



Developing Minds

Exploring Cognitive Diversity

Newsletter

Issue 12

February 2025



**Kingston
University**
London



Foreword

Welcome to Our First Newsletter of 2025!

We're excited to kick off the year with several significant updates and initiatives.

We are proud to announce the launch of a new **Sensory Room** at Kingston University, developed in collaboration with the **Autism Peer Network**. This innovative space is designed to support students by fostering an inclusive environment tailored to sensory needs. More details can be found on **page 3**.

Our **annual Young Scientist event** will take place in May and we'll be hosting a **webinar on transitions** in June—mark your calendars and read more about these events on **page 5**.

In this issue, we are pleased to feature an in-depth article on **bullying**, written by **Dr. Hannah Brett**. This is an essential read for parents, educators, and researchers, available on **pages 6-10**.

We had the privilege of speaking with **Dr. Cici Lam** in an exclusive interview about her groundbreaking work and contributions to the field. Don't miss this insightful conversation on **pages 11-18**.

Stay informed about our **current studies**, recent **publications**, conference **presentations**, and **funding** updates—all featured on **pages 19-23**. We're continuously pushing the boundaries of knowledge in our field!

If you haven't already, be sure to **like** our Facebook page to stay up to date with the latest research, events, and opportunities to engage with our work.

With very best wishes,

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

Kingston University has a new sensory room!

We've been working hard on this, and we're so excited to finally share it with you! The grand opening of the new sensory room will be on the 5th February 2025 at the Penrhyn Road campus.

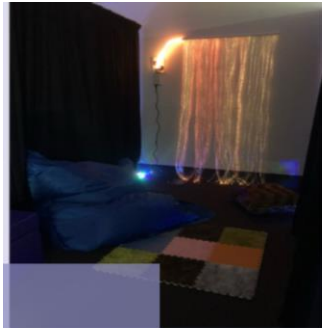
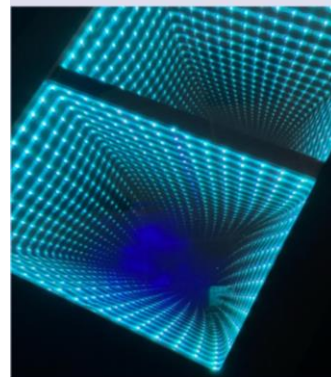
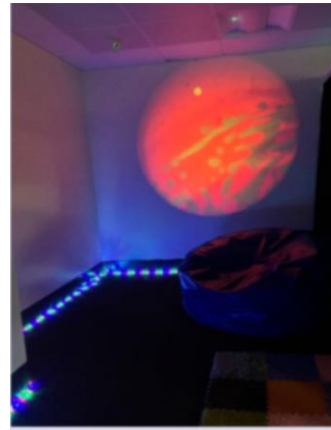
The sensory room is a relaxing space for students to unwind, study, and de-stress. It has different areas with varying levels of sensory stimulation, from a quiet, dimly lit pod to a high-energy pod with dynamic lighting and tactile features.

The room was designed with autistic students in mind and will be initially piloted with this student group. Eventually, it will be open to all students registered with the Disability and Mental Health Service.

This project was a collaboration between Dr Elisa Back and members of the Developing Minds team, Kingston University's Autism Peer Network, and Dr Anke Jakob.

We are extremely proud of this new space and can't wait to tell you more about how it's being used in our next issue!

A huge thank you to everyone who made this project a reality!



Some thoughtfully designed features designed to cater to different needs:

- **A welcoming entrance:** This provides a calming transition into the sensory environment.
- **A dedicated study area:** This offers a quiet and focused space for students who need to concentrate without distractions.
- **Sensory Pods:** There are three distinct pods offering varying levels of stimulation:
 - **High-stimulation pod:** Perfect for those who seek sensory engagement, this pod features dynamic lighting and tactile elements such as fibre optics, laser projectors, an infinity table, bubble tubes and comfy bean bags.
 - **Low-stimulation pod:** For those who need a quieter, more subdued environment, this pod provides a peaceful, dimly lit space with minimal sensory input.
 - **Medium-stimulation pod:** This pod offers a flexible balance, with an adjustable curtain that allows students to customise the sensory experience to their preference.



