Inkluderede studier I forskningsoversigten:
PPR

	Reference	Abstract
1	Ahtola, A., & Kiiski-Mäki, H. (2014). What do schools need? School professionals' perceptions of school psychology. *International Journal of School & Educational Psychology, 2*(2), 95-105.	Indirect work of school psychologists has not actualized itself widely in everyday practices. To understand this contradiction, the working environment of school psychologists, that is, the school, is worthy of closer examination. In the present study, we wanted to find out which factors affect school professionals' perceptions of school psychologists' functions. School professionals (teachers, principals, school nurses, and physicians) in 67 regular education schools in Finland filled in a questionnaire. To examine how the various characteristics of schools and school professionals predict differences in perceptions, we used multilevel regression modeling. School professionals consider almost every function of school psychologists rather important—school-level work least so. The perceptions of various professional groups, especially principals, special education teachers, school nurses, and classroom teachers, differed from each other. In addition, the amount of personal cooperation with the school psychologist was positively related with the perceptions of the importance of assessment, consultative, and school-level functions. The school-level findings revealed that the general amount of school psychological service in the school received was negatively related to the perceived importance of therapy function. The extent to which psychologists and school administration are advocates for indirect functions of school psychologist is one potential topic for further research
2	Alexander, P. A. (2018). Past as prologue: Educational psychology's legacy and progeny. *Journal of Educational Psychology, 110*(2), 147.	On the occasion of the 125th anniversary of the American Psychological Association, the legacies and progenies of the discipline of educational psychology are explored. To capture those legacies, transformational and influential contributions by educational psychologists to schools and society are described as key themes. Those themes entail: the "psychologizing" of education, engagement in interdisciplinary and cross-disciplinary inquiry, a focus on learning as a core construct, an investment in measurement and an appreciation of human variability, and a search for evidence-

		based approaches and practices that work. To project forward, those same thematic areas are revisited 25 years from now as the means of speculating on educational psychology's future contributions to schools and society. In both the case of the legacies and progenies, potential difficulties or particular challenges are also considered.
3	Alexander, S., & Sked, H. (2010). The development of solution focused multi-agency meetings in a psychological service. *Educational Psychology in Practice, 26(*3), 239-249.	This article outlines the successful development of multi-agency meetings as part of a staged approach aimed at supporting families and children within the Scottish Highland Council Area. Drawing on the research evidence for the factors which help to make meetings effective, a distinctive meeting structure was developed. This structure is outlined – including the key solution-focused principles which underpin it. Two main evaluations focused on gathering the views of multi-agency partners, head teachers, parents and voluntary organisations regarding the effectiveness of these meetings. Resulting improvements are reported along with a discussion of the limitations and strengths and the future of the meetings.
4	Anderson, C. J., Klassen, R. M., & Georgiou, G. K. (2007). Inclusion in Australia: What teachers say they need and what school psychologists can offer. *School Psychology International, 28*(2), 131-147.	This article examines the inclusion-related beliefs and perceived needs of primary teachers in Australia, and proposes ways that school psychologists can help meet these needs. Forced-choice and open-ended survey questions provided quantitative and qualitative data from 162 primary school teachers who were in the midst of implementing an inclusive education program in a large urban/suburban education district in Western Australia. Survey questions focused on beliefs about inclusion, confidence about implementing inclusive practices and attitudes about current and necessary support structures. The majority of teachers perceive benefits (85 percent) as well as drawbacks (95 percent) to teaching in inclusive classrooms. Only 10 percent of teachers noted school psychologists as part of structures that successfully support inclusive practices and only 4 percent of teachers requested additional school psychology time as a support structure needed to boost confidence to teach more inclusively. Qualitative data showed that teachers want more training in specific disabilities as well as additional aide time. We conclude that school psychologists need to be more proactive and involved in providing training, disseminating research, developing behaviour and learning plans and advocating for teachers.
5	Annan, J., Bowler, J., Mentis, M., & Phillipson,	Educational psychologists' work routinely involves facilitation of teams in which

		R. (2008). Understanding Diversity in Educational Psychology Teams. *School Psychology International, 29*(4), 387-399.	participants hold diverse points of view. In this article, the authors discuss diversity in team work and its place in the development of shared goals. They describe, as an example of educational psychologists' work team interaction, the structure and functioning of communities of practice. Particular attention is paid to the tension between commonality and diversity of team-member knowledge in determining the course of professional practice. The authors consider a particular aspect of diversity regularly encountered by educational psychologists: differing beliefs regarding the reasons for, and origins of, child behaviour. They suggest that educational psychologists can support effective interventions by recognizing, understanding and utilizing the diverse views of the people involved in their consultation work. A matrix of common perspectives of human development illustrates a range of diverse views and shows how fluid beliefs about the contexts of learning and behaviour problems influence interpretations of events and the nature of interventions. The authors illustrate, with reference to case examples, how the matrix can illuminate the nature of diverse viewpoints and support educational psychology teams to utilize difference to construct applicable interventions. (PsycInfo Database Record (c) 2020 APA, all rights reserved)
6		Annan, J., & Priestley, A. (2012). A contemporary story of school psychology. *School Psychology International, 33(3*), 325-344.	A review of recent school psychology publications was conducted to discover the espoused theory of contemporary school psychology, as distinct from school psychology practice. We considered that identification of the espoused theory of school psychology, the story of school psychology, would support professional reflection and the identification of factors that mediate theory and practice. To distinguish the espoused story of school psychology from practice we considered what school psychologists said about professional practice, rather than what they did or said they did. The findings suggested that contemporary school psychology endorses practices that are relevant to and effective in a rapidly changing world. The profession has built on strong foundations to construct models of practice that consider, value, and benefit from the multiplicity of an increasingly globally-connected community. Recurrent themes were identified that, together, formed an espoused story. This story of contemporary school psychology comprised recognition of the interactive context of child development, ecological analysis, multi-systemic approaches to practice, inclusion, and respect for diversity, positive psychology and

		evidence-based, theoretically driven practice.
7	Anthun, R. (2000). Parents' views of quality in Educational Psychology Services. *Educational Psychology in Practice, 16*(2), 141-157.	The paper reports on a study of parents' educational psychology service experiences and perceptions of quality services. The parents of children referred to educational psychology services (EPSs) responded to indexes of case service quality, service evaluation, and time consumption. Four quality dimensions were extracted and show the focus to be on participation, courtesy, effectiveness, and security. Effectiveness contributes highest to the evaluation of case service quality, followed by participation and security. Time contributes minimally to the quality evaluation. Fifty-six percent evaluate the case service quality to be at least 'good'. Complaints mainly concern a lack of listening, feedback, intervention and follow-up.
8	Atkinson, C., Regan, T., & Williams, C. (2006). Working collaboratively with teachers to promote effective learning. *Support for learning, 21*(1), 33-39.	The work of educational psychologists (EPs) is often focused on those children identified as having special educational needs. This focus may restrict opportunities for EPs to become involved in the wider application of psychology within education. This article explores ways in which EPs can make an effective contribution to the enhancement of learning opportunities for all children by working collaboratively with teachers. As a group of EPs working in the same local education authority (LEA), we undertook a small-scale action research project with teachers in order to explore ways to promote children's thinking and learning skills. The study involved us working with Year 5 class teachers in three mainstream primary schools over a six-week period, with the aim of developing materials which helped pupils develop an awareness of their own learning techniques (metacognition) and a positive and confident approach to learning (self-efficacy). Some of the benefits of and barriers to joint research are considered, as well as implications for future collaborative work between teachers and EPs.
9	Atkinson, C., Squires, G., Bragg, J., Muscutt, J., & Wasilewski, D. (2014). Facilitators and barriers to the provision of therapeutic interventions by school psychologists. *School Psychology International, 35*(4), 384-397.	There is growing concern internationally about the prevalence of mental health problems among school-aged children and their access to specialist services. School psychologists (SPs) may be one group of professionals well-positioned to support the well-being of children and young people, due to their position as applied psychologists working within educational settings and their capability to deliver therapeutic interventions. This research considers findings from a large scale, United Kingdom (UK)-wide survey of the views of SPs (N = 455) about facilitators and

		barriers to the provision of therapeutic interventions to children and young people. Principal Components Analyses of ranked questionnaire responses yielded three components: The role of the SP; training and practice; and support and psychology service context. Quantitative findings were then triangulated, using qualitative responses from the survey. Greater direction and clarification of the role of the SP as a provider of therapeutic interventions is recommended, particularly given the diverse roles undertaken by SPs and competing demands, particularly from assessment activities.
10	Bahr, M. W., Leduc, J. D., Hild, M. A., Davis, S. E., Summers, J. K., & McNeal, B. (2017). Evidence for the expanding role of consultation in the practice of school psychologists. *Psychology in the Schools, 54*(6), 581-595.	In 2010, the National Association of School Psychologists approved the Model for Comprehensive and Integrated School Psychological Services (or the NASP Practice Model), codifying what an expanded role encompasses in the delivery of school-based psychological services. This study examined the role and function of school psychology practitioners from three Midwestern states with different legal statues and policy initiatives related to the practice of school psychology. A total of 175 practicing school psychologists from Missouri, Illinois, and Iowa reported their actual and preferred practices and completed a self-assessment on their knowledge of the NASP Practice Model. Results showed participants not only identified problem-solving consultation as their most knowledgeable domain of practice but also the activity on which they spent the greatest amount of their time. Analysis by state revealed differential levels of practice devoted to consultation and intervention. Study findings are discussed relative to the potential impact and importance of state law and policy initiatives.
11	Balchin, N., Randall, L., & Turner, S. (2006). The Coach Consult Method: A model for sustainable change in schools. *Educational psychology in practice, 22*(3), 237-254,	Project work and in-service training are methods used by educational psychologists (EPs) to promote systemic change in schools. These have some disadvantages, which can limit the long-term effects of new developments. This paper outlines and evaluates an alternative approach. A new coach consult method combines effective aspects of project work and in-service training to enable schools to manage their own projects and to encourage sustainable change, embedded within the school system. The evaluation consists of a tiered approach and considers the impact at the levels of direct, training and general effects. Results indicate that the coach consult method for

		delivering project work in schools has a positive impact at all three levels.
12	Barclay, G., & Kerr, C. (2006). Collaborative working across children's services: where are we now?. *Educational and Child Psychology, 23*(4), 35.	This study explores how collaborative working across mental health and psychological (educational psychol-ogy) services is developing in Edinburgh, Scotland. Recent reports from the Scottish Executive, Health and Education, have advised on the importance of developing collaborative working practice. This study looks at to what extent this is currently being implemented and how it might be improved in the future. Questionnaires were distributed to psychological services and child and adolescent mental health services in Edinburgh and follow-up semi-structured interviews were carried out with representatives from these services. The study explored role perception, current levels of collaborative working, what does or does not lead to good collaborative working and how the services might move forward in this respect. All case carrying staff across the services received a questionnaire. However, four professional groups were the focus of questions regarding role perceptions: psychiatrists, community mental health workers, clinical and educational psychologists. One hundred and fifty questionnaires were distributed and 48 (32 per cent) were returned. Five follow-up interviews were then carried out to explore further the arising themes. The results supported much of the literature surrounding this issue. Good communication, improved resources or resource management, informal links and a better understanding of the roles of others leads to better collaborative working. There needs to be change at both individual and systemic levels to promote collaborative working in services. Implications of these findings are discussed and in particular the need for initiatives at a systemic level is highlighted.
13	Barneombudet (2017). Uten mål og mening?Fagrapport, Norge.	
14	Barrow, E., & Thomas, G. (2022). Exploring perceived barriers and facilitators to mental health help-seeking in adolescents: a systematic literature review. *Educational Psychology in Practice, 38*(2), 173-193.	Despite high incidence rates of adolescent mental health difficulties, only a small minority of young people access support. To explore this gap, this systematic literature review (SLR) synthesises existing research exploring barriers and facilitators to help-seeking. The authors identified 12 eligible studies that were critically appraised: seven provided quantitative data, two provided qualitative data and three employed mixed-methods approaches. Four global barrier themes were

		identified, namely: stigma; practical barriers; negative attitudes and perceptions; and knowledge barriers. Two global facilitator themes also emerged, including: mental health literacy; and wellbeing and community factors. The findings highlight important implications for improving help-seeking behaviours in adolescents, including increasing mental health support in school. The findings are discussed relative to the role of the educational psychologist (EP), as EPs are well-positioned to support universal and targeted approaches that endeavour to reduce stigma, enhance service accessibility, promote connectedness, and improve mental health literacy.
15	Bell, H. D., & McKenzie, V. (2013). Perceptions and realities: The role of school psychologists in Melbourne, Australia. *The Educational and Developmental Psychologist, 30*(1), 54-73.	This article investigates the degree to which a consistent understanding of what psychologists do is present in a group of teachers and parents, and compares this with the job functions reported by psychologists themselves. Research on the role of school psychologists has focused on the perceptions of school staff in relation to ideal services, and has given little acknowledgment to the expectations of other clients of school psychologists, such as parents. Common understanding of the range and focus of services available from school psychologists would facilitate effective and appropriate referrals. Services are considered according to models of service delivery from systemic service to an individual case-based model. The current study involved 138 school psychologists, 107 parents, and 100 teachers from government, Catholic, and independent schools across Melbourne, Australia. Participants completed a number of measures, and significant differences between groups were found on 20 of the 30 items relating to school psychologists' responsibilities ($p < .001$). Associations were also established between student-psychologist ratios and the work practices of school psychologists, specifically the frequency with which assessment ($r = .35, p < .001$) and counselling ($r = —.25, p < .01$) tasks were undertaken. It is concluded that service delivery would benefit by enhancing community understanding of the work of school psychologists. Analysis of work practices reflects that demand for assessment services tends to limit the development of systemic and preventative practices in the work of school psychologists.
16	Beltman, S., Mansfield, C. F., & Harris, A. (2016). Quietly sharing the load? The role of school psychologists in enabling teacher resilience. *School Psychology International,*	Teacher resilience is associated with positive student outcomes and plays an important role in teacher retention and well-being. School ecologies can enable the resilience of teachers, with prior research illustrating the importance of supportive colleagues, strong leadership, and positive school culture. There is limited research, however,

	37(2), 172-188.	exploring the role of school psychologists in supporting or enabling teacher resilience. Using data from experienced Australian school psychologists and teachers, this exploratory qualitative study examines the role of school psychologists in enabling teacher resilience. Findings show that school psychologists directly and indirectly support teacher resilience, although teachers perceive school psychologists' main role as work with individual students. Issues pertaining to variations in access and particular roles of school psychologists are discussed. Although further research is needed to clarify and promote the role of school psychologists, this study points to them potentially playing an important role in school ecologies that enable teacher resilience.
17	Bendtsen, R. A., Krogh, T. K., Skielboe, H., & Willumsen, J. (2011). Inklusionsindsatser på børne-og ungeområdet i Ballerup Kommune: Følgeforskningsrapport.	Denne rapport er opdelt i to delrapporter, Projekt A og Projekt B, der kan læses uafhængigt af hinanden. Projekt A omhandler følgeforskningsprojektet 'Inklusionsformidleruddannelsens betydning for udvikling af inkluderende praksis', der har til formål at undersøge Ballerup Kommunes og Professionshøjskolen UCC's samarbejde om inklusions-formidleruddannelsen som led i udviklingen af inkluderende praksis på børne- og unge området. Formålet med projekt A er at undersøge inklusionsformidler-uddannelsens betydning for udvikling af den inkluderende praksis i Ballerup Kommune. Projekt B omhandler PPR's indsats med udvikling af 'Det Pædagogiske Notat' som et pædagogisk analyseredskabtil udvikling af inkluderende praksis. Formålet med Projekt B er at undersøge, hvordan Ballerup kommunes skoler arbejder med 'Det Pædagogiske Notat' og dette arbejdes betydning for udvikling af inkluderende praksis.
18	Bettle, S., Frederickson, N., & Sharp, S. (2001). Supporting a School in Special Measures: implications for the potential contribution of educational psychology. *Educational Psychology in Practice, 17*(1), 53-68.	This article describes the experiences of an Educational Psychologist (EP) attached to a school placed in Special Measures following its OFSTED Inspection in October 1997. Requests for increased EP time were met with a specific piece of project work looking at the ethos of the school and relationships within it. The article draws out the strengths that EPs can bring to working with schools in Special Measures. These include a psychological knowledge base, skills in systems analysis and project evaluation, the delivery of training and working within a multi-agency setting. The

		article suggests that this is an important area of work to which EPs can make a contribution.
19	Boccio, D. E. (2021). Does use of a decision-making model improve the quality of school psychologists' ethical decisions?. *Ethics & Behavior, 31*(2), 119-135.	School psychologists are frequently confronted with ethically challenging situations arising from the need to balance multiple parties' competing interests and the challenge of serving as both student advocate and school employee. Use of a systematic decision-making model has been recommended as a way of improving the quality of school psychologists' ethical decisions. In the present study, school psychology practitioners ($N = 74$) were randomly assigned to one of two conditions: a Critical Evaluative condition ($n = 30$), requiring the use of a problem-solving approach to resolve an ethical dilemma, or an Intuitive condition ($n = 44$), which entailed generating a solution based solely on intuition and professional experience/judgment. Use of a formal decision-making model did not result in higher caliber ethical resolutions. Participants' age and number of years in the field were significantly correlated with raters' judgments that solutions considered the consequences of a chosen course of action. Most participants reported that they did not utilize an ethical decision-making model during the course of their practice, relying instead on consultation with peers/colleagues and their own professional experience. Implications of these findings are discussed in the context of school psychology practice.
20	Boccio, D. E., Weisz, G., & Lefkowitz, R. (2016). Administrative pressure to practice unethically and burnout within the profession of school psychology. *Psychology in the Schools, 53*(6), 659-672.	This investigation involved the surveying of school psychology practitioners ($N = 291$) to determine the possible existence of a relationship between administrative pressure to practice unethically and impaired occupational health, as manifested in elevated levels of burnout, job dissatisfaction, and intent to exit the workforce. Almost one-third of participants claimed to have been pressured to behave unethically, with directives most commonly consisting of instructions to withhold recommendations for support services and to agree with inappropriate special education placement decisions. Practitioners who experienced administrative pressure reported higher levels of burnout, less satisfaction with their current position and the profession, and a greater desire to leave their job and the field of school psychology. The findings are presented within the context of current and projected shortages of practicing school psychologists. Implications for preventing burnout and promoting school psychologists' occupational well-being are discussed.

