

Developing Minds

Exploring Cognitive Diversity



Newsletter

Autumn/Winter
2021/2022

**Kingston
University**
London

Foreword

Welcome to the Developing Minds Lab's first newsletter of 2022!

The feature article is written by our new Developing Minds member Dr Stone Hsieh. It is about the importance of exercise in children with ADHD and how this can improve cognitive functioning (see pages 4-6).

We would also like to welcome other new members of the Developing Minds Lab, Swane Parchment and Norlina Sexton (see pages 10-11).

You and your child may be interested in participating in some of our current research studies (see pages 12-14).

You will also be able to read about our recent events (page 3), publications, conference presentations and funding awards on pages 15-19.

We hope you enjoy reading about our recent research activities and please look out for news about our upcoming autism workshop and Young Scientist Annual Event. Please remember to join our [mailing list](#) and make sure to *like* our [facebook page](#) for further details.

Kind regards,

Dr Elisa Back
Director of the Developing Minds Lab
e.back@kingston.ac.uk

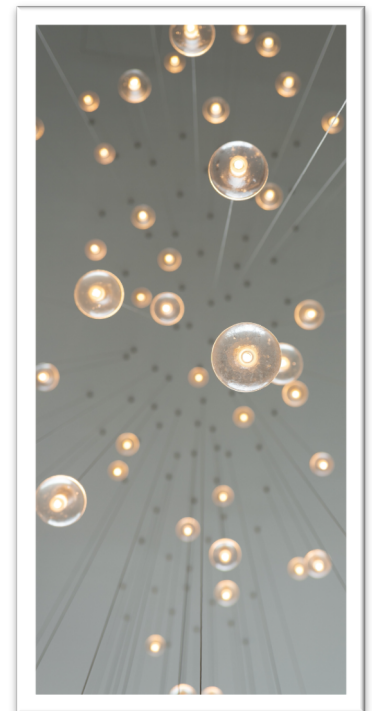
Recent Events

Developing Minds: Research Networking Event 8th December 2021

Thank you to those of you who attended our Research Networking Event at Kingston University in December. This event was attended by academic staff and PhD students from different departments within the University. It provided an opportunity to develop future research collaborations.

The event started with an introduction to the Developing Minds Lab and the research we carry out in typical and atypical development across the life-span (children, adolescents and adults).

Following the introduction, networking activities were hosted, where we all got a chance to speak to each other about our research interests.



It was fantastic meeting members of our lab and colleagues at the university in person, after hosting several online events since the start of the pandemic. We look forward to hosting several more events this year and hope to see you there, whether its online or in person.

MOVE FOR A STRONGER BRAIN!

Written by: Dr Stone Hsieh



Childhood is a period when our brain has great potential to be modulated and shaped by environment factors and experiences. This experience-driven development confers a great window of opportunity for children to be exposed to experiences that will favorably shape brain development, such as learning, exercise, and parental input. Notably, exercise is one of the favorable "experiences" for brain development during childhood. In fact, there is a growing body of literature suggesting that being active can make our children's brain stronger.

For example, recent research showed that school-aged children who engage in more daily physical activity have better attention and memory relative to their inactive peers (Hsieh et al., 2018). Our other study further showed that school-aged children with greater aerobic fitness (our ability to utilize oxygen to produce energy during exercise; higher aerobic fitness means you can complete a mile run faster!) can better activate their brain when they are playing a computer-based task that requires their attention and resistance to distractors from the environment (**Figure 1**; Hsieh et al., 2020). Furthermore, findings from an after-school gymnastics program indicated that school-aged children

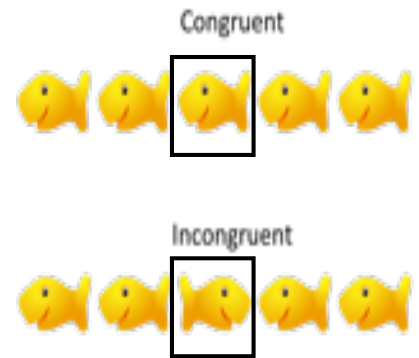


Figure 1. Diagram of the attention inhibition task. Children respond to the direction of the *central target fish* while resisting distractions caused by other flanking fish.

who took part in an eight-week gymnastics program (this program trained children's coordination, balance, and agility; **Figure 2**) had better attention and memory relative to children who were simply instructed to maintain their daily activities and routines (Lin et al., 2021; Hsieh et al., 2017).



