



**QUEEN'S  
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BELFAST**

# **EQUITY, DIVERSITY AND INCLUSION:** Exploring intersectional identities and the considerations for Educational Psychology



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## Foreword

On the Doctorate in Educational, Child and Adolescent Psychology (DECAP) programme, year 2 trainee educational psychologists (TEPs) complete a research-based placement with a focus on equity, equality, diversity and inclusion (EDI). This seeks to give opportunity to explore, reflect on, and research areas of significance and relevance to EDI particularly in relation to educational psychology and our communities in Northern Ireland (NI). It is an opportunity to raise awareness of people or groups who may experience disadvantage, power imbalances, marginalisation, or discrimination.

During a series of interactive reflective and reflexive sessions, TEPs explore moral and ethical issues, as well as personal/professional experiences and implications. There are two key concepts that are explored during these sessions, and are explained through the poster presentations and the following chapters in this document. The first is a tool, the Social Graces Framework by Burnham, Roper-Hall and colleagues (e.g. Burnham, 2012), and the other is the concept of intersectionality (Crenshaw, 1989).

The Social Graces Framework contains an acronym where each letter in 'graces' can represent an area of difference or power that people may experience (e.g. gender, race, age, ability, class, culture, sexuality, and spirituality). This is not an exhaustive list, rather an easily accessible starting point to support self-reflexivity and aid practitioners in beginning to recognise and conceptualise areas of difference in relation to themselves and others; areas some may be aware of, others they are not.

Intersectionality is a metaphor to understand how multiple areas of difference (for instance those the Social Graces Framework illustrate), power relations, or inequality interact and lead to disadvantage, oppression, and discrimination for individuals and groups (Crenshaw, 1989). It can be considered "a way of understanding and explaining complexity in the world, in people, and in human experiences" (Collins & Bilge, 2022, p22).

With these concepts in mind, TEPs picked areas of interest and importance to them, they developed bespoke research questions, they undertook a scoping review of the literature, and in many cases consulted with people in a position of 'knowing' about the area. They then collated and summarised the learning and insights as a poster presentation (along with this supporting documentation) to share with the educational psychology community in NI and beyond.

We hope that you will find the work the TEPs have undertaken to be interesting and informative, and that it will inspire you to continue to advocate on behalf of the children, young people, families, schools and communities that we serve.

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*"There is no such thing as a single-issue struggle because we do not live single-issue lives."*

Audre Lorde

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**Chapter One**  
**The Challenges Faced by Refugee and Newcomer Children Following Displacement from their  
Home Country**

by  
Lena Andrae

**Abstract**

Children and young people (CYP) and their families who have been displaced from their country of origin face significant challenges and difficulties while resettling in a new environment. This review aims to examine the scope of literature regarding the adverse experiences of refugee and newcomer children and their known strengths and protective factors during the acculturation process and the respecting implications for educational psychology practice. The scoping process took place in the databases PsychINFO and ERIC and was guided by the PRISMA-ScR checklist. The results were mapped by their general and methodological properties and then analysed using a thematic approach guided by the ecological systems theory (Bronfenbrenner, 1977) to display the multifaceted impacts on the child. This includes the child's immediate environment, the interaction of agents in direct contact with them, the agents with no direct contact with the child, changes over time, and the culture and society of their new environment. Refugee and newcomer CYP can experience academic, social-emotional, and behavioural difficulties in school and are negatively impacted by acculturation gaps and ecological difficulties experienced by their families. However, there is evidence of cultural strengths and protective factors during the resettlement process, such as strong family relationships and effective collaboration of educators, professionals and community organisations surrounding the child. In conclusion, educational psychologists (EPs) are at the forefront of providing accurate assessment of educational needs, and can have a role in supporting teacher training and development, and supporting schools in developing a welcoming and inclusive school environment that allows children and their families to thrive.

## **Introduction**

Children and their families who have been displaced from their home country are faced with a multitude of difficulties while trying to resettle in a new environment. This review provides an outline of the challenges experienced by refugee and newcomer children and young people and the risk and protective factors that emerge. Comments are made with respect to the implications for educational psychologist and school practice.

## **Summary of methods**

Information was gathered to identify the scope of current literature and the respective implication for professional practice. Reporting was guided by the PRISMA-ScR (Preferred Reporting Items for Systematic reviews and Meta-Analysis extensions for Scoping Reviews) checklist and explanation (Tricco et al., 2018), and the six-stage methodological framework by Arksey and O'Malley (2005) was adapted.

The aim of the review was to explore the scope of literature regarding challenges faced by refugee and newcomer CYP and the implications for educational psychology practice. The Population Concept Context framework (Peters et al., 2017) informed the scoping and mapping process (Arksey & O'Malley, 2005) when identifying the research question. The identified population was school aged refugee and newcomer CYP; the concept was around challenges faced and impacts experienced in the context of displacement and resettlement. The resulting research question was:

- What is the scope of knowledge regarding the challenges faced by refugee and newcomer CYP, after displacement and while resettling in a new environment?

A literature search was conducted in two databases: PsychINFO (1806-present) and ERIC (Education Resources Information Centre). Publications between 2018-2023 were included. First, results were screened and duplicates removed. Then, publications were screened via their titles and abstracts for applicability and eligibility to the research question. Lastly, papers were screened via full text and relevant documents were determined. The string searches produced a total of 323 documents; after screening 11 documents remained and these have been included (see Appendix A for summary of sources included).

## **Key findings/results**

The findings were structured using the ecological systems theory (Bronfenbrenner, 1977) to underline the different levels and intersectionality of adversity experienced by refugee and newcomer CYP. As such they are mapped according to the related ecological systems.

### ***Microsystem***

The microsystem describes a child's immediate surroundings which are in direct contact with them (Bronfenbrenner, 1977).

Refugee children can experience acculturation gaps between themselves and their parents, where they acculturate more quickly to the environment than their parents. This can be a stressor in the parent-child-relationship (d'Abreu et al., 2019). However, strong parent-child relations can act as a protective factor to accumulated stress in a child's life (d'Abreu et al., 2021). Furthermore, strong ties to their home culture and ethnicity and experiencing social value of their identity can have positive health outcomes (d'Abreu, 2021, Guo-Brennan & Guo-Brennan, 2021).

Many refugee and newcomer families experience financial hardship, which can be a stressful experience for CYP (d'Abreu et al., 2019). However, often refugee parents successfully reframe such economic stressors - for example, describing them as opportunities - which can mitigate their negative impacts (d'Abreu et al., 2021).

In school, refugee CYP experience academic difficulties due to a lack of ability to communicate in English and rushed transitions from English second language (ESL) classes to mainstream education (Ayoub & Zhou, 2021). Regarding their peers, refugee children can face social, emotional, and behavioural difficulties, often involving bullying and forms of discrimination (Ayoub and Zhou, 2021). In this context teachers play a pivotal role and collaboration of professionals can be a protective factor (Elliot et al., 2021). This is further discussed within a child's mesosystem.

### ***Mesosystem***

The mesosystem describes the interaction between a child's immediate influences, e.g., connections between family and school (Bronfenbrenner, 1977).

Children from newcomer and refugee backgrounds face multiple risks which have been greatly exacerbated by the COVID-19 pandemic (Santiago, 2021). The pandemic has caused increased feelings of fear and anxiety for refugee communities, which included a resulting lack of access to health and social care, financial stressors, and prolonged uncertainty as to their immigration status (Santiago, 2021). Considering these challenges, schools are a main access point for mental health support, due to decreased access of services outside of school (Santiago, 2021).

The COVID-19 pandemic has impacted refugee parental mental health due to loss of employment and financial worries (Santiago, 2021) which in turn has the potential to negatively impact their children's mental and physical health. Refugee and newcomer CYP often have less access to

technology needed to enable them to study at home and in-person instructions need to be prioritised to ensure quality support and to foster a welcoming and supportive environment (Santiago, 2021).

Another difficulty reported by refugee children was around challenges regarding home-school communication and having to translate for their parents (d'Abreu et al., 2019). The parentification of refugee and newcomer children (d'Abreu et al., 2019) by being the communicative resource of a family is another stressor experienced.

One of the most impactful protective factors emerging from this review is that professionals who are in the child's immediate surrounding collaborate and work together. To guide a healthy transition into a new school system for refugee children, close liaison between school, health, social, legal, and political services is key (Elliott et al., 2021, McMullan et al., 2020). This can be achieved by educators, students, and parents sharing their perspective to improve schools' welcoming abilities and inclusiveness (Guo-Brennan & Guo-Brennan, 2021). This may include collaboration with external and community services (Elliott et al., 2021).

### ***Exosystem***

The exosystem is defined as a social system with no direct interaction with the child (Bronfenbrenner, 1977), one example may be school policies or parental workplaces.

Educational policy can negatively impact refugee children, especially regarding their sense of belonging (d'Abreu et al., 2019). This can be particularly true in school environments of low cultural diversity, where a sense of belonging can be compromised (d'Abreu et al., 2019). This sense of belonging is key to prevent feelings of isolation and to increase understanding of a new country and available resources (d'Abreu et al., 2021).

Furthermore, being placed in areas of less opportunity can impact access to further or higher education and engagement in extracurricular activities. However, schools and communities that display more cultural diversity establish more opportunity for integration and a sense of safety and happiness (d'Abreu et al., 2019).

### ***Macrosystem***

The macrosystem describes the culture and society surrounding an individual which frames their relationships and environmental structures (Bronfenbrenner, 1977).

In their areas of resettlement, refugee and newcomer CYP often experience stressors in relation to perceived discrimination and bullying (d'Abreu et al., 2019). This can be related to religion, names, and clothing (d'Abreu et al., 2019; Karimba et al., 2021). Perceived discrimination can lead to

lower self-esteem, poorer school adjustment and a sense of isolation, and females are more vulnerable to these outcomes (d'Abreu et al., 2019). Refugee and newcomer CYP find their academic motivation compromised which impacts their school performance (Karimba et al., 2021). However, Karimba et al. (2021) showed that parental involvement enabled refugee young people to reject experiences of discrimination and to push forward within their school careers and towards academic success.

Regarding such issues and risk factors, it is vital to access the school and their surrounding communities (d'Abreu et al., 2019). School and professionals need to be informed and understand the cultural strengths of refugee and newcomer CYP and multiculturalism must be introduced as an asset (Kiramba et al., 2021; Brar-Josan & Yohani, 2019). An example of this could be multicultural education to inform about negative stereotypes, which can have positive health and academic outcomes (Kiramba, 2021; Guo-Brennan & Guo-Brennan, 2021).

### ***Chronosystem***

The chronosystems accounts for transitions over time and describes the concept of time in an ecological system.

No refugee or newcomer experience is the same as another and outcomes over time can differ significantly. According to Gagné et al. (2021) there is strong evidence that refugee and newcomer CYP catch up on their academic performance in comparison to their native peers. First-generation refugee children had especially positive trajectories. McMullan et al. (2020) underlined the extreme resourcefulness and resilience of some refugee children, which needs to be acknowledged and factored into a phased and holistic integration programme in school.

### **Conclusions and implications**

Educational psychologists are at the forefront of in-school support for refugee and newcomer children in the United Kingdom (Elliott et al., 2021). It is an EP's duty to use the most appropriate assessment batteries available and Khawaja and Howard (2022) present a list of suitable and culturally fair assessment resources for professionals working with refugee students. These include assessment for language ability, observation schedules, test batteries for behavioural or social difficulties and non-verbal cognitive functioning.

Another concept explored by Brar-Josan and Yohani (2019) is the idea of cultural brokers as a form of support and intervention. This involves introducing a person from the same cultural background as the refugee or newcomer students to act as a first contact in school. This helps to establish a safe and welcoming environment and ensures students receive support during resettlement, cultural integration, and when accessing support services.



Similarly, Guo-Brennan and Guo-Brennan (2021) developed a concept for welcoming and inclusive schools, providing guidance for school leadership, processes, policies, professional development for school and teaching staff, community student empowerment, and celebration of cultures while also maintaining links to existing priorities within the school.

**Chapter Two**  
**What Impacts do Mental Health Problems have on Exclusion and Academic Performance of  
Primary and Secondary School Students?**

by  
Michael Carroll

**Abstract**

Mental health affects everyone, positively and negatively. Mental health issues can have a significant impact on our daily functioning and affect all aspects of our lives, including education and learning. The aim of this review was to analyse the results of the literature related to the impact of mental health problems on the educational life cycle and academic performance of primary and secondary school students. The PRISMA-ScR checklist and explanation (Tricco et al., 2018) was used as a guide. A comprehensive search strategy was used, and a grey literature search was conducted to identify keywords for searching the Scopus, Taylor and Francis, Web of Science and Wiley databases. Nine studies were identified based on inclusion and exclusion criteria. The articles differed in terms of objective, methodological design and data analysis techniques. All articles examined the impact of mental health problems on education and the future consequences for students. From the results identified, three common themes related to mental health emerged: as mental health needs increase so too does the likelihood of being temporarily or permanently excluded from school, mental health has a negative impact on academic performance, and significant mental health needs have implications for completion of compulsory education.

## **Introduction**

The occurrence of mental health problems or disorders is not limited to one person or group. It is generally accepted that mental health is ubiquitous, mental health experiences are unique and range from positive health and wellbeing to difficulties or disorders. Anyone has the potential to develop a mental health need or issue, depending on the interaction and influence of biological, psychological and social factors experienced by the individual across their lifespan.

