Research output

Achievement for All: Evaluation Report

EuroPsy: a membership benefit still relevant in a post Brexit world

Preventing School Failure: a review of the literature

A European consideration of Early School Leaving as a process running through childhood: A model for inclusive action.

Educational Psychologists working with universities.

FRIENDS for life: Evaluation report and executive summary

The PATHS curriculum for promoting social and emotional well-being among children aged 7 9 years: a cluster RCT

Early School Leaving and Learners with Disabilities and/or Special Educational Needs

Good Behaviour Game Evaluation report and executive summary

Early School Leaving and SEN: Understanding the literature and policy in Europe

Early school leaving and learners with disabilities and/or special educational needs: To what extent is research reflected in European Union policies?
A Study of the Experiences of Post-Primary Students with Special Educational Needs in Ireland
Squires, G., 16 Nov 2016.

Early School Leaving and Learners with Disabilities and/or Special Educational Needs
Dyson, A. & Squires, G., 8 Nov 2016, Brussels: European Agency for Special Needs and Inclusive Education. 69 p.

A cluster randomized controlled trial of the Promoting Alternative Thinking Strategies (PATHS) curriculum.
DOI: 10.1016/j.jsp.2016.07.002

A Study of the Experiences of Post Primary Students with Special Educational Needs: Research Report 23

Dyslexia or not?
Squires, G., 16 Oct 2015.

Key Perspectives on Dyslexia: An essential text for educators

School based group CBT. Workshop
Squires, G., Jul 2015.

Promoting Alternative Thinking Strategies (PATHS): Evaluation report and Executive summary

Conducting research with children in school: The challenges of working with a commission research brief
Squires, G., 2 Feb 2015, host publication.

Dyslexia: Politics and Neurones
Squires, G., 27 Jan 2015.

Evaluation of the implementation and impact of an integrated prevention model on the academic progress of students with disabilities.
DOI: 10.1016/j.ridd.2014.10.029

Identifying effective practice in the provision of education and education support services for 16 – 19 year old deaf young people in Further Education in England
Young, A., Oram, R., Squires, G. & Sutherland, H., Jan 2015, National Deaf Children's Society. 116 p.

DOI: 10.1179/1557068914Y.0000000042

The Session Bridging Worksheet: Impact on outcomes, homework adherence and participants' experience
DOI: 10.1017/S1754470X1400004X
**School based group CBT. Workshop**
Squires, G., Jul 2014.

**Interdisciplinary Collaboration: Cognitive Behavior Interventions in Special Education and School Psychology**
DOI: 10.4236/ce.2014.510089

**The Session Bridging Worksheet: impact on outcomes, homework adherence and participants’ experience**

**Dyslexia: Advanced training for psychologists**
Squires, G., 2014.

**Facilitators and barriers to the provision of therapeutic interventions by school psychologists**
DOI: 10.1177/0143034313485849

**Motivational Interviewing and Cognitive Behavioural Therapy**

**Motivational Interviewing and Professional Practice**

**Policy impacts on how SEN is defined: Intended and unintended outcomes. Half day workshop to EdD students**
Squires, G., 2014.

**Introduction to Cognitive Behavioural Therapy**
Squires, G., 29 Nov 2013.

**What do we mean by special educational needs and disabilities (SEND)? Issues, debates and tensions in identification, assessment and intervention in England**
Squires, G., 28 Nov 2013.

**So what exactly is dyslexia? Issues, debates and fuzziness.**
Squires, G., 27 Nov 2013.

**Developing International School Psychology Leaders: The Cal Catterall Fund**
Clark, R., Muscutt, J., Squires, G. & Austin, S., 19 Jul 2013, host publication.

**Excluding pupils with special educational needs (SEN) through inclusionary definitions: Considering the paradox**
Squires, G., 18 Jul 2013, host publication.

