

Editorial

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Welcome to volume 7 issue number 1 of EPRaP. Thank you for your continued support for the periodical. The Professional Doctorate in Educational and Child Psychology at UEL, which started EPRaP, has had a recent accreditation visit from the British Psychological Society (BPS). The BPS made four commendations for areas of good practice and one of these was for EPRaP. Congratulations and thanks go to EPRaP's readers, contributors and the editorial board. The editorial board is undergoing some exciting changes with new members including service users, current trainee educational psychologists and international representatives.

Our last issue of EPRaP was themed around the Whiteness of educational psychology and decolonisation. It has had a wide readership and is helping to change perspectives and practice. We are proud of its contribution to the important recognition of the influence of race in educational psychology theory, research and practice and to the moves towards decolonising approaches to educational psychology. Another of the BPS' commendations for our programme was in our work on decolonising the curriculum.

The current issue includes articles by trainee educational psychologists and those that are qualified. We have a review of the film *Rocks* by current UEL trainee Daniel Acheampong. Papers in this issue focus on the important themes of children and young people's voices, wellbeing, approaches to intervention and dissemination of research. The first article, by Naomi Boswell and colleagues, is an in-depth look at creating a culture of co-participation with young people: *Supporting Special Educational Needs (SEND) Co-Production: An Exploration of Practitioner Views*. Of particular interest is the creative approaches to data collection employed in the study. Continuing with the theme of young people's voices, Dr Rosa Gibby-Leversuch and colleagues present a paper titled *Dyslexia or Literacy Difficulties: What Difference Does a Label Make? Exploring the Perceptions and Experiences of Young People*. I was interested to learn that what was most important to the young people in this study was not the label they received but how they were supported and viewed by others. The issue continues with an article from a soon to be qualified UEL trainee, Helena Pickup, who explores the marginalisation of young carers in her critical psychology informed paper titled *A Critical Review of the Educational Psychologist's Role in Engaging with Young Carers*.

Jennifer Leatherbarrow and colleagues share their literature review on educational psychologists' use of contextual observation and the development of a framework to guide ob-

servations in their article *A Systematic Review of Research Evidence Reporting Educational Psychologists' Use of Contextual Observation in Practice*. This builds on Speed's (2019) EPRaP article, which stimulated an overdue debate in the profession around the ethics of observing children.

Husna Kasmani's article *Tree of Life: A Tool for Therapeutic Growth?* builds on Lock's (2016) EPRaP article on the same approach, updating readers with the current evidence base for the culturally responsive Tree of Life intervention. Continuing with the theme of wellbeing interventions, Dr Duncan Gillard and colleagues' article on *Universal Wellbeing Practices in Schools: Framing Evidence-Informed Practice Within the Five Ways to Wellbeing* will be of real practical interest to those aiming to improve wellbeing in educational settings.

Finally, the issue's articles conclude with Dr Adrienne Sedgwick and Jan Stothard's paper on disseminating doctoral theses, titled *Educational Psychology and the Dissemination of Evidence to Professional Practice*. We hope that this paper inspires other trainee and qualified educational psychologists to submit their research write-ups to EPRaP!

References

- Lock, S. (2016). The Tree of Life: A review of the strengths-based narrative approach. *Educational Psychology Research and Practice*, 2(1), 2–20. <https://doi.org/10.15123/uel.88582>
- Speed, E. (2019). The process of psychological assessment: A critique of non-participatory observations within educational psychology practice and the process of psychological assessment. *Educational Psychology Research and Practice*, 5(2), 1–8. <https://doi.org/10.15123/uel.88739>