According to WHO (the World Health Organisation), a mental disorder is "characterised by a clinically significant disturbance in an individual's cognition, emotional regulation or behaviour. It is usually associated with distress or impairment in important areas of functioning" (WHO, 2001). In childhood and adolescence, many children have difficulties with cognition, emotion regulation or their behaviour. It has already been established that 50% of adult mental disorders begin before the age of 15 and 75% occur before the age of 18 (Kessler et al., 2007; Kim-Cohen et al., 2003). This is of particular interest in NI as the incidence rate for adult mental disorders is 25% higher when compared to the rest of the UK and therefore this rate may be similar in children and young people. Young people are also less likely to seek treatment than other groups (Soneson et al., 2022), suggesting that this figure may be higher. The Youth Wellbeing Prevalence Survey (2020) summary includes statistics specifically for NI: 1 in 8 children have emotional difficulties, 1 in 10 have oppositional defiant disorder and 1 in 8 children meet criteria for a mood or anxiety disorder. Within each subgroup, there are differences in the specific types of disorders according to the child's gender, age and socioeconomic status.

Children and adolescents whose difficulties are not clinically significant enough to merit a diagnosis of a mental disorder (Kearney, 2008), but are significant enough to impair functioning to the point of interfering with daily living, are of concern. Duffy et al. (2021) found in their research with key stakeholders in education that it is the children with the greatest difficulties who access support services. This suggests that a child with less significant needs, but whose functioning is impaired, may not be receiving the appropriate support to reach their full potential. The aim of the review was to examine previous research to understand and raise awareness of the potential impact of mental health problems or disorders on individuals in their educational journey.

## **Summary of methods**

This review was conducted over a period of four weeks by one reviewer. A methodological framework (Arksey & O'Malley) was followed, consisting of six stages. The PRISMA-ScR checklist and explanation (Tricco et al., 2018) was used to provide guidance at each stage of the review. An initial

research question was developed that would produce comprehensive results when entered into a search engine. The initial research question was:

- What impact do mental health problems have on exclusion and educational outcomes of primary and secondary school students?

The research question was then refined to ensure that the results were specific to the topic of interest by changing educational outcomes to academic performance to produce more specific results. Through refinement of the research question and a grey literature search, keywords from studies of potential interest were collated and used in the search of the Scopus, Taylor and Francis, Web of Science and Wiley databases.

A total of 3,087 articles were identified that contained one or more keywords in the title or abstract. Using inclusion and exclusion criteria and limiters (date and category), titles and abstracts were screened, and the most relevant articles were selected. A total of 51 articles were selected for full text screening; after full text screening 9 articles remained for inclusion in this review (see Appendix B for summary of sources included).

### ***Consultation stage***

This exploration included consultation with professionals. In this case, two professionals were consulted: the manager of a child and adolescent mental health service (CAMHS) in NI and a senior educational psychologist. The first consultation was with the manager of the CAMHS team before the review began, to gather information to support the initial aims of the scoping review. The second consultation, with a senior educational psychologist with experience in the area, was conducted during the review.

### **Key findings/results**

The identified studies provided interesting insights into the impact of mental health problems on exclusion and academic performance summarised under three themes.

#### ***Exclusion - those with mental health problems are more likely to be excluded from education***

In their UK longitudinal study, Paget et al. (2017) found that mental health difficulties and social communication difficulties were significant predictors of temporary and permanent exclusion from educational institutions. These findings were confirmed by Parker et al. (2019). Their findings also suggest that children diagnosed with mental health difficulties are more likely to be involuntarily or voluntarily excluded. Interestingly, their findings also suggest that children whose mental health

difficulties were below the subclinical threshold, and therefore not identified by a service, were more likely to be excluded than children without problems.

The results also showed that a higher percentage of children who were temporarily or permanently excluded used the CAMHS than those who were not excluded (Fazel & Newby, 2021). Males were also more likely to be excluded than females (Fazel & Newby, 2021; Power & Taylor, 2022). Studies by Pirrie et al. (2011) and Tejerina-Arreal et al. (2020), found results suggesting a bidirectional relationship between school exclusion and mental health. Negative outcomes such as mental and physical health difficulties and persistent unemployment are influenced by earlier school exclusion (Pirrie et al., 2011).

### ***Non-completion of compulsory schooling***

Mental health difficulties have also been found to be a contributing factor in non-completion of compulsory schooling (Bowman et al., 2017; Brannlund, Strandh & Nilsson, 2017; Sagatun et al., 2014). From a systematic review, Bowman et al. (2017) concluded that 40% of secondary school adolescents suffering from depression or anxiety do not complete their studies. In a longitudinal study, Sagatun et al. (2014) also found that adolescents with mental health difficulties were more likely to not complete secondary school compared to students without mental health difficulties. Gender differences were found among adolescents who did not complete upper secondary school; mental health difficulties in males tended to lead to externalising behaviours, while female adolescents tended to be more likely to show internalising behaviours.

### ***Academic performance negatively impacted***

The academic performance of students who have mental health difficulties is lower than average (Dalsgaard et al., 2020; Brannlund et al., 2017). The negative relationship between academic performance and mental health difficulties is more significant for males than females (Dalsgaard et al., 2020; Brannlund et al., 2017), however, both males and females diagnosed with anorexia nervosa have been found to perform better than average (Dalsgaard et al., 2020). The importance of the relationship also increases with the age of the student (Brannlund et al., 2017).

### **Conclusions and implications**

It is evident that mental health difficulties have a negative impact on the educational path of students. Mental health difficulties are a precipitating factor for many forms of exclusion from school and they can also negatively impact completion of compulsory education and academic performance. It is important to consider the future impact of exclusion, poor academic performance or non-completion of school. It is possible that the above outcomes may affect employability (Pirrie et al.,

2011) and socio-economic status in the future. Most worryingly, there is a cohort of students who do not meet the subclinical threshold for a clinical diagnosis of a mental disorder (Parker et al., 2019) and who may not be identified for support services even though their academic performance is impaired. It is important to raise awareness of those children who may be experiencing mental health difficulties but who have not yet been identified. This could be supported by future training for all educational professionals on internalising and externalising mental health behaviours and by promoting inter-agency collaboration with mental health services.



### **Chapter Three**

#### **Class, Culture, Gender; Destination. Exploring Barriers to Social Mobility in Northern Ireland (NI) and Implications for Educational Psychologists (EP)**

by

Megan Douglas

#### **Abstract**

In 2022 a government review of interventions, launched in 2012, designed to increase representation across higher education, highlighted how Protestant working class males continue to be underrepresented in NI within higher education (Tazzyman et al., 2022). Previous reviews have examined the role of gender in educational attainment (Harland & McCready, 2022), however with the NI education system being uniquely differentiated according to academic performance and perceived religious affiliation (Borooah & Knox, 2017) there is a range of compounding factors to consider which influence engagement in higher education. A scoping review (Arksey & O'Malley, 2013) was completed. This identified nine studies which explored how an intersectional perspective of Protestant working class males may inform attitudes towards higher education. Studies were explored for recurring themes. Broad influential factors were collated under the headings of; family environment, personal affect towards engagement in higher education, and attitudes to social mobility. Findings showed that under-representation cannot be predicted by the membership of one reference group but rather it is a nuanced perspective of the intersect that is important for educational psychologists to consider. Conclusions indicate that EPs should be culturally sensitive of the social ecological context of each pupil and the subtle themes that may inform their attitude and/or motivation for onward study. Future studies may wish to explore what practitioners could learn from the analysis of success of working class males (Ingram, 2009) in the context of relatability for pupil aspirations.



## Introduction

"Social GRRRAACCEESS" (SG) is an acronym<sup>1</sup> designed to prompt curiosity and self-awareness for practitioners of unconscious bias, life experiences, and equity when we position ourselves in relation to others (Burnham, 2018). This review explores the intersectional dynamics (Cho et al., 2013) between several of these circumstances within the NI education setting.

In October 2022, the Understanding Widening Participation Report was released. This report reviewed the 2012 'Aiming Higher' government strategy which aimed to increase participation in higher education from groups underrepresented at that time (Tazzyman et al., 2022). Protestant working class males were described one of the 'stubborn pockets' (Tazzyman et al., 2022) of underrepresentation. An earlier 2010 report, commissioned by the Northern Ireland Office (NIO) explored how pupils from Catholic maintained secondary schools, with free school meal eligibility (FSME) were twice as likely to attend university compared to pupils from state controlled schools (Purvis, 2010).

Exploring the intersectional dynamics of multiple Social Graces helps to avoid 'single axis' bias when considering complex, multi-faceted concepts (Cho et al., 2013). Northern Ireland has a unique culture with significant history and the exploration of many topics requires sensitivity. The NI education system is differentiated by school performance and religious affiliation (Borooah & Knox, 2017). In addition to this, the Multiple Deprivation Index suggests that there are over 890 area localities in NI (Statistics NI, 2017). These range in need and affluence across nine deprivation domains. This range reiterates the need to consider the compounding, intersectional influence of identity characteristics on engagement in higher education.

Existing empirical studies have explored the underachievement of males in education (Harland & McCready, 2022). However, Ingram (2009) reported that working class children of all genders face 'dense impermeable limits' formed by complex interactions between external inequalities and internal attitudes. In addition, studies to date have used FSME as an indicator of class status. Yet, whether this binary measure truly reflects the complex dynamics between class and culture is debated (Shuttleworth, 1995). It has also been suggested that community ecological factors can support or compromise educational attainment (Goeke-Morey et al., 2012). Therefore, a greater understanding of home culture may increase insight into the complex relationship with educational attainment (Early et al., 2022).

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<sup>1</sup> gender, geography, race, religion, age, ability, appearance, class, culture, ethnicity, education, employment, sexuality, sexual orientation and spirituality (Burnham, 2012).

## **Summary of methods**

This research aimed to build an understanding of how the intersectional dynamics (Cho et al., 2013) of class, culture, gender and religion impact higher education destination and subsequent social mobility in NI. As the context for engagement in higher education is nuanced, complex, and multi-factorial, this review aims to explore the following research questions:

- What is known about the intersectionality of gender, religious affiliation, culture, and class on the underrepresentation of Protestant males in higher education?
- What are the implications for educational psychologists?

A scoping review framework was used to structure this study, developed by Arksey & O'Malley (2005) and supplemented by Levac, Colquhoun & O'Brien (2010). The literature search was conducted across multiple databases: PsychINFO (1806-present), Scopus, ERIC, and other literature was gathered from miscellaneous sources. Comprehensive search terms were utilised with a total of 381 articles identified initially containing one or more keywords in the title or abstract. Using inclusion and exclusion criteria and limiters, the titles and abstracts were screened, and the most relevant articles were selected. After full text screening nine articles remained for inclusion in this review and were assessed for trends and themes (see Appendix C for summary of sources included).

As part of this process, consultation with a key stakeholder was undertaken. When considering how to conduct a meaningful consultation on this sensitive topic the work of Buus et al., (2022) who reviewed a sample of 66 articles which included a stakeholder consultation following a scoping review (Buss et al., 2022), was considered. The key suggestion was that a consultation exercise should only be included with the genuine focus of encouraging participation and reporting accurately on the voices of those who may have an alternate view. Therefore, with the goal of participation and widening the narrative through different views, a key stakeholder who is heavily involved with community based restorative justice working within grassroots communities was approached for comment on the findings of this review.

## **Key findings/results**

### ***Descriptive Statistics***

With emotive and topical issues, a nuanced approach is important. All studies were included due to their focus on intersecting social graces and higher education.

### ***Study Data Set***

Of the study sample, 33% focused on GCSE results, measuring academic attainment. The remaining 67% of studies were exploring representation in higher education.

### ***Religious Affiliation***

In summary, studies did not report religion as a single predictor of educational attainment. However, themes and attitudes varied for students from either maintained or controlled schools. All studies acknowledged that religion remains a key identity indicator in NI. A significant level of difference in performance between controlled and maintained school leavers was noted by Boroogh & Knox (2017) both for those entitled to FSM and those pupils not entitled.

### ***Themes relating to underrepresentation in higher education of Protestant males***

A noticeable factor is the timing of de-industrialisation and the role this has played in social mobility and employment opportunities for those who are Protestant and working class (Osborne, 2006). With this has also come a reduction in role models doing practical roles within the labour market in NI (Cormack & Osborne, 1994). Cormack and Osborne (1994) noted themes of defensiveness and fearing the future among Protestant men when exploring the future and the changing labour market.

### ***Ecological Context***

One study of the census data reported that parental qualification level was the strongest attainment predictor after adjustment for other factors (Early et al., 2022). The introduction of the student loan in 1998 saw opportunities widen for students from all backgrounds and studies examining datasets after that year saw an increase in students from working class (referred to as manual) backgrounds (Osborne et al., 2001).

### ***Thematic Analysis***

An inductive approach was applied to analyse the studies in relation to Protestant, working class males. Recurring trends were combined to identify themes, displayed in table 1 below. Figure 1 is used to propose a model for the relationship between intersecting themes which can promote or compromise engagement in higher education.

Table 1 Collated intersectional themes

<b>Themes</b>		
<b>Family Environment</b>	<b>Individual Affect</b>	<b>Social Mobility</b>
Cohesion	Pessimism	Peer influence
Parental qualification level	Anxiety regarding finances	Role models
Exposure to violence	Geographical location of the education provider	The mechanism for achieving mobility
Parental occupation	Aspiration for leadership	Labour market prospects
Low monitoring, low expectations	Pernicious impact of risk factors such as drugs	Community attitude to education
Family income	Identity	Representation
Attitudes to schooling	Chronic stress	De-industrialisation
FSME		

Figure 1 Proposed model for the relationship between intersecting themes



**Discussion**

All of the papers in the sample were considering the intersectionality of multiple social graces resulting in the underrepresentation of Protestant males in higher education. Findings suggested under-representation cannot be predicted by the membership of one reference group but rather it is a nuanced perspective of the intersect that is important for EPs to consider.