21	Boccio, D. E., Weisz, G., & Lefkowitz, R. (2016). School psychologists' management of administrative pressure to practice unethically. *Journal of Applied School Psychology, 32*(4), 313-328.	In their role as child advocates, school psychologists strive to promote policies and practices that increase the availability of necessary academic and mental health services and enhance the well-being of children. However, administrative pressure to disregard ethical and legal mandates in favor of decisions that would prioritize the needs of the employing agency creates a serious dilemma for practitioners. This study examined school psychologists' self-reported adoption of strategies for managing administrative pressure to practice unethically, as well as practitioners' perceptions regarding the effectiveness of various approaches. Participants most frequently reported handling administrative pressure by soliciting advice and emotional support from colleagues and educating administrators about ethical and legal mandates governing school-based practice. Similarly, enlightening administrators about ethical guidelines, special education legislation, and best practices was the approach most commonly perceived as effective in resisting unethical administrative directives, followed by maintaining open channels of communication and working towards compromise. The results of this investigation are used to offer recommendations for the successful management of administrative pressure by school psychology practitioners
22	Borring, C. G. (2021). Bevægelser mod praksisnære samarbejdsformer - historiske og aktuelle individualiseringsproblematikker i skolepsykologien. *Pædagogisk psykologisk tidsskrift, 58*(2), 71.	Der arbejdes aktuelt mod mere praksisnære samarbejdsformer mellem skolen og PPR, hvor samarbejdet i højere grad flyttes ud i klasselokalerne. I artiklen diskuteres, om denne bevægelse kan forstås som endnu en måde at håndtere en historisk individualiseringsproblematik i skolepsykologien. I et historisk perspektiv har PPR's traditionelle serviceydelser været fokuseret omkring individorienterede undersøgelser og udredende arbejdsopgaver med henblik på at teste og vurdere børns udvikling. Denne tilgang er gennem skolehistorien kontinuerligt blevet kritiseret for at bygge på forsimplede problemforståelser, og der er løbende blevet efterspurgt større inddragelse af kontekstuelle forhold vedrørende børn i vanskeligheder i skolen. Der lader dog til, både historisk og aktuelt, at være forskellige forståelser af, hvordan kontekstuelle forhold og betydninger forstås og inddrages. Beskrivelser af praksisnære tilgange tager ofte udgangspunkt i kritikker af de konsultative tilgange, men i artiklen analyseres det, hvordan både den konsultative og praksisnære vending i

		skolepsykologien er et forsøg på at overskride historiske problemstillinger i skolepsykologien. Hvis den praksisnære tilgang skal undgå at reproducere en historisk individualiseringsproblematik, må håndteringen derfor ikke kun handle om at flytte samarbejdet tættere på praksis, men det må aktivt udforskes, hvad det er for betingelser, der bidrager til, at børns vanskeligheder i skolen stadig ofte knyttes til enkelte individers utilstrækkeligheder. Denne artikel tager afsæt i et ph.d.-projekt, der undersøger tværprofessionelt samarbejde mellem skole og PPR, hvor fokus er på udviklingen af inkluderende læringsfællesskaber.
23	Bourke, R., & Dharan, V. (2015). Assessment practices of educational psychologists in Aotearoa/New Zealand: from diagnostic to dialogic ways of working. *Educational Psychology in Practice, 31*(4), 369-381.	Psychologists working in education in Aotearoa/New Zealand work in diverse educational environments making day-to-day decisions informed by evidence-based practice. As a relatively small professional group with a complex work programme, they contribute to the assessments and decision-making processes of children and young people across multiple settings. This paper explores the results of a small-scale national survey of psychologists working in education through the Ministry of Education. Results showed that these psychologists use at least 25 assessment methods including assessments within behavioural, emotional, social, and cognitive domains. The assessment data are used for three primary reasons: to understand the child, inform decision-making, and contribute to discussions around appropriate interventions. The use of interviews, observation and collaboration were identified as key to their assessment practices, illustrating a preference towards more dialogic and ecological ways of working. While the majority used assessment practices that align with facilitating the learning of the child across contexts, the psychologists reported that ethical dilemmas arose when they were expected to be more diagnostic in their focus.
24	Bowles, T., Scull, J., Hattie, J., Clinton, J., Larkins, G., Cicconi, V., Kumar, D., & Arnup, J. L. (2016). Conducting psychological assessments in schools: Adapting for converging skills and expanding knowledge. *Issues in Educational Research, 26*(1), 10-28.	In this paper we argue for a revision of the knowledge, skills and competencies of school psychologists and specialist teachers. Evidence-based practice of psychologists and teachers, the accountability movement, and calls for improved service delivery have led to changes in the practice of both professions. The changes in technology and the growing complexity of service delivery have converged, leading to changes in the practice of testing, assessment, and evaluation in schools. This has led to calls for

		increased competencies of teachers. Testing, assessment and evaluation have previously been a central practice of educational psychologists but it is now expected to be a key competence of all teachers and other professionals working in schools. This inevitably changes the balance of practices of both teachers and educational psychologists in schools as roles converge, making collaboration and joint consultation best practice within a response to intervention framework. In view of the growing demands, changes and possibilities, we propose a three tier model of assessment functions that includes educational psychologists, special educators and teachers. The proposal is inclusive and offers possibilities for a more collaborative and participatory relationship between these professions in school settings and a stronger emphasis in pre-service curriculum on testing and interpretation and its utility in effective intervention.
25	Brady, J., & Espinosa, W. R. (2017). Problem-solving practices and complexity in school psychology. *Contemporary School Psychology, 21*(1), 38-48.	How do experienced school psychologists solve problems in their practice? What can trainers of school psychologists learn about how to structure training and mentoring of graduate students from what actually happens in schools, and how can this inform our teaching at the university? This qualitative multi-interview study explored the processes that five experienced school psychologist used to solve problems in their practice in the schools. The interviews described their problem-solving efforts as being imbedded in complex school contexts and reliant on a dynamic team process of searching for solutions. The paper suggests that these teams fit what the field of complexity theory calls complex adaptive systems (CAS) and outlines what the research on such systems tells us about enhancing their function. It concludes with suggestions that training programs include these concepts in their consultation training and ensure that all students experience case work that is ongoing and supervised
26	Bramlett, R. K., Murphy, J. J., Johnson, J., Wallingsford, L., & Hall, J. D. (2002). Contemporary practices in school psychology: A national survey of roles and referral problems. *Psychology in the Schools, 39*(3), 327-335.	370 school psychologists who were members of the National Association of School Psychologists were mailed a survey designed to assess their roles, types of referrals, consultation practices, and crisis team involvement. Assessment was the most common role followed distantly by consultation. Academic problems were the most frequent type of referral with reading being the most common concern. Of the behavioral referrals, externalizing problems were more frequent than internalizing concerns. Behavioral consultation was the most common model used but less than

		half of respondents follow all of the stages. Only 40% use an evaluative component in consultation. A majority of the informants had some involvement with their schools' crisis team. Implications of these findings for training, professional development, and future roles are discussed.
27	Buck, D. (2015). Reconstructing educational psychology reports: an historic opportunity to change educational psychologists' advice?. *Educational Psychology in Practice, 31*(3), 221-234.	The dynamic between theoretical underpinnings and practical demands of the educational psychologists' (EPs') profession is explored with regard to the contrasting explanation of problems along the 'within child' to 'context of child' dimension. Reference is made to earlier work which provided a paradigm shift away from individual diagnostic and therapeutic work towards EPs' involvement in research, projects and working with schools as systems. This change has not been closely reflected in the content of educational psychology reports submitted for Statutory Assessments. The opportunity has arisen for a profound review of the content of statutory educational psychology reports via the relevant sections of the Children and Families Act 2014 (Part 3) and the associated Education, Care and Health Plans which replaced Statements of Special Educational Needs. A case is made for the use of references within statutory educational psychology reports to psychological theory including the basis of more holistic conceptualisations.
28	Castillo, J. M., Arroyo-Plaza, J., Tan, S. Y., Sabnis, S., & Mattison, A. (2017). Facilitators of and barriers to model school psychological services. *Psychology in the Schools, 54*(2), 152-168.	This study examined facilitators of and barriers to comprehensive and integrated services. A national sample of 267 full-time practicing school psychologists who were Regular Members or Early Career Members of the National Association of School Psychologists participated. We administered a survey to participants that measured the extent to which they engaged in comprehensive and integrated services and the top facilitators of and barriers to those services using web-based survey procedures. Results indicated that the majority of facilitators identified (Personal Attributes, Stakeholder Involvement, Resources and Support, School-Specific Variables, Contextual Variables) predicted greater levels of comprehensive and integrated service delivery. Identified barriers—which often reflected the opposite condition of the facilitators—predicted lower levels of service delivery in some instances; however, they predicted services less often than did facilitators. Implications for research focused on better understanding factors that impact service delivery and on

		processes for facilitating increased comprehensive and integrated service delivery are discussed. Additionally, implications for practice include the assessment of facilitators and barriers, the use of data to plan for the delivery of comprehensive and integrated services, and advocacy for systems change.
29	Cochrane, W. S., Sanetti, L. M. H., & Minster, M. C. (2019). School psychologists' beliefs and practices about treatment integrity in 2008 and 2017. *Psychology in the Schools, 56*(3), 295-305.	A random sample of 1,000 Nationally Certified School Psychologists were mailed a 17-item survey about treatment integrity. A total of 132 responded and answered questions about the importance of treatment integrity data for tiered interventions and the frequency and methods used to measure treatment integrity in one-to-one and problem-solving team consultation. Ninety-eight percent agreed that treatment integrity data were critical for tiered interventions. However, only 7% in one-to-one consultation and 0% in team consultation reported it was "always" collected. Respondents identified barriers of time, workload, system factors, and staff knowledge as explanations for why there was a gap between belief and practice. The participant responses were compared to those from a 2008 survey and found to be almost unchanged. Issues associated with decision-making when treatment integrity data are lacking and recommendations for improving the assessment and reporting of treatment integrity are discussed.
30	Colville, T. (2013). The development of strengths-based multi-agency meetings: The development of theory and practice. *Educational and Child Psychology, 30*(4), 100-123.	The article describes the development and evaluation of strengths-based approaches to multi-agency meetings (SBMAs) in a local authority context in Scotland. SBMAs are part of the authority's staged intervention process to support children and families. The approach draws on solution-focused and narrative approaches that enable clients to create solutions to problems in a collaborative way (White, 2007; Ajmel & Rees, 2001). Emphasis is on the voice of the child and effective participation in SBMAs (Todd, 2007). Vygotskian and activity-theoretical notions of a collective zone of proximal development, dual stimulation, and theoretical generalisations are introduced as a means by which the meetings could be understood as participants move to a more systems-based understanding of problems and their solutions (Engeström & Sannino, 2011). Evidence is provided for the impact of the approach at various levels: individual; systemic; and institutional. The notion of 'centripetal potential' is introduced as a means by which to explain the 'ripple' effect of

		Educational Psychologist (EP) activity and its impact on the contexts within which EPs work. In so doing, the paper highlights how EPs can employ praxis (the combination of theory and practice) to good effect in their day-to-day work. Conclusions focus on the need for EPs to be more explicit about the approaches they use and to articulate better the conceptual frameworks within which the complexity of their work is set. It is further suggested that EPs need to develop more sophisticated methodologies that demonstrate the impact of their involvement and how best value for employers, clients and other service users is evidenced.
31	Conoley, J. C., Powers, K., & Gutkin, T. B. (2020). How is school psychology doing: Why hasn't school psychology realized its promise?. *School Psychology, 35*(6), 367.	We take a look back to 1995 when Conoley and Gutkin shared their vision for an adult-focused practice of school psychology with a primary focus on developing health-promoting systems for schoolage children. We then look to the present to what has happened and not happened to substantiate their vision. We found very encouraging developments and continuing challenges in the research targets and practice roles of school psychologists. There is no shortage of evidence-based strategies to improve the school experience of all children. The opportunities offered by, for example, the Multi-Tiered Systems of Support paradigm are promising, but it is unclear whether school psychologists are assuming leadership roles in this work. Furthermore, incorporating postdoctoral specialties is a promising role expansion for school psychologists, but most of the specialties keep the psychologists' focus on individual child assessment and treatment. School psychology is a very large professional tent with room for many approaches to preventing childhood disorders and promoting behavioral and academic success. Graduate education and current practice seem to reflect the traditional test and place roles for psychologists that Conoley and Gutkin hoped to expand beyond 25 years ago. Research efforts and national organization supports are hopeful, however, for a reimagined practice of psychology that makes use of the powerful ecosystems that affect children's well-being. Much work is yet to be done.
32	Cuckle, P., & Bamford, J. (2000). Parents' evaluation of an educational psychology service. *Educational Psychology in Practice, 16*(3), 361-	An evaluation of parents' views of an Educational Psychology Service was carried out using a questionnaire survey and follow-up telephone interviews. The most satisfaction was expressed for the pre-school, early years services and child guidance

	371.	support where a statement was not involved. Parents found it helpful to learn alternative ways to interpret behaviour from understanding professionals. They were less satisfied with statutory assessments of their older children already attending school. The main sources of dissatisfaction were the lack of communication with and involvement of parents in the course of the assessments, the length of time it took to decide on an assessment and the time taken to collect the relevant reports to draw up a statement. Implications for practice are discussed.
33	D'Amato, R. C., & Perfect, M. (2020). History of the future of proactive school psychology: Historical review at our 75th APA anniversary to transcend the past, excel in the present, and transform the future. *School Psychology*, *35*(6), 375.	The purpose of this article was to historically review the field of school psychology for the 75th Anniversary of the founding of the Division of School Psychology (DSP) of the APA. Past and present proactive school psychology was evaluated and recommendations for the future were offered in light of historic APA DSP goals. Since its inception, the DSP has worked with APA to protect and expand school psychology as a foundational service area within health service psychology. This article examines the challenges in the field, highlights current issues, and calls for a proactive and transformational future. The article concludes with suggestions from history to adopt current approaches to emulate the transformative vision of proactive school psychology.
34	Dahl, K. A., & Tanggaard, L. (2013). Det konsultative-tilbage til rødderne. *Pædagogisk Psykologisk Tidsskrift*, *50*(2), 58-67.	
35	Dannesboe, K. I., & Kjær, B. (2016). PPRs konsultative funktion. *Pædagogisk Psykologisk Tidsskrift*, *53*(1), 53-74.	
36	Davies, S. M., Howes, A. J., & Farrell, P. (2008). Tensions and dilemmas as drivers for change in an analysis of joint working between teachers and educational psychologists. *School Psychology International*, *29*(4), 400-417.	This article discusses the value of Cultural Historical Activity Theory as an analytic tool that can be used to understand the underlying processes that help and hinder teachers and educational psychologists in their use of action research to develop inclusive practice in secondary schools. It draws on the emerging findings from Prosiect Dysgu Cydradd, a two and a half year research project that is part of the UK wide government funded Teaching and Learning Research Programme. A core feature of this project centres on secondary school staff working on an aspect of inclusive practice with the educational psychologists acting as a facilitator. This has revealed

		tensions and dilemmas that are linked to teachers' continuing professional development, their expectations of educational psychologists and the relationships between them. The article concludes with a discussion of how Activity Theory can deepen our understanding of these tensions and dilemmas and provides suggestions as to how they might be overcome.
37	Deloitte, P. A., & Absalon, P. (2020). Undersøgelse af kommunernes pædagogisk-psykologiske rådgivning (PPR). *København: Deloitte, Professionshøjskolen UCN & Professionshøjskolen Absalon*.	
38	Dennis*, R. (2004). So far so good? A qualitative case study exploring the implementation of consultation in schools. *Educational Psychology in Practice*, *20*(1), 17-29.	This paper describes a small-scale research project carried out one year after the implementation of a consultation model of service delivery within an Educational Psychology Service. Following a series of interviews held with special needs co-ordinators, a hierarchy of development was identified, and conditions pertaining to this development isolated. Through identifying optimum conditions for the development of consultation, a number of specific recommendations are made, aimed at ensuring that all schools gain maximum benefit from this way of working.
39	Dimakos, I. C. (2006). The attitudes of Greek teachers and trainee teachers towards the development of school psychological and counselling services. *School Psychology International*, *27*(4), 415-425.	The purpose of the present study was to investigate what active as well as student teachers (i.e. future teachers) think about the provision of school psychological and counselling services within Greek elementary schools. Two hundred and eight active teachers and university students were asked to complete a Likert-type questionnaire rating the importance of nine roles and activities typically performed by a school psychologist. Results suggested that both active teachers and students regarded all activities very importantly with the exception of school-community liaison, an activity considered not so important by either side. However, student respondents differed from active teachers in how much importance they attributed to each activity. Given the structure and organization of the Greek educational system, the presence of additional support personnel is highly regarded by teachers who have been serving in it for several years. It is also encouraging to note a similar attitude in the responses of future teachers. Implications for educational policy regarding such additional personnel are considered.
40	DPU. (2022). PPR i paradigmeskifte: En	

	undersøgelse af PPR-lederes opfattelser af udfordringer og muligheder med bemanding, uddannelsesbehov og faggrænser.	
41	Eckersley, K., & Deppeler, J. (2013). Mapping the practice of psychologists in schools in Victoria, Australia. *The Educational and Developmental Psychologist*, *30*(2), 157-170.	This article reports on a qualitative study aimed to map the professional practice of psychologists working in schools in Victoria, Australia. A review of school psychology research literature conceptualised seven domains that were used as a lens for understanding how the professional practice of psychology was enacted in schools. The domains were placed in a hierarchy to illustrate the ecological aspect of professional practice, drawing on the work of Altman (1987) and Brofenbrenner (1977). The influence of each of these domains in shaping professional practice was understood to be mediated by the degree of control (Oakland & Cunningham, 1998) psychologists were able to garner in negotiating how their psychological services were delivered to schools. Snapshots of the practice of psychologists nominated as 'effective' practitioners by senior administrators identified a number of contextual barriers and facilitators across the profession that are used to inform directions for reform. The authors argue for the development of alternative models that involve collaborative actions and multiple systems—combining professional efforts to serve students and families with multiple and complex needs.
42	Einarsson, C. (2011). *Ett ärende blir till: föreställningar om hur problem hanteras inom elevhälsan:* Linköping University Electronic Press.	This report is part of a research project called Integration of knowledge and interprofessional learning. Multiprofessional collaboration and negotiation of meaning in relation to student health. Multiprofessional teams have a long history in Swedish schools but recently a new type of multiprofessional teams was proposed by the Swedish Government integrating health services, psychosocial services with special education. The aim of the study presented in this report was to explore and create understanding about professionals conceptions about how students with problems are handled within in the student health teams. Thirteen focus groups were conducted and data was analysed with a qualitatively approach. The main findings in this study indicate that problems with a specific student become a case within student health teams. This change from problem to a case is formed in a stair case. The results also indicate that work on cases in the student health can be described in two different dimensions. Based on the first dimension, case management could be considered as based on whether it occurs on a formal or informal way. The second dimension describes whether the efforts

