Research output

Inclusion: Responding to diversity and ideological confusion

Inclusion and Diversity: Communities and Practices Across the World

Being pushed and pulled: making sense of inclusive and exclusive forces

The READY study: the baseline cohort
Rogers, K., Espinoza, F., Squires, G., Dodds, C., Chilton, H. & Young, A., 24 Sep 2022.

BSc Educational Psychology: A programme without exams
Squires, G., 11 Mar 2022, 1 p. School of Environment, Education and Development.

A European consideration of early school leaving as a process running through childhood: A model for inclusive action

The READY study: Deaf young people as co-researchers; and Deaf young people's wellbeing – the results

EuroPsy: An international certificate of psychological competencies

Achievement for All: Addendum Report

READY STUDY – Wave 1a short summary report 2020

Achievement for All: Evaluation Report

EuroPsy: a membership benefit still relevant in a post Brexit world
Achievement for all (AfA) effectiveness trial
Squires, G., 2020
DOI: 10.1186/ISRCTN67347514

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.
DOI: 10.1080/03004279.2019.1664412

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
DOI: 10.3310/phr06100

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.

**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.

**Further Education as a post-secondary destination for deaf and hard of hearing young people: a review of the literature and analysis of official statistics in England.**
DOI: 10.1179/1557069X14Y.0000000042

**The Session Bridging Worksheet: Impact on outcomes, homework adherence and participants' experience**
DOI: 10.1017/S1754470X1400004X

**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

**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**

**Key perspectives on dyslexia: An essential text for educators**
DOI: 10.4324/9781315756363
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
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

**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 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

College Chief External Examiner, King's College London
Garry Squires (Examiner)
1 Sep 2022 → 31 Aug 2027

Researching in Educational Psychology: themes from a decade of funded research. Talk presented to psychology lecturers. University of Malta
Garry Squires (Speaker)
20 Jul 2022

DEdPsy University of Southampton Maternal birth-related stress and school age emotional and behavioural outcomes of children with Hypoxic-Ischemic Encephalopathy
Garry Squires (Examiner)
14 Jul 2022

Reviewer of research for the Sheikh Faisal Bin Qassim Bin Faisal Al-Thani Award for Educational Research, College of Education at Qatar University
Garry Squires (Advisor)
3 May 2022 → 30 Nov 2022

Towards a shared vision of inclusion in education: Fostering stakeholder dialogue on legislation and policy
Garry Squires (Participant)
29 Apr 2022

PhD Disability employment support services: a case study of formal employment of persons with disabilities in South Africa. University of Cape Town
Garry Squires (Examiner)
11 Oct 2021

EdD University of Birmingham: An Interpretative Phenomenological Analysis of primary school educators lived experiences of including children with significant SEND in a mainstream setting
Garry Squires (Examiner)
1 Sep 2021
PhD Role stress and existential stress in adolescents: Relationship with emotional intelligence and wellbeing. University of South Australia
Garry Squires (Examiner)
Jul 2021

Bachelors in Psychology (BPsy) University of Malta. Programme external examiner
Garry Squires (Examiner)
1 Jun 2021 → 30 Sep 2024

European Federation of Psychological Associations National Awarding Committee Chairs' meeting
Garry Squires (Participant)
12 Mar 2021

European Federation of Psychological Associations National Awarding Committee Chairs' meeting
Garry Squires (Participant)
25 Sep 2020

Garry Squires (Examiner)
2020

European Federation of Psychological Associations National Awarding Committee Chairs' meeting
Garry Squires (Participant)
15 Mar 2019

Chair of the National Awarding Committee for the EuroPsy, British Psychological Society (Event)
Garry Squires (Chair)
2019 → …

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

PhD Stress Control: Youth: The implementation and evaluation of a group-based intervention for young people within a Child and Adolescent Mental Health Service (CAMHS) in Ireland. University College Dublin
Garry Squires (Examiner)
2019

Garry Squires (Examiner)
2018

DCounPsy An Interpretative Phenomenological Analysis investigation into the subjective experience of being diagnosed with dyslexia in adulthood. University of Wolverhampton
Garry Squires (Examiner)
2018

Invited consultant to support Educational Reform in Cyprus
Garry Squires (Academic founder)
2018 → 2021
MPhil Impulsivity in adolescence: an investigation of its manifestation and consequences in the context of English secondary schools. Edge Hill University
Garry Squires (Examiner)
2018

PhD An investigation into the role of paramedics in child protection. University of Swansea
Garry Squires (Examiner)
2018

PhD Exploring outcomes of children and young people in kinship care in South Wales. University of Swansea
Garry Squires (Examiner)
2018

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

Member of the organising committee for the International School Psychology Association conference in Manchester, UK
Garry Squires (Member of programme committee)
1 Jan 2017 → 22 Jul 2017