Figure 2. Picture taken during the child gymnastics class.

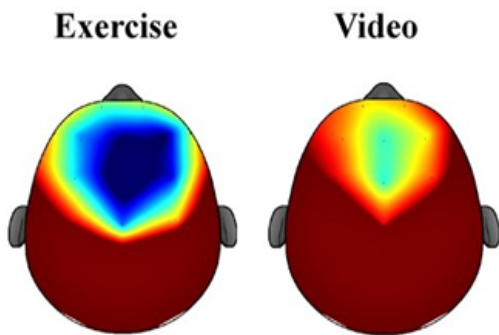


Figure 3. Children with ADHD had greater frontal cortical activation when detecting distractions following treadmill walking relative to following video-watching

On the other hand, research also shows that exercise could be a complementary intervention, apart from medication, for children with attention-deficit/hyperactivity disorder (ADHD). ADHD is a developmental disorder during childhood, affecting 7.2% of children worldwide (Thomas et al., 2015). Scientific evidence has indicated that children with ADHD may suffer from impaired cognition and emotional regulation relative to their typically developing peers. Notably, one recent study showed that a 20-

minute bout of moderate intensity walking on treadmill (a moderate intensity means that you can exercise while talking to your parents and friends) results in better attention (Yu et al., 2020). Further, children with ADHD who engaged in treadmill walking also had better brain activations that can help them inhibit distractors from the environment (**Fig 3**; Yu et al., 2020) and regulate their emotion (Chueh et al., 2021). However, we need to keep in mind that the beneficial effects of one bout of exercise could only last for approximately 1-2 hours, and, therefore, it is very important to exercise regularly!

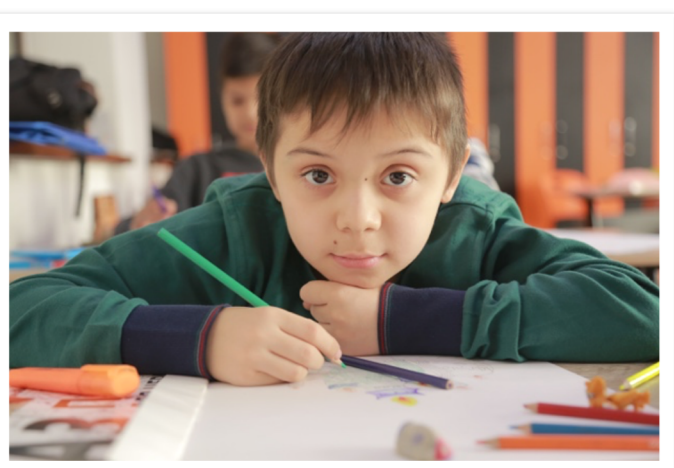
So, what about the optimal dose of exercise for brain health in children? According to the guidelines from the Department of Health and Social Care in the UK, children should participate in at least 60 minutes of moderate-to-vigorous exercise on a daily basis (your heart rate reaches 120-150 per minute during exercise). Children can either participate in a 60-minute bout of exercise or take part in multiple short bouts of exercise (20 minutes per bout) to accumulate sufficient level of activity. It is also recommended that children should participate in both aerobic-based (running, riding bicycle, swimming) and skill-based exercise (tennis, football) to maximize the benefits of exercise to brain development. For both parents and teachers, it is important to not only encourage children have sufficient levels of exercise, but also consider the qualitative aspect (skill level, enrichment of settings) of exercise.





References

1. Hsieh, S. S., et al. (2018). Differences in working memory as a function of physical activity in children. *Neuropsychology*, 32, 797-808. DOI: [10.1037/neu0000473](https://doi.org/10.1037/neu0000473)
2. Hsieh, S. S., et al. (2020). Greater childhood cardiorespiratory fitness is associated with better top-down cognitive control: a midfrontal theta oscillation study. *Psychophysiology*, 57: e13678. DOI: [10.1111/psyp.13678](https://doi.org/10.1111/psyp.13678)
3. Hsieh, S. S., et al. (2017). Effects of childhood gymnastics program on spatial working memory. *Medicine & Science in Sports & Exercise*, 49, 2537-2547. DOI: [10.1249/MSS.0000000000001399](https://doi.org/10.1249/MSS.0000000000001399)
4. Ling, C. C., et al. (2021). Up-regulation of proactive control is associated with beneficial effects of a childhood gymnastics program on response preparation and working memory. *Brain and Cognition*, 149: 105695. DOI: <https://doi.org/10.1016/j.bandc.2021.105695>
5. Thomas, R., Sanders, S., Doust, J., Beller, E., & Glasziou, P. (2015). Prevalence of attention-deficit/hyperactivity disorder: a systematic review and meta-analysis. *Pediatrics*, 135(4), e994-e1001. DOI: [10.1542/peds.2014-3482](https://doi.org/10.1542/peds.2014-3482)
6. Yu, C. L., et al. (2020). The effects of acute aerobic exercise on inhibitory control and resting-state heart rate variability in children with ADHD. *Scientific Reports*, 10: 19958. DOI: [10.1038/s41598-020-76859-9](https://doi.org/10.1038/s41598-020-76859-9)
7. Chueh, T. Y., et al. (2021). The relationship between behavior problems and the duration of acute exercise in children with ADHD: the role of frontal alpha asymmetry. *Research in Developmental Disabilities*, 118: 104063. DOI: [10.1016/j.ridd.2021.104063](https://doi.org/10.1016/j.ridd.2021.104063)



