

CURRICULUM VITAE

Name: Julie E. Dockrell
Nationality: Dual British USA
Work Address: Psychology and Human Development
UCL, Institute of Education
20 Bedford Way
London WC1H 0AA

Impact

: WOS H index 39, citations without self-citations 4,637
Google scholar H Index 73, citations 17, 901

EDUCATION

1973-1977 BSc Hons First Class, Psychology. Subsidiaries: Education, Biology, Philosophy. University of Stirling.
1977-1980 PhD *The Child's Acquisition of Unfamiliar Words: An experimental study*. University of Stirling.
1981-1982 Diploma in Education (Primary), Glasgow University/Jordanhill College of Education, registration with Teaching Council 83/1102.
1982-1983 master's in applied science in Educational Psychology and Child Guidance - with Commendation, University of Glasgow.
1987 Diploma in Clinical Psychology, obtained as an independent candidate (British Psychological Society).

EMPLOYMENT

2000- Professor of Psychology and Special Needs, UCL, Institute of Education,
2020- Director UBEL ESRC Doctoral Training Partnership
2014- 2020 Director of the Centre for Language, Literacy and Numeracy: Research and Practice
<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-language-literacy-and-numeracy-research-practice>

PREVIOUS EMPLOYMENT

1977-1980 Tutor, University of Stirling: Introductory Psychology, Developmental Psychology and Social Psychology Seminars (part time).
1980-1981 Research Worker, Addiction Research Unit, Institute of Psychiatry. Involved in designing questionnaire to examine withdrawal from nicotine.
1982-1983 Lecturer Honours Developmental Psychology course, Glasgow College of Technology (part time).
1983-1984 Research Officer, Department of Social Psychology, London School of Economics. SSRC funded project on children's acquisition of verbs.
1984 Locum Educational Psychologist, Norfolk County Council.
1984-1987 Clinical Psychologist, Nuffield Hearing and Speech Centre.
1986 Tutor in Developmental Psychology, Middlesex Polytechnic.
1987-1993 Consultant Psychologist, Queens College, Harley Street, London.
1987-1995 Honorary Clinical Psychologist, Bloomsbury/Islington Health Trust, London
1987-1993 Lecturer in Psychology, Department of Social Psychology, London School of Economics and Political Science.
1993-1996 Lecturer in Department of Child Development and Primary Education, Institute of Education, University of London.
1996-1997 Senior Lecturer, Child Development and Learning, Institute of Education, University of London.
1997-2000 Professor of Psychology, South Bank University, 103 Borough Road, London SE1 0AA
1996- 2018 Consultant Psychologist Moor House School (Residential School for children with specific speech and language impairment) - one day a month.

INSTITUTE OF EDUCATION/UCL RESPONSIBILITIES

2015- 2020 Faculty RCKT lead (publications and impact)
2015 - IOE representative External REF review
2013 – 14 Chair REF Appeals Panel
2012-2013 Chair REF Equal Opportunities panel, steering group REF environment statement
2007-2010 Faculty Director Research, Consultancy and Knowledge Transfer
2007- RAE appeals panel
2006-2008 Core steering group – Meeting of Professors
2003-2005 Head of School, Psychology and Human Development,
2002-2008 IOE RAE task force- theme leader 2005-2007
2001-2003-Depute Head of School – research co-ordinator

WIDER ACADEMIC/PROFESSIONAL RECOGNITION

Visting Scientist University of Padova 2013, 2025

Trustee Speech and Language UK 2023-

Outstanding Contribution to Developmental Psychology award: British Psychological Society, Developmental Section 2023

Communication Trust What works for speech and language advisory panel (2014- present)

Leverhulme Panel Member Philip Leverhulme prize (2015, 2018, 2021)

Steering group University of Stockholm doctoral programme SEN (2018 -2023)

External evaluation for University of Cyprus Doctoral and Master Programmes (2020)

Promotion panel University of Cyprus (2015)

Consultant Psychologist- Falkland Islands Government Education (2014, 2015, 2018)

Visiting Professor University of Umea (2011-2014)

Academician of the Social Sciences (AcSS) 2004

Honorary Fellowship: Royal College of Speech and Language Therapists 2003

Research Assessment Exercise:

2008 - Panel Member, Psychology UOA 44

2001- Panel Member Psychology UOA 13

Editor in Chief Learning and Instruction (2026-

Research in Developmental Disabilities (2015- 2017)

Editor: British Journal of Educational Psychology (2002- 2008)

Associate Editor: International Journal of Language and Communication Disorders (2002-2006)

JSLHR-Language (2009- 2013),

Learning and Instruction (2015-2025)

Journal Editorial Boards:

International Journal of Language and Communication Disorders (1994-2001)

Child Language Teaching and Therapy (1995-present)

British Journal of Educational Psychology (1996-2001)

London Review of Education (2002- 2006)

First Language (1996-present)

Evidence-based Communication Assessment and Intervention (2006- present)

Logopedia, Foniatría y Audiología (2006-present)

Editorial Council of the Journal Arquivos Brasileiros de Psicologia (ABP 2006- 2011).