DAEP The Emotional Literacy Support Assistant Intervention: An exploration from the perspectives of pupils and parents. University of Newcastle
Garry Squires (Examiner)
2017

DEdChPsy Facing Your Fears in Secondary School: A Cognitive Behavioural Therapy Programme for Young People with Autism Spectrum Disorder and Anxiety. UCL
Garry Squires (Examiner)
2017

DEdPsy Has three year doctoral training for educational psychologists fulfilled its promise? UCL
Garry Squires (Examiner)
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

DEdPsy Preventing depression in adolescents – school-based intervention implementation and perceptions of change.
UCL
Garry Squires (Examiner)
2016
DEdPsy The relationship between sleep duration and working memory in children. UCL
Garry Squires (Examiner)
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 Northampton
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

PhD Beyond four dyslexia paradigms: an alternative perspective on dyslexia and emancipatory intervention on self-concept. University of Birmingham
Garry Squires (Examiner)
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

DEdPsy Teacher mentalisation and mind-mindedness: getting to the heart of nurturing relationships in schools. UCL
Garry Squires (Examiner)
2015

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

DEdChPsy The promotion of mental wellbeing in school contexts: a realistic evaluation of a social and emotional learning programme. UCL
Garry Squires (Examiner)
2014
DEdChPsy Worried about the worriers? Teachers knowledge, recognition and attributions about children with anxiety difficulties. UCL
Garry Squires (Examiner)
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

PhD Reconnection or disconnection: the influence of alternative education for marginalised students in the middle years of school. University of South Australia
Garry Squires (Examiner)
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 → ...

DCEP "It doesn't take a rocket scientist to know when someone is happy...." An exploration of what information is of meaning to educational psychologists when evaluating their work. The Tavistock Institute
Garry Squires (Examiner)
2012

DCEP An exploration of mainstream school teachers' and teaching assistants' perceptions of special school outreach services, including the perceived impact on their practice, on target pupils and the wider school context. The Tavistock Institute
Garry Squires (Examiner)
2012

DEdPsy An exploratory study of children's use of the language of emotion in the early years. UCL
Garry Squires (Examiner)
2012

DEdPsy Every teacher matters: an evaluation of a cognitive behavioural therapy based intervention utilised to help a group of school teachers manage and reduce their stress levels. The Tavistock Institute
Garry Squires (Examiner)
2012

DEdPsy Self-esteem of school age children with Down Syndrome in relation to school placement, socialization skills/friendship and externalizing behaviour. UCL
Garry Squires (Examiner)
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 → …

DCEP An exploration of how secondary School staff take up a role in managing pupils who engage in deliberate self-harm. The Tavistock Institute
Garry Squires (Examiner)
2011

DCEP An exploration of parents’ perceptions of the impact of the United Kingdom Resilience Programme. The Tavistock Institute
Garry Squires (Examiner)
2011

DEdPsy An invisible group? An exploration of out-of-age retention in the UK. UCL
Garry Squires (Examiner)
2011

DEdPsy Cognitive Characteristics of Children with Mathematical Difficulties. UCL
Garry Squires (Examiner)
2011

DEdPsy Problem solving partnerships: A mechanism for supporting students with statements for behavioural, emotional and social difficulties placed in mainstream secondary schools. The Tavistock Institute
Garry Squires (Examiner)
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

DEdChPsy Social Cognition and Resilience: The role of cognitive attribution style in the transition to secondary school. UCL
Garry Squires (Examiner)
2010

DEdChPsy The Impact of the Friends for Life Emotional Resiliency Programme on Anxiety and School Adjustment. UCL
Garry Squires (Examiner)
2010
DEdPsy A multi-method assessment of the social inclusion of children with complex needs. The relationship between social status, support types and individual variables. UCL
Garry Squires (Examiner)
2010

DEdPsy Sense of school belongingness of intelligently gifted children. UCL
Garry Squires (Examiner)
2010

DEdPsy Teachers general and student focused attitudes towards the inclusion of students with SEN. UCL
Garry Squires (Examiner)
2010

EdD Exploring Professionals’ understanding of attachment and attachment difficulties, University of Sheffield
Garry Squires (Examiner)
2010

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

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

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

DEdChPsy A cognitive behavioural group approach for adolescents with disruptive behaviour in schools. UCL
Garry Squires (Examiner)
2009

DEdChPsy Bullying: The effectiveness of a direct emotional literacy intervention in the primary phase. UCL
Garry Squires (Examiner)
2009

DEdPsy Sense of belonging – transition from primary to secondary school. UCL
Garry Squires (Examiner)
2009

DEdPsy Specific Language Impairment (SLI) and science teaching. UCL
Garry Squires (Examiner)
2009

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

Deputy Chair of the CAMHS Research and Audit Development group, Staffordshire LEA (Event)
Garry Squires (Chair)
2005 → 2010

Steering group for the development of Dyslexia Friendly Standards, British Dyslexia Association (Event)
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)