Meet the Researcher



As you may now know, Developing Minds is a research group consisting of academics, PhD students and researchers with a broad range of interests and expertise in how children learn and develop.

We are very happy to tell you more about PhD Researcher Ifigeneia Manitsa in an interview.

Ifigeneia, you have been a prominent member of our Developing Minds Lab and are nearing the end of your PhD studies at Kingston University. Please tell us what got you interested in researching individuals with visual impairments and your motivations behind choosing to research in this field.

My Master's dissertation focused on the inclusion of students with visual impairments in Higher Education and this is when the idea of starting a PhD and pursuing a career in academia came! When I was attending my master studies, I also started learning Greek and English Braille at the Center for Education and Rehabilitation for the Blind in Greece, where I met many individuals with visual impairments who showed me a different perspective of the world. Something that not many people know about me is that I was also born with an eye disorder that required surgery, therefore this is a research area very close to my heart.



What research project are you working on currently?

My PhD thesis examines the social inclusion of adolescents with visual impairments, as well as its effect on their academic learning and socio-emotional development (e.g., self-esteem and social competence). I am also involved in three more research projects: The first project aims to improve the daily lives of families and young people with behavioural problems through the use of a game-based intervention, the second project explores the service experiences of LGBTQ+ youth with special educational needs and disabilities and the third project investigates siblings' experiences of having a brother or sister with an eating disorder.

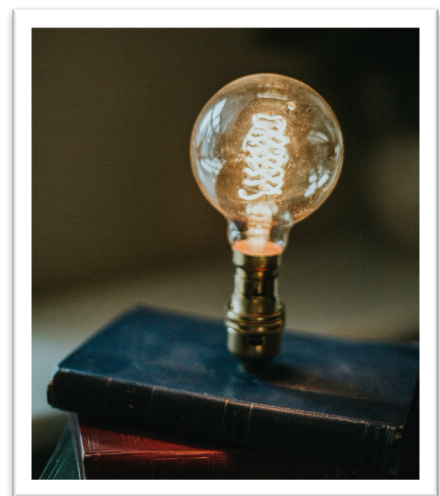
Can you tell us about a recent development in your research area that impressed you or made an impact on you?

I recently conducted some research on the social support that students with visual impairments receive in educational institutions around the world. Although the findings of this study outlined the positive effects of educational interventions on students' social skills and social interactions, they also highlighted the lack of support and the need for implementing more interventions. I need to say that these findings made me even keener to continue conducting research in order to promote the social needs of these students.



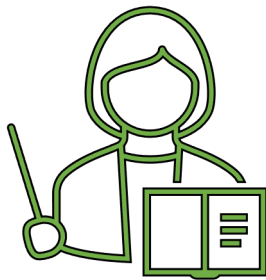
Why is it essential to conduct this research?

Regarding my PhD research, although each type of disability has different characteristics, there is no specific legislation for the socio-emotional needs of children and adolescents with visual impairments. However, research shows that adolescence is a particularly sensitive life period, especially for individuals with special educational needs and disabilities. As for my other three research projects, there is a lack of research on these specific vulnerable populations. Through these projects, we aim to improve the daily lives of these people, as well as the socio-emotional support they receive.



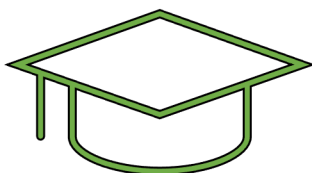
What do you wish you knew before starting your PhD?