Consultant Editor: BPS Blackwell

Review Editor: First Language (1996-2002)

AFASIC Abstract for practitioners (1999- 2018) - joint editor (DOH funded) http://www.afasic.org.uk/f_abstract.htm

UK research councils

Economic and Social Research Council (ESRC) 2010: Sub disciplinary Review state of Educational Psychology Research

Economic and Social Research Council (ESRC): Panel reviewer Knowledge Transfer Grants (2009)

Economic and Social Research Council (ESRC): External assessor post-doctoral Fellowship (2004-2007); Postdoctoral referee college (2008-2009)

ESRC Project report overview 2004-2005. Overview of 103 ESRC end of award reports in the area of Education, Psychology, Cognition & Linguistics

ESRC College Member postdoctoral fellows (2008)

Advisory groups and panels International:

Advisory Board Graduate School in Special Education, University of Stockholm 2018

Cost Action group IS1401: Strengthening Europeans' capabilities by establishing a European Literacy Network- Theme leader WG 1

University of Lund, Sweden: Pufendorf review

Hong Kong Research Assessment panel (social sciences) - 2014

Assessor research projects Austrian Research Council - 2013

Qatar National Research Fund 2009-2011

Israeli Science Foundation award assessor 2010

Local Scientific Programme Committee – European Association for Research in Learning and Instruction (2011)

Lead Organiser ASG Israeli-UK seminar to support the development of language and communication in the early years' settings November 2011; Multilingual learning in schools , 2019

External assessor - University of Auckland: Review of the School of Teaching, Learning and Development September 2009

US National Academies – Committee to assess the health and productivity benefits of the green schools (BICE-J-04-04-A)

Assessor Bank of Sweden Tricentenary Foundation (Riksbankens Jubileumsfond) Learning and memory in children and young people (2006)

Reviewer – Boston University Conference on Child Language Development: 2006

Research Committee -XXVI Congress of Spanish Association of Logopedics

Qatar University (2005-2007)

Arabian Gulf University, Bahrain (2004)

Advisory groups and panels UK:

RCSLT Research and Development reference group 2013-2018

ACSS nominations panel 2008- 2015

All parliamentary Group on Speech and Language Difficulties (July 2012) Oral evidence to the committee

Select Committee on Special Educational Needs (2005-2006) advice and initial strategy meeting for government

Literacy strategy revision (2006) Language development and working paper on language development in the school years

Department of Education and Skills & Department of Education (2002- 2010) - Action forum on speech and language therapy services for children with special educational needs

Department of Education and Skills & Department of Education (2003) SEN Inclusion development program

Open University (2002) – Consultant to revisions of Developmental Psychology Programme

Speech and Language Therapist Board (CPSM) - Educational Psychologists nominee and **Investigatory Committee** (1999-2002)

Qualification and Curriculum Authority (QCA)

a) External advisor p-level target levels (2004)

b) Consultation on oral language attainment targets (1999)

National Children's Bureau Editorial Advisory Committee (1993-1999)

Education advisor to DfES Building Bulletin 93 (2002)-Acoustic Guidelines for Schools

Board of Trustees Montessori St. Nicholas (1997-2002)

Joint Co-ordinator of the Piaget-Vygotsky Centenary Conference (1994-1996)

Chair of the Scientific Committee for the European Congress of Psychology (2001) London, UK

HEA Expert Working Party Health and Well-being of Young Children (1997)

British Psychological Society (BPS)

Member of Research Board (previously Scientific Affairs Board) (1994- 2006)

BPS Deputy Chair Research Board (1997-2002)

BPS Member of Research Board Executive Committee (2001- 2006)

BPS Member of Psychology Education Board (previously MQB) (1997-2006)

BPS Chair of Developmental Section (2000-2002)

BPS Council Member (2000-2002)

