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Teacher goals and the distribution, content and self-perception of teacher language across contexts (Rebecca Thompson)

Designated Mentor intervention for care experienced students: Reflections of Mentors’ experiences (Sophie-Jane Stanwyck)

Exploring EP and TEP practice with gender diverse young people across the UK; SLR research question: "What are the perceptions and experiences of school-based psychological professionals providing support to gender diverse CYP?" (Gracie New-Brown)

An exploration of ELSAs’ cultural responsivity in their role supporting children and young people in schools (Eve Mbire-Chigumba)

To what extent can indirect contact interventions be used to influence children’s responses towards their disabled peers? - Can an imagined contact intervention be used to improve children’s responses towards their autistic peers? (Soraya Khanna)

Personality and parenting in military families (Jessica Keevash)

What are children’s thoughts and experiences of taking part in gratitude interventions? (Rosalind Keefe)

The effectiveness of Nurture Groups in improving outcomes for autistic children (Bethan Jones)

Fixed or Malleable: What does longitudinal data tell us about gender identity? - How do parents and their children experience drag queen story hour events? (Ellena Holman)

A meta synthesis of the representation of adaptive coping in caregivers of ADHD children; 2. A thematic analysis of young women’s experiences of disclosing a diagnosis or identification of ADHD. (Rebecca Hartley)

How does Hegemonic Masculinity lead to homophobic aggression in young people? (Ffion Davies)

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Belonging and anxiety in autistic secondary-aged students: Does camouflaging mediate the relationship? (Elizabeth Atkinson)

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Creating a new theory of gender: A Delphi study (Jamie Wilson)

What impacts the school belonging of children and young people with special educational needs in mainstream settings? (Charlotte Finnegan)

School/college factors and their association to wellbeing in secondary school and further education (Abigail Cohman)

Is Judgement of Learning (JOL) reactivity influenced by transfer appropriate processing? (Lloyd Chilcott)

Are there gender differences in how autistic young people, with and without a diagnosis, engage in restricted and repetitive behaviours and interests? (Hannah Edwards)

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The experience of a mindfulness intervention for young people within a secondary alternative provision setting (Maisie Kelly

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Does attachment security priming enhance resilience in Early Career Teacher? (Lauren Dobson)

Parental birth-related stress and school-age socio-emotional outcomes of children with Hypoxic-ischaemic Encephalopathy (Jasmine Slinger)

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Exploring the importance of early care-giving experiences on children’s socio-emotional functioning: the role of empathy (Derek Hanley)

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(Alex Hampstead)

How Professionals Support the Education of Care Experienced Children in England, Including Those on the Autism Spectrum

(Lynn de la Fosse)

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Exploring how children with selective mutism experience and make sense of their school environment (Mila Cichon)

Exploring the Pathway Planning experiences of young people transitioning from care: An interpretative phenomenological analysis (Natasha Goding)

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No Mental Health Without Young People: A Thematic Synthesis of Young People’s Views and Experiences of School-Based Group Mental Health Interventions and a Study Exploring Facilitators’ and Young People’s Experiences of a School-Based Internet Cognitive Behaviour Therapy (iCBT) Intervention Programme Called Braive-

Managing Anxiety for Youth (Jesvir Dhillon)

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