Psychology Colloquium Recap: Prof. Thusha Rajendran on Human-Robot Interaction

On the 13th December 2024, the Psychology Colloquium featuring Professor Thusha Rajendran (Heriot-Watt University) was a fascinating deep dive into the world of human-robot interaction (HRI). It was well-attended, with lots of other psychology staff and students eager to hear about Prof. Rajendran's work. It was especially insightful for the members of the Developing Minds Lab.

We were particularly interested in how he connected HRI to both typical and atypical development, highlighting the importance of psychological theories in understanding human-robot interaction. He also discussed using robots to study and support individuals with autism.

Prof. Rajendran's work on trust in HRI really resonated with many of us. His research on how robots can violate our expectations and how that impacts our trust in them is crucial as we increasingly incorporate robots into our lives. He presented some really compelling examples from his lab, including work with children and adults, and autistic people.

The talk broadened our understanding of HRI and its implications for the field of psychology. It was inspiring to see how Prof. Rajendran is using his expertise in developmental psychology to shape the future of robotics. We came away with an appreciation for the power of interdisciplinary research.

**A huge thank you to all the organisers,
especially our Developing Minds
member Dr Dina Spano, for her hard
work on the Colloquium Series!**

Upcoming Events

Mark
YOUR
Calendar

Date: 5th February 2025

Event: Grand Launch of Sensory Room

Aimed at: Pilot with Autistic students then open to students registered with the Disability & Mental Health Service (see page 3).

Date: 28th & 29th May 2025

Event: Young Scientist Event

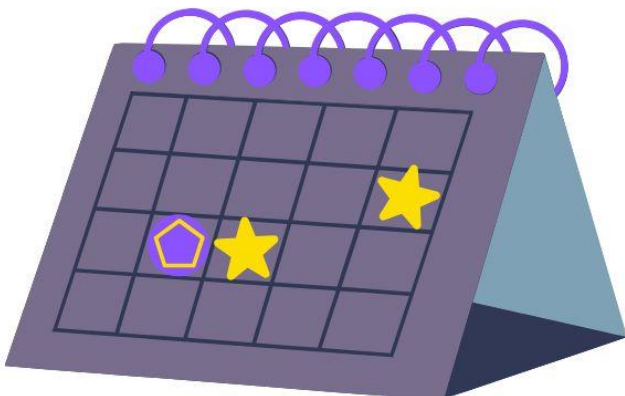
Aimed at: Young scientists aged 4-12

We are excited to host our annual Young Scientists Event again. This event offers young scientists the chance to learn about psychology through fun, hands-on activities. Children can participate in a variety of research tasks, interact with peers, and experience exciting methods such as virtual reality and eye tracking.

24th June 2025

Event: Webinar: "It's actually not as bad as it seems": Understanding the primary to secondary school transition and the process of resilience.

Aimed at: Parents




WHAT IS BULLYING, AND WHAT CAN WE DO ABOUT IT?

by Dr Hannah Brett

'Bullying' is a word that we all know, hear, and understand. It's a word that features in news articles regularly; it's mocked in the comment sections of all-too-many social media posts; and it's a common side story or joke in many TV shows and movies. We all know about bullying, and we all know to some extent what it is.

But there are stark differences in what parents, educators, children, and researchers understand bullying to be (Ey & Campbell, 2020; Younan, 2018). For example, children typically consider bullying to involve physical and verbal abuse, whilst parents and teachers more commonly quote physical aggression to be bullying (Gong et al., 2024). Interestingly, relational bullying – intending to harm someone's reputation or relationships – is less likely to be seen as bullying by children, teachers, and parents; it's also less likely to be intervened, compared to physical and verbal bullying. So, what is 'bullying'?



As researchers, we define bullying as aggressive behaviours that *intend* to cause harm, occur on more than one occasion (*repetitive*), and involve an *imbalance in power* (Olweus, 1993; 1999). This means that two children fighting once – although upsetting – wouldn't be considered bullying. Equally, it means that siblings who purposely and constantly fight and steal one another's property would be bullying. Bullying between siblings is a very real – but unfortunately normalised and frequently occurring – experience. The research on this topic is still relatively new, and our understanding of how and why sibling bullying occurs is not as extensive as it is for peer bullying.