BPS/ESRC Liaison group (1998-2002)

BPS Graduate Qualifications Assessment Committee (1998-2002)

BPS President's award committee, Spearman Medal Committee and Research seminars and postgraduate visits committee (1996-2004)

BPS Standing Conference Committee (1995-2001)

BPS Developmental Section Committee member (1992-1998)

BPS Developmental Section Committee Treasurer (1992-1996)

External Assessor UK –

Research assessment framework advisor 2014: Universities of Bangor, Reading, Greenwich, Coventry and Cardiff

BPS University of Aston Birmingham (2002)

Professorial panels in Education – University of Birmingham and University of Roehampton 2012

Various Psychology departments since 2000

Quality Audit Lancaster University Psychology provision (undergraduate and graduate, 2004)

External evaluator Learning Disabilities Diploma/Masters, Arabian Gulf University (2004)

BPS University of the West of England (2002)

CURRENT RESEARCH

1. Writing development and difficulties: the role of oral language in supporting written text generation & how teachers teach writing.
2. The effect of environmental noise on children's learning and attainments
3. Quality first language learning environments in schools and nurseries

4. Identification of the learning challenges in the stunting typology: India, Indonesia and Senegal

	RESEARCH GRANTS
(1982)	McShane, J. and Dockrell, J. The Acquisition of Verbs by Children. ESRC - £25,459 C00230018.
(1989-1990)	Dockrell, J.E. and Dockrell, W.B. Young people's compliance with HIV/AIDS messages. HEA - £20,000.
(1990-1993)	Dockrell, J.E. and Gaskell, G. Evaluation of the Mental Impairment Evaluation and Treatment Service. Nuffield Foundation - £48,000.
(1992)	Wilson, G. and Dockrell, J.E. Developing Managers for Community Care - Management-Service-User Interface. Department of Health - £15,000.
(1993)	European Children's Understanding of television. ETMA - £7,500.
(1994-1996)	Stockdale, J.E. and Dockrell, J.E. in collaboration with the London Chest Hospital. Adherence to Tuberculosis medication. DOH and NWTRA - £65,000. This grant is held by the consultants at the London Chest Hospital.
(1996-1998)	Dockrell, J.E. and Messer, D. Children's word finding difficulties. Wellcome Foundation, total award - £51,000.
(1996-1998)	Dockrell, J.E., Lindsay, G.A. and Roux, J. Children with Specific Speech and Language Difficulties: A study of professionals' decisions matching needs and provision in the context of available educational and other resources. Gatsby Foundation, total award - £114,000.
(1997-1999)	Dockrell, J.E. and Braisby, N. Lexical acquisition for science terms in the early years. Leverhulme Foundation - £35,000.
(1999-2001)	Dockrell, J.E. and Lindsay, G.A. Tracing the development of children with Specific Speech and Language Difficulties into secondary school. Gatsby Foundation, total award - £120,000.
(1999-2001)	Shield, B. and Dockrell, J.E. Effect of noise of Children's Learning. DOH/DETR initiative - £90,000.
(1999-2001)	Law, J. and Dockrell, J.E. An evaluation of preschool support for children with speech and language problems. DOH/ICAN - £98,000.
(2000-2001)	Lindsay, G.A. and Dockrell, J.E. Educational provision for children with specific speech and language difficulties in England and Wales. Nuffield Foundation - £43,680.
(2001)	Dockrell, J.E., Peacey, N. and Lunt, I. Literature review - meeting the needs of children with special educational needs. Audit Commission - £10,000.
(2001-2003)	Messer, D., Murphy, V. and Dockrell, J.E. Lexical representation in children with word-finding difficulties. ESRC - £38,529.
(2001-2004)	Dockrell, J.E. & Morag Stuart. Supporting English Language Learning in Pre-schoolers with English as an Additional Language. Esmée Fairbairn - £80,000.
(2001-2004)	Shield, B. and Dockrell, J.E. Acoustic design guidelines and teacher strategies for optimising learning conditions in classrooms for hearing and hearing impaired children. EPSRC - £128,687.
(2002)	Peacey, N. and Dockrell, J.E. Analysis of data collected in response to the Audit Commission's: Statutory assessment and statements of SEN: in need of review. Audit Commission - £1,500.
2002-2003	Peacey, N., Dockrell, J.E. and Law, J. Development of the Masters in Joint Professional Practice: Language & Communication. DfES - £999,999.
2003-2005	Lindsay, G.A. and Dockrell, J.E. Educational Provision for Children with Specific Speech and Language Difficulties - The Investigation of Good Practice. Nuffield Foundation - £38,000.
2004-2006	Dockrell, J.E. and Lindsay, G.A. Raising the achievements of children with specific language and communication difficulties: Key Stage 4 to work and college - (£154,355) DfES
2005-2006	Saxton, M. Dockrell, J.E. & Law, J. Corrective Input for Children with Language Delay: an Intervention study. ESRC £ 154,660
2006-2008	Dockrell, J.E., Sylva, K & Huxford. L Evaluation of ICAN Early years training (£45,000)
2008	Lindsay, G., Dockrell, J.E. Law, J. & Peacey, N. DCSF Bercow review Research Report (£40,000).
2008-2009	SEND - The rose report Dyslexia research support. DCSF (£126, 260).
2008	National Strategies, Every Child a Talker- preparation of materials (£4,000).
2009-2012	Learning in a Sound Environment EPSRC co director Professor Bridget Shield London South Bank University. (£240,000)
2009-2012	Evaluation of impact of DCSF investment in initiatives designed to improve teacher workforce skills in relation to SEN and Disabilities (£600,000). Co director Professor Geoff Lindsay, CEDAR, University of Warwick.
2009-2011	Profiling writing in children with specific language difficulties Co- director Dr. V. Connelly, Oxford Brookes University (£105, 560).
2009-2012	Better Communication Research Programme Project directors Professors Lindsay, Dockrell, Law & Roulstone DCSF. 1.5 million UK pounds
2011-2012	Enhancing Writing Skills in Children. ESRC Co- director Dr. V. Connelly, Oxford Brookes University (£99,000)