While it is acknowledged that males are underperforming academically at GCSE level (Purdy, 2022) due to multiple factors (Harland & McCready, 2012), this review found that gender alone is not the sole predictor for higher education outcomes (Early et al., 2022).

This review set out to examine how multiple social identities compound to produce a distinct experience for pupils in NI. For example, in NI school absences are higher for FSME children than for their peers (Lundy et al., 2016). This review found supportive evidence that the intersectional dynamics of pupil awareness of financial or other chronic stresses on the family can compromise educational outcomes (Goeke-Morey et al., 2012).

Historically, the student loans and grants system increased higher education access for many from financially disadvantaged backgrounds (Osborne et al., 2006). In this review, data after the introduction of the student loan show representation from students from Catholic maintained schools increasing. However, greater reluctance for applying for a student loan was observed in Protestant communities (Osborne et al., 1984; Osborne et al., 1988). It is also of note that annually at least 40% of pupils entering higher education migrate to study in mainland UK, the majority of these pupils leaving controlled schools (Osborne et al., 2001). Northern Ireland has a cap on total university student numbers, a potential barrier for those from intersects of disadvantaged social identities due to costs associated with migrating (Osborne, 2001).

The study of intersectionality reveals the multiple compounding factors of a young person's experience in NI and the higher risk of undermined educational outcomes due to the chronic stress of living in a region of protracted political conflict (Goeke-Morey et al., 2012). This chronic stress, and other priorities at home, compounded with a potential lack of parental engagement in education (Early et al., 2022), anxieties regarding debt (Osborne et al., 2006), the changing job market (Cormack & Osborne, 1994), and reduced representation of relatable role models (Early et al., 2022) all suggest how these dynamics intersect to form barriers to education for young males from Protestant, working class backgrounds.

### **Conclusion and implications**

Intersectionality avoids simplistic explanations for complex situations. This review explored why those currently at the intersection of FSME, Protestant, and parents with minimum qualifications are least likely to engage in higher education (Borooagh & Knox, 2017). While there is no single predictor for educational underachievement, understanding a pupil's culture in light of themes identified in this review provides an intersectional perspective of how life experience impacts accessibility, motivation, and ecological investment in education.

### ***Educational Psychology Implications***

In NI educational psychologists can provide insight into best practice for how to increase a pupil's equity and access to need. Part of the EP role is to practice the competency of equity, equality, diversity and inclusion through the promotion of understanding and widening participation for those members of communities who face marginalisation. Some practical considerations include (see figure 2):

- Consideration of mentoring programmes (Tazzyman et al., 2022). Many of these papers highlighted government reports which used language such as 'underrepresentation',

‘underachievement’ and ‘educational disadvantage’ (Purvis et al., 2010). Educational psychologists may have an important role to carefully select appropriately hopeful language to encourage and impact the atmosphere of such discussions.

- Promotion of leadership aspirations. One theme that emerged was that of potential pessimism for Protestant males (Goeke-Morey et al., 2012). If spaces where appropriate role models cannot be developed safely, then we may see the consequences elsewhere, for instance potentially through a drug culture which offers ‘quick fixes’. Providing a strong evidence base for leadership aspiration programmes and collaborating with them in communities local to an EP’s school may play a role in targeting an increased visibility of individuals that young people can relate and aspire to.
- Regardless of religious affiliation there is a consistent correlation between parental qualification level, employment, and higher education engagement. One linked data set found maternal qualification level to be the strongest predictor of educational attainment level (Early et al., 2022). It is therefore hugely important for EPs to consider the accessibility of our information for parents and facilitate them to perceive the value of education (Purvis, 2010).

Figure 2 *Implications for educational psychologists*



**Next steps**

This review has reiterated the potential for the role of supporting the social ecology of a pupil with investment in education, therefore making the system more accessible to the child. Further support may be to explore with parents/carers what their attitudes are to higher education. This review has also raised the requirement for increased analysis of, and focus on, success (Ingram, 2009) in the context of relatability for pupil aspirations.



## Chapter Four

### Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQ+) identity in Gypsy, Roma and Traveller (GRT)<sup>2</sup> Communities

by

Ciara Higgins

#### Abstract

Gypsy, Roma and Traveller (GRT) children and young people are the lowest performing groups in education in the UK on all measures of attainment, progress, behaviour and attendance (Mulcahy et al, 2017). Literature is beginning to examine the experiences of GRT individuals who identify as LGBTQ+ and suggests there may be unique challenges associated with harbouring these two marginalized identities. A review of the literature was conducted a review of literature examining the long-term outcomes for children and young people identifying as GRT LGBTQ+ and the implications for professionals working with them. A scoping review framework (Arksey & O'Malley, 2005) was used to collate relevant literature. Five studies were included for review. Findings indicate that while GRT LGBTQ+ individuals can experience conflict between their ethnic and sexual/gender identities, they report experiencing more discrimination due to their ethnic identity, with generally poorer outcomes for education and social and emotional wellbeing being linked to this. Professionals working with these populations need increased awareness of the specific forms of oppression they are subjected to and need to foster greater support within both non-GRT and LGBTQ+ communities.

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<sup>2</sup> **Note on terminology:** A collective term to describe all included ethnic identities in this study implies that they are a homogenous group when they are not. However, due to the paucity of research on these populations, the acronym GRT (Gypsy, Roma and Traveller), was adopted in order to include as much relevant research as is possible while also acknowledging the uniqueness of identity within each ethnic group.



## **Introduction**

### ***Gypsy, Roma and Traveller Communities***

Gypsy, Roma and Traveller groups are considered some of the most disadvantaged groups in the UK and Ireland (Kende et al, 2020). Factors impacting this are both institutional (e.g. inadequate housing, access to healthcare, inflexible education systems) and sociocultural (e.g. mobility, cultural expectations, cultural identity) (Mulcahy et al., 2017). Anti-GRT discrimination is well-documented in research across the UK and Ireland and has been described as the “last acceptable form of racism” (Kende et al., 2020; Hamilton, 2018; Sartori, 2022).

### ***Gypsy, Roma and Traveller experiences in Education***

In terms of attainment in literacy and numeracy, progress in respect of the curriculum, behaviour, and attendance, GRT children and young people are the lowest performing groups in both primary and secondary education in the UK (Mulcahy et al., 2017). The barriers to GRT performance in education include:

- Cultural barriers; these include mobility of lifestyle, parent/guardian negative experiences of education systems, cultural gender roles (Mulcahy et al., 2017) and, at times, protection of GRT children and young people from non-GRT culture through retraction from mainstream education (Eminson, 2021).
- Material barriers; these include poverty, inadequate housing, reduced access to healthcare and SEN support (Bhopal, 2011; Foster & Norton, 2012).
- Discrimination; experiences of bullying and racial prejudice in educational settings from peers and professionals are common (e.g. educational professionals’ lack of educational aspirations for GRT pupils based on ethnicity) (Traveller Movement, 2017).

### ***LGBTQ+ identity in GRT communities***

A small body of literature is beginning to capture the unique experiences of individuals at this intersection of ethnicity, sexuality and gender (e.g. Eminson, 2021; Sartori, 2022; Fremlova, 2019). Parallels have been drawn between the experiences of LGBTQ+ community and GRT communities, highlighting how both have faced prejudice and discrimination from “normative society” (Baker, 2002) and describing them as “natural allies” (Dunajeva, Kóczé & Cemlyn, 2015). However, recent research indicates that harbouring two marginalised identities, that of LGBTQ+ and GRT, can be profoundly challenging (e.g. Baker, 2002).

## **Summary of methods**

The present research seeks to capture the current understanding of long-term outcomes for children and young people identifying as LGBTQ+ GRT and the implications for professionals working with them. A scoping review framework was used to structure this study, developed by Arksey & O'Malley (2005) and supplemented by Levac, Colquhoun & O'Brien (2010). The populations of interest in this study are individuals from GRT communities who identify as LGBTQ+. The central concept is the impact of LGBTQ+ and GRT identities on long-term outcomes for these individuals. The outcomes of interest are educational attainments, employment and wellbeing. Systematic searches of Scopus indicated that shorter and more concise search strings yielded fewer but more specific and relevant literature on the current topic (e.g. "Roma" + "LGBTQ" + "Queer"). Hand-searching of these results' references and citations identified further relevant literature, until concept saturation was apparent.

Inclusion and exclusion criteria were applied to the studies resulting in five studies in total being included for review (see Appendix D for summary of sources included). Results were reported in line with recommendations by Levac et al. (2010). Due to the varying ethnic, sexual and gender identity variables reported in the selected papers, a qualitative rather than quantitative analysis was conducted. This approach differs from systematic reviews that conduct a thematic synthesis of qualitative research. This approach was adopted in order to identify and compile any common findings in the literature that contributed to the research question. A consultation was also conducted with a prominent member of an action group for Traveller and Roma rights.

## **Key findings/results**

### ***Social and Emotional Outcomes***

Four of the five included studies identified a struggle between ethnic identity and sexual or gender identity for LGBTQ+ GRT individuals. Participants spoke of "passing" as either GRT or LGBTQ+, being forced to choose inclusion in one community at the expense of another and the trauma of this experience (Fremlova, 2019). However, ethnic identity was often reported as being targeted for more discrimination than their sexual or gender identity (Sartori, 2022):

*"I've experienced more discrimination for being a Traveller than I ever have done for being gay"* - Focus group participant (Sartori, 2022).

Some participants spoke of how they live “out” in their ethnic communities. For example, one participant on Fremlova (2019) described how their transition from female to male was accepted in their Romani community:

*“All over the world, man means more than woman, so I’ve been improved or upgraded in their eyes, as it were.”* - Romani Transgender male (Fremlova, 2019).

In this instance, heteronormative conventions are used by non-LGBTQ+ GRT members to understand the LGBTQ+ identity of their relative, which offers a way for both ethnic and gender identity to be openly assumed by the individual (Baker, 2002; Fremlova & Georgescu, 2014). However, this is only one account and more recent research (e.g. Sartori, 2022), along with consultation, indicates that living “out” in GRT communities is not always met with opposing GRT-specific community values, as is often assumed by non-GRT researchers.

### **Education and Employment Outcomes**

Four of the studies included educational and employment outcomes for these populations. Two of the studies reported that entry into formal education marked the start of a developing awareness of Roma participants’ ethnic minority identity as a “negatively-constructed difference” (Maté, 2015; Fremlova, 2019):

*“I recall the first day and the seating in the school.... Only now I recognise that the seating was based on me being Roma. By the way, the other Roma student who was sitting next to me later on was transferred to a school for special needs children.”* - LGBTQ+ Roma male, 23 years old. (Maté, 2015)

Two of the studies (Fremlova, 2019; Sartori, 2022) indicated that the lesbian GRT experience of education is negatively impacted by gender, with bullying in school settings contributing to early school-leaving. Limited education then limits the prospects of lesbian GRT for living independently (Fremlova, 2020).

*“I wasn’t educated enough where I could imagine myself having a job, certainly not one that could pay the bills and rent and give you any sort of life. And we don’t have a life outside of the site”* - Focus group participant (Sartori, 2022)

In contrast to this, Fremlova (2020) found that gay Roma men report that their status in their ethnic communities as “key people” (i.e. people with skills and knowledge of benefit to their communities) can act as a mitigating factor to their sexual identity, and enables them to live openly with their sexual identity as part of their ethnic community. In consultation, this observation was

extended to lesbian Traveller women, who more recently, the stakeholder explained, have begun to take on a matriarchal role in their families by non-traditional means (e.g. role of researcher and keeper of family tree). Table 2 includes a summary of the long-term outcomes for GRT LGBTQ+ individuals.

*Table 2 Long-term outcomes for GRT LGBTQ+ individuals*

<b>Author</b>	<b>Education</b>	<b>Employment</b>	<b>Social and Emotional Wellbeing</b>
Baker (2002)	Not included	Not included	<p>Emotional and physical detachment from communities due to sexual identity.</p> <p>Experience of stigma in GRT community for sexual identity and in non-GRT communities for ethnic identity.</p> <p>“Passing” in either community (i.e. assuming a non-GRT or non-LGBTQ+ identity) allows adaption but at the cost of other community.</p>
Emison (2021)	Not included	Not included	<p>Individuals who identify with LGBTQ+ community and Traveller community report hiding ethnic identity in favour of wider LGBTQ+ acceptance.</p> <p>Non-GRT members of LGBTQ+ community indicate some inclusion in LGBTQ+ spaces for GRT LGBTQ+, however lack of knowledge on GRT culture contributes to an unwillingness to engage with topic and minority blaming.</p>
Maté (2015)	Entry to education marks first point of awareness around ethnic minority identity - identified by participants as first encounter of their ethnicity as a negatively-constructed difference.	Not included	Development of dual identity as Roma LGBTQ+ occurs in stages of shame/shock, anger/denial, proof, reconciliation and pride.