**International Journal of School & Educational Psychology: Editor's report**
Squires, G., Jul 2013, host publication.

**Planning Group CBT work**
Squires, G., Jul 2013.

**Meet the Calvin Catterall Fund 2013 recipients!**
Achievement for All: Improving psychosocial outcomes for students with special educational needs and disabilities
DOI: 10.1016/j.ridd.2012.12.008

Effective delivery of therapeutic interventions: findings from four site visits
DOI: 10.1080/02667363.2012.748650

Over-identification of special educational needs in younger members of the age cohort: Differential effects of level of assessment and category of need
Squires, G., Humphrey, N. & Barlow, A., Mar 2013, In: Assessment & Development Matters. 5, 1, p. 23-26

Allied interventions

The Impact of Achievement for All (AfA) on outcomes for pupils with Special Educational Needs in England – lessons for policy and practice

The identification of special educational needs and the month of birth: Differential effects of category of need and level of assessment
DOI: 10.1080/08856257.2012.711961

Adolescent to Adult: transitions and completing a university degree
Squires, G., 2 Oct 2012.

Cognitive Behaviour Interventions in Special Education and School Psychology: understanding cognitive distortions
Squires, G., 13 Jul 2012, host publication.

Differential month of birth effects in the identification of special educational needs: An English study.
Squires, G., 12 Jul 2012, host publication.

Planning CBT group work. Workshop presented on the CBT for Children and Young People post-graduate course
Squires, G., Jun 2012, host publication.

Using group cognitive behavioural therapy intervention in school settings with pupils who have externalizing behavioural difficulties: An unexpected result
DOI: 10.1080/13632752.2012.652423

Developing positive school-home relationships through structured conversations with parents of learners with special educational needs and disabilities (SEND).
Lendrum, A., Humphrey, N. & Squires, G., Jan 2012, host publication.

Development and validation of the Wider Outcomes Surveys for Teachers (WOST) and Parents (WOSP) of students with special educational needs and disabilities.
Wigelsworth, M., Humphrey, N., Barlow, A. & Squires, G., Jan 2012, host publication.
Improving outcomes for learners with special educational needs and disabilities (SEND): national evaluation of the Achievement for All (AfA) programme. A 90 min workshop.
Humphrey, N., Squires, G., Barlow, A., Lendrum, A. & Wigelsworth, M., Jan 2012, host publication.

Modelling the determinants of academic attainment among learners with special educational needs and disabilities (SEND): a multi-level study.
Barlow, A., Humphrey, N., Squires, G. & Wigelsworth, M., Jan 2012, host publication.

What do we mean by special educational needs and disabilities (SEND)? Issues, debates and tensions in identification, assessment and intervention. A 90 minute workshop.
Squires, G. & Humphrey, N., Jan 2012, host publication.

Contemporary Issues in Special Educational Needs: Considering the whole child.

Educational Psychologists and Therapeutic Intervention: enabling effective practice

Historical and socio-political agendas around defining and including children with special educational needs

Introduction

The role of school and individual differences in the academic attainment of learners with special educational needs and disabilities: a multi-level analysis
DOI: 10.1080/13603116.2012.718373

Educational Psychologists and therapeutic intervention: findings from a UK-wide study.

Achievement for All: National Evaluation. Final Report

Educational Psychologists and therapeutic intervention: Findings from UK wide research and Implications for supervision
Squires, G. & Atkinson, C., 12 Jul 2011, host publication.

Educational Psychologists and therapeutic intervention: Promoting positive mental health.
Squires, G. & Atkinson, C., 2 Jul 2011, host publication.

Embedding cognitive behavioural therapy training in practice: Facilitators and barriers for trainee educational psychologists (TEPs)
DOI: 10.1080/02667363.2011.567089

Achievement for All: The National Evaluation
Educational Psychologists and therapeutic interventions – preliminary findings from a UK-wide survey

Introduction to Psychometrics
Squires, G., 2011.

Countering the argument that educational psychologists need specific training to use cognitive behavioural therapy
DOI: 10.1080/13632752.2010.523211

Analysis of Local Authority Data to Show the Impact of Being Dyslexia Friendly on School Performance.
Squires, G., Sep 2010, In: Parents in the Know. 13, p. 5-5

Achievement for All Evaluation: Interim Report

Analysis of Local Authority data to show the impact of being Dyslexia Friendly on school performance

Cognitive behaviour therapies and their implications for applied educational psychology practice
DOI: 10.1080/02667361003768443

Applied Psychologists, Not Psychotherapists: EPs and CBT.
Squires, G., 9 Jul 2009.