2012 -2014	Evaluation of talk for writing – Educational Endowment Foundation (£65,000)
2014-2015	nasen evaluation £30,000
2016 - 2017	Early Language Development: Needs, provision and intervention for preschool children from socio-economically disadvantage backgrounds. Co-PI with Newcastle. Educational Endowment Foundation (£28, 000)
2017	Assessment measures of language, literacy, numeracy and social-emotional development in the Early Years EEF . PI (£40,000)
2019-2022	Empowering staff to enhance oral language in the early years Nuffield Foundation. PI, Co-PIs James Law Newcastle, Sandra Mathers Oxford (£357,257)
2019- 2023	I GCRF – Action against stunting: Education and Cognition Co-I with Lynn Ang (£800.000)
2019-2020	Mapping children’s Language Growth in the Early Years. Heather van der Lely Foundation PI, Co-I Emma Sumner (£155,224)
2019-2020	English grammar teaching in primary schools: assessing the efficacy of two intervention strategies to improve children’s writing Pi Dominic Wyse £312,117
2022- 2026	Talking Time Efficacy Trial EEF £400,000 co- I Sandra Mathers
2022-2025	Conversation for Social Interaction– PI Kirsten Abbott Smith Kent Nuffield Foundation
2024-2026	How talk matters: conversational exchanges in early years settings. Nuffield Foundation
2026-2027	Early Years Practice Review – Language and Literacy. Education Endowment Foundation

PUBLICATIONS

BOOKS

- 1993 Dockrell, J.E. and McShane, J. *Children's Learning Difficulties: A cognitive approach*. Basil Blackwell. Spanish and Brazilian editions 1997; Talking Book Norwegian Talking and Braille Book Library, 1998.
- 1999 Dockrell, J.E. and Messer, D. *Children's Language and Communication Difficulties: Understanding, Identification and Intervention*. Cassell Publishers.

EDITED BOOKS

- 1997 Smith, L., Dockrell, J.E. and Tomlinson, P. *Piaget, Vygotsky and Beyond*. Routledge: Chapman Hall.
- 1998 Messer, D. and Dockrell, J.E. *Developmental Psychology – a Reader*. London: Arnold.
- 2006 Teubal E., Dockrell J.E. & Tolchinsky, L. *Notational Knowledge: Historical and Developmental Perspectives*. Rotterdam: Sense Publishers. ISBN 90-77874-77-1.
- 2014 Arfé, B., Dockrell, J. E., & Berninger, V. W. (2014). *Writing Development in Children with Hearing Loss, Dyslexia or Oral Language Problems: Implications for Assessment and Instruction*. NY: Oxford University Press.