*Table 2 continued Long-term outcomes for GRT LGBTQ+ individuals*

<b>Author</b>	<b>Education</b>	<b>Employment</b>	<b>Social and Emotional Wellbeing</b>
Sartori (2022)	Limited access to third level education also limits opportunity for LGBTQ+ GRT to explore identity and develop skills to live outside of ethnic community.  Lesbian GRT participants reported higher levels of bullying and exclusion in educational settings, leading to leaving formal education.	Not included	In relation to their LGBTQ+ identity: <ul style="list-style-type: none"> <li>• 90% of respondents reported experiencing stress</li> <li>• 87% experienced anxiety</li> <li>• 82.6% experienced depression</li> <li>• 60% experienced suicidal thoughts</li> <li>• 32.6% attempted suicide</li> <li>• 30.4% experienced substance misuse</li> </ul>
Fremlova (2019)	Formal education reported to be the first experience of discrimination due to Roma ethnic identity.  Lesbian Roma women lack the education and skills that gay Roma men can have due to cultural gender roles, further restricting their access to higher education and careers outside of their ethnic community.	Gay Roma men report benefits of status within the community if they are “key people” (i.e. educated, employed, knowledge of non-GRT systems). This role can act as a mitigating factor for enabling acceptance of their LGBTQ+ identity within their ethnic community.	LGBTQ+ Roma experience ethnic discrimination in LGBTQ+ settings.  Risk of further social marginalisation and socioeconomic disadvantage for Roma LGBTQ+ impacts on decision to “come out”.

## **Conclusions and implications**

### ***Increased awareness among professionals of GRT LGBTQ+ issues***

All five included studies recommended increased awareness of the GRT LGBTQ+ experience among professionals in support roles working with these populations. Maté (2015) highlights that GRT LGBTQ+ individuals are subject to specific forms of oppression at the intersection of racism, xenophobia, homophobia and transphobia, and professionals should be aware of these interacting factors. Furthermore, Fremlova (2020) warns of the fact that GRT communities may not ascribe to conservative, anti-LGBTQ+ values that non-GRT may ascribe to them, and therefore professionals should be aware of their assumptions when working with this population. This point was also echoed in consultation.

### ***Increased visibility and education within LGBTQ+ communities***

Linked with increased awareness of professionals is the recommendation that these professionals should then help to promote understanding within both GRT communities and non-GRT communities of their respective cultures, with the aim of reducing the struggle between identities (Baker, 2002; Emison, 2021; Sartori, 2022). Sartori (2022) highlights that increased visibility of GRT LGBTQ+ at Pride events helps to promote their visibility within both GRT and LGBTQ+ communities in a very positive way. Links between support services for GRT communities and LGBTQ+ communities (e.g. National Action Group for LGBTI+ Traveller and Roma Rights) should be forged by these professionals to facilitate greater visibility and support for these populations.

### ***Implications for educational psychology practice***

The following implications for educational psychology practice are drawn from the papers included in this review:

- Education of LGBTQ+ issues within GRT communities to promote understanding and acceptance and encourage visibility of LGBTQ+ GRT within their ethnic communities (Baker, 2002).
- Greater education within non-GRT communities about GRT culture (Emison, 2021).
- GRT communities may not always ascribe to presumed anti-LGBTQ+ views, therefore professionals should be mindful of their assumptions when working with this population (Fremlova, 2019).
- GRT LGBTQ+ individuals are subject to specific forms of oppression at the intersection of racism, xenophobia, homophobia and transphobia which professionals should be aware of (Maté, 2015).
- Professional services outside of GRT community are commonly sought for support by GRT LGBTQ+ youth (e.g. counselling services, community workers, school). These community services can provide a “safe place” for individuals to access support (Sartori, 2022), the importance of this, and the role that EPs can play as sources of support should not be underestimated.



**Chapter Five**  
**Autistic and Gender Diverse: A Scoping Review of School Experiences and Support during**  
**Adolescence**

by  
Zoe Keys

**Abstract**

The intersectionality of Autism Spectrum Disorder (ASD) and gender diverse (GD) identities has gained increased attention in clinical research. To date, however, this co-occurrence has largely been studied through a medicalised lens. Despite distinct research into the respective needs of adolescents with ASD and those identifying as GD, there exists a need to explore the intersection of the two in the educational context. This scoping review sought to map the literature pertaining to autistic, GD adolescents in relation to school experiences and support, with the aim of identifying implications for educational psychology research and practice. Sources were identified through three electronic databases (Web of Science, PsychINFO, and ERIC), hand-searching, and ‘snowballing’ of references. Sources were deemed eligible if they were written in the English language between 2002 and the present, discussed the school context, and focused upon adolescents who both present with ASD and identify as GD. Reviewed studies ( $n = 5$ ) were primary research, and included qualitative ( $n = 3$ ), quantitative ( $n = 1$ ), and mixed methods ( $n = 1$ ) designs. Findings were reviewed in consultation with an ASD-unit teacher. Recurrent focal points were evident across studies, namely: language and gender identity; social-emotional challenges; ASD-related difficulties; school adaptations; and knowledge of ASD/GD intersectionality. Taken together, the studies indicated a need for greater school staff knowledge to mitigate challenges faced by this population. To effectively guide EPs in their provision of support, there is considerable room for research into this intersectionality in the educational domain.



## **Introduction**

Autism, often referred to as Autism Spectrum Disorder (ASD) is a neurodevelopmental condition characterised by differences in social communication and interaction, and restrictive, repetitive, patterns of behaviour (American Psychiatric Association, 2013). This study seeks to explore the intersectionality of ASD and GD identities. In line with literature, “GD” will be used to reference individuals whose gender identity is divergent from cisgender experience (Strang et al., 2018), acting as an umbrella term for diverse identities and expressions of gender, including felt difference to the sex assigned at birth and absence/fluidity of gender (Allen-Biddell & Bond, 2022).

This intersectionality has gained increased attention in recent years, with Strang et al. (2018) reporting clinical ASD occurrence in 6.3%-13.3% of clinically, gender-referred youth. While Greenspan et al. (2022) suggest findings may be misleading due to the predominance of clinical settings in research, review evidence indicates consistently higher prevalence rates of ASD amongst GD children and young people (CYP) than the general population (Glidden et al., 2016). Narrative review evidence points to multiple biological, social, and psychosocial hypotheses for this co-occurrence (see Van der Miesen et al., 2016).

Despite a lack of clarity surrounding the nature of this intersectionality (Strang et al., 2018), research to date indicates the importance of tailored support for this population (Warrier et al., 2020). Albeit limited, clinical research into the experiences of autistic, GD CYP evidences a marked risk of mental health difficulties and poor quality of life outcomes (George & Stokes, 2018; Mahfouda et al., 2019). While discrete research into autistic CYP and GD CYP (McBride, 2021) discusses shared needs and experiences amongst the respective populations, such as mental health difficulties, school avoidance and social difficulties, Allen-Biddell and Bond (2022) argue educational guidance and resources surrounding the *intersectionality* is lacking.

## **Summary of methods**

### ***Review aims and rationale***

The increased focus upon this intersectionality in clinical research (Greenspan et al., 2022) and the co-occurring difficulties faced by these distinct populations (George and Stokes, 2018; Mahfouda et al., 2019) provide a clear rationale for examining the knowledge base surrounding this population in the educational setting. The review seeks to map the literature pertaining to autistic, GD adolescents in relation to school experiences and support. Given the importance of professional recognition of this intersectionality when supporting these CYP’s psychological needs (Hillier et al., 2020), the study further aims to highlight implications of findings for practitioners, notably EPs in NI.

A scoping review methodology was utilised to synthesise existing knowledge, due to its broad focus on sources of varying quality and methodology (Arksey & O'Malley, 2005; Munn et al., 2018). Review evidence suggests the 'consultation' component of this framework most commonly involves 'consultation about interpreting findings' (Buus et al., 2022). Implications were therefore discussed with the head of a secondary school ASD unit. This review was conducted by one reviewer over an eight-week period, in line with PRISMA-ScR (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews) checklist and explanation guidance (Tricco et al., 2018). Consistent with the Population Concept Context (PCC) framework (Peters et al., 2015), the question guiding the review was:

- What is known about autistic GD adolescents in relation to school experiences and support?

To cover a range of disciplines, three electronic databases were searched: Web of Science, PsychINFO (1806-present), and ERIC. Search terms were piloted and refined, and database thesauruses scanned to yield further key words. A three-stage process was utilised to refine results: title, abstract, and full-text screening. Inclusion and exclusion criteria were implemented. Following the search process, screening, and de-duplication, five sources were included in the review (see Appendix E for summary of sources included).

#### ***A note on study limitations***

The review was conducted by a single researcher, potentially impeding methodological quality and analysis, and increasing susceptibility to bias and subjective decision-making surrounding inclusion criteria and interpretation. While the scoping review process is limited in that the quality of studies is not appraised (Tricco et al., 2018), only primary research was included in the final review. Although multiple search strategies were utilised, findings may therefore not adequately reflect available grey literature.

#### **Key findings/results**

One study (Allen-Biddell & Bond, 2022) involved EP participants, while the remainder involved young people identifying as autistic and GD, ranging from 12-26 years old. Four studies included semi-structured interviews and, markedly, all studies were conducted between 2018 and 2022.

### ***Themes of Reviewed Studies***

A predominant theme across studies was language and gender identity. Adolescents discussed the need for consistent use of correct names/pronouns, including in administration systems (Barber, 2020), and described distress resulting from their incorrect use (Milne, 2021). Educational psychologists benefited from knowledge of gender terminology to facilitate CYP's identity exploration (Allen-Biddell & Bond, 2022). Studies further referenced ASD-related difficulties (Milne, 2021; Strang et al., 2018), including self-awareness and social communication difficulties impeding participants' understanding of their own mental state and their ability to self-advocate for their gender needs. Social-emotional challenges were recurrent across studies, including transphobic and homophobic bullying, and fears of harassment (Barber, 2020; Milne, 2021). Milne explored mental health in greater depth and evidenced depression, suicidal ideation, and gender dysphoria amongst participants.

Regarding school support, *adaptations in the school environment* were repeatedly discussed. Barber (2020) specifically examined formal and informal school structures, such as the importance of policy implementation, accessible bathrooms, and LGBTQ+ support groups. To nurture inclusivity, EPs identified their role in shifting perspectives and implicit prejudices amongst school staff (Allen-Biddell & Bond, 2022). *Knowledge of GD and ASD intersectionality* was consistently noted as a prerequisite of effective support. Studies identified a need for greater school staff knowledge (Barber, 2020; Milne, 2021), in addition to research and resources focused specifically upon this intersectionality to inform evidence-based EP practice (Allen-Biddell & Bond, 2022).

### ***Discussion***

The review highlighted a paucity of research and guidance relevant to autistic GD adolescents. However, it is worth noting that all reviewed studies were published in the past four years, suggesting emerging research interest in this area. In line with search findings, Milne (2021) noted that previous research is predominantly through a medicalised lens. Thus, there exists a need to hear the voices of these CYP in relation to their lived educational experiences. Given the communication difficulties associated with ASD, the absence of tailored participatory or visual methods in reviewed studies may arguably have inhibited access to the authentic voice of participants (Grover, 2004).

### ***Conclusion and implications***

Despite increased clinical research into co-occurring ASD and GD identities in recent years (Greenspan et al., 2022), the scope of literature surrounding the educational experiences of this population remains scarce. The studies under review point to recurrent language, social-emotional, and ASD-related challenges faced by autistic, GD adolescents, and the subsequent need for school

adaptations and staff knowledge of this intersectionality. The review recognises a need for further research in the educational domain, specific to adolescents presenting with intersecting ASD and GD identities, in order that EPs are equipped to deliver evidence-informed support at both an individual and systemic level.

### ***Implications for Research***

The review has identified clear evidence gaps surrounding this population, and points to significant space for further educational psychology research. The dearth of research into this co-occurrence in the educational domain echoes Allen-Biddell and Bond's (2022) concerns surrounding insufficient educational insight into this intersectionality. To shift the predominantly biological research perspective and to inform evidence-based EP practice, future research should qualitatively explore successful implementation of existing school policies (Milne, 2021) and supportive structures (Barber, 2020; Greenspan et al., 2018) for this population.

### ***Implications for educational psychologists***

At an individual level, findings suggest EPs are well-placed to support autistic, GD adolescents when making sense of their identity (Allen-Biddell & Bond, 2022) and self-advocating for their needs (Milne, 2021). Echoing these findings, the consultant ASD teacher indicated that schools would benefit from EP, or 'outsider', support for individual adolescents navigating the transition process. Consultation consolidated the need for wider systemic support, including parental involvement and consistent staff approaches (Appendix E). Cited repeatedly in reviewed studies is the EP's role in nurturing systemic support systems for these adolescents, and in contributing to staff training and policy surrounding this intersectionality (Allen-Biddell & Bond; Barber, 2020; Milne). Admittedly, however, EPs themselves may require further research and guidance (Allen-Biddell & Bond) before they are confidently positioned to do so.



## Chapter Six

### **Predicting and Facilitating Language Development in Extremely Premature Children. An exploration of what is currently known about the impact of being born Extremely Prematurely on Language Development**

by

Louise McDougall

#### **Abstract**

Several marginalised groups (e.g. black and some minority-ethnic groups, those from deprived areas and those with household unemployment) are at higher risk of having a pre-term birth (Snelgrove & Murphy, 2015). Extremely premature children (ExPC) are often born into these groups, in combination with significant health and developmental challenges, hence why ExPC are an important group to consider in terms of intersectionality. This review seeks to explore the literature in relation to ExPC and language development (Ldev), with a view to identifying implications for the practice of educational psychologists. Studies for inclusion were identified via electronic database and grey literature searches; articles were screened and reviewed. The searching/screening process elicited 13 articles published from 2012 to 2023. Three themes emerged: 1) Prevalence and Selective Impairment 2) Maternal Characteristics and 3) Child-related factors. Language delays were found to be higher in ExPC populations compared to full term children/other premature children. However, incongruences in language areas that were impacted were identified. Several maternal and child-related characteristics were linked to poorer performance. The mechanisms by which these factors operate remains unclear. Review findings confirm general language delay is higher in ExPC populations compared to full-term controls/other premature children. Given varying trajectories and profiles of language delay in ExPC, care is encouraged to ensure needs are neither overlooked nor over-stated. Further research is required to understand underlying mechanisms in characteristics that make ExPC more vulnerable to language delays.

