

Educational Psychology

**NIBPS/PSI Joint Careers Event
4 March 2017**

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of Educational Psychology**

Outline

- Role of Educational Psychologist
- Training courses
- Employment patterns (including findings of PSI/DEP survey)
- Future Trends

What is Educational Psychology?

- Psychological and educational development of people in the education system.
- Includes students of any age, their parents or guardians and the people who work with them.
- Psycho-educational assessment of learning difficulties; individual interventions, and systemic work within the education setting.
- Training and research on related issues.
- Work with children/young people, teachers

Main roles

- Work with children/young people, teachers, parents and other professionals
- Joint problem-solving approach
- Focus on Special Educational Needs, Behavioural & Emotional difficulties
- Work in schools/units, Third Level Colleges and clinics (including Critical Incident management)
- Consultation, assessment, intervention
- Training, evaluation, research.

Range of Work (1)

■ Consultative work

Helping teachers do work with pupils 'appropriate to their needs':

- Problem-solving regarding teaching style, behaviour management, programme planning
- Input to IEPs (Individual Educational Plans)
- In-service training with groups of teachers on psychological problems
- Helping whole school staffs develop policies e.g. anti-bullying, critical incident management, behaviour management strategies/approaches
- Helping teachers screen for, identify and intervene with pupils with learning and/or emotional or behavioural difficulties

Range of Work (2)

- **Working with individual pupils:**

- **Assessment**

- Observation
 - Interpretation of data collated (test results, teacher plans, IEP reviews, professional reports)
 - Psychometric assessment
 - Assessment of academic attainment/ or of developmental milestones reached
 - Use of inventories, interview protocols with pupil, parent, teachers

- **Statutory requirements:**

- In ROI 'EPSEN' Act 2004, The Disability Act 2005...
 - In N. Ireland statutory assessment is in place

Range of Work (3)

■ **Intervention:**

- Designing/advising on intervention programmes (eg SRA)
- Supporting teachers/others in implementing them
- Helping with planning and review of these.
- Keeping up to date with the literature and best practice in terms of intervention programmes
- Counselling pupils or providing supervision to guidance counsellors to do so
- Heading up a team for interventions (e.g. with pupils showing emotional and behavioural difficulties)
- Up-skilling teachers in interventions e.g. social skills groups
- Transitioning

- **Critical Incidents** – supporting schools and parents (eg accident, suicide..)

Significance of Educational Psychology

- Influence on drafting legislation e.g. EPSEN Act (2004): PSI named in EPSEN Act
- Report of Ed. Psych. required to obtain supports for students with Special Needs
- Signature of Ed. Psych. required for parents to obtain income tax relief on educational psychological expenditure on child with Special Needs
- Negotiate with DARE re reduced points for university entrance.

Some numbers

- Total no. of EP's in Ireland 300- 400 (est.)
- Membership of DEP 160
- Total membership of PSI 2000

Employment areas in general

- NEPS(National Educational Psych. Service)
- City of Dublin and Co. Dublin Education & Training Board Psychological Services
- HSE (Health Service Executive)
- Education and Library Boards, NI, (and other statutory/voluntary settings)
- Disability Services
- Teaching(Universities, 3rd Level); Research
- Private Practice
- Other agencies/projects

Becoming an Educational Psychologist

- To be eligible for admission to a professional training course in Educational Psychology:-
 - Primary degree in psychology (2.1 +) or equivalent
 - And at least 2 years' professional experience
- Chances of getting a place on a course can be enhanced by:-
 - Teaching experience or experience of working with young people in an educational setting or
 - Experience of working with students with disabilities
 - additional relevant qualification/research competence

Training

- **Professional Doctorate in Educational Psychology, UCD (School of Education):**
 - Three year course full-time or five years part-time; 12 places, 60-80 applicants. At present being accredited by PSI. Information available from the UCD website.(MA in Ed. Psych. continues but may not meet all HSE requirements for employment.)
- **Doctorate in Educational, Child & Adolescent Psychology, QUB**
 - Three years full time with placements including overseas elective
- **Mary Immaculate College/ Limerick University:**
 - MAEP** – two years full-time
 - Professional Doctorate in Educational and Child Psychology** – 3years full-time. At present being accredited by PSI.
- **Top up Doctorate also at UCD**

PSI/DEP Survey 2016 – aims

- Where are respondent EP's working?
- What are the training needs of EPs?
- Future trends in practice

Respondents to survey

- 150 EPs
- 16 Heads (15 Health, 25% of HPSI listed)

EPs

- 54% in Ed Sector
- 27% in Health Sector
- 23% in Private Practice
- 1% in 3rd level education

Ed.Psych. qualifications of respondents

- 1yr MAEP 34%
- 2yr MAEP 30%
- Doc in EP (FT or PT) 13%
- Other 23%
- (65% trained in ROI)

Current Prof. Roles (EPs)

Top 3 roles (of 14)

(% 'very involved')

1. Assessment (educational) 58%
2. Consultation/advisory 53%
3. Assessment (SEBD) 46%

4. Training teachers 18%

'Heads' data

- 16 respondents (15 Health, 1 Ed)
- Total 203 Psychs. 33 EPs (16%)
- Health (only) 197 total, 27 EPs (14%)

‘Heads’ (all health sector) on EP Training Needs

First choices (N =11)

Counselling /therapy (3)

Working with adults

Mental health presentations

Educational assessments

Psychological formulation

Working with complex systems

Positive behavior support

Emot/Psych needs of children and YPs

EP Forecasted role changes

Top 4 (largest changes)

1. Assessment (Educational) - 15%

2. Consultation/advisory + 9%

3/4 Dev/Implem. SEBD programmes +9%

3/4 Policy advice/development + 9%

Future roles

Increases

1. Assessment (vocational) + 48% (1 to 9)
2. Research + 35%
3. Policy advice/dev + 32%
4. Professional supervision + 31%
5. Teaching.. Students + 25%

Decreases

- Consultation/advisory - 16%
- Training parents - 9%

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Psychological formulation

Working with complex systems

Positive behavior support(e.g. with autistic

Emot/Psych needs of children and young persons)

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LET ME THROUGH -
I'M A PSYCHOLOGIST!



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