How common is bullying?

Statistics vary depending on who you ask and when: parents and students tend to have similar agreement in the prevalence of peer bullying, whilst children tend to minimise the existence of bullying in their classrooms. Statistics suggest that approximately 1 in 5 UK children will be victims of school bullying (Biswas et al., 2020), and 1 in 10 will be victimised online (Henares-Montiel et al., 2022). This makes bullying a normative experience: but this isn't to say that bullying is or should be normal. Bullying has extreme consequences for all involved, and can impact individuals throughout their life. Subsequently, we need to be proactive in identifying those at risk and ensuring early intervention for all children.



Who is at risk of bullying?

The reality is that nobody is immune to bullying. It doesn't matter your age, gender, ethnicity, celebrity status: bullying is a reality for everyone. But there are some factors that may increase the risk of bullying victimisation. Note that this doesn't mean that having a risk factor means that an individual will be involved in bullying, but it does increase their chances of being victimised. Understanding these factors will help us to identify those at-risk and intervene early.

Age – Bullying at school peaks around 11- to 13-years, when children transition from primary school to secondary school, whilst cyberbullying peaks around 14- to 15-years, when children have greater access to technology without parental supervision (Pichel et al., 2021). It can be important to communicate with your child around times of transition, as we know that this unstable period can be difficult for social relationships.

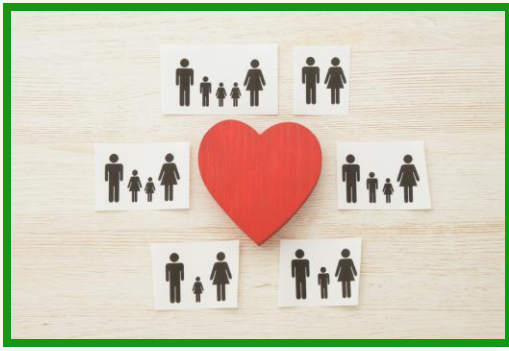


Individual Factors – Belonging to a minority group increases the risk of victimisation, with the 'outgroup' being more likely to be picked on by the majority (ingroup). Children belonging to the LGBTQIA+ community, those with special educational needs or a neurodiversity, physical disabilities, or ethnic minorities are all at risk groups (Kosciw et al., 2020; Muijs, 2017; Graham, 2006; Xu et al., 2020).



Relationships – Perhaps unsurprisingly, children who report having high quality friendships, and positive and trusting relationships with teachers and parents report lower rates of victimisation (Brett, 2024). Social skills are a central part of supporting child development and is protective against bullying.





Family – The family can have a substantial influence on a child’s involvement in bullying, and this is where my research interests fall. Children learn how to behave and interact through observing others, and the family offers the first opportunity to model behaviours. Thus, children who witness high levels of conflict and aggression may be more likely to perceive this as a normal way to behave, but may also internalise themselves as a victim, accepting abuse from others as an expected part of life. They may also spend longer ‘escaping’ online, and thus come across greater online harm. Understanding this is important for recognising that perpetrators are rarely just ‘bad people’, and they deserve support and attention too.

Historically, the structure of the family has been perceived as a risk factor, although this was likely rooted in social expectations and cultural norms (Jablonska & Lindberg, 2007; Shetgiri et al., 2012). In fact, the research conducted for my PhD explored the influence of family structure across two large datasets (British children and Canadian children) and found that this difference is not substantiated. It doesn’t matter if children live with two biological parents, a single parent, or with stepparents – what matters is the relationships that they have with their caregivers (Brett, 2024).

However, research has consistently found that children living in social care (residential homes and foster homes) are significantly more at risk of bullying victimisation (Brett, 2024; Brett et al., 2024). The research on this is still ongoing, but it is likely that this is a result of various factors: they may have witnessed abuse or neglect in their birth homes; they may be less likely to have the latest clothes or gadgets; they are more likely to experience instability in their school placements and homes, and subsequently their relationships with others; they are more likely to be labelled negatively by teachers and others, purely for being in the social care system. These children represent an extremely vulnerable group, and supporting them is paramount.

