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An initial exploration of what makes gratitude diaries successful (Stephanie Bowen)

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)

How do young asylum seekers experience belonging in education? (Jessica Clapham)

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)

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

School factors that predict post-traumatic growth in young people who have experienced victimisation at secondary school attributed to their open identification as gender and/or sexuality diverse (Cleo Timney)

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

EPs views and experiences of supporting young people and in particular autistic young people with RSE (Alex Elliott)

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)

Developing the emotion regulation skills of autistic young people: A Case Study of a Residential Special School (Joanne Bennett)

Embedding Therapeutic Approaches to Behavioural and Emotional Support: Exploring the Facilitators and Barriers (Rebecca Jones)

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The Voice of Service Children: A systematic review of service children’s experiences and a study exploring school belonging in children of service personnel (Kirsty Daniels)

Social Media Activity, number of friends, and relationship quality: The effects on young people’s sense of belonging and wellbeing (Lindsay Elder)

What can teachers do to embed LGBTQ+ inclusive practices in schools? (Beckett Markland)

The use of social media in Identity Development for LGBTQI+ Individuals and the Factors That Shape Young People’s Attitudes Towards the Transgender Population (Kirsty Russell)

The benefits of children’s gratitude: Identifying mediators and designing a new measure (Sophie Smith)

The impact of early experiences on empathy and emotion regulation development: markers of vulnerability and resilience (Amber Newell)

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

The Views and Experiences of Children and Young People with Literacy Difficulties

(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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Transitions (Stephanie Lewis)

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Exploring the impact of stereotypes, belonging and gender identity on secondary pupils' computer science enrolment interest (Eleanor Beck)

How do teachers and foster carers attribute and manage the challenging behaviours or primary-school-aged looked after children? (Caroline Bird)

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)

A mixed methods study exploring perfectionism and flourishing (well-being) in UK secondary school students (Lauren Holmes)

A pilot study exploring the effectiveness of a school based iCBT programme (Braive) for reducing anxiety and enhancing the self-efficacy and attendance of anxious adolescents (Fiona Marsh)

Exploring the views and experiences of transgender young people in secondary school (Annie McGowan)

The mediating effects of self-esteem on the mental health of young people who have experienced victimisation (Victoria Mullan)

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Looked After Children on the Autism Spectrum: Pathways, provision and perspectives (Jennifer Pickles)

Does how children approach, and engage with, the task of keeping a gratitude diary affect the change in gratitude they experience? (Abigail Sharpe)

Exploring the factors contributing to fidelity in literacy interventions (Claudia Stubington)

Reviewing self-efficacy interventions and exploring experiences of resitting GCSE Mathematics (Yasmin Abdul Kahar Bador)

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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Teacher burnout and student outcomes: is there a link and are student-teacher relationships a predictor? (Jasmine Field)

Attachment Security Priming: Testing a new intervention for children and young people with Social, Emotional and Mental Health Difficulties (Emily Gold)

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Young people’s perspectives of mental health support in home, school and community contexts: A Delphi Study (Natalie Jago)

School approaches to improving the social and emotion wellbeing of adolescents: A review of school-based interventions which promote positive peer relations and an exploration of one secondary nuture group (Karen O’Farrell)

An exploration of children, adolescent and young peoples' attitudes towards the transgender population (Jenna Read)

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Understanding the school outcomes for, and experiences of, siblings of children with autism (Alexandra Gregory)

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An exploration of how the secondary school experience contributes to elevated anxiety levels for adolescents on the autism spectrum (Eleanor Hayes)

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The participation of autistic pupils in decision-making about their school experiences: A case study of one school (Chantelle Zilli)

Sense of school belonging: How can schools make a difference? (Ashleigh Shuttleworth)

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Adoptive parenting from adolescence to early adulthood (Leanne Curreli)

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Intervening effectively at home and in school to improve children's social, emotional and behavioural outcomes: An evaluation of Nurture Group and attachment-based approaches (Larissa Cunningham)

Understanding the experience of social anxiety in adolescent girls with Autism Spectrum Disorders (Leanne Pickering)

Evaluating the effectiveness of phonics as a method for teaching reading to children and young people who experience learning difficulties and are educated in Special School settings (Emma Herring)

Parental involvement in Primary School interventions to support children's mental health and emotional well-being: A systematic review of the literature and exploration of StoryLinks (Joanna Spragg)

Exploring the influence of the teacher on support for pupils with selective mutism (Claire Williams)

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An intervention to raise a sense of belonging and associated outcomes for secondary aged pupils with low socio-economic status (Joanne Lambeth)

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The perspectives and experiences of children with special educational needs in mainstream primary schools regarding their individual Teaching Assistant support (Hayley Frisby)

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Supporting Children with Insecure Attachment in School: The Teacher-Child Relationship as a Protective Factor Against the Development of Behavioural Difficulties in the Middle Childhood (Beth Turner)

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What factors influence the use of a controlling motivational style in the classroom? (Chantelle Nattrass)

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The universal benefits of a sense of school belonging during adolescence: an exploration of the relationships between parental and peer attachment security, shame and pride (Alicia Halton-Nathan)

Using Facebook to self-enhance narcissism and psychological outcomes (Camellia Kojouri)

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Expressive writing interventions for children and young people: a systematic review and exploration of the literature (Jerricah Holder-Spriggs)

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[An exploration of anxiety, attention, working memory and school performance in children](http://eprints.soton.ac.uk/372265/). (Sam Beasley)

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The psychological adjustment of siblings of children with disabilities: the role of school factors (Fran Leach)

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