

Dr Fraser Lauchlan

Publications

Fraser Lauchlan: Full List Of Publications

Lauchlan, F. & Daly, C. (2023). Applying Dynamic Assessment in Schools: A Practical Approach to Improve Learning. London: Jessica Kingsley Publishers.

Subasi, Y., Adalar, H., Tanhan, A., Arslan, G., Allen, K-A., Boyle, C., Lissack, K., Collett, K. & **Lauchlan, F.** (2023). Investigating students' experience of online/distance education with photovoice during COVID-19. *Distance Education*, 44:3, 563-587.

Lauchlan, F. (2022). Selected Papers. Editorial. *Educational and Child Psychology*, vol.39(3), pp3-5.

Choudhury, D., Ruttledge, R. & **Lauchlan, F.** (2022). Responding to the needs of young people who have offended. Editorial. *Educational and Child Psychology*, vol.39(2), pp5-10.

Øgaard, M. J., Boyle, C., & **Lauchlan, F.** (2022). What Norwegian Individuals Diagnosed with Dyslexia, Think and Feel about the Label 'Dyslexia'. In C. Boyle & K. Allen (Eds.). *Perspectives for Inclusive Quality Education – Leveraging Belonging, Inclusion, and Equity*, pp.99-112. Singapore: Springer.

Lauchlan, F. (2021). A neat equation. *The Psychologist*, November edition, pp52-53.

Lauchlan, F. & Daly, C. (2021). Dynamic Assessment UK. *Educational Psychology in Scotland*, 21(1), 39-41.

Miller, D., Soni, A., Hobbs, C., Gibbs, S., Malagoli, C., Morgan, G. & **Lauchlan, F.** (2021). Black Lives Matter: Making a difference for racial justice. Editorial. *Educational and Child Psychology*, vol.38(4), pp5-8.

Lauchlan, F. & Boyle, C. (2021). Labelling and Inclusive Education. In M. Nel, U. Sharma & S. Salend (Eds.) *Oxford Research Encyclopedia of Inclusive and Special Education*, (pp.1001-1015). Oxford: Oxford University Press

Hobbs, C., Soni, A. & **Lauchlan, F.** (2020). Right to Play: Challenges and Opportunities. Editorial. *Educational and Child Psychology*, vol. 37(4), pp5-8.

Allen, K., Boyle, C., **Lauchlan, F.** & Craig, H. (2020). Using social skills training to enhance inclusion for students with ASD in mainstream schools. In C. Boyle, J. Anderson, A. Page. & S. Mavropoulou, (Eds.), *Inclusive education: Global issues & controversies* (pp. 202-215). Leiden: Brill Publishers.

Lauchlan, F., Gibbs, S. & Atkinson, C. (2019). Selected Papers. Editorial. *Educational and Child Psychology*, vol. 36(3), pp. 5-6.

Lauchlan, F., Resing, W. & Richards, A. (2019). New Research in Educational Psychology. Editorial. *Educational and Child Psychology*, vol. 36(1), pp. 6-8.