Moving beyond parents, over half of children have a sibling. Siblings provide one of our first opportunities to interact with similarly-aged children, and teach us important social skills, like sharing. The presence of siblings in itself is not a risk factor, but the relationship between them is: children who experience bullying at the hands of their siblings are more likely to bully their peers, and be bullied by their peers (Brett et al., 2023).



How can we protect children?

We are all responsible for preventing bullying. Relationships are central to many of the risk factors that we see for victimisation, and this places a responsibility on entire communities to promoting healthy and supportive interpersonal relationships.

1. Understanding the risk factors. Knowing which children are at risk of bullying is important. Even if these don't apply to your child, they will apply to children in their class. As a community, we have a responsibility to protect and advocate for all children. Your child may be a bystander (a witness) to bullying in their classroom, and this can have a negative impact on your child too.

2. Recognise the signs of bullying in your own child. Although there is no one-size-fits-all for how children behave, we do know that children frequently display internalising and externalising behaviours when they are experiencing bullying. These include withdrawing and retreating in on themselves, having sudden outbursts of anger or emotion, acting impulsively, avoiding school or making excuses not to go, excessive worrying, and psychosomatic symptoms (e.g., tummy aches, headaches, or sickness).

3. Remain calm. It's natural to feel anger in these situations, but it's important to not go in 'all guns blazing'. For many children, this can make them worried that the situation will get worse, and occasionally it will. Instead, reassure them that it isn't their fault.

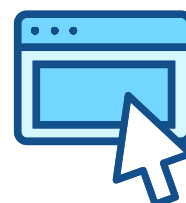


4. Open communication. Normalising talking about bullying; I've had parents express concerns that talking about bullying too much will make it 'trendy' and increase the rates. This isn't true! Instead, we know that when children understand what bullying is, the reported prevalence can increase, but only because they understand that their experiences are not something that they should accept. Talking about bullying and identifying it early are key to prevention efforts.

5. Supervision and monitoring. One of the best ways to identify (and prevent!) bullying is to monitor your children online. It sounds obvious, but it's not as commonly committed to as we'd like.

6. Work with the school. Schools are legally required to have an anti-bullying policy, but the implementation of these are not monitored or regulated. Make sure you know what the policy is, and work with the school to ensure this is implemented. Bullying is substantially reduced when parents and schools work collaboratively.

Click Here



Find out more:

1. [How to keep your child safe online](#)
(UNICEF)
2. [Supervising your child online](#)
(ThinkUKnow)



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Meet the Researcher

Dr. Sze Ching Cici Lam is a highly respected educational psychologist whose research has significantly contributed to our understanding of the relationship between social support, positive psychology, and school satisfaction. Her work is particularly insightful in exploring the socio-cultural context of mental health in schools. She is a valued member of the Developing Minds Lab and it is our pleasure to interview her for this issue of our newsletter.

Dr. Lam, your research on the impact of social support on mental health is fascinating. Could you tell us how social support can buffer the adverse effects of stress and promote well-being in school settings?

Social support is crucial in mitigating stress by providing emotional comfort, guidance, and practical assistance. In schools, support from peers, teachers, and families can lower students' stress, boost well-being, and improve academic performance. My research on social support's impact on mental health in Hong Kong schools explored how perceived support from parents, teachers, and classmates helps buffer stress and enhance well-being among students aged 9 to 14.

Using structural equation modelling with 1,671 students, the study found teacher support to be the strongest predictor of school satisfaction, followed by classmate support (Lam, 2017).



Parental, teacher, and classmate support also indirectly influenced school satisfaction through students' sense of hope. The findings highlight the combined role of social support and cognitive factors, like hope and self-efficacy, in promoting school satisfaction. My research reinforces the idea of fostering a supportive school environment is essential for improving students' mental well-being and academic success. Schools can achieve this by implementing peer mentoring, creating safe dialogue spaces, and building trust-based teacher-student relationships.

Your work on positive psychology constructs is truly inspiring. How do these constructs, such as gratitude and resilience, contribute to students' overall satisfaction with school life, and what practical strategies can educators implement to foster these qualities?

