

## Becky Davis - Educational Psychologist

**Who am I:** I am Becky Davis, an Educational Psychologist (EP) working in North Somerset. I qualified as an Educational Psychologist in 2015, and since beginning my training in 2012, I have worked in four different local authorities across Southwest England and Wales.

As well as working as an Educational Psychologist, I also work as a researcher and have held a number of different research roles, including most recently, running a research project looking at the effectiveness of a group-based mental health intervention for care-experienced young people.

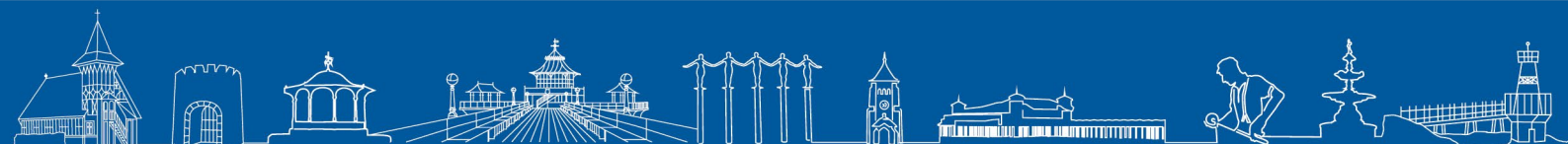


Outside of work, I enjoy being outdoors – whether that's long walks, (short!) runs, camping or festivals. I also love spending time with my partner, friends and two rescue cats.

**What do I do:** As well as being the Educational Psychologist for a number of primary and secondary schools in the Weston-super-Mare area, I also have a specialist role supporting the Virtual School. This involves working alongside the Virtual School team to support schools to achieve positive outcomes for care-experienced young people within North Somerset (you can [find out more about the Virtual School and how the Educational Psychology Service work with them on our website](#)).

In my role as an Educational Psychologist across schools and the Virtual School, I work in a range of ways including direct work and assessment with young people, consultation, training, supervision and wider systemic support (e.g., supporting with evaluating interventions/ developing school policies and processes)

**What is important to me:** My main goal as an Educational Psychologist is to ensure that all young people have a positive and meaningful school experience, regardless of their needs. It is important to me that young people are able to share their views, strengths and aspirations and that these are central to their school experiences. It is also important to me that the adults around these young people feel confident, skilled and well supported. I aim to achieve this by working directly with young people, families and school staff, and using my knowledge of psychology, child development and evidence-



based approaches and interventions to gain further understanding, collaboratively problem solve and plan ways forward.

## Publications

- Davis, R. S., Meiser-Stedman, R., Afzal, N., Devaney, J., Halligan, S. L., Lofthouse, K., ... & Hiller, R. M. (2023). Meta-analytic review: Group-based interventions for treating posttraumatic stress symptoms in children and adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*.
- Davis, R. S., Halligan, S. L., Meiser-Stedman, R., Elliott, E., Ward, G., & Hiller, R. M. (2023). A longitudinal investigation of the relationship between trauma-related cognitive processes and internalising and externalising psychopathology in young people in out-of-home care. *Research on Child and Adolescent Psychopathology*,51(4), 485-496.
- Hiller, R. M., Davis, R. S., Devaney, J., Halligan, S. L., Meiser-Stedman, R., Smith, P., ... & MacNeill, S. (2021). Protocol for the RELATE trial: a feasibility and pilot randomised controlled trial of a low-intensity group intervention for young people in care with elevated posttraumatic stress symptoms. *Pilot and Feasibility Studies*,7(1), 1-11.

## Non-academic publications

- Hiller, R.M. & Davis, R.S. (2020). Teaching recovery techniques for young people in care. Adapted from Smith, P., Dyregrov, A., & Yule, W. (1999). *Children and war: Teaching recovery techniques*. Bergen, Norway: Children and War Foundation.
- Lee, K., Partt, K., Weidberg, F. & Davis, R. (2018). Supporting the emotional and mental health of your school community. Somerset County Council