		made by school health personnel can be seen as direct or indirect. Den här rapporten handlar om föreställningar som olika yrkesprofessioner har om hur problem kring elever hanteras inom skolan och elevhälsan. De föreställningar som här kommer att behandlas är de som finns representerade inom olika yrkesgrupper. Man kan alltid hävda att skillnaderna är stora inom en yrkesgrupp men fokus här har varit på det som ändå finns representerat inom de olika yrkesgrupperna och som kan betraktas som kollektiva föreställningar. Som alltid kan det då hävdas att en enskild yrkesutövare inte känner igen i sig i alla delar av de gemensamma beskrivningarna vilket måste betraktas som en naturlig reflektion då det självklart finns variationer inom yrkesgrupperna även om fokus här är på det gemensamma. Kollektiva föreställningar är gemensamma uppfattningar, värderingar och symboler som inom en grupp eller yrkeskollektiv utgör en "sanning" och beskrivning av hur omvärlden kan förstås och beskrivas. Målet har alltså varit att beskriva sådana föreställningar som varit återkommande eller delats av många. Syftet är att få ökad kunskap om hur samverkan och lärande kring komplexa elevärenden gestaltas i mångprofessionella team i skolan. En av frågeställningarna är vilken innebörd begreppet "elevhälsa" ges av olika aktörer i Elevhälsan samt av skolans övriga aktörer. Fokus i den här rapporten är på hur olika inom elevhälsan ingående professioner ser på och beskriver hur problem med elever hanteras inom skolan och elevhälsan. Inledningsvis ges en bakgrund till elevhälsan som verksamhet inom skolan. Därefter ges en teoretisk bakgrund och metodbeskrivning. Därefter presenteras framkomna resultat vilka sedan avslutningsvis diskuteras.
43	Eklund, K., DeMarchena, S. L., Rossen, E., Izumi, J. T., Vaillancourt, K., & Rader Kelly, S. (2020). Examining the role of school psychologists as providers of mental and behavioral health services. *Psychology in the Schools, 57*(4), 489-501.	The school setting represents the most common setting by which youth receive mental and behavioral health (MBH) services (Farmer et al., 2003, Psychiatr Serv, 54, 60–66). Nevertheless, many school psychologists are not providing MBH services despite the high prevalence of need. Additional research is needed to understand factors leading to these deficits, as well as potential solutions to ameliorate these concerns. The current study surveyed 341 school psychologists across seven states and found current ratios are one school psychologist for every 1,500–2,000 students. Study results suggest school psychologists are providing a half to full day of universal, prevention-oriented MBH services each week whereas more targeted, direct services (e.g., individual or small group counseling) are offered 1–4 hr each week. The school psychologist-to-student ratios also demonstrated a statistically significant and inverse

		association with the provision of targeted MBH services, with higher ratios resulting in fewer MBH services. Respondents provided potential solutions for how to expand the delivery of MBH services within schools, including increased awareness and support among school and district administrators, as well as access to training and professional development related to MBH services.
44	Epstein, J. L., & Van Voorhis, F. L. (2010). School counselors' roles in developing partnerships with families and communities for student success. *Professional School Counseling, 14*(1), 2156759X1001400102.	This article discusses a theoretical perspective, research results, and practical examples that support new roles for school counselors in strengthening school programs of family and community involvement. A modest proposal is offered for school counselors to spend 20% of their time on strengthening teamwork for partnerships by working with other educators, parents, and community partners to plan, implement, and evaluate goal-linked partnership programs for their schools. This investment of school counselors' time and talent should improve the quality of outreach and involvement activities, the number of parents who remain knowledgeable partners in their children's education across the grades, and results for students. The new direction also should reduce the number of students with serious academic and behavioral problems that school counselors presently try to solve alone
45	EVA. (2022). Barnets Stemme - Evaluering af erfaringerne med indsatsen.	Denne rapport præsenterer evalueringen af indsatsen Barnets Stemme. Evalueringen belyser fire skolers arbejde med indsatsen. Der sættes fokus på implementeringen af indsatsen, og de oplevede resultater af arbejdet. Ligeledes kastes der lys over andre kommuners ønsker om at arbejde med Barnets Stemme. Det primære formål med evalueringen er at systematisere og beskrive den eksisterende viden om og erfaringer med Barnets Stemme. Det sker for, at indsatsen på længere sigt kan overgå til pilottest og afprøvning, og mulighederne for at andre skoler og kommuner kan benyttes indsatsen dermed styrkes. Der indgår tre kriterier i vurderingen af, om der skal gennemføres en pilottest af indsatsen. For det første er det afgørende, om den eksisterende viden sandsynliggør, at indsatsen vil være en løsning på det aktuelle problem, for det andet at indsatsen er realistisk i både afprøvning og drift, og endelig for det tredje at indsatsen er efterspurgt blandt dem, der skal arbejde med den i praksis. Evalueringen er gennemført af Danmarks Evalueringsinstitut (EVA) for Styrelsen for Undervisning og Kvalitet (STUK).
46	Fallon, K., Woods, K., & Rooney, S. (2010). A	This paper reflects upon the developing role of educational psychologists (EPs)

	discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice, 26*(1), 1-23.	within the local authority Children's Services, from the starting point that the EP role has, through numerous reviews, been clearly conceptualised. Detailing the philosophy and framework for the inception of Children's Services in England, the authors propose two specific directions for EP work within this context. With an illustrative case study of one local authority EP service, it is argued that, whilst the core EP functions remain constant, it is the range and derivation of EP work which is being, and will continue to be, transformed. Reinforcing Stobie's emphasis from 2002 upon EPs' ability to respond flexibly to the changing socio-political context, and the associated challenges for initial professional training, the authors highlight the significance of issues of role specialisation, commissioning of educational psychology services, and evaluation of the outcomes of EP work. A strategy for future EP role reviews is proposed.
47	Farrell, P. (2004). School psychologists: Making inclusion a reality for all. *School Psychology International, 25*(1), 5-19.	Inclusion is now a key part of the development of education policy and practice around the world. However, there is continued uncertainty about the de.nition of inclusion and about how to implement the policy, and some remain to be convinced about the direction that it is taking. Inevitably school psychologists are at the heart of this debate, as, through their work with children, parents, schools and local authorities, they can have a major role in shaping policy and practice. This article begins with a discussion of current de. nitions of inclusion. It then analyses the role of research and considers some key .ndings. It ends with a review of some of the different ways in which school psychologists can support inclusive developments in their everyday work.
48	Farrell, P. (2006). Developing inclusive practices among educational psychologists: Problems and possibilities. *European Journal of Psychology of Education, 21*, 293-304.	This article discusses some of the problems and possibilities facing educational psychologists* (EPs) as they strive to take a proactive role in promoting inclusion in their daily work. It begins by commenting on recent evidence which suggests that, despite exhortations to the contrary, many EPs continue to promote non-inclusive ways of working. It then discusses the possibility that the discipline of psychology can, itself, promote an approach to EP practice which is often construed as actively supporting a segregated system of education. This is followed by a review of the evidence suggesting that EPs are abandoning their traditional routes in psychology and adopting school based consultation as a method or working that is more inclusive. The article concludes by referring in some detail to two examples of projects in which

		EPs have shown that it is possible for them to work in alternative ways with schools and local authorities to promote inclusion.
49	Farrell, P. (2010). School psychology: Learning lessons from history and moving forward. *School psychology international*, *31*(6), 581-598.	At a time when, in most countries, the profession of school psychology is experiencing a period of growth and expansion, many problems still remain. The origins of these problems are linked to the historical development of the profession which has provided school psychologists with a unique and distinctive role in administering IQ tests and using the results to make decisions about special educational provision for children with learning difficulties. This article reviews recent research that is heavily critical of the relevance of IQ testing and the associated medical model of working, and then considers some of the barriers which prevent school psychologists from changing their practices. It concludes with suggestions as to how the profession can move forward with confidence, knowing that it can make a distinctive contribution to supporting vulnerable children, schools and communities around the world.
50	Farrell, P., Jimerson, S. R., Kalambouka, A., & Benoit, J. (2005). Teachers' perceptions of school psychologists in different countries. *School Psychology International*, *26*(5), 525-544.	Teachers are probably the main group of professionals with whom school psychologists1 have most contact. Teachers are usually involved in making referrals of individual children, they may be expected to act on the advice of the school psychologist and they also work with school psychologists in consultation-based activities. It is therefore important to ascertain their views about the work of school psychologists in order for services to move forward in an evidenced informed manner. This article discusses the findings of a survey of teachers' views of school psychologists in eight countries. A total of 1105 teachers completed a questionnaire that yielded quantitative and qualitative data. Findings suggest that there is considerable variation between countries in the amount of time school psychologists spend in schools and that this is related, though perhaps not as strongly as might be predicted, to the extent to which teachers value their services. Overall, teachers appreciate the quality of the service they receive from school psychologists although they would like to see more of them. In addition, they would like school psychologists to spend more time on activities that they currently undertake less frequently. There were also concerns in the UK and the USA about the large amount of time school psychologists spend on testing and assessments for special education. There are key

		implications from these findings for school psychology services in different countries as they strive to improve their services and meet the needs and expectations of teachers
51	Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). A review of the functions and contribution of educational psychologists in England and Wales in light of "Every Child Matters: Change for Children". *Nottingham: DfES Publications*.	The implementation of the 'Every Child Matters' (ECM) legislation represents, forEducational Psychologists (EPs), the most significant national strategic developmentsince the DfEE (2000) report on the role of educational psychology services. TheECM agenda makes outcomes for children central to integrated children's servicesthat form a team around the child and family in the context of community and school.Outcomes for children are specified through aims, targets, indicators and inspectioncriteria which are grouped around five main areas.There are a number of ways in which the developments embodied within the ECMagenda have an impact on the role of EPs. Among the most significant is therestructuring of local authorities (LAs) into children's services combining educationaland social services. This places EPs more centrally within community contexts whereschools form only one of the settings in which they work. A further consequence isthe renewed emphasis on the importance of multi agency work and the resultingrestructuring of services around multi-agency teams. Within this context there arealso a number of related initiatives to improve services for children such as BESTs,CAMHSs and YOTs. In addition there is ongoing concern as to whether the needs ofspecific groups of children and their carers are being met, for example those with lowincidencedisabilities, those with BESD and those who are subject to a local authoritycare order ('Looked After'). These changes reflect an evolving context in which EPs'work that is markedly different from 2000 when the DfEE research on the role andgood practice of educational psychology services was undertaken.This new and rapidly changing context forms the backdrop against which this reviewwas conducted. The overall aims are to consider the contribution that EPs can make tomeeting the needs of children as set out in the Every Child Matters agenda and theextent to which they make a distinctive contribution working with, and alongside,other related services.
52	Forlin, C. (2010). The role of the school psychologist in inclusive education for ensuring	In comparison to international perspectives, the specific role of the school psychologist in Hong Kong will provide a case study of the tensions experienced by a

	quality learning outcomes for all learners. *School Psychology International*, *31*(6), 617-630.	system in transition between a very traditional, highly segregated education system, to one that is actively promoting a whole school approach to inclusion. Consideration will initially be given to the development of inclusive education and the identification of quality learning outcomes for students. The role of the school psychologists in Hong Kong and the challenges they face will be compared to other international jurisdictions, focusing on both internal and external influences that have impacted on their role in recent years.
53	Fox, M. (2009). Working with systems and thinking systemically–disentangling the crossed wires. *Educational Psychology in Practice*, *25*(3), 247-258.	This article explores two separate traditions that educational psychologists (EPs) in the UK have for working with systems. One of these is "systems work" with organisations such as schools. The other is "systemic thinking" for working with families. Over the years these two traditions, systems work and systemic thinking, have become crossed and intertwined. This article clarifies the connections between them by providing a historical overview, largely based on articles published by Educational Psychology in Practice and the thinking of R. Dallos and R. Draper on Family Therapy, of how they have developed. Opportunities for EPs working in Children Services to use systemic thinking and systems work are highlighted.
54	Fox, M. (2011). Practice-based evidence–overcoming insecure attachments. *Educational Psychology in Practice*, *27*(4), 325-335.	This article examines educational psychologists' (EPs') engagement with evidence-based practice (EBP). In particular it considers the limitations of randomised controlled trials and the difficulties of obtaining sufficient evidence about the effectiveness of interventions. This means that there is a possibility that EPs continue to use psychological theories that have little or no evidence to support their use. The article then examines the implications of the paradigm shift from the EP as scientist to that of artist and the corresponding shift from EBP to practice-based evidence. The rationale for developing expertise through practitioner research rather than simply relying on experience is explored. Relying on experience becomes particularly difficult if the EP becomes attached cognitively, and emotionally, to particular perspectives and weaves, thread by thread, unfounded theories into their professional practice. Understanding how this tapestry is woven and how one clutches emotionally to it when one is stressed and challenged has fundamental implications for the general understanding and confidence of the public in the profession.
55	Frederickson, N. (2002). Evidence-based practice and educational psychology. *Educational and*	Following its development in health contexts the move towards evidence-based practice has gathered momentum over the last 5-10 yrs across areas of social policy,

	Child Psychology.	including education. Key elements of evidence-based practice are described and evaluated. Implications for the practice of educational psychology are discussed and directions for future development identified. Attention is given to 3 areas in particular: the competencies needed for using research in evidence-based practice, the contributions educational psychologists can make to developing the research evidence on intervention efficacy and effectiveness, and the new emphasis on monitoring and evaluating outcomes for individual pupils. The second of these areas is illustrated with reference to research undertaken by educational psychologists on the circle of friends intervention approach. In the third of these areas a description is offered of the goal attainment scaling approach which supports the monitoring and evaluation of pupil progress as required by the new Code of practice on special educational needs. Ways in which the opportunities offered by extended initial training and continuing professional doctorates in educational psychology might be utilized in developing the research basis for practice are suggested.
56	Freeman, N. C., & Lunardi, L. (2020). "Every child needs an adult apart from their family that they can talk to": An investigation into school staff perceptions of the provision of external psychological services. *Australian Psychologist*, *55*(5), 508-518.	Objective: Schools are ideally placed to provide early identification and intervention for children and adolescents with mental health issues, traditionally with support from Government-employed school psychologists. This model of service provision has recently undergone a change with schools utilising external psychological providers. No research has previously been undertaken in Australia regarding this change. The present study aimed to gain feedback from staff regarding their perceptions of external psychological services provided in schools. Method: Ten staff in wellbeing roles aged 31–63 years from nine Government schools across Melbourne, Victoria completed a semi-structured interview. Results: Staff reported positive perceptions of external psychological providers related to improved access to much-needed therapeutic services, but voiced concerns over a lack of formal contractual agreements and access to files post-treatment. Despite the need for their services, staff still preferred Government-employed school psychologists. Conclusions: Findings implicate an ongoing need to meet an increasing demand for therapeutic supports to children and adolescents within school settings. Issues such as communication and access to files appear to compromise ethical practice, which potentially hinder continuity of care once the external provider ceases working with a young person. Better communication between all concerned parties may help mitigate this issue.

57	Fylling, I., & Handegård, T. L. (2009). Kompetanse i krysspress. *Kartlegging og evaluering av PP-tjenesten*, 5, 2009.	
58	Gaskell, S., & Leadbetter, J. (2009). Educational psychologists and multi-agency working: exploring professional identity. *Educational Psychology in Practice*, 25(2), 97-111.	This research was conducted in the light of the Every Child Matters (Department for Education and Skills, London, 2003 Department for Education and Skills (DfES). 2003. Every Child Matters, London: The Stationery Office.) agenda which highlights the importance of multi?agency working. The research explored the professional identity of Educational Psychologists (EPs) with experience of multi?agency working in six Local Authorities within the Midlands area. Ten EPs participated in detailed semi?structured interviews. Activity Theory was used to facilitate the comparison of aspects of the EPs' two work roles, as part of the Educational Psychology Service (EPS) and as part of a multi?agency team (MAT). Each EP was asked to consider different elements of their two roles, using a series of questions designed to elicit relationships between the ways in which they worked, the contexts and the other people involved. From these questions, issues of professional identity emerged and these were then explored in more detail. The experiences of EPs working in MATs were generally described very positively. It appeared that multi?agency working enhanced feelings of professional identity. In some cases participants indicated that this was aided by the clarification and development of their own skills and in other cases by being afforded the opportunity to work creatively in a wider range of contexts. The flexibility of multi?agency working appears to have presented opportunities for individuals to work to their strengths and increased positive feelings EPs have of their own professional identity.
59	Gilman, R., & Gabriel, S. (2004). Perceptions of school psychological services by education professionals: Results from a multi-state survey pilot study. *School Psychology Review*, 33(2), 271-286.	The role and functions of school psychologist have been a topic of much discussion. Reform efforts recommend that school psychology should involve stakeholders, including education professionals (i.e., teachers, administrators) in their advocacy efforts. However, very few recent empirical studies have investigated educators' perceptions of the discipline. In this pilot study, over 1,600 teachers and administrators from school districts in four states completed the *School Psychology Perceptions Survey*. Responses to questions pertaining to (a) knowledge of school psychology, (b) satisfaction with school psychological services, (c) helpfulness of

		school psychology services, and (d) future desired roles and functions of school psychologists were analyzed. These responses were compared to school psychologists from the same school districts. Significant between-group differences were found with respect to knowledge, satisfaction, and perceived helpfulness of school psychological services, as well as how serious a problem should be before referral. Additionally, substantial differences regarding the roles and functions that school psychologists are expected to perform existed across groups. Implications of these results are discussed
60	Gilman, R., & Medway, F. J. (2007). Teachers' perceptions of school psychology: A comparison of regular and special education teacher ratings. *School Psychology Quarterly*, *22*(2), 145.	A total of 1533 regular education and special education teachers from eight school districts in four states rated their knowledge of and satisfaction with school psychological services. Perceived helpfulness of psychological services to teachers and children was also assessed. Finally, both groups rated their perceptions of school psychologists' roles versus school counselor roles. Regular education teachers, compared to special education teachers, reported less knowledge of school psychology, perceived school psychologists as less helpful to teachers, and reported lower satisfaction with school psychology services. These reports may have been influenced by the amount of contact each teacher had with school psychologists. Both teacher groups had a limited understanding of the broad roles and functions of school psychologists, and both groups viewed school counselors as delivering more services than school psychologists. Implications of these findings with regard to school psychology reform efforts are discussed.
61	Ginns, D. S., Moulton, S. E., Castillo, J. M., Jenkins, A. S., & Hodnett, J. M. (2020). Facilitators of and barriers to school psychologists' social–emotional/behavioral practices. *Psychology in the Schools*, *57*(7), 1003-1021.	Using data from a national survey of school psychologists we investigated (a) the extent to which school psychologists supported students' social-emotional and behavioral well-being using data and evidence-based practices programming, (b) how facilitators and barriers impacted school psychologists' service delivery in these areas, and (c) how participants' demographic characteristics predicted facilitators to these practices. The survey was administered to randomly selected National Association of School Psychologists' members. One hundred ninety-nine full-time, school-based school psychologists (24% response rate) completed the survey. Results indicated more practitioners reported using data to design, implement , and evaluate evidence-based strategies for social-emotional and behavioral supports (M = 3.32, SD = 0.90)

		than reported using evidence-based strategies themselves in these same areas (M = 3.10, SD = 1.05). School psychologists who reported more facilitators were more likely to use data and engage in evidence-based practices related to social-emotional and behavioral supports for students. Results also indicated certain barriers impeded school psychologists' practices in these areas. Few demographic characteristics predicted the presence of facilitators or barriers. Findings from the current study extend the extant literature by
62	Hamilton-Roberts, A. (2012). Teacher and counsellor perceptions of a school-based counselling service in South Wales. *British Journal of Guidance & Counselling*, *40*(5), 465-483.	This small-scale study, based in a semi-rural South Wales Local Authority, sought to explore how both school-based counsellors and link-teachers perceive their school-based counselling services. The research aimed to answer three research questions: 1) what are the perceived impacts of the service? 2) what are the perceived attributes of the service? and 3) what are the perceived barriers to and facilitators for an effective service? The research utilised a mixed-methods approach including the use of questionnaires, a focus group and interviews. Analysis consisted of descriptive statistical interpretation of the quantitative data and content analysis of qualitative data. Main findings concur with the literature, with the most frequently perceived impact to be on pupils' mental health and emotional well-being. In conclusion, the current research contributes to the growing support for school-based counselling services. Further findings and implications are discussed.
63	Hamre, B. (2013). Optimization as a Dispositive in the Production of Differences in Denmark Schools. *European Education*, *45*(4), 7-25.	The theoretical framework is inspired by governmentality studies in education. The key concepts are problematization, formatting technologies and dispositive. The outset of the paper is a Danish empirical study of 44 files from educational psychologists and articles from journals concerning schools and education. The findings of the study conclude that students are problematized and excluded from the mainstream school on the basis of different problematizations of behaviour. In the present period the problematizations demand that subjects become social,reflexive and learning individuals. The formatting technologies are: the relationship between student and teacher, work with emotions, an appreciative approach to the student, structure of the class, and the diagnosis as the final technology. Through these problematizations and technologies, the paper argues that an 'optimizing' dispositive, as a system of power, leads the problematizations and technologies.