My first Degree is in Education and not in Psychology. Although I feel that these two areas are very close to each other and I had taken Psychology classes before starting my PhD journey, I think that my PhD experience would have been less stressful if I had also completed a master's in psychology!



What do you look forward to accomplishing during this journey?

I would like to continue working in academia and become a lecturer. I would also like to work on more research projects focusing on improving the lives of vulnerable and marginalised individuals. Translating research into practice is one of my main future goals.



What have you enjoyed so far since you started your PhD?

Honestly, I feel very blessed to have had the opportunity to complete my PhD in the Department of Psychology at Kingston University. I really do not know where to start... I met some amazing staff members who played a key role in my future career. I also had the opportunity to do a lot of undergraduate and postgraduate teaching and get involved in many research projects. In addition, I deeply appreciate all the chances I had to participate in events organised by the Developing Minds Lab.



What do you like to do when you are not working on research?

I love teaching! I cannot imagine myself doing anything else! I also love spending time with my partner and sister.

New member's
short presentation:
Swane Parchment
Research Assistant
Supervisor: Dr Elisa Back



Hi! I'm Swane Parchment. I previously obtained a BSc (Hons) in History and Psychology and recently graduated from my MSc Child Psychology course at Kingston University. I am interested in all areas of psychology but mainly Clinical and Developmental Psychology and hope to apply for a PhD in the future. I was also a researcher for the Fidget Toy Study during the virtual Young Scientist Event. I am excited to be working with Dr Elisa Back and the members of the Developing Minds Lab on a variety of research projects.

Developing Minds

Exploring Cognitive Diversity



New member's short presentation:

Norlina Sexton

PhD Research Candidate

Supervisors: Dr Maria Livanou,
Dr Fiona Barlow-Brown,
Professor Muthanna Samara

Hi. I am a former IT professional and currently working as a Neurodiversity Study Skills Tutor in Higher Education. I am also a parent to neurodivergent young adults. My PhD research is driven by my lived experience as a parent and neurodiversity service practitioner, with having to navigate the challenges faced by them during the transition to university. Transitions are known to be more stressful for students with autism due to the differences and difficulties with core autistic traits and anticipated worry about the demands of university life. Students with autism can have a range of support needs, with each having a unique profile of cognitive strengths and challenges. Nevertheless, recent data shows greater rates of dropping out compared to their non-autistic peers.

Understanding the individualised needs during the transition to university will reveal the best possible route for intervention. The overall aim of my PhD research is to co-design, develop, and test the feasibility of a newly developed autism transition intervention using mixed methods.

Get involved in our Autism research!

We are looking for volunteers to take part in exciting Autism research. You will enter a prize draw for a chance to win 1 of 4 £50 Amazon vouchers.

"What do people really mean? Understanding others in Strange Situations"

We are interested in seeing how individuals process information in realistic scenes of everyday social situations. The study will involve you watching various clips of these interactions via video call and answer a few questions regarding the clips. You will also be asked to complete a few questionnaires and a short IQ test.

This study is conducted remotely so you can take part on a large-screen device (>13-inch laptop/computer).

Who can take part?

Individuals with or without an Autism Spectrum Disorder diagnosis
aged 16 years or over, who can speak fluent English.

If you are interested or know someone who might like to take part, please contact Milani Pathmanathan.

Email: m.pathmanathan@kingston.ac.uk



Face masks and emotion recognition?

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Who can take part?

Parents and children aged between 6-17.

What does it involve?

Taking part in this research will involve parents completing an online survey about your child's personality and behavior. This will be followed by your child completing an emotion recognition task. This research study will take approximately 30 minutes to complete.

The first 50 people to complete this study will receive a £5 amazon gift voucher as an appreciation for your time.

Details

If you would like to participate in this study please click the link which will take you to more information about the study. If this does not work please copy and paste the link into your web browser.

https://kingston.eu.qualtrics.com/jfe/form/SV_a5zTbOfJ2REFwsC

If you have any questions please contact a member of our research team:

Liberty: K1836576@kingston.ac.uk

Beth: k1213606@kingston.ac.uk



EMOTION UNDERSTANDING IN PARENTS AND CHILDREN

Research aims

The study investigates parents' understanding of their child's emotion comprehension abilities.

Who can take part?

Parents and children aged 4-11.

What does taking part entail?

The study includes parents completing an online survey and then a video-call with your child.