In my research, I looked into how things like social support, hope, and self-efficacy shape students' satisfaction with school life. While I didn't focus directly on gratitude and resilience, they're definitely connected. Hope and self-efficacy play a big role in building a positive mindset and overall well-being, which ties right into gratitude and resilience.

Resilience is all about bouncing back from challenges, and it grows when students feel supported by their teachers, classmates, and parents. When students know someone has their back, they're more likely to tackle obstacles head-on and see them as chances to grow. Hope, on the other hand, is that belief in a brighter future, and in my study, it really helped link social support to feeling good about school.



After COVID-19, students faced a lot of disruptions, so building resilience and hope is more important than ever. Teachers can help by creating strong, supportive relationships, encouraging effort over innate ability, and helping students set achievable goals. Simple things like showing gratitude for students' efforts can make a huge difference. By fostering these positive connections, educators can help students not just survive but thrive, even in tough times.



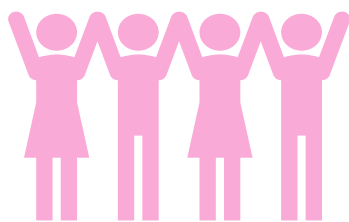
Given the increasing diversity of school populations, your focus on the socio-cultural context of mental health is particularly timely. Can you briefly discuss the importance of culturally responsive interventions and how they can be tailored to meet the unique needs of different student groups?



Culturally responsive interventions are crucial for supporting the mental health of students from diverse backgrounds. My research highlights how social support, hope, and self-efficacy influence student well-being, all of which are shaped by cultural context. In multicultural schools, effective interventions must consider students' cultural beliefs and values.

For example, in my study with Hong Kong students, social support from family and peers, aligned with the collectivist culture, significantly impacted school satisfaction (Lam, 2017). Tailoring interventions to these cultural norms can strengthen family-school connections and foster social networks that provide emotional support.

To make interventions culturally relevant, it's essential to involve community leaders, understand cultural nuances, and create an inclusive environment. This might include culturally appropriate counselling, peer support, or leadership programs that ensure all students feel understood and supported. Ultimately, culturally responsive interventions build trust and promote positive mental health, enhancing students' overall satisfaction and well-being.



Your expertise in collaborative learning is invaluable. How can we encourage more collaborative approaches in teacher education to promote inclusive practices and enhance student outcomes?

To promote collaboration in teacher education and inclusive practices, research shows that models like the Fostering a Community of Learners (FCL) framework can help create effective learning cultures. In a book I edited—Promoting Collaborative Learning Cultures to Help Teachers Support Students with Autism Spectrum Disorder (2022)—we demonstrated how using collaborative learning and technology, like videos, can improve teachers' understanding of inclusive practices, especially for students with Autism Spectrum Disorder (ASD).

I often use videos in professional development to show real-life student behaviors. Teachers can watch, analyze, and discuss these in a group, reflecting on their teaching methods and developing strategies together. This approach helps teachers better understand students with ASD by offering a space for shared learning and discussion. The FCL model used in our professional learning course encouraged teachers to collaborate and exchange ideas, fostering a supportive community that enhances their ability to support students with ASD (Lam, 2022).

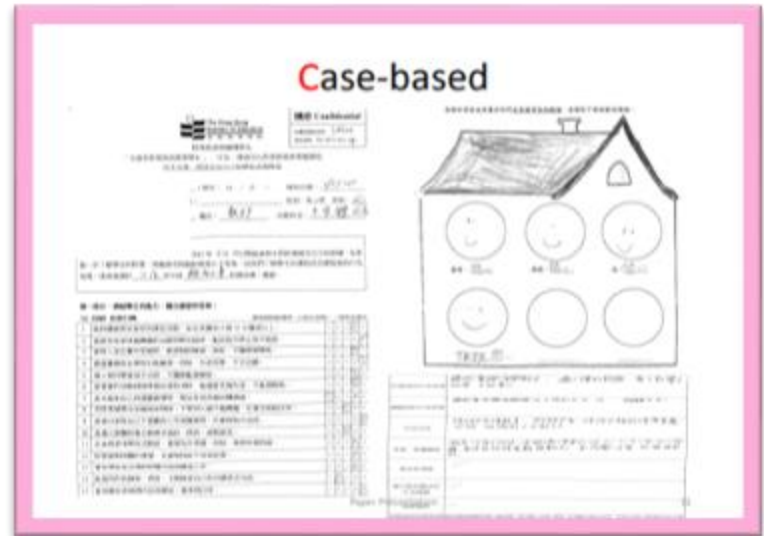


Figure 1. Problem based learning materials to provoke teachers for collaborative dialogues in analysing students' needs