## Introduction

### *Definition and Prevalence of Prematurity*

Premature birth refers to live births that take place prior to completion of 37 weeks' gestation. During 2020/21, 6.9% live births in NI fell into this category (Public Health Agency, PHA, 2023). The World Health Organisation (WHO) provides categories for levels of prematurity and the corresponding gestational age (see Table 3).

*Table 3 WHO Categories of Prematurity*

<b>Prematurity Category</b>	<b>Gestational Age</b>
Extremely Premature (ExPC)	Less than 28 weeks
Very Preterm (VPC)	28 to 32 weeks
Moderate to Late Preterm (MLPC)	32 to 37 weeks

### *Outcomes for extremely premature (ExPC)*

Technological and medical advances have led to improvements in survival rates in all categories of prematurity. Despite this progress, challenges remain for premature infants. Anderson et al. (2016) conducted a United States study of 6,009 ExPC, finding 67.6% afflicted by one major morbidity, and over a third with at least two.

Preterm infants are impacted by comorbidities linked to not only being born prematurely, but also conditions connected with medical interventions required for survival/treatment e.g., artificial ventilation. Profiles of difficulties/comorbidities can vary between prematurity categories; whilst ExPC may be the biggest beneficiaries of increased survival rates, their lower level of physical development confers a higher likelihood of requiring intensive specialist care and intervention. These factors can influence growth and neurodevelopment (Brumbaugh, 2019; Price et al., 2023) and impact behavioural, cognitive, motor, and sensory domains, with a negative “dosage effect” as gestational age at birth decreases (Boyle et al., 2012). The impact on LDev is of particular interest given its relationship with educational attainments, and how it impacts interactions with others (Hutchinson et al., 2013; Luttikhuisen dos Santos et al., 2013; Taylor et al., 2021; Woods et al., 2014).

## Summary of methods

### *Review Aim*

This review seeks to explore what is known about the impact of being an ExPC on LDev and the implications of these findings. The following research question was identified:

- What is known about the impact of being an ExPC in the context of language development?

Over a two-month period, studies for inclusion were identified using Arksey and O'Malley's (2005) methodological framework, with cognisance given to PRISMA-ScR (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping review, Tricco et al., 2018). Electronic databases selected for initial literature search were EBSCO, ERIC, PsychINFO and Scopus. A total of 99 articles were returned. Screening for relevance by scanning of titles/abstracts was undertaken. Keywords from articles were utilised for additional searches. Studying and snowballing reference lists and Google Scholar highlighted 172 papers. After initial screening 13 papers remained and were reviewed with pertinent data extracted (see Appendix F for summary of sources included). A thematic approach was applied to detect connections/patterns and three themes were identified. For the consultation phase, online resources in relation to peer support, advocacy and charitable bodies were perused and findings were predominantly consistent with these sources.

#### ***A note on study limitations***

This review was limited by the lack of any NI articles identified, indicating a need for NI-specific research.

#### **Key findings/results**

##### ***Themes***

Analysis of key papers identified three themes: Prevalence and selective impairment, Maternal characteristics, and Child-related risk factors. Each of these themes will be discussed in turn below.

##### **Prevalence and selective impairment**

Seven articles reported prevalence of impaired LDev in ExPC compared to full term controls (FTC) and found significantly lower language scores in ExPC (Barnes-Davis et al., 2020; de Stefano et al., 2019; Kwong et al., 2013; Mansson et al., 2014; Sansavini et al., 2015; Valentini et al., 2021; Voss et al., 2016). Voss et al. (2016) reported the proportion of irregularities in LDev at five years old as 40.4% (versus 20.2% in FTC).

Kwong et al. (2013) found lower mean composite, receptive and expressive language scores compared to FTC. Similarly, Sansavini et al. (2015) found significantly lower language composite performance in ExPC compared to FTC. This finding was significant for expressive language but not receptive. This difference between receptive and expressive communication was reported by Mansson et al. (2014) who found significantly higher levels of language delay in ExPC compared to FTC overall,



and a higher percentage of ExPC with expressive communication delays (45.8% vs 39.8%) even after controlling for variables known to influence LDev.

De Stefano et al. (2019) noted selective impairment, highlighting significant impairment of language production (articulatory phonetics/syntax) whilst language comprehension was spared. Correspondingly, Tulviste (2020) demonstrated how there was a complex relationship between gestational age and LDev delay, with very preterm children having higher prevalence of delays in combining words than ExPC at age 2 (Tulviste et al., 2020). Valentini et al. (2021) also reported language delays across all preterm groups but illustrated the trajectory of delays was not straightforward.

These studies indicate up to 46% of ExPT experience abnormal LDev, and that assessment, trajectory, and profile of these difficulties may be complex. This is consistent with Stipdonk et al. (2020) who found premature children (as a broad group) had LDev delays that were unexpected given their vocabulary and verbal intelligence scores.

#### **Maternal characteristics**

Articles exploring maternal characteristics made particular reference to maternal education and practices. Three articles explored maternal education (Ko et al., 2013; Valentini et al., 2021; Voss et al., 2016). Ko et al (2013) found language scores increased as maternal education increased. Similarly, Voss et al. (2016) found higher cognitive impairment in ExPC was linked with lower maternal education level but did not investigate language independently. More recently, Valentini (2021) found maternal education was a significant predictor of LDev in ExPC.

Valentini et al. (2021) investigated maternal practices and their association with neurodevelopment in all prematurity categories, finding the strongest predictors of higher ExPC LDev were maternal provision of movement opportunities at home and maternal engagement in active play. This corresponds with Zuccarini et al's (2018) findings connecting ExPCs' engagement in active oral and manual exploratory behaviours to higher LDev.

#### **Child-related risk factors**

From the studies included in this review, seven articles identified child-related factors that were predictive of poorer LDev in ExPC:

- Poorer movement patterns/posture
- Less Active Exploratory Behaviours
- Poorer mastery of object permanence (females only)

- Non-English Primary Language
- Lower babbling rates
- Male Gender
- Seizures during hospitalization

### **Conclusions and implications**

Prevalence findings confirm general LDev delay is consistently higher in ExPC compared to FTC and premature group controls. Discoveries regarding specificity of LDev impairment advocate caution in utilisation and interpretation of assessment tools. Consideration should be given to the risk of subtle LDev impairments being overlooked and the impact of ExPC having a non-English primary language.

Maternal and child characteristics provide important indicators for identifying those ExPC with higher risk of LDev delay, and optimum candidates for early intervention, assessment, and monitoring. Further research is required to understand underlying mechanisms at play, and to gauge whether these characteristics operate solely as “red flags” or if they have potential to be targeted to improve LDev. Wider societal implications regarding space for children to explore and recreational resources should be considered.

Given these results, NI-wide early standardised, holistic assessment of ExPC with regular follow-up would be desirable - particularly given difficulties in predictability of LDev trajectories in ExPC and the impact LDev can have on other areas e.g. behavioural difficulties and anxiety (Lowe et al., 2020).

### ***Implications***

- Given that high proportions of ExPC will experience LDev delays compared to other premature children, establishing, and considering prematurity category in assessment may improve prognosis accuracy and optimise resource allocation.
- Composite measures of LDev may not capture the nuances of ExPC LDev, EPs should select and interpret assessment tools and approaches carefully to prevent at-risk children being missed.
- Given variable trajectory of LDev between prematurity groups, early regular monitoring/re-assessment is warranted.
- Identify/consider maternal education at ExPC assessment/intervention.
- Consider programmes to model positive maternal practices e.g. active play that begins in hospital and followed-up at home.

- Promote less well-known maternal practices linked to positive LDev outcomes in materials for new parents.
- Systemic considerations e.g. for consideration at government/local authority policy level:
  - o social housing provision for mothers with ExPC e.g. additional points to avoid overcrowded conditions.
  - o provision of vouchers for toys to allow object exploration (oral/manual) and facilitate development of object permanence for low-income families.
- Whilst male gender and seizures during hospitalization are well known to be associated with higher risk of abnormal LDev, the predictive value of specific aspects such as movement patterns/posture and object permanence are less well known and provide new avenues for exploration. Research to establish the mechanisms by which these variables influence Ldev (e.g., do they operate simply as “red flags”, or can they be utilised as part of targeted intervention programmes) would be warranted.
- Valentini et al. (2021) suggest physical/medical factors may be superseded by environmental factors in terms of influence on ExPC language development over time. This merits further research to identify if time periods exist over which variables have greater/lesser influence, and potentially the time periods when interventions might benefit most.
- Assessment tools (and their interpretation) for ExPC for whom English is not the primary language should be undertaken with care.

## Chapter Seven

### **A Scoping Review of the Long-term Impact of ADHD on an individual's Employment/Occupational Outcomes**

by

Clare McGeady

#### **Abstract**

'Ability/disability' and 'employment' are two aspects of social identity where a person can experience inequality/discrimination. Attention Deficit Hyperactivity Disorder (ADHD) as a neurodevelopmental disorder is an 'invisible' disability with chronic and pervasive challenges related to e.g., executive dysfunction. As such, this diagnosis is likely to impact an individual's work life and employment. A scoping review following the six-stage framework outlined by Arksey and O'Malley (2005) was conducted, examining the research literature on the long-term impact of ADHD on employment/occupational outcomes. Two electronic databases, PsycINFO and Web of Science, and Google Scholar were used to screen research articles against inclusion/exclusion criteria, and data from studies were reviewed, mapped, and analysed for themes. A consultation process followed with practitioners, to discuss and contextualise the findings of the scoping review. In total, 420 citations were screened and reduced to nine research papers for review. Studies reported both quantitative and qualitative data and findings suggested that ADHD cohorts had poorer occupational and related financial/wellbeing outcomes than non-ADHD peers. Additional factors e.g., race, comorbidity, social deprivation, health issues, increased these risks further and education factors e.g., higher academic attainment, were found to improve occupation outcomes for ADHD cohorts, but not to equivalent levels as their non-ADHD peers. Findings indicate that ADHD continues to present significant risks to individuals in their work life, creating job and financial instability and poorer wellbeing. Implications for educational psychologists/schools include the need for explicit and targeted career related skills training and greater awareness, support and accommodation of ADHD symptoms and challenges in school.

## **Introduction**

The Social GRRRAACCEEESSS (Gender, Geography, Race, Religion, Age, Ability, Appearance, Class, Culture, Ethnicity, Education, Employment, Sexuality, Sexual orientation, and Spirituality) (Burnham, 2012) i.e. social graces, is a framework developed to support reflexive practice and examination of social differences and the power imbalances etc. that often accompany them (Birdsey & Kustner, 2021). Crenshaw's (1989) concept of 'intersectionality' also suggests that aspects of a person's identity (e.g., social graces outlined), visible or invisible to others, can intersect and collide (Butler, 2017). As such, they may compound a person's experiences of the world especially in relation to 'privilege', access, inequality, or discrimination.

Attention deficit hyperactivity disorder (ADHD) is a common neurodevelopmental condition, with an estimated prevalence rate in childhood of 5-6% and 2-7% in adulthood (Faraone et al., 2021; Song et al., 2021; Polanczyk et al., 2014). As well as inattention, hyperactivity and impulsivity, ADHD is characterised by 'executive dysfunction', where a person's ability to e.g., organise, initiate/switch tasks and emotionally regulate etc. is negatively impacted (Lambek et al., 2011). These cognitive functions underpin many tasks in daily life, including those related to employment. However, as these challenges are not always visible to others, an individual can be misunderstood and go unsupported (Goodwin, 2020).

## **Summary of methods**

### ***Review aim***

A scoping review was undertaken, adopting the lenses of social graces and intersectionality to understand the nature and extent of the relationship between two graces i.e., 'ability/disability' (ADHD) and 'employment'. This scoping review aimed to identify factors influencing the relationship between ADHD and employment and to consider the implications of findings on educational psychology practice and schools in supporting CYP with ADHD. In adopting a scoping review approach, a broad question was used to explore the related literature, guided by Arksey and O'Malley's (2005) six steps for this methodology:

- What is known in the research literature about the long-term impact of ADHD on an individual's employment/occupational outcomes?

Arksey and O'Malley's (2005) six stage framework for conducting scoping reviews was employed to explore ADHD in relation to its long-term impact on an individual's employment. Tricco et al.'s (2018) 'Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews' (PRISMA-SR) guidelines were also used to ensure key components recommended for

reporting of scoping reviews were included. The broad research question related to ADHD and employment was set after preliminary searching using databases selected and applying Tricco et al.'s (2018) PCC (Population, Concept, Context) framework.

A search strategy was developed which included constructing a search string of key terms to search two systematic databases i.e., PsycINFO (2002-present) and Web of Science (WOS) (Shibboleth), as well as Google Scholar. Nine full text citations were read (from a total of 419 found) and data extracted and organised according to key characteristics of studies e.g., authors, date, location, sampled populations, research methods employed, key findings etc. and charted in tables for ease of analysis. Study data were collated and summarised both quantitatively and qualitatively, with a summary of key themes relevant to the research question (see Appendix G for summary of sources included).