If you have any further questions, please contact:

Courtney - K1808505@kingston.ac.uk

Khyle - K1909375@kingston.ac.uk

Gaia - K1936904@kingston.ac.uk

Hannah - K1905704@kingston.ac.uk

Marina - K1934917@kingston.ac.uk

Kelly - K1918518@kingston.ac.uk

Project Supervisor- Dr Elisa Back (e.back@kingston.ac.uk)
In collaboration with Dr Harriet Tenenbaum (University of Surrey).

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**For further information and access to
study, please scan QR code**



Recent Publications

Back, E., Farran, E., & Van Herwegen, J. (in Press). Block design performance in Willaims syndrome: Visuospatial abilities or task approach skills. *American Journal on Intellectual and Developmental Disabilities*, ISSN (print) 1944-7558. Advance online publication, <http://aaidd.org/publications/journals/articles-accepted-for-publication>

Dr Elisa Back is a member of the British Psychological Society (BPS) Autism Task and Finish Group and recently published BPS best practice guidelines for practitioner psychologists who work with people who have autism: '[Working with autism: best practice guidelines for psychologists](#)'

Chueh, T. Y., **Hsieh, S. S.**, Tsai, Y. J., Yu, C. L., Huang, C. J., & Hung, T. M. (2021). The relationship between internalizing problems and acute exercise duration in children with attention-deficit/hyperactivity disorder: the role of frontal alpha asymmetry. *Research in Developmental Disabilities*, 118: 104063. <https://doi.org/10.1016/j.ridd.2021.104063>

Chueh, T. Y., **Hsieh, S. S.**, Tsai, Y. J., Yu, C. L., Hung, C. L., Benzing, V., Schmidt, M., Chang, Y. K., Hillman, C. H., & Hung, T. M. (2022). Effects of a single bout of moderate-to vigorous physical activity on executive functions in children with attention-deficit/hyperactivity disorder: a systematic review and meta-analysis. *Psychology of Sport and Exercise*, 58: 102097. <https://doi.org/10.1016/j.psychsport.2021.102097>

Hsieh, S. S., Raine, L. B., Ortega, F. B., & Hillman, C. H. (2021). The role of chronic physical activity in alleviating the detrimental relationship of childhood obesity on brain and cognition. *Journal of Cognitive Enhancement*. <https://doi.org/10.1007/s41465-021-00230-7>

Ismail, M. A., Vezzalini, M., Al Sayab, A., Abujaber, A. A. M., Sivaraman, S., Yassin, M. A., Monne, M., Morsi, H., **Samara, M.**, Cook, R., Sorio, C., Modjtahedi, H., Al- Dewik, N. I. (2021). Predictive value of tyrosine phosphatase receptor gamma for the response to treatment tyrosine kinase inhibitors in chronic myeloid leukemia patients. *Scientific reports* 1, 8833. [10.1038/s41598-021-86875-y](https://doi.org/10.1038/s41598-021-86875-y)

Khatab, N., Madeeha, M., Modood, T., **Samara, M.**, & Barham, A. (2022). Fragmented career orientation: the formation of career importance, decidedness and aspirations among students, *International Journal of Adolescence and Youth*, 27:1, 45-59, DOI: 10.1080/02673843.2021.2025114. <https://doi.org/10.1080/02673843.2021.2025114>.

Khatab, N., Madeeha, M., **Samara, M.**, Modood, T., & Barham, A. (2021) Do educational aspirations and expectations matter in improving school achievement?. *Social Psychology of Education*, <https://doi.org/10.1007/s11218-021-09670-7>

Lane, R., D'Souza, S., **Livanou, M.**, Jacob, J., Riches, W., Ullman, R., ... & Edbrooke-Childs, J. (2021). A mixed-methods Realist Evaluation of the implementation and impact of Community Forensic CAMHS to manage risk for young people with forensic and mental health needs: study protocol. *Frontiers in Psychiatry*, 13:1-12. <https://doi.org/10.3389/fpsy.2021.697041>

Recent Publications

Livanou, M. I., Bull, M., Lane, R., D'Souza, S., El Asam, A., & Singh, S. P. (2021). Transition outcomes for young people discharged from adolescent medium secure services in England: A qualitative study exploring adolescents' and carers' experiences. *Clinical child psychology and psychiatry*, 26(4), 1227-1242. (Epub Ahead of Print) <https://doi.org/10.1177/13591045211026048>

Livanou, M., & Lane, R. (2021). Assessing the feasibility of a multicenter transition intervention model across adolescent secure services in England (MOVING FORWARD): protocol for a feasibility cluster randomized controlled trial. *JMIR Research Protocols*, 10(10), e29273. doi: [10.2196/29273](https://doi.org/10.2196/29273)

Manitsa, I & Barlow-Brown, F. (2021). End of award report to Sight for Surrey: "If I wasn't with Sight for Surrey or we didn't have this support from Sight for Surrey, I don't think I would be where I am right now": The role of vision habilitation services in the lives of children and adolescents with visual impairments. London, UK: Sight for Surrey.

