



Engaging in Evidence-Based Research

Topic	Wider reading and resources	Trainee summary of key ideas and how the ideas and information can be used in practice (Identify 1 or 2 strategies which can be used in the next few lessons and outline what impact it might have on learners with SEND)	Reflect and evaluate how your wider reading has impacted positively on your practice and pupils' progress
Inter-professional work and expertise	Edwards, A., Lunt, I and Stamou, E. (2010) Inter-professional Work and Expertise: new roles at the boundaries of schools, British Educational Research Journal, 36, 1.27 - 45		
Mental health	Coleman, J. (2010) The nature of adolescence: 4 th Edition, Routledge. Coleman, J. (2007) Adolescence: risk and resilience, John Wiley.		
Adolescence	Coleman, J., Hedry, L and Kloep, M. (2007) Adolescence and health. John Wiley. Coleman, J. and Hagell, A. (2007) Adolescence, risk and resilience. John Wiley Coleman, J.C. and Hendry, L (2011 fourth edition.) The Nature of adolescence, London: Routledge. Durkin, K. Developmental		

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	<p>Psychology, Oxford: Backwell: Contains three chapters on adolescence, chapter 15 on transitions, chapter 16 on entering the adult world and chapter 17 on problems including health related issues, mental health and addiction.</p> <p>Coleman, J. and Schofield, J. (2011) Key data on adolescence. Trust for the Study of Adolescence. Brighton.</p>		
BESD (Behaviour, Emotional and Social Difficulties)	<p>Visser, J., Daniles, H and Cole, T. (1999), Emotional and Behavioural Difficulty in Mainstream Schools, DfE Publications</p> <p>Evans, J., Harden, A. and Thomas, J. (2004) What are effective strategies to support pupils with emotional and behavioural difficulties (EBD) in mainstream primary schools? Findings from a systematic review of research. Journal of Research in Special</p>		

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	Education Needs 4 (1) 2004 2 - 16		
Models of learning	Joyce, G., Calhoun, E. and Hopkins, D. (2002) Models of learning – tools for teaching, Buckingham: Open University Press. A comprehensive text which relates research about learning to ways to think about your teaching.		
Psychology of learning and individual differences	A Teacher's Guide to the Psychology of Learning, Oxford: Blackwells.		
Working memory	Gathercole, S.E. and Alloway T.P (2008) Working Memory and Learning: A Practical Guide for Teachers. Sage Publications Gathercole, S.E., Alloway, T.P., Willis, C.S and Adams, A.M (2006). Working memory in children with reading disabilities. Journal of Experimental Child Psychology. 93, 265-281.		
Dyslexia	Reid, G. (2011, 3 rd edition) Dyslexia. London: Continuum. British Dyslexia Association –		

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	www.bdadyslexia.org.uk Dyslexia Association – www.dyslexia.uk.net		
Find additional examples of research and outline it in the space provided below. Reflect on how your reading impacts on your practice.			
Planning (Embedded SEND approaches)			
Differentiated learning outcomes			
Questioning			
Chunking			
Modelling			
Scaffolding			
Multi-sensory learning strategies			