Figure 2. From assessment to intervention: Teachers work together to devise a plan for students with Autism



Figure 3. Videos as a tool to support collaboration for teachers on discussing a common focus of students' behaviours

What are the key challenges in implementing evidence-based interventions in special and inclusive education, and how can we overcome these barriers to ensure that all students receive the support they need?

Implementing evidence-based interventions in special and inclusive education comes with challenges like teacher preparedness, resource limitations, and cultural adaptation. Many teachers aren't fully trained to use evidence-based strategies, especially for students with Autism Spectrum Disorder (ASD). In my research on fostering communities of learners (FCL), I've seen how collaborative professional development helps. When teachers engage in peer discussions and case study analyses, they share strategies and reflect on their practices, building a better understanding of effective interventions.

Another big challenge is limited resources. Schools often lack the materials and support needed to implement these strategies. My studies on social support and self-efficacy show that effective interventions require not just training but also a strong support network. Schools can tackle this by prioritizing professional development, collaborating with community resources, and advocating for better policies.

Cultural adaptation is crucial too. Students' cultural backgrounds affect how they engage with interventions, so tailoring strategies to fit diverse needs is key. Involving families, community leaders, and culturally aware educators ensures interventions are more effective and inclusive. By addressing these challenges, we can create a supportive environment where all students thrive.



Balancing research and teaching can be demanding. How do you effectively manage your time and prioritise your various responsibilities? Do you have any hobbies or interests outside your academic work that you would like to share?

Balancing research and teaching is definitely demanding, but I've learned to stay organised by setting clear boundaries and time-blocking for tasks. One of the most important ways I manage it all is by spending quality time with my family. Just like my research shows the positive impact of social support on well-being, my family provides me with that support and helps me recharge when things get busy. Outside of work, I enjoy travelling, swimming and cooking together. These simple activities help me disconnect from work, reduce stress, and come back to my academic responsibilities feeling refreshed and focused. It's all about balancing work with personal well-being!



As an experienced educational psychologist, you've witnessed firsthand the impact of mental health challenges on young people. How do you see the role of educational psychology evolving in the future, and what are the most pressing issues that need to be addressed?

As an educational psychologist, I've seen how mental health challenges, especially after the Covid-19 pandemic, impact young people. The pandemic has hurt children's emotional well-being, with school closures and losing attachment to teachers. My research shows that social support and self-efficacy are key to their mental health and school satisfaction.

Looking ahead, I believe mental health should be a constant focus in education, not just something we address in a crisis. Schools need to prioritize prevention and early intervention. With students dealing with developmental delays and emotional struggles from the pandemic, educational psychologists will play a big role in providing ongoing support.

Culturally responsive interventions will also become even more important. As schools become more diverse, understanding how culture affects students' mental health is crucial. Additionally, underfunding and systemic barriers remain challenges, so educational psychologists must advocate for better resources and ensure mental health support is embedded in the school system.



What are your future research goals, and how do you envision your work contributing to the field of educational psychology in the coming years?

Looking ahead, my research will focus on how socio-cultural factors impact children's mental health, school satisfaction, and development, particularly for underserved communities. In past work, I've explored the role of social support, hope, and self-efficacy in emotional well-being and academic success. Moving forward, I want to dive deeper into the unique needs of students from underserved background.

I aim to emphasise the importance of creating inclusive, culturally responsive interventions that address both the challenges and the voices of underserved communities. The pandemic highlighted how students from low-income families and those with disabilities face extra barriers to school satisfaction and mental health. My future research will explore how social support structures, like community-based systems, can help these students cope with adversity and overcome challenges.



Ultimately, I want my work to advocate for underserved communities, push for systemic change, and ensure schools are better equipped to support both their academic and emotional needs.