Montague, A., **Manitsa, I.** & Barlow-Brown, F. (in press). Factors which explain alcohol and cigarette consumption among young adults during the COVID-19 outbreak. *Emerging Adulthood*.

Samara M., Da Silva Nascimento B., El-Asam A., Hammuda S., Khattab N. (2021). How Can Bullying Victimization Lead to Lower Academic Achievement? A Systematic Review and Meta-Analysis of the Mediating Role of Cognitive-Motivational Factors. *International Journal of Environmental Research and Public Health*, 18(5), 2209. doi: 10.3390/ijerph18052209. <https://www.mdpi.com/1660-4601/18/5/2209/pdf>

Samara, M. & El Asam, A. (2021). Bullying research and intervention in the Arab world. In Smith, P.K. & O'Higgins Norman, J. (Eds.), *The Wiley Blackwell Handbook of Bullying: A Comprehensive and International Review of Research and Intervention*. Chichester: Wiley.

Samara, M., Massarwi, A. A., El-Asam, A., Hammuda, S., Smith, P., & Morsi, H. (2021). The mediating role of bullying and victimisation on the relationship between problematic internet use and substance abuse among adolescents in the UK: Child-Parent relationship as a moderator. *Frontiers in Psychiatry - Child and Adolescent Psychiatry* 12, p. 493385. ISSN (online) 1664-0640. <https://doi.org/10.3389/fpsy.2021.493385>

Younes, S., **Samara, M.,** Al-Jurf, R., Nasrallah, G., Al-Obaidly, S., Salama, H., Olukade, T., Hammuda, S., Ismail, M. A., Abdoh, G., Abdulrouf, P. V., Farrell, T., AlQubaisi, M., Al Rifai, H., Al-Dewik, N. (2021). Incidence, risk factors, and outcomes of preterm and early term births : a population-based register study. *International Journal of Environmental Research and Public Health*, 18(11), e5865. ISSN (print) 1660-4601. [10.1055/s-2006-956774](https://doi.org/10.1055/s-2006-956774)

Younes, S., **Samara, M.,** Salama, N., Al-Jurf, R., Nasrallah, G., Al-Obaidly, S., Salama, H., Olukade, T., Hammuda, S., Abdoh, G., Abdulrouf, P. V., Farrell, T., AlQubaisi, M., Al Rifai, H., Al-Dewik, N. (2021) Incidence, risk factors, and feto-maternal outcomes of inappropriate birth weight for gestational age among singleton live births in Qatar : a population-based study. *PLoS ONE*, 16(10), e0258967. ISSN (online) 1932-6203.

Funding

Back, E. Research Funds (FBSS, LBSS, Kingston University). Research projects related to autism and emotion understanding, £3,728.

Martinelli, C & **Back, E.** CResCID Research Grant. The effects of social rejection on sense of agency and cognitive control dysregulation in clinical and subclinical anorexia nervosa, £2,785.

Hsieh, S. 1st KU Grant- Effects of acute exercise on general and food inhibitory control, appetite, and energy intake. Role: PI (Co-Investigator: Dr. Judith Allgrove, Department of Applied and Human Physiology, KU)

Kandemirci, B. First KU Grant (Evidentiality and Source Monitoring in Children). Role: Primary Investigator (Co-Investigator: Dr Cansu Pala, Ege University, Turkey)

Kandemirci, B. Public engagement: Took part in I'm a Scientist, Get Me Out of Here, a STEM engagement activity for school students. Participated in online chats with students from different schools who were curious about psychology research and teaching. Find out more about I'm a Scientist here: <https://imascientist.org.uk/how-it-works-scientists/>

Livanou, M. LBSS Scheme: 4k funding for the following pilot study: Addressing behavioural problems to improve daily life for families and young people with the use of Regoal game-based intervention: A pilot and feasibility study in a deprived London borough