Resources for wider professional dissemination

Talking Time Stass publication

Communication Supporting Classrooms tool

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-supporting-classroom-observation-tool.aspx>

What works website <https://www.thecommunicationtrust.org.uk/whatworks>

RALLI campaign Youtube 1. What is the better communication research programme 2. Messages for education

Dockrell, J.E., Llauro, A. Hurry, J., Cowan, R. & Dawson, A. (2017). Early Years Measures Database. Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/evaluator-resources/early-years-measure-database/early-years-measures-database/>

BJEP MONOGRAPHS

- 2005 Tomlinson, P. Dockrell, J.E. & Winne, P. *Pedagogy- Teaching and Learning*. Monograph Series II: Psychological Aspects of Education – Current Trends. The British Psychological Society
- 2007 Underwood, J. & Dockrell, J.E. *Learning through digital technologies*
- 2008 Connelly, V. Barnett, A. Dockrell, J.E & Tolmie, A. *Teaching and Learning Writing*

PEER REVIEWED JOURNAL ARTICLES AND CONFERENCE PROCEEDINGS

1980

Dockrell, J.E., Campbell, R. and Neilson, I. Conservation accidents revisited. *International Journal of Behavioural Development*, 3, 423-439.

1983

Neilson, I., Dockrell, J.E. and McKechnie, J. Does repetition of the question influence children's performance in conservation tasks? *British Journal of Developmental Psychology*, 1, 163-174.

1984

Neilson, I., Dockrell, J.E. and McKechnie, J. Conservation accidents: A reply to McGarrigle and Donaldson. *Cognition*, **12**, 277-291.

1989

1. Meeting the needs of the parents of children with speech and language difficulties. *Journal of Child Language Teaching and Therapy*, **5**, 146-156.
2. Dockrell, J.E. and Wilkinson, E. Toy libraries - what's in a name? *Early Child Health Care and Development*, **29**, 27-36.
3. Stockdale, J., Dockrell, J.E. and Wells, A.J. The self in relation to media representations of HIV/AIDS. *Health Education Journal*, **28 (3)**, 121-130.

1990

4. Dockrell, J.E. and McShane, J. Young children's use of phrase structure and inflectional information in form-class assignments of novel nouns and verbs. *First Language*, **10**, 127
5. Dockrell, J.E. and Dockrell, A. A family copes with death - A case study. *Journal of Bereavement Care*, **9 (3)**, 26-30.

1992

6. McShane, J., Dockrell, J.E. and Wells, A. Psychology and Cognitive Science. *The Psychologist*, **5 (6)**, 252-255.
7. Dockrell, J.E. and Joffe, H. Methodological issues involved in the study of young people and HIV/AIDS: A social psychological view. *Health Education Research: Theory and Practice*, **7 (4)**, 509-516.
8. Dockrell, J.E. and Dockrell, W.B. An analysis of theoretical models for HIV/AIDS education. *International Journal of Psychology*, **27**, Issues 3 and 4.

1995

9. Dockrell, J.E. and Stockdale, J.E. Advertising and HIV/AIDS. *British Journal of Sexual Medicine*, **21 (5)**, 12-14.
10. Stockdale, J.E. and Dockrell, J.E. Developing Effective Safer Sex Advertising. *Royal Society of Medicine. AIDS Newsletter*, **48**, 1-4.
11. Dockrell, J.E. and Dockrell, W.B. An evaluation of teaching fifteen year olds about HIV/AIDS education. *Studies in Educational Evaluation*, **21**, 43-56.
12. Galpert, L. and Dockrell, J.E. Is understanding the experimenter's intentions the clue to conservation ability? *International Journal of Behavioural Development*, **7**, 505-517.
13. Dockrell, J.E., Gaskell, G., Normand, C.E.M. and Rehman, H. An economic evaluation of a unit for people with learning disabilities and challenging behaviour. *Social Science and Medicine*, **40 (7)**, 895-901.
14. Gaskell, G., Dockrell, J.E. and Rehman, H. Community care for people with learning disabilities and challenging behaviour: Changes in behaviour and placements. *British Journal of Clinical Psychology*, **34**, 383-397.
15. Joffe, H. and Dockrell, J.E. Safer Sex: Lessons from the male sex industry. *Journal of Community and Applied Social Psychology*, **5**, 333-346.

1996

16. Dockrell, J.E. and Conti-Ramsden, G. Children with Speech and Language Difficulties: Issues in Identification and Intervention. *Journal of Clinical Speech and Language Studies*, **6**, 49-64.