A consultation meeting with two professionals supporting individuals with ADHD and their families was undertaken via Zoom after preliminary results of the review were gathered. The discussion that took place focused on contextualising the findings to applied practice.

## **Key findings/results**

### ***Themes emerging from the data***

Overall, all eight studies reported that ADHD was associated with poorer occupational outcomes for cohorts compared to their non-ADHD peers. Those with ADHD were working in lower paid jobs (Kuriyan et al., 2013; Gemes et al., 2022), earning less (Fletcher, 2014; Altszuler et al., 2016), experiencing more unemployment (19% ADHD versus 13% non-ADHD) and had increased incidence of sackings, redundancies, and leaving their job due to not liking it (Kuriyan et al., 2013). ADHD also increased the risk of disability pension (Helgesson et al., 2021), and public assistance (Altszuler et al., 2016) which further increased in families already identified as disadvantaged (Fletcher, 2014). Fletcher also found that Black and Hispanic individuals with ADHD had poorer outcomes than their white-ADHD peers. Comorbidity for developmental disorders/intellectual difficulties explained some disability pensions (Jangmo et al., 2021) as did poorer physical and mental health found in ADHD cohorts (Klein et al., 2012; Helgesson et al., 2021).

Educational attainment also impacted occupational outcomes (Kuriyan et al., 2013), where ADHD cohorts were more likely not to be in school and experience more academic and disciplinary problems than control cohorts. When these combined with low educational attainment at 17 years, they predicted poorer occupational outcomes. Likewise, when attainment increased and problems decreased, occupational outcomes were better but still lower than those of non-ADHD peers. The

ADHD cohorts were less likely to remain engaged in school (2.5 fewer years) and go to university (15% compared to 48%), which negatively impacted long-term earning potential.

Hogstedt et al. (2022) was the only qualitative study included in the scoping review, where individuals diagnosed with ADHD were asked how their diagnosis impacted sustainable employment. Participants reported that self-awareness of cognitive challenges/abilities helped them understand their strengths, as well as the support they needed in the workplace. They also reported that awareness and acceptance of their challenges in the workplace, and appropriate flexible accommodations were important. Lack of support and understanding led to cognitive overload and stress/burnout, which then led to work becoming unsustainable.

### **Conclusions and implications**

Employment and ability/disability are two 'social graces' (Burnham, 2012) which provided the starting point for this scoping review. Results from large scale, prospective studies overwhelmingly suggested that a diagnosis of ADHD places a person at increased risk of poorer occupational outcomes including lower earnings, unstable work patterns and increased stress/illness. Hogstedt et al.'s (2022) qualitative study provided insight into the lived experience of those with ADHD in work and employment, including problems encountered and the need for flexibility and understanding in the workplace.

The relationship between ADHD and employment was reported to be compounded by other aspects of identity e.g., race (i.e., Black/Hispanic), social deprivation, mental and physical ill health, which all further increased the risk of poorer occupational outcomes (Jangmo et al., 2021; Fletcher, 2014). ADHD is an invisible disability (Goodwin, 2020) and a highly comorbid disorder (estimated at 60+%, Gnanavel et al., 2019) and as such may mean that those with ADHD are particularly vulnerable because of the number of 'colliding' and co-occurring issues (i.e., intersectionality).

### ***Educational psychology and schools***

Evidence reported here in this scoping review suggests that education can play a significant role in improving outcomes for individuals with ADHD well into later life (Jangmo et al., 2010; Altszuler et al., 2016). These authors emphasised that interventions to improve employment outcomes need to start in school, with focus on explicit work-related skills (including money management, careers choices) and interventions for symptom related difficulties (e.g., self-regulation, social skills training). These recommendations were also endorsed and reiterated in consultation with practitioners.

Educational psychologists play a vital role in supporting schools to support CYP with ADHD effectively and equitably. Underpinning this is advocacy, promoting understanding, awareness, and

acceptance of the chronic and pervasive nature of ADHD, as well as removing barriers such as 'ableism' (e.g., questioning the validity of the diagnosis) and promoting evidence in interventions or recommendations. It is important therefore that EPs ensure reflexive practice and awareness of their own assumptions and gaps in knowledge or understanding.





## **Chapter Eight**

### **The Educational Experiences of Secondary School Aged Irish Travellers**

by

Aoife O'Donnell

#### **Abstract**

Irish Travellers are a minority ethnic group indigenous to Ireland. The Irish Travelling community experience significant disadvantage across many domains including health, employment, and education. The aim of the present review was to establish what is known about the educational experiences of Irish Travellers in secondary school. A scoping review of the educational experiences of secondary school aged children/young people among the Irish Travelling Community was carried out, using the framework outlined by Arksey and O'Malley (2005). Three databases were searched, and the results were exported to Endnote 20. Screening was carried out by one reviewer in three stages: title, abstract, and full text screening. The selected studies were reviewed in terms of the general and methodological characteristics, and the key findings. Eight studies were identified for the present review, two quantitative and six qualitative. General and methodological characteristics were extracted. Key themes identified across the eight studies included: bullying and discrimination, early school leaving, and intersectionality between gender and ethnicity. Findings were discussed and implications for EP practice outlined.

## **Introduction**

In the Republic of Ireland (ROI), Irish Travellers' ethnic minority status was officially recognised in 2017 (Department of the Taoiseach). In NI, Irish Travellers were recognised as a 'protected racial group' in the NI Race Relations Order 1997 (Haynes, Joyce & Schweppe 2021).

Irish Travellers make up less than 1% of the population on the island of Ireland (CSO, 2016; NISRA, 2022) and encounter significant disadvantage across multiple domains including health outcomes, educational experiences and employment (Watson, Oona et al., 2017).

Census data from ROI showed that, on average, Travellers leave education more than four years earlier than non-Travellers (CSO, 2016). Research has also demonstrated lower attainments in maths and reading in Traveller children (Weir, Archer et al., 2011). Travellers also encounter high levels of discrimination in education. Research examining Irish students' attitudes towards ethnic minorities found that discriminatory attitudes were most common towards the Travelling Community (Tormey & Gleeson, 2012).

Given the outlined disadvantages faced by the Travelling Community, and informed by the 'Social GRRRAAACCEEESSS' framework (Burnham, 2018), raising awareness of this minority group is considered to be of particular importance to EP practice in NI.

## **Summary of methods**

Arksey and O'Malley (2005) suggest establishing a research question that is broad enough to capture all suitable references within the search results. Therefore no specific location was specified in the search strategy developed for the present review. Given that in the year 2000, Irish Travellers were also recognised as a minority ethnic group in England and Wales (Haynes, Joyce & Schweppe, 2021), it was deemed that specifying the search to the island of Ireland at this stage would be too narrow. The scoping review questions identified were:

- What are the educational experiences of secondary school aged young people from the Irish Travelling Community?
- What are the implications for EPs and EP practice in NI?

Multiple electronic databases (APA PsycInfo (1806-present), SCOPUS, and ERIC) were used to search existing literature relating to the research question. An initial broad search of the literature helped identify relevant search terms. References were screened by title, abstract and full text. Exclusion criteria were applied during the title and abstract screening. A total of eight studies

remained. The reviewer then screened the remaining titles by their full text (see Appendix H for summary of sources included).

## **Key findings/results**

### ***Themes identified***

Commonly occurring findings identified across the studies were organised into three themes: discrimination and bullying, early school leaving, and intersectionality between gender and ethnicity. Each will be discussed in turn.

#### **Discrimination and bullying**

Seven of the eight studies highlighted the discrimination and, in some cases, bullying that young people from the Travelling Community experience in secondary school. The voices of these young Travellers were captured in five studies. Also of note were the negative attitudes of non-Travellers and other minority groups towards young Irish Travellers outlined in McGinley and Keane (2021 and 2022). The impact of continued discrimination on not completing education was noted by Knipe, Montgomery and Reynolds (2005) and Reynolds, McCartan and Knipe (2003).

#### **Early school leaving**

This theme featured in five of the eight studies. Using data from the 2011 census, Watson, Oona et al. (2017) found that 91% of Travellers who were over the age of 25 had left school at 16 or younger. This was compared to 25% of non-Travellers. Furthermore, 28% of Travellers had left before the age of 13 versus 1% of the rest of the population. The experiences captured by the qualitative studies highlighted two key elements of early school leaving: cultural factors and societal factors. As previously mentioned, discrimination and bullying as a factor in early school leaving is discussed (Boyle, Flynn & Hanafin, 2020; and Reynolds, McCartan & Knipe, 2003). Cultural factors highlighted included the tendency to prioritise family commitments over education (Bloomer, Hamilton & Potter, 2014), and marrying younger (Knipe, Montgomery & Reynolds, 2005).

#### **Intersectionality between gender and ethnicity**

Informed by the concept of intersectionality (Crenshaw, 1989), which highlights the multiple layers of oppression that some individuals might face, the experiences of Traveller girls were also noted as a recurring theme. Traveller girls being shamed by non-Travellers for their appearance or dress was discussed in McGinley and Keane (2022).

The tendency within Traveller culture is to marry younger and have children. Bloomer, Hamilton and Potter (2014) discussed how some young Travellers viewed aspects of the school curriculum as not relevant to their future needs as aspiring caregivers.

### **Conclusions and implications**

This review highlighted the complexities that exist in the experiences of Irish Travellers in second level education. While developing the key themes from the selected studies, it was noted that these themes often overlapped and influenced each other. Regarding the theme of early school leaving, this theme echoes what has already been highlighted in the literature from Britain, which described 'push and pull' factors within early school leaving among GRT pupils (Derrington, 2007). Social and systemic factors like bullying or teacher attitudes were identified as 'push factors', and cultural or traditional influences were identified as 'pull factors' (Derrington, 2007). In the present review, bullying and discrimination as a theme very clearly overlapped with early school leaving. Bloomer, Hamilton and Potter (2014) noted that these social factors in early school leaving should not be overlooked on account of the cultural factors, as it takes away from 'institutional responsibilities' (p.15) towards supporting Traveller children in education. Furthermore, several studies highlighted the importance that Travellers do place on some aspects of education (Bloomer et al., 2014; Boyle et al., 2020; Knipe et al., 2005). Therefore, while it may be a cultural tendency to leave school at a younger age, it should not be assumed that Travellers do not value education.

### ***Implications for EP Practice***

- *Reflection and Awareness.* Within the 2016 Health and Care Professions Council (HCPC) Standards of Proficiency, practitioner psychologists must be cognisant of the effect of 'culture, equality and diversity on practice' (p.6). The discussion in several studies around Travellers' attitudes towards education is an example of why it is important for practitioners to strive to identify any stereotypes or assumptions they might hold. Bloomer, Hamilton and Potter (2014) discussed that, in providing education to Traveller youth, there needs to be a flexible approach that, while being culturally sensitive, does not fall into the trap of applying stereotypes.
- *Assessment.* Given the discrimination and bullying outlined, EPs should be mindful if assessing Traveller CYP that there is a strong likelihood these CYP will have experienced these adverse experiences. The impact on a child's social and emotional wellbeing as a result of bullying is well documented (Armitage, 2021). Therefore, experiences of bullying and/or discrimination could be an important factor to consider in terms of formulation.

- *Promoting School Retention.* Following on from this, given that discrimination and bullying can be a factor in early school leaving in secondary school, EPs should aim to draw attention to this in their work across all systems, particularly with schools. Providing training that outlines the literature around Travellers' school experiences to schools could be one way in which EPs promote school retention, i.e., to draw attention to the 'push' and 'pull' factors outlined in the literature. Alternatively, EPs could signpost schools to the Intercultural Education Service in the EA to seek out further training.
- *Adapting to the needs of the family.* In Boyle, Flynn and Hanafin (2020), some parent participants had left school with limited literacy skills. The accessibility of reports and correspondence with the family should therefore be considered when EPs are working with this community.
- *The NI Context.* As six out of the eight studies were from an ROI context, it highlights the need for further research on the topic in NI.



## Chapter Nine

### **What is known about the impact of family structure on academic achievement for children and young people?**

by

Wendy Robinson

#### **Abstract**

The question of whether different family structures affect the academic achievement of children and young people (CYP) is one that has fallen under increasing scrutiny in recent years, due to changes in modern family structures and their continued evolution, e.g. single-parent and blended families. These changes have been cited as having both negative and positive impacts on the academic trajectories of CYP within these structures. For educational psychologists (EPs) to effectively support CYP across all structures, it is important to consider potential differences in the impact that each of these family structures may have. The purpose of this report is to explore and clarify what the research to date tells us about the relationship between family structure and academic achievement. In addition, this review identifies how the findings of this report impact EPs and their practice in NI. A six-stage framework was used to structure and guide this review. Searches were conducted in three databases: PsycINFO, ERIC and Web of Science. In combination with an inclusion criteria, a screening process was conducted to check eligibility. This led to the inclusion of eight papers within the final analysis. There is limited consensus in the literature on the impact of family structure on academic achievement. Nevertheless, three themes emerged from the analysis: researchers' failures to control for confounding variables, stressors, and protective factors. In addition, no research conducted in NI was included in the final review, warranting further investigation in this context.



## Introduction

For the purpose of this report the following family structure definitions are used:

- *Nuclear family*: refers to a family in which a young person lives with their two biological parents and any siblings within the household are full siblings.
- *Blended family*: refers to a family structure created as a result of a remarriage or cohabitation where young people within the household also live with a stepparent, half sibling or step-sibling.
- *Lone parent family*: refers to a family structure where the young person lives with only one of their biological parents.