Manitsa, I. Equality Diversity and Inclusion Research Fund (ediRF) Kingston University London, School of Law, Social and Behavioural Sciences Grant amount: £4,5k Project title: Exploring the service experiences of LGBTQ+ youth with special education needs and disabilities: A multi-perspective focus group study Role: Co-Investigator

Awards

IFIGENEIA MANITSA:

Academic Impact Award Nominee Finalist for the Best Postgraduate Teacher Award Kingston University London based on BSc and MSc students' nominations for exceptional teaching

IFIGENEIA MANITSA:

GRS Activity Support Fund Award Kingston University London, Graduate Research School Grant amount: £200

Conferences

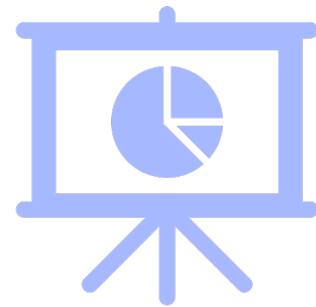


Back, E, Jonkman, K. and Begeer, S. Predictors of treatment choice in children with Autism Spectrum Disorder: demographic and autism-specific characteristics” at the online BPS Developmental Section conference. September, 2021.

Hsieh, S. World Mental Health Day-Kingston episode (in collaboration with Healing Our Earth). “Exercise for stronger brain and mind” (18th October 2021, virtual).

Manitsa, I. & Sight for Surrey (2021). Learning from the COVID-19 Pandemic: Positive Examples of Habilitation Services Development and Adaptation to the Needs of Children, Young People and Their Families. Visionary Annual Conference 2021: Rainbows, Disruptions and Transformations, Visionary, London (online).

Manitsa, I. (2021). How Do Specialist Vision Rehabilitation Services Impact the Lives of Children and Adolescents with Visual Impairments? A Case Study Approach. Oral presentation at the Inclusive and Supportive Education Conference (ISEC), UCL Institute of Education (IOE), London.



Manitsa, I. & Doikou, M. (2021). Providing social support for students with visual impairments in educational settings: Findings from an integrative literature review. Oral presentation at the Inclusive and Supportive Education Conference (ISEC), UCL Institute of Education (IOE), London.

Manitsa, I. & Montague, A. (2021). A qualitative insight into factors pertaining to alcohol and cigarette consumption among young adults during the COVID-19 outbreak. Oral presentation at the Division of Health Psychology Annual Conference 2021 (virtual conference), The British Psychological Society (BPS).

Livanou, M. Acceptance Conference Presentation/30th European Congress of Psychiatry: Assessing the feasibility of MOVING FORWARD, a multicentre transition intervention model across adolescent secure services in England: A cluster randomised feasibility trial

Conferences

Samara M., Smith, P., Francis, J., Massarwa, A., Cefai, C., Kulcsar, G., & Markovikj, M. (17th September 2021). The effects of school design, sense of safety and school climate on bullying and the wellbeing of children and adolescents. Paper Symposium presented at the European Association for Developmental Psychology (EADP): Symposium 2: Bullying & Migration. Symposium title: Bullying, diversity, and inclusion of newly arrived migrant students: analysing national and school-level policies and practices for safe and inclusive schools in different countries.

Bakir, F., **Samara M.** & Demirli, C. (2nd November – 5th November 2021). Associations between War Trauma, Psychosomatic Complaints, Emotional and Behavioral Problems among Syrian Children and Adolescents. Poster presentation in the 37th Annual Meeting International Society for Traumatic Stress Studies (ISTSS): Trauma in Context: Moving Beyond the Individual (Poster 2505).

Samara M. (1st November 2021). Pre-conference: Bullying and migration – racism, integration and inclusion. Invited talk and panel member of the pre-conference at the World Anti-Bullying Forum (WABF) in Stockholm, Sweden.

