

Research and Evaluation

Research is used to inform the development of targeted and universal interventions for children and young people at the individual, school and authority level. Educational Psychologists share knowledge about what works and promote the use of evidence informed practice. Educational Psychologists also carry out research and support others to do so. Please contact any member of the team if you would like to help with a project.

They will then discuss whether there is capacity to take on the project.

Details of recent professional development, research and evaluation can be found on our website link to our newsletter.

Contact us

If you have any questions or comments, we would like to hear them.

Our webpage has further details:

<http://www.midlothian.gov.uk/EPS>

Or you can contact us at:

Midlothian Council

Educational Psychology Service

Education, Communities and Economy

Fairfield House

8 Lothian Road

Dalkeith EH22 3ZG

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INFORMATION FOR PARTNER AGENCIES

Educational Psychology Service



www.midlothian.gov.uk

Midlothian 

Educational Psychology

Educational Psychologists work within local authorities and in partnership with families and other services. We use applied psychology and knowledge of child development to improve the life chances of children and young people. We work with our partners to ensure that we are getting it right for all children and young people to ensure that they are safe, healthy, active, nurtured, achieving, respected, responsible and included.

Statutory function

The Service has a statutory role in relation to the Education (Additional Support for Learning)(Scotland) Acts (2004, 2009) to contribute to the identification of children's additional support needs and give advice to the Reporter to the Children's Panel regarding children's needs.



What can I expect from the Educational Psychology Service?

Consultation, assessment and intervention

Consultation, assessment and intervention involve working collaboratively with the people most closely involved with a particular issue. The aim is to explore the issue(s) and to collectively generate workable solutions. Educational Psychologists join the ongoing cycle of assessment of a child or young person's needs. This process always involves the parent/carer and leads to an intervention plan which can then be implemented and reviewed.

We have a Service Level Agreement which outlines how we work with schools. A copy of this can be downloaded from our web page as can the allocation list which details which Educational Psychologists are linked with each school.



Supporting professional development

We support professional development taking account of the following principles of good practice:

- Active participation, dialogue and feedback along with follow-up and support
- A combination of experimentation and reflection to support change
- Effective organisation, leadership and collaboration
- Impact on practice and beyond the learners to children and young people
- A culture of professional interaction
- Opportunities to watch and work with colleagues
- Evaluation of long term impact

Recent training includes:

- Resilience
- Attachment and Executive Functioning
- Working Memory and Self-Regulation in the classroom
- Identifying and supporting Dyslexia
- My Brilliant Brain - Teaching with the Brain in Mind
- Supporting Children with Autistic Spectrum Disorders (ASD) (in conjunction with our colleagues from Child and Adolescent Mental Health Services (CAMHS))