The landscape of family structure in the United Kingdom (UK) has changed in recent years. For example, lone parents with dependent children accounted for 26% of all families in 2012, a 4% increase since 1996 (ONS, 2020). Similarly, this dynamic has changed in NI, with 21.3% of NI families being lone parents in 2020 (ONS, 2020). Research has indicated that children within non-traditional (e.g. non-nuclear) families may face additional barriers in a number of domains (Amato, 2001; Frisco et al., 2007). However, it remains unclear whether family structure is the main cause of these additional challenges or whether other contributory factors, such as socio-economic status, play a greater role.

A domain of particular relevance to EPs is the role these non-traditional family structures could potentially play in influencing the academic achievement of young people brought up within them. Similarly, this area of research has been subject to similar debate in respect of causal and contributory variables. This review seeks to explore what is currently known about the impact of family structure on academic achievement, and the subsequent implications for EPs in NI and their practice.

## Summary of methods

A scoping review was carried out by a single reviewer guided by Arksey and O'Malley's (2005) methodological framework, and supplemented by the utilisation of PRISMA-ScR (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews) Checklist and explanation (Tricco et al., 2018).

To facilitate the selection of an 'area of difference' to be studied, reference was made to Burnham's (2012) Social Graces Framework. The 'area of difference' chosen to investigate and raise awareness of was "family structure". The Peters et al (2020) Population Concept Context (PCC) framework was used to develop the following research question:

- What is known about the impact of family structure on academic achievement in children and young people?

Searches were undertaken across well-established databases covering a range of disciplines including PsycINFO (1806-present), Education Resources Information Centre (ERIC) and Web of Science (WoS). To ensure the relevance of the studies, inclusion and exclusion criteria were applied for eligibility to be included in the final review. A sum of 84 records was generated through the electronic database searches. After removing duplicates and conducting the title and abstract screening process, 24 were found to be potentially relevant. By utilising Google Scholar and citation chasing search strategies a further nine potentially relevant records were discovered. Three additional articles were identified via grey literature searches and retained after eligibility criteria was applied. A total of 33 full texts were reviewed for eligibility, resulting in the inclusion of eight articles in the final review (see Appendix I for summary of sources included).

## **Key findings/results**

### ***Emerging themes***

After analysing the review articles, a general lack of consensus on the impact of family structure on academic achievement was apparent. Nevertheless, three themes emerged that were relevant to the research question: i) Researcher failure to control for confounding variables; ii) Stressors and iii) Protective Factors.

#### **Researcher failure to control for confounding variables**

Several studies have highlighted and controlled for the impact of socio-economic status (SES) and financial resources (Abuya et al., 2019; Hannan & Halpin, 2014; Molepo et al., 2010). When SES is controlled for in these studies, the impact of family structure on academic achievement was mitigated or significantly reduced (Hannan & Halpin, 2014). This suggests that family structure is not the causal mechanism for poorer academic achievement, as previous research and social stigma in the past might have suggested (Pong, 2003). In addition, Hampden-Thompson's (2013) study found that the differences in reading, mathematics and science between students from single-parent and two-parent families are influenced by respective economic policies. In countries where policies aim to equalise living conditions and where lone parent families are favoured and well-supported, the academic gap between the results of students from lone parent families and those from nuclear families narrows.

### **Stressors**

Previous studies (Härkönen et al., 2017; Molepo et al., 2010) have highlighted numerous stressors that have a similar impact on academic achievement, whether they occur in nuclear or non-nuclear family structures. These included domestic violence, divorce processes, environmental conflict and tension, transitions, parenting styles, personality traits, parental mental health, substance abuse and father involvement (Hannan & Halpin, 2014; Härkönen et al., 2017; Waldfogel et al., 2010).

Of particular interest was the role played by relationship stability within different family structures. The results show that, when relationships within a nuclear family are disrupted, strained and unstable, academic achievement can be affected to a similar extent as for children in lone parent structures (Härkönen et al., 2017; Santin & Sicilia, 2016) These findings support the idea that the influence of family structure on academic achievement is much more complex than simply focusing on the type of family structure.

### **Protective factors**

While there is a large body of research indicating that children from lone parent families are at risk for poorer academic performance, it is important to note that not all children from lone parent families experience academic difficulties. Protective factors identified in research include the quality of the parent-child relationship, parental education, parental engagement, open communication between systems, greater financial stability and age (Amato et al., 2015; Härkönen et al., 2017; Molepo et al., 2010; Santin & Sicili, 2016; Waldfogel et al., 2010). The results of the study by Molepo et al. (2010) indicated that younger children are more affected by divorce, which is reflected in a general deterioration of their academic performance.

### **Conclusions and implications**

Given the findings discussed, it is evident that EPs can play an important role in supporting children's academic achievement in the variety of family structures they will be working with. With the added knowledge regarding the impact that different family structures and other confounding variables have on academic achievement, EPs will be better able to provide individualised holistic assessments and interventions to identify and address the child's academic difficulties.

At the whole school level, EPs can provide training for school staff to raise awareness that family structure is not the cause of academic failure, but rather it is the interaction of a number of confounding variables and, if the impact of these variables is mitigated, academic progress may be made. Providing psychoeducation to schools regarding the impact that a family transition or breakdown such as divorce, bereavement, introduction of a new partner or step siblings can have on

CYP will better enable this important system to support each child to reach their full potential. In addition, EPs can raise awareness of prejudice against family structures or negative personal assumptions, so that as a society we can move away from the negative stigma previously associated with non-nuclear family structures. Moreover, EPs can advocate for systemic change and improved policies and procedures that address issues such as poverty, access to health care and critical resources.

In terms of parental involvement, EPs can work with single parents to encourage more active participation in their child's education. This may include providing resources and support to help them understand their child's academic needs, offering training on effective communication and parenting strategies, signposting to other services, and helping parents to build strong relationships with their child's teachers and school staff.

Although poorer academic achievement has been linked to non-nuclear families, the findings of this review highlight that this relationship is less simplistic than has previously been acknowledged. Researchers, and those supporting children in educational settings, need to be aware of these complexities and how they may impact a child's ability to reach their potential, whilst considering their own potential biases or assumptions as they relate to family structure. Furthermore, it is important to remember that each child's experience is unique, regardless of what family structure they belong to. Consequently, professionals working with families and children must be careful not to look through a narrow single lens, but to take a holistic systemic approach during their consultation, assessment and intervention process.

This review revealed that other confounding variables such as socio-economic factors, the stability of relationships within the family structure and family functioning, may have a greater impact on academic achievement than the structure itself. It is therefore crucial to focus on the underlying factors that contribute to academic achievement and move away from the negative stigmatisation of family structures that deviate from the nuclear family.



**Chapter Ten**  
**Exploring Gender in Relation to Teacher Referral of ADHD**

by  
Aislinn Whyte

**Abstract**

In Northern Ireland, referrals to the local authority educational psychology services can be initiated by teachers. Research indicates that teachers' referral decisions are frequently influenced by aspects of the social graces other than problematic behaviour, such as race and gender. The CYP may be adversely affected by bias in teacher perceptions. The objective of this review is to explore teacher referral of ADHD considering gender as an influencing factor. This review is designed using Arksey and O'Malley's (2005) scoping review framework, while adhering to the PRISMA-ScR checklist (Tricco et al., 2018). Three online databases were used to find papers published in English from 2010 to present. Additional papers were considered through searching grey material, citations, and consultation. Publications originated from a variety of countries worldwide. A total of 44 papers were reviewed for relevance, from which six were selected. All papers considered teacher referral of ADHD in relation to gender as an influencing factor. Teacher referral rates for boys were found to be higher than for girls. Teachers are less likely to refer girls that exhibit ADHD characteristics than boys who exhibit the same characteristics. The more obvious behaviours of hyperactivity and impulsivity had greater impact on initiation of teacher referral. Since girls are mostly diagnosed with the inattentive subtype, symptom presentation may somewhat explain the gender gap in referral rates. Females with ADHD may adopt camouflaging strategies to mask their ADHD symptoms within the school environment. Implicit gender biases inherent in teaching staff may contribute to under-recognition and under-referral of girls with ADHD. In conclusion, teachers require greater understanding and awareness of symptom presentation of the inattentive subtype of ADHD to inform appropriate identification and referral.

## **Introduction**

### ***Area of exploration chosen and rationale***

The HCPC (2016) standards of proficiency require that practitioner psychologists including EPs are aware of equality and diversity and practice in a non-discriminatory manner. The Social Graces Framework (Burnham, 1992, 1993; Burnham & Roper-Hall, 2017) provides a useful framework to consider the many and various aspects of social and individual differences. This review focuses on gender in relation to teacher initiated referrals to EP services. Previous research suggests that the majority of referrals that are made to local authority EP services come from teachers. Research also indicates that a teacher's decisions to refer a child are frequently influenced by aspects of the social graces such as race or gender rather than the behaviour itself. As such, one interesting aspect to consider is if there was any gender bias in teacher referrals. Obviously, there are many reasons for teachers to make referrals therefore this review focuses on only one referral area, ADHD, as research indicated this to be one of the most prevalent childhood disorders in society today.

### **Summary of methods**

#### ***Review aims and rationale***

At one point in time teachers were considered to initiate 74% of referrals to educational psychology services (Lloyd et al., 1991), therefore bias in teacher perceptions may have important consequences for the child and for the school (Sciutti et al., 2004). Research indicates that teachers' decisions to refer a child are frequently influenced by aspects of the social graces other than the problem behaviour itself such as race (Villodas, 2019) and gender (Quinn & Madhoo, 2014). In the UK in 2022, 15.4% of boys received SEN support, compared to 9.2% of girls. Is this need or gender bias in teacher awareness and identification? This review will focus on one SEN area for brevity. Teacher referral of ADHD has been chosen as it is reported to be one of the most prevalent childhood disorders today (Nolan et al., 2022).

In order to provide an overview of the existing literature that relates to the concept of gender bias in teacher referral for ADHD, and to systematically map the research, identifying any existing knowledge gaps, the following research question has been developed:

- Does gender influence teacher referral of students for ADHD?

Arksey and O'Malley's (2005) framework was adopted for this review, it is a five stage process that was used to structure the scoping review process. Literature searching involved three databases (Web of Science, PsycINFO, and ERIC) which resulted in 36 papers. Then, through grey material and

citation searching, a further eight papers were found. Following screening these were narrowed down to six papers that focused on teacher referral of students with ADHD (see Appendix J for summary of sources included). Those excluded were due to being too broad - considering race, autism, focused more on parents, or did not fully concentrate on teacher referral.

#### ***A note on study limitations***

One researcher undertook this review over eight weeks, and this is considered a limitation as one-person reviews lack triangulation and may have subjectivity bias. Arksey and O'Malley (2005) advise against solitary research to identify multiple perspectives and data patterns. Additionally, some important papers may have been missed because the database searches only included papers in English from 2010 onwards.

#### ***Consultation process***

A practising EP with experience of ADHD was consulted with as part of this process. A key finding from the consultation was that teachers appear to have more of an awareness of ADHD in particular, as approximately 20 years ago many did not know what ADHD was.

#### ***Key findings/results***

Five of six studies found that teachers were less likely to refer girls that exhibited ADHD characteristics than boys who exhibited the same characteristics. Moldavsky et al. (2013) found that the ADHD subtype presented was more important than child gender for teacher referral. However, as girls with ADHD predominantly present with internalising characteristics such as inattentiveness (Quinn & Madhoo, 2014), Moldavsky et al. comment that their findings support the possibility that the reason girls are referred less frequently could be due to the inattentive subtype being less frequently recognised. Five themes emerged from the papers: gender discrepancies in identification and referral rates for ADHD, subtypes of ADHD in relation to teacher referral, effect of classroom disruption on teacher decision to refer, girls going under the radar, and teachers need further training in recognising ADHD in girls. Each theme will be discussed in turn.

#### ***Gender discrepancies in identification and referral rates for ADHD***

Coles et al. (2012), Isaksson et al. (2020), Nolan et al. (2022), Quinn and Madhoo (2014), and Sciotto et al. (2004) report that teachers are more likely to identify and refer boys for having ADHD than girls even when displaying the same characteristics. Implicit gender biases inherent in teaching staff may contribute to under-recognition and under-referral of girls with ADHD (Nolan et al., 2022).



### ***Subtypes of ADHD in relation to teacher referral***

Moldavsky et al. (2013) discovered no gender differences in teacher ADHD recognition and reporting. However, teachers referred the Combined subtype of ADHD more frequently than the inattentive subtype. The Hyperactivity subtype is more commonly recognised and referred than the inattentive subtype, according to Coles et al. (2012), Quinn and Madhoo (2014), and Scitutto et al. (2004). Because girls are more likely than boys to be diagnosed with the inattentive subtype (Quinn, 2005), symptom presentation may explain the gender disparity in referral rates (Biederman et al., 2002).

### ***Effect of classroom disruption on teacher decision to refer***

The more overt and disruptive behaviours of hyperactivity and impulsivity were found to have a greater impact on initiation of teacher referral (Coles et al., 2012; Moldavsky et al., 2013). As Inattention is less disruptive to the classroom setting it was found to be less likely to be considered for referral by teachers (Quinn & Madhoo, 2014).

### ***Girls going under the radar***

Teachers most frequently endorsed the perceived impact on the pupil and their peers when making a referral decision (Moldavsky et al., 2013). Isaksson et al. (2020) found teacher ratings to be significantly lower than parental ratings on all symptom scales for girls, but not for boys. Quinn and Madhoo (2014) discovered in their review of 41 papers that parents are often the first to identify difficulties seen at home that are not present at school. Moldavsky suggests that this may be due to girls 'holding it together' during school. Many girls with ADHD engage in camouflaging their difficulties within school (Lai et al., 2022), and satisfactory academic achievement does not rule out ADHD in girls (Quinn & Madhoo, 2014).