1997

17. Dockrell, J.E. and Sterling, C. The contribution of psychology to understanding the remediation of communication problems through facilitated communication. *European Journal of Disorders in Communication*, **32 (1)**, 75-81.
18. Dockrell, J.E. George, R. Lindsay, G.A. and Roux, J. Professionals understanding of specific language impairments - Implications for assessment and identification. *Educational Psychology in Practice*, **13**, 27-35.
19. Teubal, E. and Dockrell, J.E. Emergent Numeracy as a Particular Instance of Emergent Literacy. *Proceedings of SCRIPT Annual Conference*, Maale Hachamisha.

1998

20. Dockrell, J.E., Messer, D., George, R. and Wilson, G. Children with word-finding difficulties -prevalence, presentation and naming problems. *International Journal of Language and Communication Disorders*, **33**, 445-454.
21. Dockrell, J.E. and Lindsay, G.A. The ways in which children's speech and language difficulties impact on access to the curriculum. *Child Language Teaching and Therapy*, **14**, 117-133.
22. Lindsay, G.A. and Dockrell, J.E. What's in a transition? A reply to Botting, Crutchley and Conti-Ramsden. *International Journal of Language and Communication Disorders*, **33**, 198-207.

1999

23. Braisby, N. and Dockrell, J.E. Why is colour naming difficult? *Journal of Child Language*, **26**, 23-47.

2000

24. Dockrell, J.E. and Lindsay, G.A. Meeting the needs of children with specific speech and language difficulties. *European Journal of Special Needs Education*, **15**, 24-41.
25. Kamel, H. and Dockrell, J.E. Divergent Perspectives - Multiple Meanings; A Comparison of Caregivers' and

Observers' Interpretations of Infant Behaviour. *Journal of Reproductive and Infant Psychology*, **18**, 41-60.

26. Grove, N. and Dockrell, J.E. Multi-sign combinations by children with intellectual impairments: an analysis of language skills. *Journal of Speech, Language and Hearing Research*, **20**, 309-323.
27. Lindsay, G.A. and Dockrell, J.E. The behaviour and self-esteem of children with specific speech and language difficulties. *British Journal of Educational Psychology*, **70**, 583-601.
28. Wood, N. and Dockrell, J.E. Cognitive and linguistic profiles in deaf children. *Current research in Language and Communication Science*, **1**, 144-152.

2001

29. Dockrell, J.E., Messer, D. and George, R. Patterns of Naming Objects and Actions in Children with Word Finding Difficulties. *Language and Cognitive Processes*, **16**, 261-286.
30. Dockrell, J.E. and Lindsay, G.A. Children with specific speech and language difficulties – the teachers' perspective. *Oxford Review of Education*, **27 (3)**, 369-394.
31. Assessing language skills in pre-school children. Assessing language skills in preschool children. *Child Psychology and Psychiatry Review*, **6**, 74- 85.
32. Harding, R., Dockrell, M.J.D., Dockrell, J.E. and Corrigan, N. Motivational Interviewing for HIV risk reduction among gay men in commercial and public sex settings. *AIDS Care*, **13 (4)**, 493-501.
33. Bartolo, P.A., Dockrell, J. and Lunt, I. (2001) Naturalistic decision-making task processes in multiprofessional assessment of disability. *Journal of School Psychology*, **39 (6)**, 499-519.

2002

34. Lindsay, G.A., Dockrell, J.E., Letchford, B. and Mackie, C. Self Esteem and children with specific speech and language difficulties. *Child Language Teaching and Therapy*, **18 (2)**, 125-143.
35. Lindsay, G.A. and Dockrell, J.E. Meeting the needs of children with speech and communication needs: a critical perspective on inclusion and collaboration. *Child Language Teaching and Therapy*, **18 (2)**, 92-101.
36. Shipster, C., Hearst, D., Dockrell, J.E., Kilby, E. and Hayward, R. Speech and language skills and cognitive function in children with Apert syndrome: a pilot study. *International Journal of Language and Communication Disorders*, **37**, 325-344.
37. Magiati, I., Dockrell, J.E., and Logotheti, A. Young children's understanding of special educational needs. *Journal of Applied Developmental Psychology*, **23 (4)**, 409-430.

2003

38. Dockrell, J.E., Messer, D., George, R. and Ralli, M. Beyond naming patterns in children with WFDS – definitions for nouns and verbs. *Journal of Neurolinguistics*, **16**, 191-211.
39. Shield, B.M. & Dockrell, J.E. The effects on noise on children at school: A review. *Journal of Building Acoustics*, **10**, 97-116.