64	Hamre, B. (2019). Psykiatri og professionssamarbejde–betydningen for differentiering i skolesystemet i Danmark i 1930-1950. *Educare*, (1), 43-68.	The focus in this article is an analysis of the development of psychiatric practices in relation to the school system in Denmark in the period 1930-1950. The differentiation of schoolchildren in this period took place not only due to new and advanced testing practices but also due to the emerging collaborations between different professions, such as educationalists, psychologists and psychiatrists. The article examines these types of differentiation through an investigation of the forms of psychiatric institutionalizations related to the school system in 1930s and onward. These processes of differentiation developed because of a societal need to sort schoolchildren, thereby relating the shaping of new disciplines and professions within education, psychology and psychiatry. In line with Michel Foucault, the emerging collaboration is examined as an expression of biopower managing the life of the population and defining standards of normality and deviancy. The sources applied in the articles include a selection of documents from the key agents of the period.
65	Hamre, B., Hedegaard-Sørensen, L. & Langager, S. (2018). Between psychopathology and inclusion: the challenging collaboration between educational psychologists and child psychiatrists. *International Journal of Inclusive Education, 22*(6), 655-670.	This article reports on a Danish study on interprofessional collaboration between child psychiatrists and educational psychologists concerning children who are categorised as being at risk. Methodologically, the analysis is grounded in qualitative interviews with psychologists. A Foucauldian approach is applied to narratives and experiences that occur within these interviews concerning external collaboration with child psychiatrists. The article is informed by the research tradition that has problematised the significance of psychiatry and diagnoses in the field of special needs education and social pedagogy. We thus enquire into how the rise of diagnostics and medicalisation affects our understanding of children's difficulties. We discuss a paradox that is present in Denmark and other countries. As educational policies emphasise inclusion, the field of schooling experiences a huge rise in children with medical diagnoses. We argue that diagnostic knowledge is itself an insufficient basis for action and must be considered in relation to teachers' overall training and teachers' situated professionalism.
66	Hanchon, T. A., & Fernald, L. N. (2013). The provision of counseling services among school psychologists: An exploration of training, current practices, and perceptions. *Psychology in the Schools, 50*(7), 651-671.	Although school psychologists have been called on in recent literature to assume a leadership role in a collective and comprehensive effort to address students' mental health needs, many practitioners find that their professional roles continue to be narrowly focused on special education-related activities, such as individualized assessment and eligibility determination. Meanwhile, students' mental health needs

		have never been greater. The current study focused specifically on school psychologists' provision of school-based counseling, an activity that has been shown to be effective in addressing students' mental health needs, as well as a professional role that many practitioners have expressed a desire to expand. A national sample of school psychologists responded to an Internet survey related to various aspects of counseling service delivery, including their training to provide services, current practices, and perceptions of the importance for school psychologists to assume the responsibility of providing school-based counseling services.
67	Hardman, M., & Worthington, J. (2000). Educational Psychologists' orientation to inclusion and assumptions about children's learning. *Educational Psychology in Practice, 16*(3), 349-360.	Despite their important role in the assessment and decision-making process, there has been very little research on the attitudes of educational psychologists (EPs) to inclusion. In this article, we report a recent study in which 144 EPs from 37 English local education authorities responded to a postal questionnaire. This examined their hypothetical and ideal placement of a range of children with different special educational needs, and their orientation to inclusion and beliefs about the nature and process of children's learning. Results reveal that the majority were supportive of inclusion and adopt a social constructionist philosophy toward the nature and process of children's learning.
68	Hartnell, N. (2010). Multi-disciplinary approaches to pupil behaviour in school–the role of evaluation in service delivery. *Educational Psychology in Practice, 26*(2), 187-203.	This study evaluates the work of a multi-disciplinary Behaviour Support Team developed to support schools in managing problematic behaviour. An evidence base to inform future service delivery is developed, using a model of evaluation which incorporates both quantitative, outcome data and more explanatory qualitative data, incorporating the views of service users. Focusing on the first year of service delivery, interventions are evaluated as effective by client schools and positive changes in pupil behaviour are demonstrated. The mechanisms contributing to successful interventions are analysed, including the importance of maintaining a collaborative and systemic approach to problem resolution. The evaluation suggests ways in which educational psychologists working in multi-disciplinary teams can enhance schools' capacity to manage challenging

		behaviour.
69	Haug, P (2009). Kunnskapsløftet – utfordringar for PP-tenesta. *Pædagogisk Psykologisk Tidsskrift*, 77-86.	
70	Hedegaard, M. (1994). *Beskrivelse af småbørn*. Aarhus Universitetsforlag.	Beskrivelse af en metode til analyse og tolkning af barnets intentioner, problemer og kapaciteter i dets dagligdag og i samspil med andre mennesker
71	Hedegaard, M., Jensen, H. B., & Nielsen, A.-M. L. (2018). Sampraksis som tværprofessionel samarbejdsform. *Pædagogisk psykologisk tidsskrift*, 55(5).	Denne artikel har til formål at undersøge, hvordan 'sampraksis' som intervention og samarbejdsform kan være med til at facilitere et tværfagligt og tværprofessionelt samarbejde i PPR. For at kunne gøre dette, vil vi først opridse den historiske baggrund for de udfordringer, som PPR skal svare på rent organisatorisk. Herunder vil vi udfolde og definere, hvad der menes med 'sampraksis' og undersøge, hvorfor en tværprofessionel samarbejdsform kan være befordrende i PPR. Vi vil her præsentere to cases fra egen praksis, hvor der er blevet eksperimenteret med sampraksis som samarbejdsform. Artiklen vil afslutningsvis med udgangs- punkt i de to cases diskutere, hvilken rolle psykologfagligheden får i den nye organisationsform, og understrege det væsentlige i at fastholde en stærkt forankret monofaglighed for at kunne indgå i et tværfagligt og tværprofessionelt samarbejde.
72	Herlofsen, C. (2013). Spesialundervisningens tiltakskjede-lokal praksis sett i forhold til regelverk og retningslinjer (Doktorgradsavhandling, universitet i Oslo). Institutt for spesialpedagogikk.	
73	Hermstad, I. H., Caspersen, J., & Buland, T. (2020). Spenning og samspill når PPT skal tett på skolen. *Psykologi i kommunen*, 6.	
74	Hernández-Torrano, D., Faucher, C., & Tynybayeva, M. (2021). The role of the school psychologist in the promotion of children's well-Being: Evidence from post-soviet	There is widespread agreement that school psychologists are in a unique position to contribute to the promotion of the mental health and well-being of children and adolescents in school settings. However, results from national and international surveys indicate that school psychologists tend to adopt traditional roles and spend

		Kazakhstan. *Child Indicators Research*, *14*(3), 1175-1197.	most of their time conducting psycho-educational assessment and counselling students. This qualitative study aims to contribute to the international research literature by examining how Kazakhstani school psychologists conceptualize students' well-being, how they promote students' well-being in schools, and some of the major challenges they face in their daily practice in this role. The results showed that school psychologists share generally positive, strength-based notions of child well-being, consider themselves as active but not major agents contributing to the promotion of student well-being, and acknowledge the influence of contextual factors (e.g. family, teachers, peers, physical environment) in the well-being of the students. However, this work is predominantly realized within a deficit-oriented model of school psychology mostly concerned with identifying and addressing ill-being rather than with promoting positive states of being. Moreover, school psychologists reported facing a myriad of structural, social, financial and professional challenges that hamper their ability to foster children's well-being. The results are discussed and practical implications for the promotion of child well-being in school settings and the development of school psychology as a discipline in Kazakhstan and elsewhere are provided.
75		Hjörne, E., & Säljö, R. (2014). Analysing and preventing school failure: Exploring the role of multi-professionality in pupil health team meetings. *International journal of educational research*, *63*, 5-14.	
76		Howarth-Lees, D., & Woods, K. (2022). Eliciting and Integrating Views of Children and Families within the Work of Youth Justice Services: What Can Educational Psychologists Contribute?. *Educational & Child Psychology*, *39*(2), 121-133.	
77		Hughes, T. L., Hess, R., Jones, J., & Worrell, F. C. (2020). From traditional practice to tiered comprehensive services for all: Developing a responsive school culture for the future. *School*	In this article, we reflect on the evolution of school psychology practice from the past to the present, and share some thoughts about the future. Although school psychology programs provide training in consultation, prevention, social emotional development, counseling, and mental health interventions, school psychology practice is still

	Psychology, 35(6), 428.	dominated by assessment, and the specialty has yet to live up to its promise to address the multiple needs of an increasingly diverse student population. Today's practitioners need to be skilled in systems-level programing that is informed by cultural awareness, knowledge, and skills necessary to responsibly work toward the best outcomes for students and families from all cultural, ethnic, and racial backgrounds. As the demand for mental health and other services in schools continues to increase, we argue for a wholescale adoption of culturally adapted evidence-based practices to address the expanding role of school-based practice. Finally, we offer considerations from the social psychology literature that will help school psychologists prioritize behavioral health while also reducing disparities in educational attainment.
78	Hylander, I. (2011). *Samverkan: Professionellas föreställningar på elevhälsoarenan*. Linköping University Electronic Press.	Multiprofessional teams have a long history in Swedish schools but recently a new type of multiprofessional service was proposed by the Swedish government in order to integrate two existing parallel services (school health care and psychosocial care) with special education into one service with the aim of promoting health, learning and wellbeing in schools. This report is part of a research project "Integration of knowledge and interprofessional learning. Multiprofessional collaboration and negotiation of meaning in relation to student health" The aim of the present study was to explore the professional representations of collaboration within school based multi professional teams. In total fourteen focus groups with professions from primary school (1-9), school paediatricians, school nurses, school psychologists, school social workers, special education teachers and principles were interviewed, adding up to 82 interviewees. A qualitative and mainly inductive, content analyses according to Graneheim & Lundman, (2003) was used. Representations of interprofessional collaboration are described in terms of (a) disciplinary domains (knowledge and experience) and (b) physical arenas (team meetings). The results are described in reference to the different professional groups and analysed from three theoretical perspectives: Social Representation Theory (Moscovici, 1969), Theory of professions (Abbot, 1988) and Social Identity Perspective (Brewer, 2003).
79	Hylander, I., & Ahlstrand, E. (2013). *Föreställningar om elevhälsans ledning och organisering*. Linköping University Electronic Press.	This report is part of the research project *Integration of knowledge and professional learning. Multi-professional collaboration and negotiation of meaning in relation to student health.* The aim of the project was to extend knowledge about school based student health teams' partnership, collaboration and interprofessional learning. This

		report focuses on professionals' representations of how student health services are organized and managed. Four models of student health organization and management were delineated. These models differ in several aspects of importance for the meaning and "gestalt" of student health services. The professional groups typically preferred one or the other of these organizational models and differed in their interpretation of their advantages and disadvantages. One important difference was if they preferred a local school-based organization or a central organization.	
80	Højholt, C., & Kousholt, D. (2012). Om at observere sociale fællesskaber. In *Deltagerobservation: en metode til undersøgelse af psykiske fænomener* (pp. 77-90). Hans Reitzels Forlag.		
81	Højholt, C., & Kousholt, D. (Eds.). (2018). *Konflikter om børns skoleliv*. Dansk Psykologisk Forlag.	Der har altid været konflikter i og om skolen. Nogle børn bliver udpeget som problematiske eller særlige, andre har store personlige vanskeligheder i skolen. Bogen bygger på et 4-årigt forskningsprojekt og lægger op til en ny forståelse af konflikter i skolen og af, hvordan vi skal prøve at løse dem. Der har altid været konflikter i og om skolen. Nogle børn bliver udpeget som problematiske eller særlige, andre har store personlige vanskeligheder i skolen. Men konflikterne bliver sjældent inddraget i de psykologiske undersøgelser af børnenes problemer, selvom de både kan dominere skolens sociale samspil og skjules i måden, vi taler om skolevanskeligheder på. Bogens sigte er at skabe forståelse for disse omstændigheder og undersøge vanskeligheder i børns skoleliv på måder, der ikke blot udpeger problematiske parter. Vi må i stedet knytte vanskelighederne til historiske udfordringer og modsætninger i det at skabe skole – og forsøge at løse dem. Bogen bygger på et forskningsprojekt i konflikter og skolens hverdagsliv set fra børns, forældres, læreres, pædagogers, skoleledere og samarbejdspartneres perspektiv. Bogen diskuterer og lægger op til en ny forståelse af konflikter i skolen og af, hvordan vi skal prøve at løse dem.	

82	Højholt, C., & Szulevicz, T. (2013). Observation som konsultativ praksisform. *Pædagogisk Psykologisk Tidsskrift*, *50*(05), 36-47.	
83	Ingram, R. (2013). Interpretation of children's views by educational psychologists: Dilemmas and solutions. *Educational Psychology in Practice*, *29*(4), 335-346.	This paper considers how listening to children's views and taking account of them is understood in different ways by educational psychologists. Rationales for listening to children include (1) supporting their rights to express views, (2) therapeutic benefits of participation, and either (3) valuing their views as insightful contributions to problem-solving or (4) considering them as contributory factors to the problem. This creates dilemmas about interpretation on different occasions, and a range of theoretical stances are discussed in terms of how far they can support robust decision-making about this interpretation, and a practical way forward is suggested using principles based on critical realism.
84	Jensen, J. B., Brix, J., & Studstrup, J. (2019). Trivsel i hverdagslivet: En forskningsinformeret kortlægning af K-møder i Favrskov Kommune.	Forskningsgruppen Capacity Building and Evaluation, Institut for Læring og Filosofi, Aalborg Universitet og Favrskov Kommune blev i august 2018 af Socialstyrelsen tildelt midler til projektet "Trivsel i hverdagslivet – En forskningsinformeret kortlægning af K-møder i Favrskov Kommune".

Formålet med projektet er, at udvikle og styrke det tværgående samarbejde omkring indsatsen til sårbare børn og deres familier, så almenområdet, socialfaglige rådgivere i skole/dagtilbud samt PPR bedre kan støtte op om barnet og familien, inden problematikken udvikler sig yderligere. Til realisering af dette afholdes i Favrskov Kommune de såkaldte koordinerende møder (K-møder). Deltagerkredsen til K-møderne er det pædagogiske personale og ledelse fra institut/skole, socialfaglig rådgiver, psykolog, læsekonsulent, talehørerlærer og evt. sundhedsplejerske.