### ***Teachers need further training in recognising ADHD in girls***

All six papers concluded that ADHD is an important issue for girls and that teachers require greater understanding and awareness of symptom presentation of the inattentive subtype of ADHD, (most commonly experienced by girls) to inform appropriate identification and referral.

### **Conclusions and implications**

In summary the data extracted indicated that:

- Teacher referral rates for boys are higher than for girls.
- Teachers are less likely to refer girls that exhibit ADHD characteristics than boys who exhibit the same characteristics; this was also verified by consultation with an experienced EP.

- The ADHD presentations of hyperactivity and impulsivity are of greater impact on initiation of teacher referral; this was also verified by consultation with an experienced EP.
- Girls are mostly diagnosed with the inattentive subtype, hence symptom presentation may somewhat explain the gender gap in referral rates. Consultation with an experienced EP revealed that the inattentive subtype is very rarely referred.
- Females with ADHD may adopt camouflaging strategies to mask their ADHD symptoms within the school environment.
- Implicit gender biases inherent in teaching staff may contribute to under-recognition.

### ***Implications for EPs and EP practice***

- Increasing teacher understanding of gender differences in ADHD could help with appropriate identification and referral (Alonso-Marsden, 2017; National Institute of Health and Clinical Excellence, 2018). This could be provided by EPs through specialist ADHD teacher training days.
- Effective home-school links should be encouraged with consideration of symptoms both at home and at school given equal weight (Quinn & Madhoo, 2014; EANI, 2004). EPs could be instrumental in establishing the importance of these links with school staff.
- Increasing EP and teacher knowledge, understanding and consideration of the different subtypes of ADHD and their presentations.
- Increasing EP and teacher knowledge, understanding and consideration of the compounding effects of Intersectionality.
- Future research to investigate the specific mechanisms by which teachers' opinions and experiences influence the referral of ADHD children.
- Future research considering the views of female students diagnosed with ADHD or ADD and their experiences of the school system.

This review only focuses on the narrow area of ADHD in relation to teacher referral. Yet much other research demonstrates referral bias in teacher referral in relation to gender and autism, race and referral rate, socio-economic status and referral rate, and anxiety and referral rate (where interestingly girls are much more likely to be referred than boys even when they are displaying the same characteristics). Nonetheless, one commonality through all these areas, highlighted within this research, is that EPs need to be conscious of the children that are not the most obviously or typically struggling.

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## Appendices

### Appendix A

List of sources included in scoping review for Chapter One

Author(s) and year	Title
Ayoud & Zhou (2021)	Somali Refugee Students In Canadian Schools: Postmigration Experiences.
Brar-Josan & Yohani (2019)	Cultural brokers' role in facilitating informal and formal mental health supports for refugee youth in school and community context: a Canadian case study.
d'Abreu et al. (2019)	Understanding the role of acculturative stress on refugee youth mental health: A systematic review and ecological approach to assessment and intervention.
d'Abreu et al. (2021)	Hope for the future: A qualitative analysis of the resettlement experience of Syrian refugee adolescents and parents.
Elliot et al. (2021)	Supporting refugee children with special educational needs in Northern Ireland.
Gagné et al. (2021)	Thriving, catching up, falling behind: Immigrant and refugee children's kindergarten competencies and later academic achievement.
Guo-Brennan & Guo-Brennan (2021)	Leading Welcoming and Inclusive Schools for Newcomer Students: A Conceptual Framework.
Khawaja & Howard (2020)	Assessing educational difficulties of students from refugee backgrounds: a case study approach.
Kiramba et al. (2021)	Cultural and linguistic experiences of immigrant youth: voices of African immigrant youth in United States Urban Schools.
McMullan et al. (2020)	'Sitting on a wobbly chair': mental health and wellbeing among newcomer pupils in Northern Irish schools.
Santiago et al. (2021)	The impact of COVID-19 on immigrant and refugee families: Qualitative perspectives from newcomer students and parents.

## Appendix B

List of sources included in scoping review for Chapter Two

Author(s) and year	Title
Bowman et al. (2017)	Youth mental ill health and secondary school completion in Australia: time to act.
Brännlund, Strandh & Nilsson (2016)	Mental-health and educational achievement: the link between poor mental-health and upper secondary school completion and grades.
Dalsgaard et al. (2020)	Association of Mental Disorder in Childhood and Adolescence With Subsequent Educational Achievement.
Fazel & Newby (2021)	Mental well-being and school exclusion: changing the discourse from vulnerability to acceptance.
Parker et al. (2019)	Are children with unrecognised psychiatric disorders being excluded from school? A secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007.
Paget et al. (2017)	Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC).
Pirrie et al. (2011)	What happens to pupils permanently excluded from special schools and pupil referral units in England?
Sagatun et al. (2014)	Mental health problems in the 10th grade and non-completion of upper secondary school: the mediating role of grades in a population-based longitudinal study.
Terejina-Arreal et al. (2020)	Child and adolescent mental health trajectories in relation to exclusion from school from the Avon Longitudinal Study of Parents and Children.

### Appendix C

List of sources included in scoping review for Chapter Three

Author(s) and year	Title
Borooah & Knox (2017)	Inequality, segregation, and poor performance: the education system in Northern Ireland.
Cormack & Osborne (1994)	Higher Education Participation of Northern Irish Students
Early et al. (2022)	The influence of socio-demographics and school factors on GCSE attainment: results from the first record linkage data in Northern Ireland
Goeke-Morey et al. (2013)	Adolescents' educational outcomes in a social ecology of parenting, family, and community risks in Northern Ireland
Harland & McCready (2012)	Taking Boys Seriously: A Longitudinal Study of Adolescent Male School-Life Experiences in Northern Ireland
Ingram (2009)	Working-class boys, educational success and the misrecognition of working-class culture
Osborne (2001)	Higher education, participation and devolution: the case of Northern Ireland
Purvis et al. (2010)	Educational Underachievement and the Protestant Working Class: A Summary of Research
Tazzyman et al. (2022)	Understanding widening participation in Northern Ireland.



#### Appendix D

List of sources included in scoping review for Chapter Four

Author(s) and year	Title
Baker (2002)	The Queer Gypsy: An examination of the dual invisibility of Gay Travellers.
Emison (2021)	Caught in the Crossfire: LGBT+ Traveller Intersectionality in Post-Brexit Britain.
Fremlova (2019)	LGBTIQ Roma and queer intersectionalities: the lived experiences of LGBTIQ Roma.
Maté (2015)	Faced with Multiple "Values". Roma Rights 2: Nothing About Us Without Us? Roma participation in policy making and knowledge production.
Sartori (2022)	Unveiling Inequality - Experiences of LGBTI+ Travellers and Roma.

### Appendix E

List of sources included in scoping review for Chapter Five

Author(s) and year	Title
Allen-Biddell & Bond (2022)	What Are the Experiences and Practices of Educational Psychologists When Working with and Supporting Autistic, Gender-Diverse Children and Young People?
Barber (2020)	Helping Double Rainbows Shine: How Formal and Informal School Structures Support Gender Diverse Youth on the Autism Spectrum.
Greenspan et al. (2022)	Identified protective factors to support psychological well-being among gender diverse autistic youth.
Milne (2021)	The Experiences of Autistic Transgender and Gender-Diverse Young People.
Strang et al. (2018)	"They Thought It Was an Obsession": Trajectories and Perspectives of Autistic Transgender and Gender-Diverse Adolescents.

## Appendix F

List of sources included in scoping review for Chapter Six

<b>Author(s) and year</b>	<b>Title</b>
Barnes-Davis et al. (2020)	Extremely preterm children exhibit altered cortical thickness in language areas.
de Stefano et al. (2019)	Uneven Linguistic Outcome in Extremely Preterm Children.
Ko et al. (2013)	Impact of maternal education on cognitive and language scores at 18 to 24 months among extremely preterm neonates.
Kwong et al. (2013)	Parent-recorded videos of infant spontaneous movement: Comparisons at 3–4 months and relationships with 2-year developmental outcomes in extremely preterm, extremely low birthweight and term-born infants.
Lowe et al. (2013)	Effect of primary language on developmental testing in children born extremely preterm.
Lowe et al. (2020)	Early working memory is a significant predictor of verbal and processing skills at 6–7 years in children born extremely preterm.
Mansson et al. (2014)	Children born extremely preterm show significant lower cognitive, language and motor function levels compared with children born at term, as measured by the Bayley-III at 2.5 years.
Sansavini et al. (2015)	Dyadic co-regulation, affective intensity and infant's development at 12 months: A comparison among extremely preterm and full-term dyads.
Stipdonk et al. (2020)	Language functions deserve more attention in follow-up of children born very preterm.
Strandberg et al. (2023)	Babbling in extremely premature infants at 12 months corrected age.
Tulviste (2020)	Language skills at corrected age 2;0 are poorer in extremely and very preterm boys but not girls compared with their full-term peers.
Valentini et al. (2021)	Early detection of cognitive, language, and motor delays for low-income preterm infants: a Brazilian cohort longitudinal study on infant neurodevelopment and maternal practice.
Voss et al. (2016)	The development of extremely premature infants: results from the lower saxony longitudinal study of prematurity.
Zuccarini et al. (2018)	Does early object exploration support gesture and language development in extremely preterm infants and full-term infants?

### Appendix G

List of sources included in scoping review for Chapter Seven

Author(s) and year	Title
Altszuler et al. (2016)	Financial Dependence of Young Adults with Childhood ADHD.
Fletcher (2014)	The Effects of Childhood ADHD on Adult Labor Market Outcomes.
Gemes et al. (2022)	Occupational Branch and Labor Market Marginalization among Young Employees with Adult Onset of Attention Deficit Hyperactivity Disorder—A Population-Based Matched Cohort Study.
Helgesson et al. (2021)	Labour market marginalisation in young adults diagnosed with attention-deficit hyperactivity disorder (ADHD): a population based longitudinal cohort study in Sweden.
Högstedt et al. (2022)	'It's like it is designed to keep me stressed'—Working sustainably with ADHD or autism.
Jangmo et al. (2021)	Attention-deficit/hyperactivity disorder and occupational outcomes: The role of educational attainment, comorbid developmental disorders, and intellectual disability.
Klein et al. (2012)	Clinical and Functional Outcome of Childhood ADHD 33 Years Later.
Kuriyan et al. (2013)	Young Adult Educational and Vocational Outcomes of Children Diagnosed with ADHD.
Pelham et al. (2020)	The Long-Term Financial Outcome of Children Diagnosed with ADHD.

## Appendix H

List of sources included in scoping review for Chapter Eight

Author(s) and year	Title
Bloomer et al. (2014)	Challenges and barriers in primary school education: The experiences of Traveller children and young people in Northern Ireland.
Boyle et al. (2020)	Optimism despite disappointment: Irish traveller parents' reports of their own school experiences and their views on education.
Knipe et al. (2005)	Traveller Children's Experiences in Mainstream Post-Primary Schools in Northern Ireland-A Qualitative Study.
Költő et al. (2022)	Perceived Discrimination Among Adolescents in Ireland.
Mc Ginley and Keane (2021)	"The School for the Travellers and the Blacks": Student and Teacher Perspectives on "Choosing" a Post-Primary School with a High Concentration of Disadvantage.
McGinley and Keane (2022)	Traveller students being and relating to an/'other': identity, belonging, and inter-ethnic peer relationships in a highly diverse post-primary school.
Reynolds et al. (2003)	Traveller culture and lifestyle as factors influencing children's integration into mainstream secondary schools in West Belfast.
Watson et al. (2017)	A social portrait of Travellers in Ireland.

### Appendix I

List of sources included in scoping review for Chapter Nine

<b>Author(s) and year</b>	<b>Title</b>
Abuya et al. (2019)	Family structure and child educational attainment in the slums of Nairobi, Kenya.
Amato et al. (2015)	Single-parent households and children's educational achievement: A state-level analysis.
Hampden-Thompson (2013)	Family policy, family structure, and children's educational achievement.
Hannan & Halpin (2014)	The influence of family structure on child outcomes: Evidence for Ireland.
Härkönen et al. (2017)	Family dynamics and child outcomes: An overview of research and open questions.
Molepo et al. (2010)	Teacher ratings of academic achievement of children between 6 and 12 years old from intact and non-intact families.
Santin & Sicilia (2016)	Does family structure affect children's academic outcomes? Evidence for Spain.
Waldfoegel et al. (2010)	Fragile families and child wellbeing.

## Appendix J

List of sources included in scoping review for Chapter Ten

<b>Author(s) and year</b>	<b>Title</b>
Coles et al. (2012)	Exploring the gender gap in referrals for children with ADHD and other disruptive behavior disorders.
Isaksson et al. (2020)	Unseen and stressed? Gender differences in parent and teacher ratings of ADHD symptoms and associations with perceived stress in children with ADHD.
Moldavsky et al. (2013)	Teachers' recognition of children with ADHD: role of subtype and gender.
Nolan et al. (2022)	Using the IRAP to Investigate Gender Biases Towards ADHD and Anxiety.
Sciutti et al. (2004)	Effects of child gender and symptom type on referrals for ADHD by elementary school teachers.
Quinn & Madhoo (2014)	A review of attention-deficit/hyperactivity disorder in women and girls: uncovering this hidden diagnosis.



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