Dr Lam, your passion for your work is evident in your dedication to your students and colleagues. What are the biggest challenges you face in your work, and what opportunities do you see for innovation and improvement in educational psychology?

Like many in educational psychology, I face challenges but also see exciting opportunities for growth. One of the biggest challenges is ensuring that mental health gets the attention it deserves in schools. We know that social support and teacher-student relationships are crucial for students' well-being, yet schools often lack time and resources to address these needs effectively. In my research with Chinese students, I found that school-related social support is vital, but in underfunded communities, these systems are often missing (Lam, 2019).



Despite these challenges, there are opportunities to innovate. One exciting area is using technology. For example, I've explored how videos in professional development can help teachers understand students with ASD (Lam, 2022). Technology has great potential to create real-time learning experiences and improve teacher training.

Another opportunity is fostering collaboration. When teachers, psychologists, and community members work together, we can create stronger support systems. I'm excited about the future and committed to ensuring all students, especially those from underserved communities, have the support they need to succeed.

What advice would you give students interested in pursuing a career in educational psychology?

Entering the field of educational psychology can be both challenging and rewarding. It requires hard work, flexibility, and a deep commitment to understanding and supporting students, families, and educators. A genuine interest in people, a non-judgmental approach, and strong relationship-building skills are key. Reflecting on your practice and being open to feedback is vital for growth, and having a sense of humour helps manage the stresses of the job.



I recommend gaining experience with children and young people through volunteering or internships before applying to educational psychology courses. This hands-on experience will give you a strong foundation and make your application stand out. Training programs are intensive, so be prepared to balance this with your responsibilities. The journey can be tough, but it's worth it, and life experience is highly valued in this field.

For me, the rewards far outweigh the challenges. Making a difference in the lives of students and families is incredibly fulfilling. If you're passionate and committed, educational psychology is a journey worth taking.



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Get involved in our Autism research!

WHAT DO PEOPLE REALLY MEAN?

"UNDERSTANDING OTHERS IN STRANGE SITUATIONS"



What will the study involve?

A questionnaire, then video call involving social interaction clips, questions, and a short IQ test.



Why this study?

We are interested in information processing in everyday social situations.

Who can take part?

- Ages 16+
- Fluent in English
- Access to a large-screen device (laptop/computer with a screen larger than 13 inches) & video call functionality
- Individuals with or without an Autism Spectrum Condition diagnosis are welcome!

What's in it for you?

£10 Amazon voucher for contributing to valuable research!



Are you interested?

Please contact
Milani:
m.pathmanathan
@kingston.ac.uk



Emotional Understanding and Interpretation of Social Scenarios in Children

Who can take part?

Autistic children aged 6-11
(with an ASD diagnosis)

What's involved?

Children will watch videos of different social scenarios and then answer some questions. They will also complete an IQ test. This will take approximately 45 minutes in total. Parents will also complete two questionnaires (approximately 15 minutes).

Contact Details

If you would like to participate in this research or have any questions, please email the following:

k2429132@kingston.ac.uk - Kerry Haylock
K2372541@kingston.ac.uk - Bistra Milanova

Supervisor:

e.back@kingston.ac.uk – Dr. Elisa Back

How to get involved?

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

https://qsharingeu.eu.qualtrics.com/jfe/form/SV_4SFtyOTU284xq6



Is your child between 7 and 11 years old?

Our study aims to study Sleep and Memory in
Autistic & Neurotypical Children.

You can earn a **£20 Amazon
Voucher** by completing this
study



* Participants will also
receive a **Sleep Report**.

Who are we looking for?

**We are looking for Autistic and
Neurotypical participants between
the ages of 7 to 11.**

*Child must be willing to wear a wrist
sleep tracking device over 7 days.

What will you do?

Participants will be asked to
complete **Cognitive and Memory
Tests**. Parents will be asked to
complete **Sleep Diary** and other
Questionnaires.

Where will it be?

This study will be conducted at
**Kingston University,
Penrhyn Road Campus.**

*two visits of 45 mins each



Scan the QR Code to
know more about our
research!