Kortlægnings resultater viser, at K-møderne fungerer bedst når de professionelle har tillid til hinanden, og deltagerne generelt respekterer hinandens faglige viden. Yderligere virker det bedst når forældrene "får ordet først", initierer samtalen, mens de professionelle efterfølgende forholder sig til konkrete tilfælde hos barnet, uden at fortolke eller vurdere. Det er velfungerende når der sættes fokus på handlinger, der på kort og lang sigt, kan hjælpe og understøtte barnet i sit videre udviklingsforløb. Ligeledes er det vigtigt at anskue barnet som "medspiller" og se barnet som central |

		aktør i eget liv.
		Rapporten er væsentlig i et capacity buildning og empowerment perspektiv, eftersom den anskuer hvordan de professionelle i kommunen anvender den viden børn, unge og familier bibringer, for at daginstitution/skole kan blive klogere på barnet og lære af det, familierne fortæller.
85	Jortveit, M. (2023). Collaboration between teachers and educational-psychological service counsellors. *School Psychology International*, *44*(3), 326-343.	This qualitative study examines cross-professional collaboration between Educational-Psychological Service (EPS) counsellors and school teachers who have pupils with special needs in their class. Research shows that EPS counsellors spend much time writing assessment reports, that they do not have much presence in school and that there is a power imbalance between the collaborating parties. The collaboration may be experienced as imbalanced because the teacher is dependent on the EPS counsellors' expertise and assessment reports for special teaching resources to be made available for pupils. Six teachers have been interviewed about their collaboration with EPS staff. The thematically analysed findings show that the teachers generally have good collaboration with the counsellors and trust them. However, they feel vulnerable because their teaching is being assessed, and they depend on the EPS report's recommendations for resources. The informants feel that the typical signs of an equal collaboration relationship are when the partners have a good dialogue and mutual trust. A role clarification between the collaboration parties is needed, where there is trust, acknowledgement and mutual respect. This will in turn inspire a collaboration that leads to changes in the teaching situation and to special teaching measures for the pupils with special needs
86	Kikas, E. (2003). Pupils as consumers of school psychological services. *School Psychology International*, *24*(1), 20-32.	This article describes the results of an empirical investigation studying pupils' views of the work of school psychologists in Estonia. In addition, the characteristics and problems of pupils who have sought help from a psychologist are analysed. The answers of 227 ninth and 206 twelfth graders (201 boys and 232 girls) from 21 schools from different parts of Estonia are analysed. There is a psychologist working in 13 of these schools, whilst eight are served from service centres. It was found that the pupils who had visited psychologists (as compared with those who had not) considered themselves to be less successful in school, to have more conflicts with parents and to be more frequently in a bad mood. The work of school psychologists

		was evaluated positively by the majority of pupils; the evaluations were higher in the ninth grade. The evaluations of the work were positively associated with the time the psychologist worked in school: the work of the psychologists working in school was evaluated at a higher level than the work of those who worked in centres; also, full-time psychologists were given a higher rating. The implications of these findings for the delivery of psychological services are discussed.
87	Kjær, B., & Dannesboe, K. I. (2017). Vidensformer og følelser i professionelle relationer. IC. Kolonda Moesbye-Jensen (red.), *Når professioner samarbejder: praksis med usatte børn og unge* (s. 121-144). Samfundslitteratur.	I kapitlet undersøger vi praksis på skoleområdet med fokus på, hvad der sker, når medarbejdere fra Pædagogisk Psykologisk Rådgivning (PPR) og skoleansatte arbejder sammen om inklusionsopgaven. Folkeskolereformerne fra 2012 og 2013 indebærer et øget krav om inklusion i skolen, og det har medført et stigende behov for, at skolens medarbejdere kan samarbejde med eksterne parter om inklusionsopgaven, fx PPR, forældre, det psykiatriske system mv. Klassisk psykologisk udredningsarbejde spiller derfor en mindre rolle, hvorimod PPR forventes at levere konsultativt arbejde, som skal understøtte skolepersonalets refleksions- og udviklingsarbejde ift. disse grupper af børn. Med afsæt i et empirisk studie om samarbejde mellem PPR og skolemedarbejdere undersøger vi, hvad PPR's konsultative funktion får af betydning for, hvilke vidensformer og professionelle subjekter der skabes i dette samarbejde, samt det følelsesarbejde, som indgår heri. Herigennem peger vi på nogle af de konsekvenser, disse processer har for det, der kan betegnes som tværprofessionelt samarbejde.
88	Kjær, B., & Dannesboe, K. I. (2019). Reflexive professional subjects: knowledge and emotions in the collaborations between teachers and educational-psychological consultants in a Danish school context. *International Studies in Sociology of Education*, 28(2), 168-185.	In this article, we investigate how the shift towards inclusive education in Danish schools changes and affects the ways in which educational-psychological advisory service (in Danish, PPR) units and school staff collaborate. Since inclusion is generally a matter of ensuring that every child can be accommodated within the mainstream school system, the increased inclusion agenda has altered the type of support that PPRs typically offer. Classic psychological assessments now play a lesser role, with PPR staff expected to conduct consultative work to promote the school

		staff's reflection on their own practice, with the aim of supporting the inclusion of children. Based on an ethnographic study of the collaboration between PPR and school staff, we investigate the impact of the changes on the forms of knowledge and professional subjectivities that are produced, as well as the emotional work that is involved.
89	Kolnes, J., & Midthassel, U. V. (2022). Capturing students' needs through collaboration-exploring challenges experienced by Norwegian educational-psychological advisers. *European Journal of Special Needs Education*, *37*(3), 386-400.	A system-based approach to expert assessment work presupposes collaboration between the Educational Psychological Service (EPS) and key stakeholders to capture students' needs. Nevertheless, few studies have explored what challenges to collaboration exist and how they can be resolved. The purpose of this study was therefore to fill this knowledge gap by exploring EPS advisers' experiences of challenges in collaborating with key stakeholders, including students, parents, teachers and principals. The results of eight interviews revealed challenges for EPS advisers in capturing the student's voice, gaining legitimacy from teachers, involving principals, and being parents' spokesperson, as well as challenges related to the perceived ambiguity of the EPS's mandate. The findings suggest a lack of collaborative competence to lead a joint process of knowledge development; such competence could prevent conflicting expectations of EPS`s mandate, confusion about roles and contribute to trustful relationships between EPS and key stakeholders. A two-part strategy for a collaborative approach to expert assessment work is suggested.
90	Kousholt, D. (2019). Skolevanskeligheder set fra forældres perspektiver: om organisering af forældresamarbejde som opgave for PPR?. *Pædagogisk psykologisk tidsskrift*, *56*(2), 69-84.	Artiklen analyserer ud fra forældrenes fortællinger forløbene omkring to drenge, der kommer i vanskeligheder i skolen, og hvor PPR bliver inddraget. Begge forløb er karakteriseret ved at psykologens samarbejde med forældrene ender ret isoleret omkring forældre-barn relationen eller relationen mellem en lærer og et barn. Artiklen peger på, hvordan sociale dynamikker i klas- sen og samarbejdet i forældregruppen har betydning for, hvordan forældrene forstår deres barns vanskeligheder og hvordan de kan indgå i samarbejdet med skolen. I artiklen argumenteres for en forståelse af samarbejde som konfliktuelt, i den forstand at et samarbejde skal håndtere forskellige perspektiver på, interesser i og forskellig viden om det, der samarbejdes om. I de analyserede forløb ser konflikter i samarbejdet ud til at hænge sammen med at forskelle i, hvordan børn, lærer og forældre oplever klassen ikke undersøges – og de

		forskellige perspektiver kommer til at stå over for hinanden i en uforenelig strid. Artiklen lægger op til diskussion af, hvordan skoler kan inddrage PPR i forhold til at organisere samarbejde, der understøtter forældrenes fællesskab om klassen, dvs. at forældre sammen kan håndtere dilemmaer og vanskeligheder i børnenes skoleliv.
91	Kousholt, D., & Lentz, J. (2021). Hvordan skabes et styrket PPR?: aktuelle bevægelser og dilemmaer. *Pædagogisk psykologisk tidsskrift, 58*(2), 3-7-	PPR er et felt, der er udspændt mellem mange forskellige samfundsmæssige krav og betingelser, problemforståelser og organiseringsformer. Endvidere er der med jævne mellemrum politisk bevågenhed og debat om PPRs opgaver. I lyset af dette er det måske ikke så overraskende, at PPR gennem mange år har været karakteriseret ved forandring: Blandt andet i form af kontinuerlige omorganiseringer, flere og udvidede opgaver og målgrupper (hvilket betyder at PPR medarbejdere kan op- leve at flytte lokaler, kollegaer og op- gavesammensætning med jævnlige mellemrum).
92	Larney, R. (2003). School-based consultation in the United Kingdom: Principles, practice and effectiveness. *School Psychology International, 24*(1), 5-19.	Within the past ten years, there has been a gradual but steady growth in the popularity of school-based consultation as an approach to service delivery in educational psychology services across the UK. Trhe present article reviews the current practice of school-based consultation in the UK, and discusses the degree to which current practice matches research findings on effective consultation from the UK and the USA. The article identifies some of the key characteristics which are essential for consultation to be effective in achieving change, and points out the need for such characteristics to underpin current approaches to consultation in the UK. While research findings have shown consultation to be a potentially effective approach to service delivery, a number of methodological shortcomings have been characteristic of research in this area, limiting the degree to which conclusions can be drawn. The article concludes with suggestions for future research and implications for school psychologists.
93	Law, C. E., & Woods, K. (2018). The representation of the management of behavioural difficulties in EP practice. *Educational Psychology in Practice, 34*(4), 352-369.	Behaviour difficulties, whether externalising or internalising, concern educational policy makers, practitioners, and educational psychologists (EPs). The present configurative systematic literature review (SLR) aims to explore EPs' representations of their behaviour management practices and application of psychology within behaviour work, in peer-reviewed studies published between 2000-2017. Four research databases, Google Scholar, and a University Online Library were

		systematically searched. 29 papers were found, 12 of which met the study inclusion criteria and were deemed to be of at least medium methodological quality and relevance. A synthesis of the studies' accounts and outcomes revealed a range of EP practices at individual, group and organisational levels, exemplifying the core functions of the role. EPs draw upon single or multiple integrated psychological paradigms and commonly adopt a social constructionist and relational approach to their work, which can be seen to empirically validate existing models of EP professional practice. Links to EP practice and implications for further research are considered.
94	Law, C. E., & Woods, K. (2019). Reviewing and developing a psychological service's response to managing behavioural difficulties through action research. *Educational Psychology in Practice*, *35*(1), 99-117.	Educational or school psychologists (EPs/SPs) can offer support with behaviour concerns at the levels of individual, group or organisation. Their practices, whilst being psychologically based, must be responsive to local contexts and needs. To explore behaviour practice in a real-world context, and to consider how development in this domain might occur during the adoption of a "part-traded" service delivery model, an empirical investigation was conducted within one English local authority (LA) educational psychology service (EPS). Using an action research model, data were gathered through a focus group with six EPs and an interview with the Principal EP (PEP). Current behaviour practices, psychological approaches and future development priorities were identified, as well as perceived facilitators and barriers to change and the EPs' reflections on professional development through research participation. Implications for EP practice and future research are considered.
95	Leadbetter, D. J. (2004). The role of mediating artefacts in the work of educational psychologists during consultative conversations in schools. *Educational Review*, *56*(2), 133-145.	This article describes research that investigates how conversations between educational psychologists and teachers are influenced by the mediating artefacts that are used. Sociocultural and activity theory is used and more specifically, approaches based upon Engeström's conceptual models form a basis for analysing different types of artefact occurring within conversations and consultation meetings. The artefacts are further considered in terms of the levels of activity system that are operating. These are defined using Engestrom's notion of coordinated, cooperative and communicative systems. Findings suggest that the type of artefact used does vary between levels and that these can be predicted to a certain extent. This finding has relevance in terms of planning and structuring meetings in the future and in terms of enhancing the

		communicative potential of working practices.
96	Leadbetter, J. (2011). Change and development in the professional practice of educational psychologists in the UK. *Vygotsky and special educational needs. London: Continuum*, 128-149.	
97	Lentz, J. (2015). Inddragelse af "barnets stemme" og udvikling af netværksmøder og læringsfællesskaber. *Pædagogisk psykologisk tidsskrift, 52*(4), 16-25.	Argumenter for, at pædagogiske psykologer skal være med til at sikre, at barnets perspektiv inddrages i arbejdet med forandringsprocesser i forhold til inklusion og læringsmiljøer
98	Lindelauf, J., Reupert, A., & Jacobs, K. E. (2018). Teachers' use of psycho-educational reports in mainstream classrooms. *Journal of Psychologists and Counsellors in Schools, 28*(1), 1-17.	This study investigated how teachers who support children with learning difficulties utilise psychologists' reports in their teaching practice. Previous research has examined teachers' preferences for how reports should be written, rather than how they might be used. Semi-structured, qualitative interviews with 12 teachers (seven primary, four high school and one preschool teacher) were undertaken and followed up with member checks and interrater reliability. Findings suggested that while the teachers valued the recommendations section of the report, they were also interested in other sections, particularly information about the student's background. Simultaneously, teachers used information from reports selectively in relation to their own professional knowledge and in collaboration with other stakeholders. Implications for practice and further research are discussed.
99	Loftus-Rattan, S. M., Wrightington, M., Furey, J., & Case, J. (2023). Multi-tiered system of supports: An ecological approach to school psychology service delivery. *Teaching of Psychology, 50*(1), 77-85.	School psychologists work to support the academic, behavioral, and social-emotional well-being of students in schools. Their roles have become increasingly diverse in recent years due to the implementation of Multi-tiered System of Supports (MTSS) frameworks in schools throughout the United States. Statement of the Problem: Despite a national shortage of school psychologists, psychology students are often unaware of the profession or may have an outdated understanding of the role of school psychologists. Psychology students may also be unfamiliar with the MTSS framework, which promotes research-based, data-driven, equitable, and culturally responsive practices through a systemic, ecological approach to service delivery in schools. Literature Review: We review the main components of a typical MTSS prevention and intervention framework and describe the various roles of school psychologists and other key stakeholders within this model. Teaching Implications:

		This review and supporting resources can be used to introduce the field of school psychology to students. Additionally, it can be used to generate discussions regarding the provision of evidence-based and equitable academic and psychological services to students in the school through an ecological model. Conclusion: This article will help students gain an understanding of school psychologists' roles within a current MTSS educational service delivery model.
100	Maki, E. D., Victoria, S. A., Jesseca, J., Marlana, M., Broadhead, S., Brodsky, L., Angela, C., & Melissa, P. (2019). School Psychologists' Perceptions of Systems Change: A Case Study. In *School Psychology Forum, Research in Practice* (Vol. 13, No. 1, pp. 41-52). National Association of School Psychologists.	
101	Mallin, B., Beimcik, J., & Hopfner, L. (2012). Teacher ratings of three school psychology report recommendation styles. *Canadian Journal of School Psychology*, *27*(3), 258-273.	Educators are primary consumers of information provided in school psychology reports. There is disagreement in the literature as to whether teachers prefer briefer recommendations as compared to more detailed and specific recommendations. Specific recommendations can been seen as prescriptive and leading to higher requirements for accountability by educators. This study initially assessed teachers' opinions concerning the level of detail provided in a model report with recommendation sections presented with low, medium, and high levels of specificity. Participants were 102 certified teachers taking continuing education courses. Each read a fictional report followed by the three recommendation styles presented in varied orders. Teachers rated each style for relevance, individualization, clarity, and likelihood for use. They indicated which style would be preferred for a child in their classroom, in preparing an Individual Education Plan (IEP), and for use with parents. The low specificity recommendations received lower ratings, while the medium and high levels did not differ. Overall, teachers preferred the highest specificity recommendations for a student in their class and for funding applications. For use with parents there was a slight preference for medium specificity recommendations. Teachers also indicated that the inclusion of the specific format elements surveyed is beneficial and that detail is preferred over brevity. In light of these findings, school

		psychologists should feel comfortable in providing detailed recommendations that mirror a well crafted IEP.
102	Mardahl-Hansen, T., & Schwartz, I. (2017). Samarbejde som handlebetingelse: Tværprofessionelt samarbejde set i et lærerperspektiv. In *Når professionerne samarbejder: Praksis med udsatte børn og unge* (pp. 147-168). Samfundslitteratur.	Tværprofessionelt samarbejde udpeges ofte som en hjørnesten i understøttelsen af indsatser i relation til inklusion i folkeskolen Der er en generel politisk forventning om, at håndtering af vanskeligheder i skolen kræver inddragelse og koordinering af forskellige typer af specialviden. Mange parter peger på, at tværprofessionelt samarbejde er en vigtig forudsætning for læreres handlemuligheder, og at fravær af tilgængelig specialviden og -ressourcer risikerer at føre til afmagt og manglende handlekraft hos lærere.Der er altså god grund til at udforske sammenhænge mellem læreres handlemuligheder i relation til vanskeligheder i skolen og det tværprofessionelle samarbejde. I dette kapitel spørger vi grundlæggende til, hvad lærere skal støttes i og hvordan?
103	Martens, H., Bramlett, R. K., & Korrow, K. (2017). Exploring Incremental Change in Schools: A Qualitative Investigation. *Research in the Schools*, *24*(1).	This article describes how a consultation team explored their school district and their perceptions as well as what they did to initiate systems-change. This 2-year qualitative research study involved the use of a participant-observer approach to collect data via observations, interviews, and historical analysis. The consultation teams' long-term systems-change goal was to move the school district away from allocating resources equally among schools and towards allocation of resources based on empirical data and student need. This article provides a discussion of real-world, systems-change processes and the consultation teams' experiences and perceptions during the time that they worked towards change in a school district. Exploration of school psychologists' experiences and perceptions during change processes are lacking in the literature.
104	Mastoras, S. M., Climie, E. A., McCrimmon, A. W., & Schwean, V. L. (2011). A CLEAR approach to report writing: A framework for improving the efficacy of psychoeducational reports. *Canadian Journal of School Psychology*, *26*(2), 127-147.	Psychoeducational reports are the primary means for a school psychologist to communicate the results of an assessment. Although reports should be written in the most efficient and reader-friendly manner, this is not always the case. Additionally, problems in report writing have remained relatively consistent for several decades, despite recommendations on how reports should be improved. The focus of the current article is to provide an integrated and easily implemented framework for improving psychoeducational reports based on the evidence and broad

		recommendations currently available in the literature. Specifically, the C.L.E.A.R. Approach to report writing for practitioners is presented, with practical strategies and examples provided to illustrate the use of the model in a school-based setting.
105	McGuiggan, C. (2021). Stepping over the boundary: An exploration of educational psychologists' work with families. *Educational Psychology in Practice*, *37*(1), 1-18.	Despite literature supporting the need for educational psychologists (EPs) to work with families as central to good practice, there is limited evidence of the ways in which EPs involve families within their practice. This paper discusses a small-scale study which explored EP practice in relation to work with families. Nine EPs from four English Local Authorities (LAs) were interviewed. Interviews were then analysed using inductive thematic analysis. The findings highlight both the range of practice, and the variance between participants' perceptions of the EP role with families. The impact of a traded model of service delivery was identified as reinforcing a perception of the EP role being primary school focused rather than child and family-focused. Implications for EP practice are discussed and the findings should provoke discussion for the EP community, in considering the profession's role in the area of work with families
106	Mendes, S. A., Lasser, J., Abreu-Lima, I. M., & Almeida, L. S. (2017). All different or all the same? Exploring the diversity of professional practices in Portuguese school psychology. *European Journal of Psychology of Education*, *32*, 251-269.	Studies have generally characterized school psychologists as a relative homogenous population. Understanding the differences in professional practices and related variables is important for the development of the profession. Using a sample of 446 Portuguese school psychologists, this study used cluster analysis to identify distinct profiles of professional activity, based on practitioners' time distribution among different target audiences (i.e., students, parents, teachers, school board members, school non-professional staff, and other professionals within the school community). Three distinct profiles emerged from the data: a group highly oriented to work with students, a group that distributes time almost equitably between adults and students, and a group that concentrates attention and professional expertise on adults. Practice setting variables, such as school-psychologists-to-student ratio, schoolpsychologists-to-school ratio, number of referrals per year, and school community level of demand for different activities, were found to be significantly related to cluster membership. No personal- or professional-background-related variables differentiated the three groups. The main implications of these findings are discussed in light of recent literature regarding the models of service delivery for school psychologists.
107	Mercieca, D., & Mercieca, D. P. (2022).	This paper locates the educational psychologist's (EP) involvement in addressing