Working with Schools.
Squires, G. & Dunsmuir, S., 24 Mar 2009, host publication.

Helping the Children’s Workforce feel confident in meeting children’s mental health needs.
Squires, G., 2009, host publication.

National Evaluation of Achievement for All

Cognitive Behavioural Therapy: A model for understanding the link between thoughts, feelings and behaviour.
Squires, G., May 2008, host publication. Staffordshire County Council

What is the value in training educational psychologists in cognitive behaviour therapy (CBT)?
Squires, G. & Dunsmuir, S., 2008, host publication.

Educational psychologists’ contribution to the every child matters agenda: The parents’ view
DOI: 10.1080/02667360701660993

Community Psychology: ‘Capacity building’ by meeting the needs of the adults in schools

International perspectives on the professional practice of school psychologists: Developing our skills in using action research to bring about systems change.

*Researching the potential contribution of Educational Psychologists within Children's Services in the United Kingdom.*

*Using CBT in Educational Settings.*

*A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of "Every Child Matters: Change for Children",*  

*Educational Psychology in England and Wales.*
DOI: 10.4135/9781412976138.n9

*Facilitating teacher engagement in inclusive practice in secondary schools*  

*ISPA in China*  
Squires, G., 2006, In: DECP Debate. 121, p. 34-35

*Pomóż Dziecku Z... Dysleksją.*  

*Supporting Children with Dyslexia.*  

*Using the 'Observation Methods' CDROM and fOCUS II as a qualitative research tool by doctorate students at the University of Manchester.*

*How to assess dyslexia.*
Squires, G., 2005, In: Special Children. 169, p. 27-34

*Supporting Children with ....*  

*Cognitive Preference and Spelling Difficulties.*  

*Including Children means more than just being .... SMART.*

*Peer Supervision for EPs as a Means to Quality Service Delivery*  

*Supporting Children with Dyslexia.*  
Classroom strategies to support dyslexic children in mainstream classrooms

Changing Thinking and Feeling to Change Behaviour: Cognitive Interventions

An Evaluation of a Booklet of Ideas to Support Teachers in Thinking About How to Increase the Independence of Dyslexic Children.
Squires, G., 2001, University of Manchester. 52 p.

Dyslexia Friendly.

Thoughts, Feelings, Behaviour: Helping children understand themselves and take more control of their behaviour.

Using cognitive behavioural psychology with groups of pupils to improve self-control of behaviour
DOI: 10.1080/02667360120096679

Thoughts, Feelings and Behaviour: Cognitive Behavioural Psychology and Group Work with Adolescents
Squires, G., 2000, University of Manchester. 30 p.

Magical Conversations
Squires, G., 1999, University of Manchester. 94 p.

The use of praise as a tool in the classroom management of behaviour
Squires, G., Jul 1996, University of Manchester.

Activities
External Examiner for the Diploma in Education Mental Health Practitioner programme, Anna Freud Centre
Garry Squires (Examiner)
2019 → 2022

External Examiner for the Diploma in Education Mental Health Practitioner programme, King's College London
Garry Squires (Examiner)
2019 → 2022

The British Psychological Society (BPS) (External organisation)
Garry Squires (Chair)
2019 → …

Invited consultant to support Educational Reform in Cyprus
Garry Squires (Academic founder)
2018 → 2021

Are there too many kids with SEN? Exploring the factors that influence over-identification
Garry Squires (Discussant)
5 Apr 2017

International School Psychology Association
Garry Squires (Member of programme committee)
1 Jan 2017 → 22 Jul 2017

External Examiner for the BSc and MA programme in Social, Emotional and Behaviour Difficulties, University of Birmingham
Garry Squires (Examiner)
2017 → 2018

Applying psychology to educational settings: individual and systemic working.
Garry Squires (Speaker)
17 Dec 2016

An overview of neurodevelopmental difficulties: Similarities, confusions and implications for assessment
Garry Squires (Speaker)
15 Dec 2016

