prison. This guidance will be completely service-driven, and will take the form the EPS would find most useful (e.g. training package, best practice guidelines for schools, consultation protocol, resource banks, consultation/ assessment 'scripts' etc).

The project is anticipated to take place across four broad stages, though additional activities and tasks involving the researcher may be undertaken, with appropriate university ethical approval. EPS time commitment will be arranged remotely, or on site at the educational psychology service base; there is no external financial cost incurred for participation in the project.

Stage/ activity	Purpose	Anticipated EPS time commitment
5. Initial meeting with the principal educational psychologist	Liaison with service: audit current provision including other areas of development	30 – 45 minutes
6. Meeting with the whole EPS	Identify project outcomes, input from the university regarding evidence-based practice, and ascertaining capacities within and outside EP team (identifying around two EPs for the working group)	45 – 90 minutes
7. Working group meetings	Develop products relating to identified outcomes, e.g. training materials, best practice guideline.	4 x 1 hour (across the period of academic year 2020/21)
8. Meeting with the EPS	Present the developed service guidance, explaining link to the evidence-base	1 hour 30 minutes

- **Are there any additional considerations that I need to know about before deciding whether I should take part?**

Ideally, the research will take place in person within your office location where possible. However, due to current uncertainty and limitations posed by the COVID-19 this may not be

possible. Certain adjustments may need to be made to ensure this research adheres to the latest government advice in relation to social distancing as well as taking all reasonable precautions in terms of limiting the spread of the virus. Data gathering for this project is anticipated to be across October 2020 – August 2021, therefore it is difficult to predict what advice will be available during this time. The research can take place remotely via a secure video networking services. If meeting in person, additional precautions will be followed, such as social distancing and making use of the best location. This will be discussed when organising suitable dates for the research.

- **Will I be compensated for taking part?**

Participation is voluntary and you will not be compensated for partaking.

- **What happens if I do not want to take part or if I change my mind?**

It is up to you to decide whether or not to take part. If you no longer wish to take part in the research then you can contact the researcher in person or by email at any point to inform them of your decision. If you do decide to take part you will be given this information sheet to keep and will be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised as we will not be able to identify your specific data. This does not affect your data protection rights. If you decide not to take part you do not need to do anything further.

The main way of collecting data will be through observation and the researcher keeping field notes. The researcher will take audio recordings across each stage; this will clearly be explained by the researcher before recording. Consenting to being observed and audio recorded are essential requirement to your participation in the study. Should you feel uncomfortable with the recording process at any time, you are able to leave the research.

Data Protection and Confidentiality

- **What information will you collect about me?**

In order to participate in this research project we will need to collect information that could identify you, called “personal identifiable information”. Specifically we will need to collect:

- Audio recordings. These will consist of voice only and will be obtained during discussions. The researcher will clearly indicate when a recording is necessary.
- Name and signature. This will be on the consent form and completion of which is required to take part in the research.

- **Under what legal basis are you collecting this information?**

We are collecting and storing this personal identifiable information in accordance with data protection law which protect your rights. These state that we must have a legal basis (specific reason) for collecting your data. For this study, the specific reason is that it is "a public interest task" and "a process necessary for research purposes".

- **What are my rights in relation to the information you will collect about me?**

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings.

If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our Privacy Notice for Research available from http://documents.manchester.ac.uk/display.aspx?DocID=37095

- **Will my participation in the study be confidential and my personal identifiable information be protected?**

In accordance with data protection law, The University of Manchester is the Data Controller for this project. This means that we are responsible for making sure your personal information is kept secure, confidential and used only in the way you have been told it will be used. All researchers are trained with this in mind, and your data will be looked after in the following way:

Only the study team at The University of Manchester will have access to your personal information, but they will anonymise it as soon as possible. Your name and any other identifying information will be removed and replaced with a pseudonym. Only the research team will have access to the key that links this to your personal information. Your consent form and contact details will be retained for five years in a secure location on the researcher's P drive; in line with the University of Manchester's retention policy.

Potential disclosures:

- If, during the study, we have concerns about your safety or the safety of others, we will inform your GP/care team/family member.
- If, during the study, you disclose information about misconduct/poor practice, we have a professional obligation to report this and will therefore need to inform your employer/professional body.
- If, during the study, you disclose information about any current or future illegal activities, we have a legal obligation to report this and will therefore need to inform the relevant authorities.
- Individuals from the University, the site where the research is taking place and regulatory authorities may need to review the study information for auditing and monitoring purposes or in the event of an incident.

Protecting audio recordings:

- Audio recordings will be transcribed by a university approved transcription service with a confidentiality agreement.
- All personal identifiable information will be replaced with a pseudonym in the final transcript.

Please also note that individuals from The University of Manchester or regulatory authorities may need to look at the data collected for this study to make sure the project is being carried out as planned. This may involve looking at identifiable data. All individuals involved in auditing and monitoring the study will have a strict duty of confidentiality to you as a research participant.

What if I have a complaint?