	Educational Psychologists as 'Dissenting Voices': Thinking Again about Educational Psychologists and Social Justice. *Education Sciences*, *12*(3), 171.	social justice in practice. It uses some philosophical ideas from Jacques Rancière, particularly the idea of the distribution of the sensible and dissensus, to help us question how systems that are aimed at contributing to a socially just society can limit social justice itself. Whilst the argument of this paper is applicable to educational psychologists internationally, this paper is situated within a Scottish context. It uses a vignette to draw out a philosophical reading of the EP's involvement in the narrative. This paper gives some examples of how structures that are aimed at supporting social justice often position the EPs within these systems so that thinking, being and doing are shaped according to the structures that they inhabit. The establishment of such structures and discourses have limited the meaning and implementation of social justice. This means that the identity of both those requiring the involvement of the EP, as well as the EP and other professionals is determined in terms of their 'proper place' and their activity is determined in terms of its 'proper function'. The paper argues that EPs can interrupt the procedural flow and provide a dissenting voice which can ultimately lead to social justice in ways that the normal flow of procedure does not.
108	Mercieca, D. P., Mercieca, D., & Bugeja, S. (2018). In Hermes' shoes: Labelling and diagnosing children as acts of translation. *Theory & Psychology*, *28*(4), 542-558.	Educational psychologists (EP) are constantly engaged in diagnosing and labelling children. In this article, we explore this by thinking of the EP as a translator, where the child is translated into psychologised discourse which often results in the allocation of support. This paper questions this act of translation and the role of the EP as the translator. Through Derrida's writing we point out that this process of translation is not automatic and linear, but is rather complex, uncertain, and aporetic in nature. The EP is caught in a double-bind in this process of translation. We argue that while this could be difficult for the EP, this offers possibilities for transgressions. This article draws upon vignettes from EP practice to question processes of labelling and diagnosis.
109	Mitchell, K. L., & Colville, T. (2022). 'Can you hear me?'An exploratory study investigating the representation and impact of children's views in multi-agency meetings. *Children & Society*, *36*(4), 472-493.	The study explored parent and professional perceptions of the representation of children's views in multi-agency meetings in Scottish schools. Online survey (134 responses) and educational documents provided data sources that were subject to thematic and documentary analysis. The findings highlight the importance of professional beliefs around child capacity and their understanding of what constitutes a competent view. In turn, they influence the extent to which professionals find representations of children's views worthwhile. Implications for practice include

		raising professional awareness of evolving ontologies around the representation of children's views in multi-agency meetings in line with policy and legislation.
110	Mjøs, M. (2016). PPT - en viktig samfunnsaktør, men hvorfor og hvordan?. *Spesialpedagogikk, 81,* 4-13.	
111	Mjøs, M., & Moen, V. (2018). Statped og PPT. Det gode didaktiske møtet i spennet mellom individ-og systemarbeid. *Spesialpedagogikk, 3*(18), 56-70.	
112	Moen, T. (2018). Individ- og systemrettet arbeid i PPT - er det behov for en alternativ begrepsbruk og forståelse?. *Spesialpedagogikk, 83*(4), 4-12.	Med utgangspunkt i en mors innlegg i Adresseavisen, november 2016, settes søkelyset på individ- og systemrettet arbeid i pedagogisk psykologisk tjeneste (PPT). Nasjonale myndigheter har gjennom flere år oppfordret PPT til økt fokus på systemrettet arbeid. Teksten presenterer noen begrunnelser for dette. Deretter blir det sett på hva individ- og systemperspektivene, kategorisk sett, representerer og innebærer. Fremstillingen viser at perspektivene kan sies å representere to forskjellige verdenssyn eller paradigmer, og at begge (på hver sine måter) reduserer kompleksiteten som ofte kjennetegner pedagogisk psykologiske problemstillinger. I den sammenheng argumenteres det avslutningsvis for behovet for alternative tilnærminger, hvor helhetsperspektivet blir introdusert og gjort rede for.
113	Moen, T., Rismark, M., Samuelsen, A. S., & M. Sølvberg, A. (2018). The Norwegian Educational Psychological Service: A systematic review of research from the period 2000–2015. *Nordic Studies in Education*, *38*(2), 101-117.	The article reviews research on the Norwegian Educational Psychological service (EPS) in the period spanning 2000–2015. The material investigated consists of high quality research in terms of PhD studies and blind peer-reviewed articles. The analysis revealed three overall categories: research on work behaviour and professional identity; research on specific problem areas and expert assessment; and research on collaboration and users' experiences. The purpose of the article is to highlight and map out investigated areas, to identify where little or no research has been conducted, and to make suggestions for further research.
114	Moen, T., Rismark, M., & Sølvberg, A. M. (2020). Rådgiverrollen i pedagogisk-psykologisk tjeneste (PPT): Hvordan blir den forstått av PP-rådgivere?.	
115	Moen, T., & Szulevicz, T. (2021). Mellem individ	

	og system–et kvalitativt studie af rådgiverrollen i dansk og norsk PPR/PPT. *Pædagogisk Psykologisk Tidsskrift*, (2), 84-95.	
116	Moolla, N., & Lazarus, S. (2014). School psychologists' views on challenges in facilitating school development through intersectoral collaboration. *South African Journal of Education,* 34(4).	The role of school psychologists has been debated and contested nationally and internationally for many decades, with an emphasis on the need for a paradigm shift in professional roles. Psychologists may be employed in the private sector, in non-governmental organisations, in higher education institutions, and by the state. Those employed by the state within the Department of Basic Education are referred to as school psychologists, and are tasked with providing psychological services to public schools. In the Western Cape, the context of this study, school psychologists are assigned to circuit teams, where they are expected to work collaboratively with other professionals to provide support to schools. This paper is focused on school psychologists' perceptions of the challenges that emerge when working with other sectors to facilitate school development. Eight focus group discussions were conducted with 47 school psychologists. The data collected resulted in the generation of five categories of challenges facing school psychologists when they collaborate with other sectors to facilitate school development. These were: diverse discourses and worldviews; roles and boundaries; personal and interpersonal factors; training needs; and organisational challenges. This research contributes towards the deepening of school psychology practice, and to providing important insights towards the enhancement of intersectoral collaboration and school development as aspects of the provision of support to schools in South Africa.
117	Morin, A. (2015). Children's conduct of life: Across general school, educational psychology consultation and psychiatry. *Nordic Psychology*, 67(3), 225-240.	The referral and diagnosing system in Denmark is organized as an institutionalized practice consisting of various practices and procedures that frame criteria for normality or deviance, thus enabling intervention. This institutional practice has been criticized for building on a compensatory orientation supported by testing technologies, with a lack of sensitivity to the context which the difficulties can be seen as part of (McDermott, 1996; Allodi and Fishbein, 2000; Storbie, I., Gemmell, M., Moran, E., & Randall, L. (2002). Challenges for educational psychologists and their services: A qualitative analysis. In *School Psychology International*, 23; Ekström, 2004; Røn Larsen, 2012; Kristensen, 2013). Taking its point of departure in Klaus Holzkamp's critique of traditional psychology's structure blindness (Holzkamp,

		2013), this article will discuss how the concept of conduct of everyday life may inform and inspire both professional practice and our scientific understandings and developmental possibilities concerning referral processes in relation to children in school. The empirical point of departure will be taken in a collaborative practice research project in a Danish municipality where I followed children across general school, educational psychology consultation and psychiatry. Based on the children's participation in and conduct of life across these contexts, the focus is placed both on how the different interventions and procedures in relation to referral and diagnosing interact, and on what it means to the children to be part of these referral and diagnosing processes. Secondly, the focus is placed on cooperation between the professionals (e.g. teachers, psychologists, psychiatrists) in these processes, and developmental possibilities in relation to cooperation across different professional practices. The article will draw on thinking related to the concept of conduct of everyday life to suggest the importance of what is referred to as *structure relevance*, a concept that seeks to show the importance of connecting to and working with the structures of relevance as experienced by the child in the referral process.
118	Morin, A. (2016). Et positioneret samarbejde: på tværs af skole, PPR og psykiatri. In B. Hamre and V. Larsen (Eds.), *Inklusion, udsathed og tværprofessionelt samarbejde* (pp. 107-124): Frydenlund Academic.	
119	Morin, A. (2021). PPR-faglig ekspertise i tidlige tværprofessionelle og tværsektorielle samarbejder og interventioner. *Pædagogisk psykologisk tidsskrift, 58*(2).	PPR-psykologisk praksis involverer i stigende grad samarbejde på tværs af professioner og sektorer (Merceica 2018; Morin 2018, 2019; Hjörne & Säljö 2014; Annan & Priestly 2012). Denne artikel vil på baggrund af empirisk forskning i tidlige samarbejder på tværs af skole, PPR og psykiatri diskutere muligheder, dilemmaer og udfordringer i tværprofessionelt og tværsektorielt samarbejde relateret til PPR-psykologens opgavehåndtering og faglighed. PPR-faglig ekspertise diskuteres her som del af nogle bredere udfordringer og ændringer i professionelt arbejde bl.a. bevægelser fra den klassiske ekspertrolle mod en samarbejdsorienteret og transformativ ekspertise samt ud- fordringer af en traditionel monofaglig praksis (Engeström 2018; Edwards 2011; Morin 2019). Artiklen præsenterer ny viden om de forandringer, som arbejdet med de nye tværgående organiseringer medfører, særligt

		med fokus på udfordringer og muligheder i de tværprofessionelle og tværsektorielle møder, og diskuterer på denne baggrund spørgsmål om, hvilke betydninger, udfordringer og potentialer disse møder rummer i forhold til opgaveløsningen i PPR, men også for PPR-psykologens professionelle position i samarbejdet.
120	Morin, A. (2022). Suppressed voices and lost opportunities in education and the psychiatric healthcare system–a structural analysis of dilemmas in inter-professional collaboration between sectors. *Social Work & Society*, *20*(2).	This article will discuss the dilemmas, limitations and lost opportunities arising in collaborative inter-professional everyday practice across education and psychiatric healthcare systems in a national Danish context. The analysis in the article builds on empirical findings derived from a development project initiated by several regional child psychiatry centres in various Danish municipalities which aimed to develop inter-professional collaboration on early intervention for children and young people who experience mental health problems. The article will provide a structural analysis emphasising the relationship between structural conditions and subjective possibilities and limitations (Dreier 2009) of inter-professional collaboration. Focusing on organisational challenges in inter-professional everyday professional practice, the article will discuss difficulties in providing timely help and resources for children and families who are in contact with the psychiatric system. The article takes its point of departure in empirical findings derived from a development project on collaborative inter-professional practice between school professionals, educational psychologists and child psychiatrists related to early inter-professional and cross-sectoral interventions. Drawing on concepts from social practice theory and critical psychology of situated inequality (Højholt 2017), the positions and possibilities of professionals in collaboration as well as of children and families will be discussed. The empirical analysis shows that situated inequality as part of structural dilemmas may result in suppressed voices and lost opportunities in early inter-professional and cross-sectoral interventions.
121	Morin, A., & Hedegaard-Sørensen, L. (2018). Psychiatric testing and everyday school life: Collaborative work with diagnosed children. In *Testing and Inclusive Schooling* (pp. 198-213). Routledge.	In this chapter, a dialectical theoretical framework of social practice theory is outlined that makes it possible to discuss the two fields and practices of psychiatric testing and everyday school life in relation to each other, related to efforts of inclusion in professional collaborative work with diagnosed children. This will be done on the basis of the analysis of two cases from field studies conducted in a national Danish school context. The social practice perspective challenges psychiatric test knowledge as the dominant basis in professional

		collaborative judgement related to intervention and inclusion in practice, suggesting that this judgement must also be linked to situated everyday knowledge to produce meaningful intervention in collaborative work with diagnosed children.
122	Mägi, K., & Kikas, E. (2009). School psychologists' role in school: Expectations of school principals on the work of school psychologists. *School Psychology International*, *30*(4), 331-346.	The aim of the present study was to investigate the expectations and evaluations of Estonian school principals on the work of school psychologists. Surveys have shown that teachers and school principals value traditional assessment activities but also desire more consultation. School psychologists emphasize the importance of system counseling, but in practice it can seldom be seen. One of the obstacles to the change of school psychologists' roles might be the expectations of school principals. Therefore, school principals were questioned regarding these issues. One hundred and seven principals participated in the study. In addition, interviews were carried out with three school principals. The results showed that the most desired services by Estonian school principals are individual counseling of children and consultation with teachers and parents. System counseling is expected less frequently, but no strong resistance to it was found. It seems that school principals do not desire it because they are not yet aware of its possibilities.
123	Newell, M. L., & Newell, T. S. (2011). Problem analysis: Examining the selection and evaluation of data during problem-solving consultation. *Psychology in the Schools*, *48*(10), 943-957.	The purpose of this study was to analyze how school psychologists engaged in problem analysis during problem-solving consultation. Five aspects of the problem analysis process were examined: 1) the types of questions participants asked during problem identification, 2) the types of data participants requested, 3) the frequency of requests for each type of data, 4) the use of multiple methods and sources of data across multiple domains, and 5) the criteria used to interpret the data. Four school psychologists were recruited to each complete three fictional consultation cases within a computer-simulated environment. A qualitative case study method was used. The results of this study revealed how school psychologists used theory, a multidimensional assessment framework, and self-referent data to analyze a problem. Implications for future research are discussed.
124	Nielsen, B. (2013). PPR's aktuelle situation. *Pædagogisk psykologisk tidsskrift, 50*(5).	
125	Nielsen, E. J. (2010). Samarbejde, læring og udvikling i PPR: fra tværfagligt samarbejde til	

	praksisfællesskaber. *Pædagogisk psykologisk tidsskrift, 47*(1), 35.	
126	Nielsen, H. W. (2014). PPR og den inkluderende skole. *Pædagogisk psykologisk tidsskrift, 51*(3), 112-121.	
127	Nielsen, J. (2017). PPR - og svaret på børn og unge i udsatte positioner. *Pædagogisk psykologisk tidsskrift, 54*(1), 40.	
128	Norwich, B. (2013). Understanding the profession of educational psychology in England: Now and in the future. *The Educational and Developmental Psychologist, 30*(1), 36-53.	This article analyses current and future issues about the distinctive contribution of professional educational psychologists in a changing English service context. This is about the context of greater inter-professional and multi-agency working, but also the moves towards more quasi-market systems of service delivery. I examine the identity and service focus dilemmas that educational psychologists have to address. This raises questions about the distinction between basic and applied psychology, the nature of applying psychology and whether applying psychology requires professional educational psychologists. One of the main arguments is that how we think about applying psychology is crucial for the future in a changing context. The task is for professional psychologists to be innovative in service terms to ensure a continuing and valued position in the service network. The significance of this analysis of educational psychology in an English context for other countries is also discussed.
129	Norwich, B., Fujita, T., Adlam, A., Milton, F., & Edwards-Jones, A. (2018). Lesson study: an inter-professional collaboration approach for Educational Psychologists to improve teaching and learning. *Educational Psychology in Practice, 34*(4), 370-385.	
130	Nugent, M., Jones, V., McElroy, D., Peelo, M., Thornton, T., & Tierney, T. (2014). Consulting with groups of teachers. Evaluation of a pilot project in Ireland. *Educational Psychology in Practice, 30*(3), 255-271.	This article reports on a two year project in which educational psychologists offered consultation to groups of teachers, to help them find solutions to school-based problems. Teachers were drawn from within individual schools and from across a number of schools. Typically, teachers were trained by educational psychologists in group consultation processes. Group consultation sessions were usually offered on a

		termly basis (three times per year). The group consultation sessions were facilitated by two psychologists. A formal process was followed, using a problem-solving structure. A pilot project ran for two years and was evaluated using quantitative and qualitative methods. Data were collected from teachers, school principals and psychologists. Findings indicate that group consultation is an effective method of service delivery, particularly for clusters of small, rural schools. The evaluation considers aspects of group consultation that could be further developed and new directions for this model of working.
131	Ohan, J. L., Seward, R. J., Stallman, H. M., Bayliss, D. M., & Sanders, M. R. (2015). Parents' barriers to using school psychology services for their child's mental health problems. *School Mental Health*, *7*, 287-297.	School psychologists are in a key position to be able to address children's mental health problems, and current models emphasise service provision that collaborates between communities, families, and schools. Thus, it is important to determine what barriers, if any, parents perceive in seeking help from school psychologists when they have a mental health concern for their child. This study aimed to determine: (1) the types of barriers that parents report to engaging in services with school psychologists and (2) the relative frequencies of these barriers. Participants were parents with (n = 100) and without (n = 154) concerns about their child's emotional well-being or behaviour. For parents with concerns, 26 % had engaged in school psychology services in the past year; 73 of the remaining 74 reported barriers to seeking school psychology care despite their concerns about their child. The majority of parents without concerns (about 80 %) also reported barriers to using school psychology care should they need to. Reported barriers were similar for both groups, with just four categories accounting for the majority of barriers: stigma, lack of school resources, perceptions that school psychology is ineffective, and concerns about lack of confidentiality. For parents reporting no barriers, a strong positive relationship with school staff was key. Specific strategies for school psychology to address these barriers are suggested.
132	Oyen, K. A., Eklund, K., & von der Embse, N. (2020). The landscape of advocacy in public schools: The role of school psychologists. *Psychological Services*, *17*(S1), 81.	Advocacy has been a core function and expectation of school psychologists for over 40 years. However, there is little empirical research and guidance around the role and function of a school psychologist as an advocate within public schools. Advocacy can include speaking up on matters that promote student well-being at both the individual student level and the broader systems level. The current article seeks to provide guidance to school psychologists as to the various levels of advocacy and how school

