Current trainees and new entrants to the profession will present their research findings. There are twelve parallel sessions and delegates can select the three sessions they wish to attend. Each presentation will last for 45 minutes and is followed by 15 minutes for questions and small group discussions.

<table>
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<th>Time</th>
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<tr>
<td>09.30 - 10.00</td>
<td>Registration and refreshments</td>
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| 10.00 - 10.15 | Welcome
  Vivian Hill, Programme Director Representative of the DECP         |
| Room:       |全景: Booker and Turner Suite  Diploma Suite  Jasmine Suite  Nobel Suite |
| 10.15 - 11.15 | Helping secondary school teachers to strengthen relationships with students
  William Bulman
  Labels of SEN: Perceptions and Experiences of Young People with a classification of BESD
  Emma Sheffield
  Using Mindfulness Based Interventions with Young People on the Autistic Spectrum
  Teresa Wheeler
  Children with Speech, Language and Communication Needs:
  Challenging the role of Educational Psychologists
  Joanna Vivash |
| 11.20 - 11.40 | Refreshment Break and Poster Viewing                                    |
| 11.45 - 12.45 | “Pass the Parcel”. Are managed moves an effective intervention?
  Is there a role for Educational Psychologists in facilitating the process?
  Christopher Bagley
  A pilot comparison of individuals with Autistic Spectrum Disorder performance during a standard false-belief task and an adapted false-belief task.
  Abigail Tee
  Adolescent neglect: A new approach to conceptualisation and measurement (and the findings from a national schools survey on teenagers’ experiences of parental care)
  Phil Raws
  Labelling difficulties: the curious case of EPs and evidence-based practice
  Daniel O’Hare |
| 12.45 - 13.45 | Lunch and Poster Viewing                                                |
| 13.45 - 14.30 | Using consultation with class teachers to develop inclusive practice: an action research project.
  Dr Hester Riviere
  Exploring the views of mainstream primary class teachers supporting children learning English as an additional language (EAL).
  Elma Shallow
  Children’s Levels of Contingent Self-Esteem and Social and Emotional Wellbeing
  Jonathan Moore
  Strength-based interventions in secondary schools: How can they be most helpful for pupils at-risk and not-at-risk of exclusion?
  Rodanthi Chatzinikolaou |
| 15.00 - 15.30 | Joining the DECP: Vivian Hill and members of the DECP committee         |
| 15.30 - 17.00 | Wine Reception
  An opportunity to meet with members of the DECP and to find out more about the benefits of membership |

Please note all speakers, content and timings are subject to change.