- Lauchlan, F.,** Arishi, L. & Boyle, C. (2017). Inclusive education and the politics of difference: Considering the effectiveness of labelling in special education. *Educational and Child Psychology*, vol. 34 (4), pp. 9-19.
- Lauchlan, F.,** Boyle, C., Gibbs, S. & Resing, W. (2017). Labelling and Diagnosis. Editorial. *Educational and Child Psychology*, vol. 34(4), pp. 5-8.
- Lauchlan, F.,** Boyle, J. & Mackay, T. (2017). The legislative context and shared practice models. In *Frameworks for Practice in Educational Psychology: A textbook for trainees and practitioners*, Second Edition, B. Kelly, L.M.Woolfson & J. Boyle (Eds.), pp. 44-60. London: Jessica Kingsley Publishers.
- Lauchlan, F. & Couto, M.C.P.** (Eds.) (2017). *Bilingualism and minority languages in Europe: Current trends and developments*. Newcastle, UK: Cambridge Scholars
- Lauchlan, F. & Couto, M.C.P.** (2017). Bilingualism and minority languages: the current context in Europe. In *Bilingualism and minority languages in Europe: Current trends and developments*, F. Lauchlan & M.C.P. Couto (Eds.), pp.1-10. Newcastle, UK: Cambridge Scholars
- Lauchlan, F.,** Parisi, M. & Fadda, R. (2017). Attitudes amongst children and their parents to speaking and learning a minority language in school: Perspectives from Scotland and Sardinia. In *Bilingualism and minority languages in Europe: Current trends and developments*, F. Lauchlan & M.C.P. Couto (Eds.), pp.94-118. Newcastle, UK: Cambridge Scholars.
- Resing, W., **Lauchlan, F.** & Elliott, J. (2017). Bridging the gap between psychological assessment and educational instruction. Editorial. *Educational and Child Psychology*, 34(1), pp.6-8.
- Gibbs, S. & **Lauchlan, F.** (2015). Practising Psychology in Challenging Times. Editorial. *Educational and Child Psychology*, 32(4), p.6.
- Lauchlan, F. & Greig, S.** (2015). Educational inclusion in England: origins, perspectives and current directions. *Support for Learning*, 30(1), 69-82.
- Lauchlan, F. & Boyle, C.** (2014). Commentary: To label or not to label: is this the question? *International Journal of Communication and Language Disorders*, 49(4), 399-400.
- Lauchlan, F.** (2014). The nature of bilingualism and implications for educational psychologists. *Educational and Child Psychology*, 31(2), 9-31.
- Cline, T., **Lauchlan, F.** & Resing, W.C.M. (2014). Bilingualism and Language Diversity. Editorial. *Educational and Child Psychology*, 31(2), 5-8.
- Lauchlan, F. & Carrigan, D.** (2013). *Improving Learning through dynamic assessment: a practical classroom resource*. London: Jessica Kingsley Publishers.
- Topping, K. & **Lauchlan, F.** (2013). Educational Psychologists as Researchers. *Australian Educational and Developmental Psychologist*, 30(1), 74-83.
- Boyle, C. & **Lauchlan, F.** (2013). A comparative overview of educational psychology across continents. In A.J. Holliman (Ed.), *The Routledge International Companion to Educational Psychology*, pp.31-40. Oxon: Routledge.

- Lauchlan, F.** (2013). I think that I think I know what I'm doing: Improving learning through the use of meta-cognition. In C. Boyle (Ed.), *Student Learning: Improving Practice*, pp1-11. Hauppauge, NY: Nova Science Publishers
- Resing, W.C.M., **Lauchlan, F.** & Elliott, J. (2013). Giftedness in Education. Editorial. *Educational and Child Psychology*, 30(2), 5-6.
- Lauchlan, F.**, Parisi, M. & Fadda, R. (2013). Bilingualism in Sardinia and Scotland: exploring the cognitive benefits of speaking a 'minority' language. *International Journal of Bilingualism*, 17(1), 43-56.
- Lauchlan, F.** (2012). Improving learning through dynamic assessment. *Australian Educational and Developmental Psychologist*, 29(2), 95-106.
- Lauchlan, F.**, Gibbs, S. & Dunsmuir, S. (2012). Teachers' well-being. Editorial. *Educational and Child Psychology*, 29(4), 5-7.
- Lauchlan, F.** & Fadda, R. (2012). The Italian model of full inclusion: Origins and current directions. In C. Boyle & K. Topping (eds.), *What Works in Inclusion*, pp.31-40. London: McGraw-Hill Education.
- Lauchlan, F.** & Arnold, C. (2012). Test Review: Wechsler Individual Achievement Test Second UK Edition (WIAT-II UK). Leicester, UK: The British Psychological Society. ISBN: 9781854336361
- Eodanable, M. & **Lauchlan, F.** (2012). Promoting positive emotional health of children of transient armed forces families. *School Psychology International*, 33(1), 22-38.
- Lauchlan, F.**, Resing, W.C.M. & Elliott, J. (2011). Computerised approaches to assessment: Editorial. *Educational and Child Psychology*, 28(2), 6-7.
- MacDonald, E. & **Lauchlan, F.** (2010). An exploration of the personal motivations of disaffected young people and what they perceive as barriers to their goals. *Educational Psychology in Scotland*, 11 (1), 16-27.
- Munn, P., van der Aalsvoort, D. & **Lauchlan, F.** (2010). Early Years Education: Editorial. *Educational and Child Psychology*, 27(4), 6-9.
- Cunningham, L. & **Lauchlan, F.** (2010). Pre-school Children in Kinship Care: are we doing enough as EPs? *Educational and Child Psychology*, 27(4), 73-90
- Boyle, C. & **Lauchlan, F.** (2010). Can teacher instructions be improved to enhance task completion by primary school children? *Support for Learning*, 25(2), 70-73.
- Eodanable, M. & **Lauchlan, F.** (2009). The advance of research and evaluation skills by EPs: implications for training and professional development. *Educational Psychology in Practice*, 25(2), 113-124.
- Boyle, C. & **Lauchlan, F.** (2009). Applied psychology and the case for individual casework: Some reflections on the role of the educational psychologist. *Educational Psychology in Practice*, 25(1), 71-84.
- Boyle, J., MacKay, T. & **Lauchlan, F.** (2008). The legislative context and shared practice models. In B. Kelly, L. Woolfson & J. Boyle (eds.), *Frameworks for Practice in Educational Psychology*, pp33-51. London: Jessica Kingsley Publishers.