		psychologists can promote both individual- and systems-level advocacy. This includes a careful examination of relevant case studies to address barriers in order to help public service professionals increase advocacy efforts. Finally, calls to action are provided to inspire and strengthen school psychologists who want to impact change at the student and systems level.
133	Panteri, M., Calmaestra, J., & Marín-Díaz, V. (2021). Roles of the School Psychologist–Current versus Preferred Roles in the Greek Schools: A Case Study from the Island of Crete. *Education Sciences*, *11*(8), 439.	In the international literature it is frequently reported that school psychologists would like to reduce their involvement in evaluation and assessment activities in favor of an increase in other services and roles. The present study examines the perceptions of teachers and school psychologists regarding the roles of school psychologists on the island of Crete, Greece. For this purpose, an online questionnaire about the current and preferred roles of the school psychologist was distributed. Two hundred and seventy-nine (279) teachers and fifty-seven (57) school psychologists participated in this research study. The analysis and comparison of the participants' responses revealed significant differences in their beliefs about the current and preferred roles of the psychologist. Emphasis was placed by psychologists on systematic interventions such as consultation and by teachers on counseling for their personal problems. Overall, respondents in this study recognized the usefulness of the school psychologist in the educational sector. A unified framework of reference for the range of the schools' psychological services would enhance common understanding and facilitate the professional role of school psychologists and effective student referral to the related professional services.
134	Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation*, *30*(2), 119-155.	School-based consultation has garnered increasing attention relevant to culturally responsive practice in school psychology. Although prior research has investigated school psychologists' experiences with supporting culturally diverse youth through school-based consultation, few studies have utilized an established framework to understand school psychologists' experiences. We utilized specific components of Ingraham's Multicultural School Consultation framework to examine fifteen school psychologists' experiences with providing culturally responsive consultation. Constant comparative analysis revealed the various strategies used by practitioners to support culturally diverse students throughout the consultation process (e.g., involving multiple people in decision-making, using non-confrontational approaches to educate school personnel about cultural dynamics, providing messages of support

		and encouragement to diverse students and families) and the socio-contextual barriers to their practice (e.g., cultural minimization, lack of administrative support). Implications for research, training, and school-based practice are discussed.
135	Pelco, L. E., Ward, S. B., Coleman, L., & Young, J. (2009). Teacher ratings of three psychological report styles. *Training and Education in Professional Psychology*, *3*(1), 19.	This paper reviews the literature on psychological assessment report writing and describes a study of elementary school teachers' (n = 104) ratings of three alternate report styles. Results indicated that teachers assigned higher ratings to reports in which the results were organized by themes rather than in a test-by-test format. Teachers rated the report style with a lowered reading grade level as being the most teacher-friendly. Across all three-report styles, 53% of teachers generated one or more appropriate intervention ideas based on the assessment data. The discussion describes strategies for educating professional psychologists in effective report writing and describes directions for future research.
136	Pihl, J. (2002). Sakkyndig konstruksjon av avvik og stigma i en interetnisk relasjon. *Sosiologisk tidsskrift*, *10*(2), 91-111.	
137	Power, F. C., & Scott, S. E. (2014). Democratic citizenship: Responsible life in a free society. *School Psychology International*, *35*(1), 50-66.	The Convention on the Rights of Child charges educators not only to respect children's rights but also to prepare children to develop as responsible citizens in a free society. The Convention enriches the perspective of school psychologists by emphasizing the need to respect children's rights while also promoting their competencies as political agents. The Convention also opens up new possibilities for school psychologists to collaborate with teachers and administrators in providing more effective civic education. Civic education should teach children not only about democratic institutions but also how to live democratically in their everyday lives. To this end civic education should not be limited to a course within the formal curriculum of the school. Schools ought to provide children with experiences of democratic governance by giving them the opportunity to make and enforce school rules and policies. School psychologists should help teachers to involve students in deliberations that affect their lives and to see discipline or classroom management as much more than a matter of establishing order through social control. With proper guidance and support children can learn how to deliberate together to uphold the rights of all and to pursue the common good.

138	Quvang, C. (2016). Fra problem til pointe: om PPR og andre resursepersoners understøttelse af lærere og pædagogers teamsamarbejde omkring inklusion. *Liv I Skolen*, *18*(2), 48-63.	I denne artikel analyseres nogle af de centrale udfordringer for lærerpædagogteams' arbejde med folkeskolereformen og bestræbelserne for at kvalificere inklusion bl.a. ved inddragelse af konsultativ bistand fra PPR og andre resursepersoner knyttet til skole og dagtilbud. Artiklen er baseret på følgeforskning og sætter fokus på, hvordan samarbejdet i lærer - og pædagogteam kan tilrettelægges og understøttes, således at deltagernes kompetencer til at arbejde inkluderende styrkes.
139	Rahill, S. A. (2018). Parent and teacher satisfaction with school-based psychological reports. *Psychology in the Schools*, *55*(6), 693-706.	School psychologists spend a great deal of time translating assessment results into a psychoeducational report. The importance of creating reports that are both useful and understandable to the readers of the report while also being efficient for the school psychologist cannot be overstated. This study examines parent and teacher perceptions regarding the quality, understandability, and usefulness of school-based psychological reports. Results of the surveys indicate that both parents and teachers perceive psychological reports as focusing more on tests and test scores as opposed to information that helps to understand the child or assists with intervention development. Strategies for upgrading reports to better meet the needs of parent and teacher readers are discussed.
140	Randall, L. (2010). Secure attachment in the future: The role of educational psychology in making it happen. *Educational and Child Psychology*, *27*(3), 87.	This article outlines the pivotal role of educational psychology in building a securely attached society for the future. Its scope is wide. It considers an educational psychologist's potential influence through the full range of their working practice, at all levels; with families, schools, the local community and nationally. It argues that educational psychologists possess the knowledge, skills and the professional locus to have a major positive impact directly on the lives of children and young people now, and also in the shaping of educational policy and practice in the future. This article specifically discusses the impact an educational psychologist can have on developing understanding and skills in managing attachment issues in schools. It places a significant focus on consultation and training to promote understanding and skills in those who are in close contact with the child or young person. It outlines the potential for research and policy work in the area of attachment which cuts across all social, economic and politically vulnerable groups. It aims to provoke thought, stimulate debate and to inspire educational psychologists as agents of change.
141	Ringsmose, C. (2015). Videnskaberne,	

	fagligheden og PPR i forandring. *Pædagogisk Psykologisk Tidsskrift, 52*(1), 7-13.	
142	Roffey, S. (2016). Building a case for whole-child, whole-school wellbeing in challenging contexts. *Educational & child psychology, 33*(2), 30-42.	There is a sometimes a mismatch between the public outcry and sympathy for the adversities children and young people experience, concerns about deteriorating mental health, and what happens in schools when children present with challenging behaviours. This review and discussion paper builds a case for actively promoting protective factors when behaviour is challenging, so that school experiences do not mirror or embed negative life experiences for vulnerable pupils, in effect handing them a 'double whammy'. The first section provides information on diverse adversities that children in the UK may be experiencing and the impact of these on mental health, learning and behaviour. The second summarises research on resilience and the protective factors that counter the impact of adversity, especially within the school context. The third explores a range of paradigms in addressing challenging behaviours and ways in which these might provide opportunities for enhancing resilience. Throughout the paper the role of the educational psychologist is addressed, looking at what is already being done to support vulnerable young people, their teachers and families. The final section considers how this role might be expanded to incorporate promotion of a pro-active, universal, wellbeing framework in education for both mental health and behaviour.
143	Rogers, M. R., Marraccini, M. E., Lubiner, A. G., Dupont-Frechette, J. A., & O'Bryon, E. C. (2020). Advancing advocacy: Lessons learned from advocates in school psychology. *Psychological Services, 17*(S1), 69.	Although school psychologists are called on a daily basis to advocate for the needs of our nations' schoolchildren, little is known about the factors that contribute to effective school-based advocacy. This study involved face-to-face interviews with 21 award-winning school psychology advocates. They described what led them into advocacy, obstacles faced, successes experienced, mistakes made, strategies used, resources employed, skills needed, and changes observed. The advocates discussed their definitions of advocacy, how they find balance, their advice for newcomers, and how they empower others. Following a qualitative content analysis, their collective input yielded important findings, including indispensable advice for future advocates. Most suggested that beginners' build relationships with like-minded collaborators and the targets of their advocacy, devote time to building expertise, and be patient and persistent. Common obstacles included intransigence among school psychology colleagues who were reluctant to change their roles to reflect new developments in

		the field or who feared participating in advocacy would destabilize their positions. To fully embrace an advocacy role, most advised advocacy education and training for both existing school psychologists and newcomers to the field. Limitations and implications that inform a foundation for advancing advocacy within school psychology are discussed.
144	Ruff, R. R. (2011). School Counselor and School Psychologist Perceptions of Accountability Policy: Lessons from Virginia. *Qualitative Report, 16*(5), 1270-1290.	This paper is concerned with the professional efficacy of school counselors and school psychologists that operate under the umbrella of accountability reforms. Research questions addressed counselor and psychologist job roles and responsibilities, as well as their personal perspectives on the impact of accountability reforms on both the classroom context and student socio-emotional development. Interviews were conducted with counselors and psychologists of varying professional experience and school level, with analysis following analytic induction. Results indicate that the efficacy of student support personnel has been negatively impacted by accountability reforms, but schools that maintain a positive culture dedicated to excellence minimize that effect. Additionally, results highlight the unanticipated consequences of accountability on the teacher, student, and counselor/psychologist relationship and emphasize the need to cultivate a nurturing socio-emotional environment for students.
145	Larsen, M. R., & Højholt, C. (2019). PPR-psykologers arbejde med børns betingelser: Når ordningslængslen skygger for mellemrumsarbejde og corridor-casework. *Pædagogisk Psykologisk Tidsskrift, 56*(2), 14-32.	Denne artikel tager udgangspunkt i den sociale kompleksitet samt konfliktualitet PPR-psykologers arbejde på en gang er indlejret i og retter sig mod. Den peger på væsentligheden af at arbejde med børns betingelser for deltagelse forskellige steder, og hvordan dette indebærer en udforskende tilgang til børn og unges hverdagsliv og deres betingelser samt begrundelses sammenhænge her. Et forskningsprojekt om psykologarbejde peger på, at psykologer ofte må bane vejen for at opnå viden, forståelse og samarbejde om børns betingelser i 'mellemrummene' mellem de mere formelle arbejdsopgaver og betoner derved at måden mellemrummene bliver brugt på – på baggrund af viden om sociale betingelser og sammenhænge i fx klassefællesskaber og samarbejdet omkring det – bliver afgørende for, hvordan vanskeligheder forstås og håndteres. På denne baggrund lægger artiklen op til, at psykologer også arbejder med deres egne betingelser og positioneringer i feltet.
146	Larsen, M. R., & Jørgensen, S. (2018). Retlige og	

	institutionelle betingelser for det tværfaglige samarbejde i skolen. In *Konflikter om børns skoleliv* (pp. 254-285). Dansk Psykologisk Forlag.	
147	Sandbæk, M. (2002). *Barn og foreldre som sosiale aktører i møte med hjelpetjenester*. Oslo Metropolitan University-OsloMet: NOVA.	
148	Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C., Byron, J., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. *Journal of school psychology*, *53*(3), 209-229.	School psychologists commonly provide intervention services to children through consultation with teachers. Data suggest, however, that many teacher consultees struggle to implement these interventions. There are relatively few evidence-based strategies for promoting teacher consultees' intervention implementation. The purpose of this study was to evaluate Implementation Planning as a strategy for increasing the adherence and quality with which teacher consultees implemented behavior support plans. Implementation Planning involves adapting intervention steps to the implementation context, providing detailed logistical planning, as well as identifying implementation barriers and developing strategies to address them. Results indicated that teachers' implementation adherence levels increased and quality levels increased with corresponding decreases in variability, compared to standard behavioral consultation. Implications for future research on treatment integrity are discussed.
149	Sapountzis, I. (2012). Creating continuities and reversing perspectives: Psychodynamic contributions in school psychology. *Journal of Infant, Child, and Adolescent Psychotherapy*, *11*(3), 177-189.	The current trend in school psychology toward a model of practice that follows specific guidelines and puts its emphasis on streamlining procedures and management practices has limited the role of school psychologists to that of data processors responsible for facilitating the implementation of specific policies. By focusing primarily on the objective and quantified and eschewing the subjective, school psychologists end up proposing interventions and participating in decisions without first articulating who the student is and how he experiences himself as a learner. Without attending to the "language" of the student's symptoms and what his acts create for him and generate in others, school psychologists may inadvertently contribute to interventions that fail to reach the student and bridge the gap between his acts and his capacity to reflect on his experiences.
150	Schad, E. & Tideman, E. (2014).	I detta kapitel har vi beskrivit psykologbedömningar på individnivå och satt in dessa i

	Psykologbedömning av barn i skolåldern. In C. Lindgren and J. Milerad (Eds.), Evidensbaserad elevhälsa (pp. 205-219): Studentlitteratur AB.	sin kontext. Vi har lyft fram betydelsen av att se eleven i sitt sammanhang – hemma såväl som i skolan – samt betonat vikten av de systemteoretiska faktorer som påverkar skolframgång, exempelvis lärarnas metoder och deras möjlighet att få pedagogiskt stöd. Detta är faktorer som är föränderliga och påverkbara och som har vital och avgörande betydelse för alla barns utbildning, utveckling och hälsa.
151	Schilling, B. (2012). Udfordringer af PPR psykologernes supervisionsydelser i en tid med inklusion : inklusion og supervision. *Pædagogisk psykologisk tidsskrift, 49(5)*, 329.	
152	Schulze, J., Winter, L. A., Woods, K., & Tyldsley, K. (2019). An international social justice agenda in school psychology? Exploring educational psychologists' social justice interest and practice in England. *Journal of Educational and Psychological Consultation*, 29(4), 377-400.	Social justice has been suggested as a possible global moral framework for school psychology. It is, however, culturally understood and research suggests that the engagement with "social justice" in school psychology has been largely limited to a U.S. context. This project sought to extend international understandings and practices of social justice in school psychology. A thematic analysis of nine interviews with educational psychologists based in England was conducted. Social justice was defined as complex, and participants suggested it is important to educational psychology practice in part because of current cuts to public services and educational reforms. Findings also indicated a role for social justice consultation, building relationships, and engaging with broader macrolevel work to enact a social justice agenda. We discuss these findings in relation to previous literature, concluding that our research begins to document the seeds of a broader social justice agenda in school psychology.
153	Schaarup, T. & Kehlet, K. (2011). Den pædagogisk psykologiske vurdering i en inklusionstid. *Pædagogisk psykologisk tidsskrift, 48*(3), 233.	
154	Sewell, A. (2016). A theoretical application of epistemological oppression to the psychological assessment of special educational needs; concerns and practical implications for anti-oppressive practice. *Educational Psychology in Practice*, 32(1), 1-12.	There has been brief but important discussion regarding the concepts of "oppression" and "anti-oppression" in the educational psychology professional practice literature. This article aims to both further and focus this discussion. In particular, the concept of "epistemological oppression" is introduced and the significance it has for the meaning-making and knowledge construction activities of educational psychology practice is explored. A conceptual application of two predominant theories of epistemological oppression, Standpoint Theory and the Three Levels of

		Epistemological Oppression theory, is made with regard to the psychological assessment of special educational needs (SEN). It is posited that as psychological assessment of SEN is fundamentally an epistemological endeavour these two theories provide a crucial framework through which educational psychologist (EPs) may base reflective practice in order to realise and ameliorate potential oppression. It is concluded that EPs have a responsibility to orient themselves toward the potential for epistemological oppression in their work and help towards its amelioration.
155	Shahidullah, J. D. (2019). Behavioral Health Care Coordination across Child-Serving Systems: A Burgeoning Role for School Psychologists. *School Community Journal*, *29*(1), 279-296.	The school system is an important setting for child development. Schoolbased providers, such as school psychologists, are positioned to address behavioral health issues (i.e., mental health, behavioral and social/emotional development, behavioral factors associated with medical conditions) within the school setting. To effectively address these issues, they often must develop partnerships with other child-serving "systems" including the home, community, and healthcare system. These partnerships facilitate communication, consultation, and care coordination to occur that link behavioral health, medical, sociocultural, and educational factors or systems. As a result of their training and placement within the school setting, school psychologists are uniquely situated to implement models of care coordination between the home, community, and healthcare system. The purpose of this essay is to broadly highlight the importance of interdisciplinary collaboration across child-serving systems, with adults collaborating as a school community to support each student's healthy development. This discussion emphasizes the role of the school as the primary conduit in which to link these systems. Specifically, this article enumerates the burgeoning role of school psychologists in undertaking these interdisciplinary roles in linking systems of care. Implications for making these aspirational recommendations become a practical reality are discussed in the context of training and advocacy
156	Specht, J. A. (2013). Mental health in schools: Lessons learned from exclusion. *Canadian Journal of School Psychology*, *28*(1), 43-55.	Students who are excluded from the daily life of schools are at risk for mental illness. This is especially true for children with disabilities as they are marginalized by assumptions and beliefs about what they *cannot* do at school as opposed to what they can do. This article presents research literature on belonging, inclusion, and social and

		emotional learning as a backdrop to the call to school psychologists to reinvent their roles. Although this call has been issued, the practice of assessment for special education placement remains one of the top job demands. Rather than categorizing and labelling, psychologists can be a key supporter of classroom teachers in promoting successful academic, social, and emotional strategies to assist teachers in inclusive classrooms.
157	Splett, J. W., Fowler, J., Weist, M. D., McDaniel, H., & Dvorsky, M. (2013). The critical role of school psychology in the school mental health movement. *Psychology in the Schools*, *50*(3), 245-258.	School mental health (SMH) programs are gaining momentum and, when done well, are associated with improved academic and social–emotional outcomes. Professionals from several education and mental health disciplines have sound training and experiences needed to play a critical role in delivering quality SMH services. School psychologists, specifically, are in a key position to advance SMH programs and services. Studies have documented that school psychologists desire more prominent roles in the growth and improvement of SMH, and current practice models from national organizations encourage such enhanced involvement. This article identifies the roles of school psychologists across a three-tiered continuum of SMH practice and offers an analysis of current training and professional development opportunities aimed at such role enhancement. We provide a justification for the role of school psychologists in SMH, describe a framework for school psychologists in the SMH delivery system, discuss barriers to and enablers of this role for school psychologists, and conclude with recommendations for training and policy
158	Splett, J. W., & Maras, M. A. (2011). Closing the gap in school mental health: A community-centered model for school psychology. *Psychology in the Schools*, *48*(4), 385-399.	Disciplines involved in the development and/or provision of services in school mental health have recognized the promise of evidence-based practices in meeting the growing unmet mental health needs of children, adolescents, and families in this country. As a result, School Psychology has strongly emphasized the development and dissemination of evidence-based practices through professional development opportunities and published literature. Despite these efforts, evidence-based practices are not implemented as widely or as effectively as intended. This article describes a community-centered (CC) model for closing the research-to-practice gap in school mental health. CC models emphasize both adopting new practices successfully and improving existing practices through a process of planning, implementation, and evaluation, and an exemplar framework based in a CC model is presented and applied to school mental health. The role of school psychologists in leading schools to adopt

		CC models is discussed, and next steps for changes to training, practice, and research paradigms are presented.
159	Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S., & O'Connor, M. (2007). Educational psychologists' contribution to the Every Child Matters agenda: The parents' view. *Educational Psychology in Practice, 23*(4), 343-361.	In the DfES review of the role and contribution of educational psychologists (2006) the views of a range of different stakeholders were surveyed about the work that EPs do. As part of this process, questionnaires were devised and sent out to 300 parents, 30 from 10 local authorities (LA), distributed by the principal educational psychologist in each LA. Thirty per cent of parents completed the questionnaires and their responses indicated that they valued highly the contribution made by EPs to the outcomes for their child. Their responses also illustrate the broad range of work in which EPs are involved and the multiprofessional nature of support that is available. In this paper, the main findings from the survey are discussed and consideration is given to their implications for the future development of EP services.
160	Staunæs, D. (2011). En følsom metier - Ledelse af PPR i en inklusionstid : essay. *Pædagogisk psykologisk tidsskrift, 48*(6), 553-559.	
161	Strøier, V. (2018). PPR-psykologen som den gode og årvågne vært : paradigmer og positioner. *Pædagogisk psykologisk tidsskrift, 55*(5).	Nogle af de større og tydeligste kompetencemæssige forandringer, der mere og mere kræves af PPR psykologen, er kompetencerne som en god og årvågen vært, eller i en organisationspsykologisk diskurs ord at kunne "Hoste" for- skellige typer af forandringer. PPR-psykologerne har gennem de senere år taget flere og flere skridt til at udvikle sig i retning af at blive selvledende videns-medarbejdere, der arbejder som dygtige faglige og processuelle "værter" for udviklingsforløb i både egen og andres kontekst. Det kræver evnen til at være en god lobbyist, kunne motivere og initiere læ- ring, skabe meningsfuldhed i komplicerede processer, og kunne involvere, samtidig med at man styrer.
162	Strønen, J. (2019). PP-tjenesten: Individ, system eller individ i systemet?. *Pædagogisk psykologisk tidsskrift, 56(1)*, 30-42.	Som psykolog i PPT og som kommende samfunnspsykolog har mine interesseområder beveget seg fra det rent kliniske og individfokuserte og over i et mer forebyggende og tverrfaglig perspektiv. Politiske målsetninger for PPT har ført til økt fokus på systemarbeid, i motsetning til individet. Med et større fokus på og mer arbeid med systemene som omgir barnet, har jeg begynt å undre meg på hvilken effekt dette har på individsakene i PP-tjenesten. Denne artikkelen vil ta utgangspunkt i en praksisfortelling fra Os PPT der en jobbet systemisk inn mot en klasse over tid.