Funding

Dr. Elisa Back: Read Along project, £3000, *Google UK*
Neurodiversity and accessibility, \$3,500, *Google UK*

Dr. Goffredina Spano has secured internal funding from Kingston University's Seedcorn Fund for a project in collaboration with NHS Trust, UCL, and Regent's University. The project aims to develop low-intensity interventions focused on improving sleep for autistic young adults.



Dr. Ifigeneia Manitsa

Research Development (Seedcorn) Fund, University of Birmingham

Grant amount: £500

Project title: Exploring the social and emotional needs of students with vision impairment and complex health needs

Role: Principal Investigator (PI)



Community-driven Healthcare Access and Mental Health Promotion for Inclusive, Equitable, and Resilient European Societies

EQUCARES

Funded by Horizon Europe

Role: Co-Investigator

List of 18 Participating organisations: WHITE RESEARCH SRL, RIJKSUNIVERSITEIT GRONINGEN, ERASMUS UNIVERSITEIT ROTTERDAM, KOC UNIVERSITY, SOUTH-EAST EUROPEAN RESEARCH CENTRE (SEERC), GIVMED Share medicine Share life, TSENTAR ZA MEZHDUETNICHESKI DIALOG I TOLERANTNO, L'ADAPT, LGBT Support and Advocacy Network Ireland CLG, FUNDACIÓN PÚBLICA ANDALUZA PARA LA GESTIÓN DE LA INVESTIGACIÓN EN SALUD DE SEVILLA, ZENTRALINSTITUT FUER SEELISCHE GESUNDHEIT, Q-PLAN INTERNATIONAL ADVISORS PC, National Centre for Youth Mental Health, EUROPEAN HEALTH TELEMATICS ASSOCIATION, DIESIS NETWORK, EUCOMS, EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES, SQUAREDEV

Recent Publications

Jonkman, K., **Back, E.**, Staal, W., Benard, L., van der Doelen, D., and Begeer, S. (2024) Over het gebruik van alternatieve behandelingen voor autisme. *Wetenschappelijk Tijdschrift Autisme*, 3, 1570-7016

Brett, H., Cooper, A., Smith, P. K., & Jones Bartoli, A. (2024). Bullying for children in social care: The role of interpersonal relationships. *International Journal of Developmental Science*, 18(3-4), 103-117

Lam, S. C., & Ho, F. C. (2024). A team-based approach in helping in-service teachers understand the social and emotional needs of children. In L. Yang, J. Guo, & R. Fong (Eds.), *Social and emotional development for diverse learners: The addition of Asian perspectives* (Advancement in Inclusive and Special Education CAISE Book Series). Springer Nature.

Manitsa, I., Livanou, M., Burnett Heyes, S., **Barlow-Brown, F.**, Gardia, N., Siegfried, O., Clarke, Z. *, Coelho, H. *, & De Caro, A. (2024). The development of Vi-Connect: An educational game for the social inclusion at school of students with vision impairment. *PLOS ONE*. 19(12), e0306805. <https://doi.org/10.1371/journal.pone.0306805> *authors contributed equally

Spano, G. (2024). Conversation Article

<https://theconversation.com/humans-evolved-to-share-beds-how-your-sleeping-companions-may-affect-you-now-241803>

PEER REVIEWED CONFERENCE PAPERS

Manitsa, I. (17 October 2024). *The development of university guidance for the social and emotional needs of students with vision impairment: A participatory research approach*. Poster presentation at the 7th Hellenic Developmental Psychology, 17-20 October 2024, National and Kapodistrian University of Athens, Greece.

Galanaki, E., Mastrotheodoros, S., **Manitsa, I.**, Touloupis, T. *Emerging adulthood: Challenges and risks to development and mental health internationally*. Invited symposium at the 7th Hellenic Developmental Psychology, 17-20 October 2024, National and Kapodistrian University of Athens, Greece.

Doikou, M. (Presenting author), & **Manitsa, I.** *Teacher perceptions of social and emotional learning: An integrative literature review*. Oral presentation at the 9th ENSEC Conference: Social emotional learning for lifetime achievement, 5-7 September 2024, Chania, Greece.



Developing Minds Group Members

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questions.

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events will follow

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