- Davidson, A.L., Boyle, C. & **Lauchlan, F.** (2008). Scared to lose control? Are we failing to treat the underlying cause in females with a phobia of vomiting? *Journal of Clinical Psychology*, 64(1), 30-39.
- Lauchlan, F.**, Carrigan, D. & Daly, C. (2007). Bridging the gap between theory and practice in dynamic assessment: a case study. *Educational Psychology in Scotland*, 9(1), 12-18.
- Landor, M., **Lauchlan, F.**, Carrigan, D. & Kennedy, H. (2007). Feeding back the results of dynamic assessment to the child. *Advances in Speech-Language Pathology*, 9(4), 346-353.
- Lauchlan, F.** & Boyle, C. (2007). Is the use of labels helpful in special education? *Support for Learning*, 22(1), 36-42.
- Lauchlan, F.** (2003). Responding to chronic non-attendance: a review of intervention approaches. *Educational Psychology in Practice*, 19(2) 133-146.
- Lauchlan, F.** & Elliott, J. (2001). The psychological assessment of learning potential. *British Journal of Educational Psychology*, 71, 647-665.
- Lauchlan, F.** (2001). Addressing the social, cognitive and emotional needs of children: The case for dynamic assessment. *Educational and Child Psychology*, 18(4), 4-18.
- Elliott, J., Hufton, N., Illushin, L. & **Lauchlan, F.** (2001). Motivation in the junior years: international perspectives on children's attitudes, expectations and behaviour and their relationship to educational achievement. *Oxford Review of Education*, 27(1), 37-68.
- Stringer, P., Elliott, J. and **Lauchlan, F.** (1997). Dynamic assessment and its potential for educational psychologists. Part 2 - the zone of next development? *Educational Psychology in Practice*, 12(4), 234-239.
- Lauchlan, F.** and Elliott, J. (1997). Using dynamic assessment materials as a tool for providing cognitive intervention to children with complex learning difficulties. *Educational and Child Psychology*, 14(4), 137-148.
- Elliott, J. and **Lauchlan, F.** (1997). Assessing potential: the search for the philosopher's stone? *Educational and Child Psychology*, 14(4), 6-16.
- Elliott, J., **Lauchlan, F.** and Stringer, P. (1996). Dynamic assessment and its potential for educational psychologists. Part 1: Theory and Practice. *Educational Psychology in Practice*, 12(3), 152-160.

List Of Conference Presentations

- Lauchlan, F.** (2013). Exploring the cognitive benefits of bilingualism and minority languages (Scottish Gaelic and Sardinian). Keynote speaker at the Annual Conference of Gaelic Education Leaders (Highlands and Islands and Northern Scotland), Inverness, February.
- Lauchlan, F.** (2012). Exploring the cognitive benefits of bilingualism and minority languages (Scottish Gaelic and Sardinian). Keynote speaker at the Annual Conference of Gaelic Education Leaders (Central and Southern Scotland), Glasgow, December.
- Lauchlan, F.** (2012). An exploration of the cognitive benefits of bilingualism and minority languages (Gaelic and Sardinian). Paper presented at Talk in two languages: A problem or a skill? Part of the Tenth Annual ESRC Festival of Social Science. Glasgow, November.