➢ **Contact details for complaints**

If you have a complaint that you wish to direct to members of the research team, please contact either:

RESEARCHER: LUCY COWPER
EMAIL: LUCY.COWPER@POSTGRAD.MANCHESTER.AC.UK
PHONE: 0161 275 3511

SUPERVISOR: PROFESSOR KEVIN WOODS

EMAIL: KEVIN.A.WOODS@MANCHESTER.AC.UK

PHONE: 0161 275 3509

If you wish to make a formal complaint to someone independent of the research team or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact

The Research Governance and Integrity Officer, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

If you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, The University of Manchester, Oxford Road, M13 9PL at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner's Office about complaints relating to your personal identifiable information (https://ico.org.uk/make-a-complaint/) Tel 0303 123 1113

Contact Details

If you have any queries about the study or if you are interested in taking part then please contact the researcher:

RESEARCHER: LUCY COWPER

EMAIL: LUCY.COWPER@POSTGRAD.MANCHESTER.AC.UK

PHONE: 0161 275 3511

Appendix H: Participant consent sheet

MANCHESTER 1824
The University of Manchester

Participant Consent Form

Exploring how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison

Consent Form

If you are happy to participate please complete and sign the consent form below

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 1, Date 12/08/2020) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis.	
3	I agree to the research being audio recorded.	
4	I agree to the researcher observing practice and making field notes about the research.	
5	I agree that any data collected may be published in anonymous form in academic books, reports or journals.	
6	I understand that data collected during the study may be looked at by individuals from The University of Manchester or regulatory authorities, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my data.	

7	I agree that any personal/anonymised data collected may be shared with researchers/researchers at other institutions.	
8	I agree that the researchers may contact me in future about other research projects.	
9	I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
10	I understand that there may be instances where during the course of the research information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.	
11	I agree to take part in this study.	

Data Protection

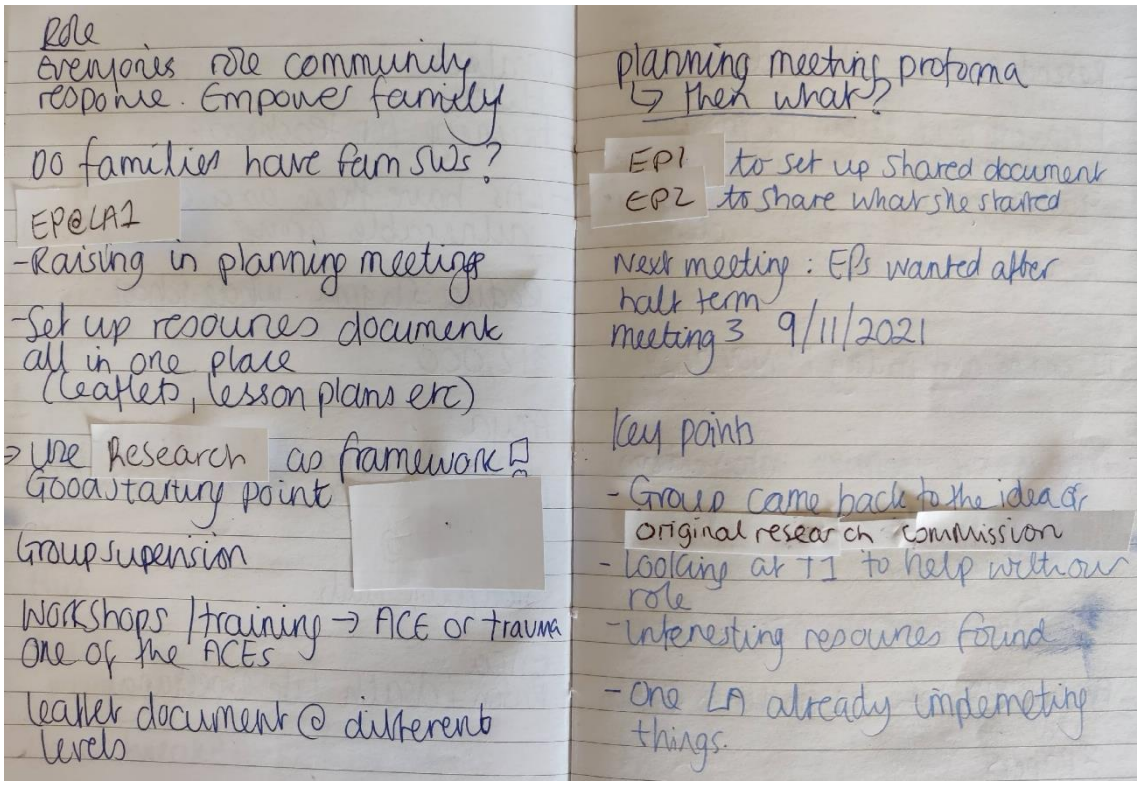
The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice for Research Participants**.**

_____	_____	_____
Name of Participant	Signature	Date

_____	_____	_____
Name of the person taking consent	Signature	Date

[One copy of consent form for the participant, one copy for the research team (original)]

Appendix I: Example of field notes from researcher



Role
Everyones role community response. Empower family

DO families have form SWs?

EP@LA1
-Raising in planning meetings
-Set up resources document all in one place (leaflets, lesson plans etc)
→ Use Research as framework
Good starting point
Group supervision
Workshops / training → ACE or trauma one of the ACEs
leaflet document @ different levels

planning meeting proforma
↳ then what?

EP1 to set up shared document
EP2 to share what she started

Next meeting: EPs wanted after half term
meeting 3 9/11/2021

Key points
- Group came back to the idea of original research commission
- looking at T1 to help with our role
- Interesting resources found
- One LA already implementing things.

Appendix J: Example of content analysis