



Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners

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'...a magnificent resource which illuminates, and provides a cogent rationale for contemporary practice. I would anticipate that it will form a core text recommended on reading lists for prospective EPs, trainee EPs and for EP Service libraries, in addition to forming a very useful reference resource for colleagues working in Children's Services and in higher education institutions.'

– Extract from the Foreword by Sue Morris, Educational Psychology Programme Director, University of Birmingham.

This textbook assesses existing and emerging practice frameworks in educational psychology and their relation to theory.

Covering current frameworks, such as the Monsen et al. Problem-Solving Framework, the Integrated Problem Solving Framework for Practitioners and the Constructionist Model, as well as emerging approaches, such as Systemic Solution Focussed Models and Positive Psychology Frameworks, contributors explore how they support educational psychology. The editors consider how existing and emerging frameworks help address current demands for professional accountability, transparency and effectiveness. They conclude with an exploration of the complex methodology and highly integrated approach required by contemporary educational psychologists.

This textbook will be an invaluable resource for all practising educational psychologists, students, trainers, and educators.

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Editorial Review

Review

Not since my trainee years in the 1980s, when Gillham et al.'s *Reconstructing educational psychology* (1978) was required reading, have I seen such an excellent attempt to address the current state of educational psychology practice... The authors, all from the University of Strathclyde, have provided both trainees and practising educational psychologists with an extremely useful resource that seems destined to become a core text. -- *Child and Adolescent Mental Health* "The editors have done the profession a considerable service by bringing together a range of different frameworks for practice in one volume. It answers a clear gap within the professional literature and will deservedly become a key text for trainee EPs and EPs seeking to reflect upon their practice. It will also assist services wishing to demonstrate the distinctive contribution of EPs within interdisciplinary teams against an increasing backdrop of evidenced-based practice, outcomes for children and families and value for money. -- Debate, Paul Riddick, Senior Educational Psychologist, Leicester City This excellent book is a timely contribution to the field of educational psychology... Every chapter makes a contribution, and this text would be simply as an interesting collection of papers outlining models such as the Constructionist Model of informed and Reasoned Action (COMOIRA), Six Phased Problem-Analysis Cycle (a meta-conceptual framework to guide thinking and action) as well as chapters on activity theory, positive of the editors in systematically presenting these approaches within an inclusive epistemological, theoretical and conceptual framework that provides pragmatic support for practitioners working with children, adults and organisations. -- *The Psychologist*

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Not since my trainee years in the 1980s, when Gillham et al.'s *Reconstructing educational psychology* (1978) was required reading, have I seen such an excellent attempt to address the current state of educational psychology practice... The authors, all from the University of Strathclyde, have provided both trainees and practising educational psychologists with an extremely useful resource that seems destined to become a core text. (*Child and Adolescent Mental Health*)

"The editors have done the profession a considerable service by bringing together a range of different frameworks for practice in one volume. It answers a clear gap within the professional literature and will deservedly become a key text for trainee EPs and EPs seeking to reflect upon their practice. It will also assist services wishing to demonstrate the distinctive contribution of EPs within interdisciplinary teams against an increasing backdrop of evidenced-based practice, outcomes for children and families and value for money. (Debate, Paul Riddick, Senior Educational Psychologist, Leicester City)

This excellent book is a timely contribution to the field of educational psychology... Every chapter makes a contribution, and this text would be simply as an interesting collection of papers outlining models such as the Constructionist Model of informed and Reasoned Action (COMOIRA), Six Phased Problem-Analysis Cycle (a meta-conceptual framework to guide thinking and action) as well as chapters on activity theory, positive of the editors in systematically presenting these approaches within an inclusive epistemological, theoretical and conceptual framework that provides pragmatic support for practitioners working with children, adults and organisations. (*The Psychologist*)

About the Author

Barbara Kelly is Associate Tutor on the MSc and Doctorate Programmes at the University of Strathclyde and Senior Educational Psychologist working for Glasgow City Council; Lisa Woolfson is Reader in the

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