2004

40. Lindsay, G.A. and Dockrell, J.E. Whose job is it? Parents' concerns about the needs of their children with Language Problems. *Journal of Special Education*, **37**, 225-236.
41. Law, J., Dockrell, J.E., Williams K. and Seeff, B. Comparing specialist Early Years provision for speech and language impaired children with mainstream nursery provision in the UK – An application of the Early Childhood Environment Rating Scale (ECERS). *Child Care Health Development*, **30 (2)**, 177-184.
42. Shield, B.M. and Dockrell, J.E. External and internal noise surveys of London primary schools. *Journal of the Acoustical Society of America*, **115**, 730-738.
43. Dockrell, J.E. and Shield, B.M. Noise in schools: Children's perception of their acoustic environment at home and at school. *Journal of the Acoustical Society of America*, **115**, 2964-2973.
44. Messer, D., Dockrell, J.E. and Murphy, N. The relationship between naming and literacy in children with word-finding difficulties. *Journal of Educational Psychology*, **96**, 462-470
45. How can studies of memory and language enhance the authenticity, reliability and validity of interviews? *British Journal of Learning Disabilities*, **32**, 161-165.
46. Mackie, C. and Dockrell, J.E. The writing skills of children with SLI. *Journal of Speech Language and Hearing Research*. **47**, 1469-1483.

2005

47. Connelly, V., Dockrell, J.E. and Barnett, J. Research note: The slow handwriting of undergraduate students constrains overall performance in exam essays. *Educational Psychology* **25**, 99-107.
48. Lindsay, G., Dockrell, J.E. Mackie, C. & Letchford, B. Local Educational Authorities' approaches to provision for children with specific speech and language difficulties in England and Wales. *European Journal of Special Needs Education*. **20**, 329-345.
49. Teubal, E. and Dockrell, J. E. Children's Developing Numerical Notations: The Impact of input display, numerical size and operational complexity. *Learning and Instruction*, **15**, 257-280.
50. Law, J. Dockrell, J.E, Castelnovo, E., Williams, K, Seeff, B. & Normand, C. Early Years Centres services for pre-school children with primary language difficulties: what do they cost, and are they cost-effective?

International Journal of Language and Communication Disorders. **41**,67-81.

51. Lindsay, G., Dockrell, J.E. Mackie, C. & Letchford, B. The roles of specialist provision for children with specific speech and language difficulties in England and Wales: A model for inclusion. *Journal of Research in Special Educational Needs*. **5**, 88-96.
52. Ralli A. and Dockrell J. E. (2005) Multiple measures of assessing vocabulary acquisition: implications for understanding lexical development in psychology. *The Journal of the Hellenic Psychological Society*, 12, 4, 587-603. Ellinika Grammata

2006

53. Messer, D. and Dockrell, J.E. (2006). Children's Naming and Word-Finding Difficulties: Descriptions and Explanations *Journal of Speech Language and Hearing Research* **49** 309-324
54. Dockrell, J.E. and Shield B. (2006). The effect of irrelevant noise on children's processing of verbal and non-verbal tasks. *British Journal of Educational Research*, **32** 509-525.
55. Best, R., Dockrell, J.E. and Braisby, N. (2006) Real World Word Learning: Exploring Children's Developing Semantic Representations of a Science Term *British Journal of Developmental Psychology*. **24**, 265-282.
56. Connelly, V., Dockrell, J.E., & Barnett, J. (2006). A pilot intervention to improve the structural quality of exam writing in UK undergraduate psychology students. *Psychology Teaching Review*, **12**(1), 43-57.
57. Dockrell, J.E, Lindsay, G., Letchford, B. & Mackie, C. (2006) Educational provision for children with specific speech and language difficulties: Perspectives of speech and language therapist managers. *International Journal of Language and Communication Disorders* **41**, 423-440.
58. Thomas, M. S. C., Dockrell, J. E., Messer, D., Parmigiani, C., Ansari, D., & Karmiloff-Smith, A. (2006). Speeded naming, frequency and the development of the lexicon in Williams syndrome. *Language and Cognitive Processes* **21**, 6, 721-759.
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1999

- a) Dockrell, J.E., Messer, D. and George, R. Accuracy and errors in naming objects in children with word finding difficulties. In M. Beers, G. Bol, B.v.d. Bogaerde, J. de Jong and C. Rooijmans (Eds), *From sound to sentence - studies on first language acquisition*. The Hague: Holland Academic Graphics.
- b) Ralli, A. and Dockrell, J.E. Listening to stories and learning new words - What are the important factors? In M. Beers, G. Bol, B.v.d. Bogaerde, J. de Jong and C. Rooijmans (Eds), *From sound to sentence - studies on first language acquisition*. pp.97-112. The Hague: Holland Academic Graphics.