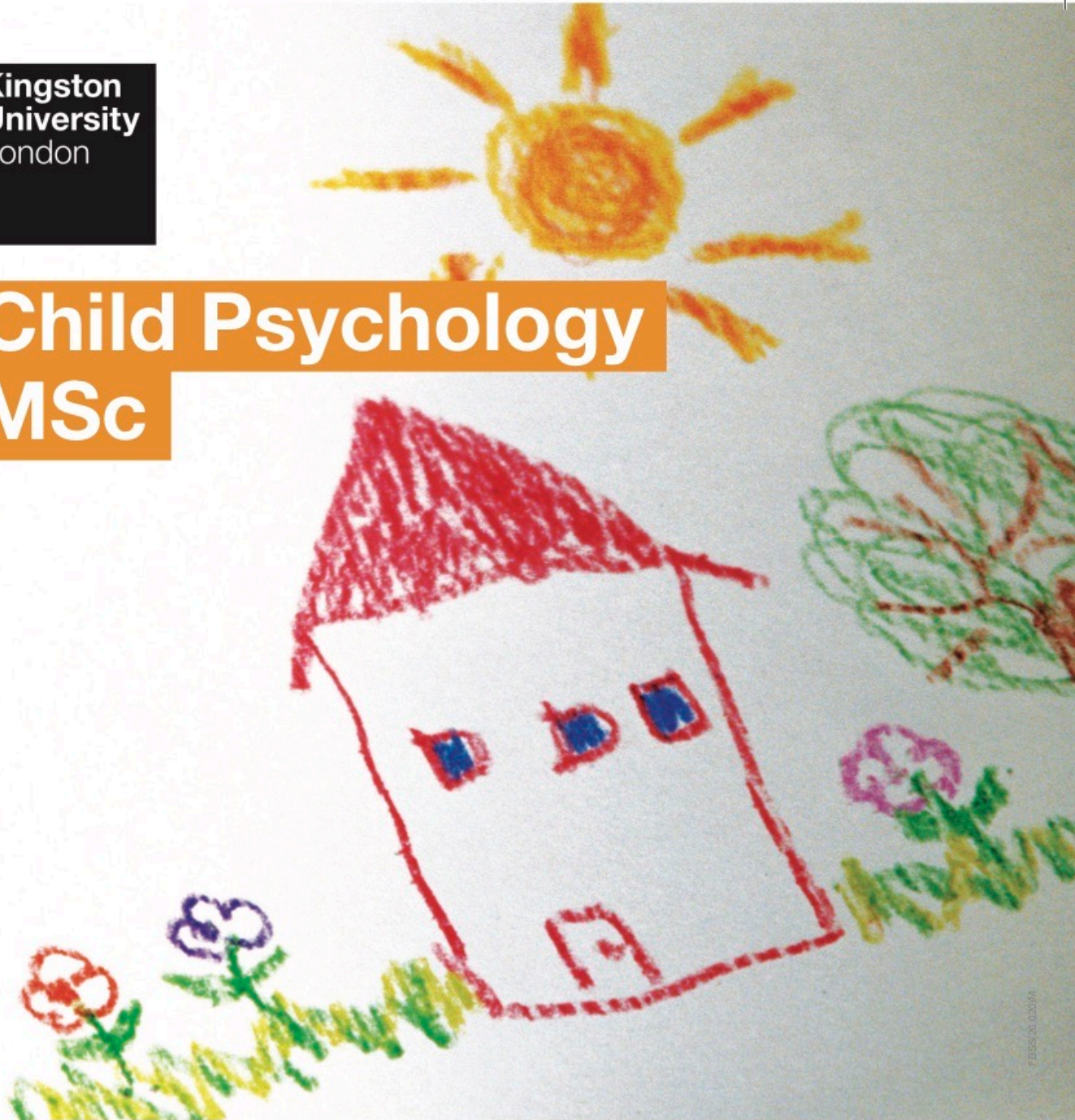
Samara M., El-Asam, A., Ameerah, K., & Hammuda, S. (1st November – 3rd November 2021). Examining the psychological well-being of refugee children and the role of friendship and bullying. Paper presented at the World Anti-Bullying Forum (WABF) in Stockholm, Sweden (1st November 2021: Risk or protective factors/Bullying prevention/Preschool).

Samara M., El-Asam, A., Hammuda, S., Da Silva Nascimento, B., Smith, K. P., Foody, M., & Burbidge, V. (1st November – 3rd November 2021). Psychological and legal perspectives: Practitioners' perceptions, attitudes, and challenges around bullying and cyberbullying. Paper presented at the World Anti-Bullying Forum (WABF) in Stockholm, Sweden (2nd November 2021: School bullying/Bullying prevention/Measurement issues).



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Child Psychology MSc



This course offers an advanced study of developmental psychology which covers psychological theory and research as well as implications for practice.

This course is aimed at professionals (e.g., educators or clinicians) working with children and adolescents or for those of you who would like to start or promote a career working with children. It also provides an excellent foundation for pursuing a research career in child/developmental psychology.

Duration: **1 year full time, 2 years part time**
Course intake: **September**

Find out more today:

kingston.ac.uk/childpsychology or contact course
director Dr Elisa Back e.back@kingston.ac.uk

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