		PP-tjenesten fikk kort tid et- ter dette arbeidet tilvist en individsak fra samme klasse, eleven fikk en sakkyndig vurdering som konkluderte med behov for spesialundervisning og en tilhørende stor tilråding.
163	Stæhr, H. A., & Hedegaard, M. (2020). Barnets perspektiv på tværfaglige møder - observation som konsultativ samarbejdsform. *Pædagogisk psykologisk tidsskrift, 57*(2), 121-135.	I denne artikel undersøger vi, hvordan psykologen i det konsultative arbejde kan bringe sine observationer ind på samarbejdsmøder, der er domineret af problembeskrivelser af børn. Med udgangspunkt i en casebeskrivelse af et sparringsmøde mellem en psykolog og det pædagogiske personale i en børnehave analyseres, hvordan forskellige professionelle agendaer og intentioner koordineres i kommunikationen på mødet.
164	Stæhr, H. A., & Hedegaard, M. (2020). Psykologens konsultative arbejde med observationer i PPR - med fokus på opbygning af fælles succesmål. *Pædagogisk psykologisk tidsskrift, 57*(2), 106-120.	PPR-psykologens observationer er hyppigt efterspurgte og har potentiale til at supplere lærere eller pædagogers beskrivelser med et psykologfagligt blik på vanskelighederne omkring barnet. Samarbejdet mellem faggrupperne sy- nes imidlertid at afstedkomme forskellige dilemmaer. De faglige antagelser og den særlige tilgang til opgaven, som forskellige professionelle bidrager med, indgår ofte uartikuleret på tværfaglige møder og kan vanskeliggøre samarbejdet om de interventionsmuligheder, psykologens observationer er med til at pege på. I denne artikel undersøger vi, hvordan psykologen kan arbejde konsultativt med observationer på møder, hvor der er mange forskel- lige versioner af problemsituationen, og hvad der bør gøres. Ud fra en kasui- stik analyseres og diskuteres, hvordan psykologens observationer forhandles i mødet mellem professionelle, der har forskellige intentioner og ønsker til, hvordan observationerne skal bidrage til indsatsen omkring barnet.
165	Suder, H., Ravn, I., & Kirkegaard, J. S. (2022). Kvalitet i visitationsprocessen - et samarbejde mellem PPR, skole og forældre. *Kognition & pædagogik, 32*(125), 50-62.	
166	Sullivan, A. L., Worrell, F. C., & Jimerson, S. R. (2022). Reconceptualizing school psychology for the 21st century: The future of school psychology	It is imperative that the field of school psychology in the United States continue to evolve in order to support the development, well-being, and educational success of all students. The confluence of numerous factors, including the sociopolitical zeitgeist,

	in the United States. *School Psychology Review*, *51*(6), 647-660.	significant societal events, and the need to provide appropriate supports for students from minoritized backgrounds, converge to reveal and inform the importance of the field of school psychology continuing to develop. This special topic section of *School Psychology Review* focuses on reconceptualizing school psychology for the 21st century. The compilation of articles featured herein is both introspective and forward looking. These articles present important theories, frameworks, and approaches to improve school psychology's responsiveness to the social injustice embedded in many of the core foundations of American society and inform our professional efforts to more effectively support every student. Several foundational orientations are emphasized, including critical consciousness, critical reflexivity, and other mindsets key to engaging in sustained efforts to advance social justice and antiracism. Implications for practice, scholarship, graduate education, and professional standards in school psychology are discussed.
167	Szulevicz, T. (2018). Psychologists in (neoliberal) schools–what kind of marriage?. *Integrative Psychological and Behavioral Science*, *52*(3), 366-376.	The paper aims to discuss how school psychology broadly is influenced by neoliberalism. Neoliberalism has attracted great attention among sociologists and economist, but less so among psychologists. This is a paradox since the psychological reach of neoliberalism is massive. The paper analyzes how new (neoliberal) school reforms place new professional demands on schools and therefore also new kinds of professional demands on school psychologists. Among other things, it is discussed whether the notion of resilience can act as a future guiding principle for school psychologists. The paper concludes with three suggestions as to how school psychologists can cope with some of the challenges imposed by neoliberalism. I suggest that school psychologists; 1) have to start asking educational questions to educational matters, 2) that they have to be aware of the political aspects of school psychology and 3) that they start acting against the corrosion of professional identity.
168	Szulevicz, T., & Arnfred, J. B. (2022). Struktur som pædagogisk-psykologisk standardanbefaling. *Specialpaedagogik*, (4), 2-16.	Baseret på analyser af 111 repræsentativt udvalgte pædagogisk-psykologiske vurderinger (PPV'er) fra to forskellige danske PPR-kontorer analyserer og diskuterer denne artikel det forhold, at der skrives identiske og enslydende anbefalinger på tværs af alle de analyserede rapporter. Således anbefales i alle PPV'erne, at det pædagogisk er vigtigt at sikre øget struktur omkring elevernes hverdag. I artiklen diskuteres, hvad de enslydende og standardiserede anbefalinger er udtryk for, og hvorfor PPR-psykologer skriver så ensartede anbefalinger i PPV'erne.

169	Szulevicz, T., & Tanggaard, L. (2014). Inclusion and budget cuts–The contours of educational psychology in the marketplace. *Nordic Psychology*, *66*(1), 36-52.	The aim of this paper was to investigate the economic contours of present day educational psychology in the light of movements towards consultative and inclusive practices. At a time of economic crisis, public budget cuts and changing educational policies are creating new conditions for educational psychology practice. This paper deals with the extent to which economic considerations implicitly and explicitly regulate the practice of educational psychologists. Within the work of educational psychologists, school-based consultation has become increasingly popular and widespread. Over the past 10-15 years, consultation has been put forward as an alternative approach to traditional work based on IQ assessments and special educational evaluations. Concurrent with the implementation of the consultative approach in educational psychology practice, inclusion of children with special needs has become a predominant feature in educational policy and practice. Based on a small-scale empirical project in a Danish educational psychology service centre, this paper analyses the implications of recent budget cuts in educational funding for (1) the implementation of the consultative approach and (2) for the role of educational psychologists in facilitating inclusive learning environments in schools. It is argued that inclusion is a complex notion, but that the budget cuts could paradoxically foster a rethinking of established inclusion practices. The paper concludes with a discussion of whether educational psychology can still legitimize itself as a relevant profession in relation to the facilitation of inclusive learning environments in schools.
170	Szulevicz, T., & Tanggaard, L. (2015). Pædagogisk psykologisk praksis: Mellem psykometri, konsultation og inklusion.	Om hvordan psykologisk og pædagogisk-psykologisk viden kan omsættes til gavn for arbejdet med børn og unge, og hvordan en del af kritikken af pædagogisk-psykologisk praksis kan imødegås gennem større vægt på didaktiske kompetencer
171	Tanggaard, L., & Szulevicz, T. (2014). Psykologers rolle i inklusionsbestræbelser: En pragmatisk-konsultativ tilgang. *Kvan-et tidsskrift for læreruddannelsen og folkeskolen*, *34*(100), 105-123.	
172	Teasley, M. L., & Cruz, D. (2014). Diversity and related services personnel: Challenges, strategies, and solutions through culturally competent collaborative practice. *School Social Work*	The growing diversification of the kindergarten through twelfth grade (K-12) classroom presents unprecedented challenges that will alter the ways in which school social workers, counselors, and psychologists function in school systems. Education reform continues to breed greater competition for diminishing resources and will

	Journal, *39*(1), 51-72.	ultimately reduce the collective network of services provided by the integration of roles and responsibilities among related services personnel. In a solution-focused presentation, the authors will examine ways in which school social workers, counselors, and psychologists can meet and exceed the challenges of increasing diversity in school systems through culturally competent collaborative practice. The authors will demonstrate how collaboration and coordination among related services personnel can address the increasing diversity of public grade school systems to enhance practice efficacy, facilitate teaching and learning, devise evaluation research, and reduce the duplication of services.
173	Thielking, M., & Jimerson, S. R. (2006). Perspectives regarding the role of school psychologists: Perceptions of teachers, principals, and school psychologists in Victoria, Australia. *Journal of Psychologists and Counsellors in Schools*, *16*(2), 211-223.	School psychologists have a unique and multifaceted role within schools and must work with a variety of stakeholders. Therefore, it is important to explore and understand the perspectives of other educational professionals regarding the roles of school psychologists. This study examined the perspectives of principals (N = 21), teachers (N = 86), and school psychologists (N = 81) regarding what they believe should be the role of school psychologists. Participants were working in Catholic, Independent, and Government primary and secondary schools across Victoria, Australia. Results revealed both similarities and differences between the three groups regarding perspectives about school psychologists' role. For instance, the three groups shared similar perspectives that school psychologists should: (a) conduct research on issues relevant to the school, (b) be up-to-date on relevant research, (c) conduct psychological assessments, (d) provide counselling to students, (e) organise group programs for students, (f) organise workshops and provide information to teachers on issues of students' welfare and (g) inform primary students' parents of their child's participation in counselling. However, the three groups also differed in their perspectives about some aspects of the school psychologists' role. It was notable that each of the differences in perceptions between the groups had implications for potential ethical dilemmas, for instance: (a) boundaries, (b) dual relationship, (c) confidentiality/who is the client? and (d) informed consent. Implications for practice and scholarship in the field of school psychology are discussed.

174	Thielking, M., Skues, J., & Le, V. A. (2018). Collaborative practices among Australian school psychologists, guidance officers and school counsellors: Important lessons for school psychological practice. *The Educational and Developmental Psychologist, 35*(1), 18-35.	In Australia, policies such as the Better Outcomes in Mental Health Care initiative have been the impetus for improved collaboration between medical practitioners and psychologists in general. However, policies that promote collaboration between school psychologists and community mental health, health, justice and/or human services professionals are yet to occur. This is despite known benefits arising from integrated service delivery to people with complex needs, including young people. School psychologists are an integral part of the service mix and are in an excellent position to promote collaborative practices and to assist students and families to navigate and access school-based and community-based support. This study, conducted in Queensland, Australia, investigated school psychologists', guidance officers' and school counsellors' current and preferred levels of collaboration, their perceptions of the drivers and barriers to collaborative practices, and their views on how collaborative practices affect students. Results revealed that participants engaged more fully in within-school collaboration than collaboration with professionals and agencies outside of the school; they had a desire to collaborate more fully both internally and externally; and that concerns regarding confidentiality, time restrictions, and lack of access to appropriate services can sometimes make collaboration and information sharing difficult. Implications for school psychological practice are discussed.
175	Tveitnes, M. S. (2018). Sakkyndighet med mål og mening: En analyse av sakkyndighetens institusjonaliserte kjennetegn; et grunnlag for refleksjon og endring. University of Stavanger, Norway.	
176	Undervisningsministeriet. (2000). Vejledning om PPR – pædagogisk-psykologisk rådgivning.	
177	Vassing, C. (2011). Udviklende konsultation : Om at bringe barnets perspektiv ind i konsultation gennem brugen af deltagende observationer. *Pædagogisk psykologisk tidsskrift, 48*(4), 337-348.	
178	Watkins, M. W., Crosby, E. G., & Pearson, J. L.	In this study, 522 school staff from a suburban southwestern school district in the

	(2001). Role of the school psychologist: Perceptions of school staff. *School Psychology International*, *22*(1), 64-73.	USA were surveyed regarding the importance of 9 school psychology services. School staff gave 'very important' ratings to 6 services: assessment, special education input, consultation, counseling, crisis intervention and behavior management. School-community liaison and parent education roles were rated as 'fairly important' and staff development was considered to be 'somewhat important.' School staff also wanted a school psychologist to be available on a daily basis at their schools. These results are discussed in terms of the 'paradox of school psychology' and the skills required of school psychologists who wish to deliver diverse school psychological services.
179	Webster, A., & Hoyle, E. (2000). The'new professionalism'and the future of educational psychology. *Educational and Child Psychology*, *17*, 93-104.	The argument of this paper is that in recent years there has been a shift in the conception of a profession, that this shift has led to the improvement of professional practice in a number of ways, e.g., increased accountability, extended professionality and greater inter-professional collaboration. However, there has also been a downside to this development including a reduction in practitioner autonomy, the substitution of accountability for responsibility and, particularly, the substitution of professional values by managerialist values. These evolving concepts and associated implications for practice are examined in relation to developments in educational psychology, specifically, recent and current moves within the profession to enhance training, status and influence at a time when the DfEE is also considering the future role and training of educational psychologists. The paper maintains that, whilst aspects of what is called 'the new professionalism' are to be welcomed and encouraged, there is also a need to maintain some of the older characteristics of a profession such as relative autonomy, personal responsibility and the priority to be given to the immediate clients - individuals, families and schools - rather than institutions, including the state, as clients.
180	Wood, B. J., & Hampton, E. (2022). An initial investigation of school principal perspectives on school psychologists as systems-level consultants. *Contemporary School Psychology*, *26*(2), 173-181.	
181	Woods, K., & Farrell, P. (2006). Approaches to psychological assessment by educational psychologists in England and Wales. *School*	This article reports on the findings of a questionnaire survey of 142 educational psychologists from England and Wales on their approach to the assessment of children with learning and behavioural problems. Participants were asked to report on

	Psychology International, 27(4), 387-404.	the frequency with which they used a variety of approaches to assessment, including interviews with pupils and parents, observations, psychometric tests of ability and achievement, criterion referenced approaches and dynamic assessment. They were also asked to indicate the approaches that they found most useful. The findings indicate that partial psychometric assessments of ability feature prominently in the assessment of children with learning difficulties, though less in the assessment of children with behaviour problems. Approaches based on dynamic assessment are not used frequently although those who do use them find them to be useful to the purpose of the assessment. On the whole, the educational psychologists in this survey were not influenced by the written guidance proposed by the professional associations - the Division of Educational and Child Psychology and the Association of Educational Psychologists. In addition, 40 percent of respondents indicated that their work was not influenced by any one or more theoretical orientations in psychology that could be linked to the origins of behaviour or learning difficulties or about approaches to intervention. The findings are discussed in the light of developments in which the British Government is proposing to introduce wholesale changes to the ways in which services for children will be organized and to the professional roles and qualifications of different helping professions. Within these developments, it seems likely that educational psychologists will be required to justify their distinctive contribution to child assessment and intervention.
182	Worrell, T. G. (2004). *School psychologists' job satisfaction: Ten years later* (Doctoral dissertation, Virginia Tech).	This study was designed to replicate nationwide surveys completed in 1982 and 1992. The purpose was to examine and describe the levels of job satisfaction and the relationship between the variables in a national sample of school psychologists belonging to the National Association of School Psychologists (NASP). The sample for this study consisted of respondents who reported being full-time school practitioners. Data were collected through mailed survey packets including a data form and a modified version of the 1977 Minnesota Satisfaction Questionnaire (MSQ). Packets were mailed to 500 randomly selected members of the National Association of School Psychologists. Of the 308 packets returned, 234 were full-time school practitioners and were included in the analysis. Results indicated that 90% of school psychologists were satisfied or very satisfied with their jobs. The findings showed a gradual increase in overall job satisfaction when compared to the 85.7% in

		1982 and the 86% in 1992 who reported being satisfied or very satisfied with their jobs. Participants in the current sample were more satisfied with their job security, independence, and creativity. The only variables demonstrating a significant relationship with job satisfaction were the intent to remain in current position and supervisor certification. Several recommendations and implications were drawn from the study. Trends in the field relating to gender, psychologist-to-student ratio, salary, degree status, and numerous other factors were discussed along with recommendations for future research.
183	Zafeiriou, M. E., & Gulliford, A. (2020). A grounded theory of educational psychologists' mental health casework in schools: connection, direction and reconstruction through consultation. *Educational Psychology in Practice*, *36*(4), 422-442.	Educational psychologists (EPs) in England are identified as key to specialist mental health provision in schools yet are underrepresented in policy development. This study examined EPs' mental health casework in schools as one aspect of the professional contribution in this area. Data gathered from interviews with EPs were analysed though constructivist grounded theory (GT) methods. The resulting GT drew from psychotherapeutic attachment theories, person-centred counselling, self-determination theory, solution-focused thinking, and from ecological and consultation theories. EPs used two distinct but interacting processes in mental health casework. One involved facilitating a secure base offering emotional containment for overwhelmed adults (staff, parents). The other engaged adults in cognitively demanding problem-solving activities, challenging perceptions, leading to cognitive and behavioural change, and in turn to systemic adaptations. Limitations and implications are discussed.