European Journal of Special Needs Education (Journal)
Garry Squires (Member of editorial board)
2016 → …

External Examiner for the MA in SEN and Inclusion programme, University of Nottingham
Garry Squires (Examiner)
2016 → 2020

Frontiers in Education: Special Educational Needs (Journal)
Garry Squires (Peer reviewer of publications)
2016 → …

Invited consultant to the European Agency for Special Needs Education and Inclusion
Garry Squires (Academic founder)
2016 → …

National Association for Special Educational Needs (Publisher)
Garry Squires (Other)
2016

Programme review of the Masters in Access to Education programme, University of Malta
Garry Squires (Examiner)
2016 → 2017

The British Psychological Society (BPS) (External organisation)
Garry Squires (Member)
2016 → 2019

Mental Health training 2-day workshops to CCGs, CAHMS and schools in Halton, Wigan, Walsall and East Riding of Yorkshire
Garry Squires (Trainer)
2015 → 2016

Advanced training in dyslexia for psychologists
Garry Squires (Trainer)
2014

External Examiner for the Post Graduate Taught programme for Language, Literacy and Dyslexia, University of Birmingham
Garry Squires (Examiner)
2014 → 2018

Conference or workshop
Garry Squires (Keynote speaker)
2013

Incorporating Cognitive Behavioural Approaches in school casework: Training for the Department of Education Education Psychology Service, Malta
Garry Squires (Consultant)
2013

The British Psychological Society (BPS) (External organisation)
Garry Squires (Academic expert member)
2013 → 2015

The University of Manchester (UOM) (External organisation)
Garry Squires (Contributor)
2013 → …

Develop training in cognitive behavioural therapy for Educational Psychologist Services working in Stockport, Oldham, Kirklees, Bexley, Sutton, Nottinghamshire, Derby City, Bolton, Wigan and Salford
Garry Squires (Trainer)
2012 → 2017

Member of the British Psychological Society, Division of Education and Child Psychology programme accreditation team for postgraduate professional training at Doctorate level in the UK
Garry Squires (Examiner)
2012

Child: Care, Health & Development (Journal)
Garry Squires (Peer reviewer of publications)
2011 → …

Dyslexia in Higher education training for DASS staff
Garry Squires (Trainer)
2011

School Mental Health (Journal)
Garry Squires (Member of editorial board)
2011 → 2019

Training in CBT provided to trainee educational psychologists
Garry Squires (Trainer)
2010 → 2012

Training in CBT provided to trainee educational psychologists
Garry Squires (Trainer)
2010 → 2012

Training in CBT provided to trainee educational psychologists
Garry Squires (Trainer)
2010 → 2012

Using CBT in school settings. Workshop for students undertaking the Outcome Based Interventions with Children and Young People programme
Garry Squires (Trainer)
2009 → 2012

Member of the Psychological Society of Ireland programme accreditation team for postgraduate professional training at Doctorate level in the Republic of Ireland
Garry Squires (Examiner)
2008

External Examiner for the Doctorate in Educational Psychology programme, University College London
Garry Squires (Examiner)
2007 → 2012

External Examiner for the Doctorate in Educational and Child Psychology programme, University of Sheffield
Garry Squires (Examiner)
2006 → 2009

Staffordshire LEA (External organisation)
Garry Squires (Chair)
2005 → 2010

British Dyslexia Association (External organisation)
Garry Squires (Invited member)
2001 → 2005

Projects

The READY Study: Recording Emerging Adulthood in Deaf Youth.
Young, A., Chilton, H., Rogers, K., Squires, G., Dodds, C. & Espinoza, F.
1/09/18 → 15/09/24

To identify best practice in the provision of education and education support services for 16-19 year old deaf young people in Further Education in England
Young, A. & Squires, G.
1/09/12 → 30/07/14

Impacts

The impact of research on government policy regarding SEAL and AfA
Alexandra Hennessey (Participant), Peter Farrell (Participant), Neil Humphrey (Participant), Afroditi Kalambouka (Participant), Ann Lendrum (Participant), Clare Lennie (Participant), Garry Squires (Participant) & Michael Wigelsworth (Participant)