Lauchlan, F. (2010). Bilingualism and minority languages: what are the benefits of Gaelic Medium Education? Paper presented at the Annual Conference of the Scottish Educational Research Association (SERA), Stirling, November.

Lauchlan, F., Parisi, M. & Fadda, R. (2010). Bilinguismo e sviluppo cognitivo: un'indagine transculturale su bambini parlanti italiano e sardo e bambini parlanti inglese e gaelico (Bilingualism and cognitive development: a cross-cultural study of Italian-Sardinian and English-Gaelic speakers). Paper presented at the XXIII Congresso Nazionale Della Sezione Psicologia Dello Sviluppo e Dell'Educazione (23rd National Congress of the Division of Developmental and Educational Psychology), Bressanone, September.

Lauchlan, F. & Boyle, C. (2007). Is the use of labels by educational psychologists helpful? Paper presented at the Annual CPD Conference for Educational Psychologists in Scotland, Heriot-Watt University, September.

Daly, C & **Lauchlan, F.** (2007). Using positive psychology with a group of disengaged S4 boys at risk of becoming NEET. Paper presented at the Annual CPD Conference for Educational Psychologists in Scotland, Heriot-Watt University, September.

Lauchlan, F. & Carrigan, D. (2006). Making psychological assessment meaningful in the classroom. Paper presented at the Annual CPD Conference for Educational Psychologists in Scotland, Heriot-Watt University, September.

Lauchlan, F. & Carrigan, D. (2005). Making dynamic assessment meaningful in the classroom. Paper presented at the Tenth Conference of the International Association of Cognitive Education, Durham, July.

Lauchlan, F. & Jones, P. (2004). Getting dynamic about dynamic assessment: moving from theory to practice. Paper presented at the Annual CPD Conference for Educational Psychologists in Scotland, Heriot-Watt University, October.

Lauchlan, F. (2004). Getting dynamic about dynamic assessment: moving from theory to practice. Paper presented at the Annual Study Day of the Association of Educational Psychologists (North-East Branch), June.

Lauchlan, F. (2003). The simultaneous exploration of dynamic assessment and cognitive intervention. Implications for practice. Paper presented at the Bi-annual Conference of the European Association of Research on Learning and Instruction (EARLI), University of Padova, August

Lauchlan, F. (2001). Dynamic assessment: an introduction. Paper presented at the Annual CPD Conference for Educational Psychologists in Scotland, Heriot-Watt University, September.

Elliott, J. and **Lauchlan, F.** (1997). Assessing potential: the search for the philosopher's stone? Paper presented at the Sixth Conference of the International Association for Cognitive Education, Stellenbosch, July.

Lauchlan, F. and Elliott, J. (1997). The use of the Cognitive Modifiability Battery as an intervention tool for children with complex learning difficulties. Paper presented at the Sixth Conference of the International Association for Cognitive Education, Stellenbosch, July.

- Lauchlan, F.** (1997). Dynamic assessment: an alternative means of assessing children with learning difficulties. SERA, Education '96: A Report of the Proceedings of the Annual Conference of the Scottish Educational Research Association, 86-90.
- Lauchlan, F.** (1996) The contribution of Vygotsky to the development of dynamic assessment: an accurate representation? Paper presented at the Piaget-Vygotsky Centenary Conference as part of the Annual Conference of the British Psychological Society, Brighton, April
- Stringer, P., Elliott, J. and **Lauchlan, F.** (1995) Dynamic assessment in the role of an educational psychologist. Paper presented at the Annual Conference of the Association of Educational Psychologists, Bristol, October.
- Elliott, J., Stringer, P. and **Lauchlan, F.** (1995) Dynamic assessment and school psychologists: do they need each other? Paper presented at the XVIII International School Psychology Colloquium, Dundee, July.