2001

Dockrell, J.E., Tachmatzidis, I., Shield, B. and Jeffery, R. Children's perceptions of noise in schools 7th International Congress on Acoustics, Universita de Roma "La Sapienza", Rome, Italy.

2003

- a) Shield, B. and Dockrell, J.E. The Effects of Classroom Noise on Children's Academic Attainments. *Euronoise 2003* (409).
- b) Carey, A.L. Shield, B. and Dockrell, J.E. Speech Intelligibility testing for classrooms, *Euronoise 2003* (407).
- c) Rigby, K. and Dockrell, J.E., Shield, B. and Riley, J. Study of Trainee teacher perspectives on classroom noise: effects on learning and teaching.

2004

- a) Dockrell, J. E., Lindsay, G. Mackie, C & Letchford, B. Transferring to secondary school with a specific speech and language difficulty- concerns and reality. The European Dimension of special education: Emergence of a different profile. 19th-21st November, Thessalonika, Greece.
- b) Best, R., Dockrell, J. E., & McNamara, D. S. (2004). Children's semantic representation of a science term. In K. Forbus, D. Gentner, T. Regier (Eds.), *Proceedings of the 26th Annual Meeting of the Cognitive Science Society* (pp. 1525). Mahwah, NJ: Erlbaum.

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Dockrell, J. E., Lindsay, G. Connelly, V. & Mackie, C. Constraints in the production of written text in children with specific language impairments In L.Allal & J. Dolz (Eds.). *Proceedings Writing2004* [CD]. Adcom Productions. <http://sig-writing.publication-archive.com/start>.

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- b) Conetta, R., Shield, B. M., Cox, T., Dockrell, J. E. and Connolly, D. (2010) A preliminary survey of noise levels in UK Secondary Schools. *Proceedings of the Institute of Acoustics and Belgium Acoustical Society Noise in the Built Environment conference*. Vol.32 Pt.3. April 29 - 30. Gent, Belgium
- c) Dockrell, J.E & Shield B. Acoustic Modifications for supporting learning and attention, *Internoise Lisbon*
- d) Wall, K., Dockrell, J.E. & Peacey, N The importance of the built environment for learning- a research evidence overview, *Internoise Lisbon*

2011

COST writing Sociolinguistics report

BOOK CHAPTERS

1981

Neilson, I. and Dockrell, J.E. Cognitive tasks as interactional settings. In G. Butterworth and P. Light (Eds), *Social Cognition*. pp.213-238. Harvester Press.

1982

Campbell, R.N., Bowe, T. and Dockrell, J.E. The relationship between comprehension and production and its ontogenesis. In F. Lowenthal (Ed.), *Language and Language Acquisition*. New York: Plenum Press.

1983

McShane, J. and Dockrell, J.E. Lexical and syntactic development. In B. Butterworth (Ed.) *Speech Production*, Vol. 2.

1986

- a) Dockrell, J.E. and Campbell, R.N. Lexical acquisition strategies. In S. Kuczaj and M. Barrett (Eds), *Semantic Development*. New York: Springer Verlag.
- b) McShane, J., Whittaker, S. and Dockrell, J.E. Verbs and time. In S. Kuczaj and M. Barrett (Eds), *Semantic Development*. New York: Springer Verlag.

1990

Dockrell, J.E., Gaskell, G. and Rehman, H. Challenging behaviours: Problems, provisions and solutions. In A. Dosen, A. Van Gennep and G. Zwanikken (Eds), *Treatment of Mental Illness and Behavioural Disorder in the Mentally Retarded*. Leiden: Logan Publications.

1993

- a) Dockrell, J.E. and Henry, C. Assessment of the mentally handicapped. In J. Beech and L. Harding (Eds), *Assessment for Speech Therapists*. London: Routledge.
- b) Dockrell, J.E. and Gaskell, G., Normand, C.E.M. and Rehman, H. Service Provision for People with Mild Learning Difficulty and Challenging Behaviours: The MIETS Evaluation. In C. Kiernan (Ed.), *Implications of Research on the Challenging Behaviour of People with Learning Disabilities*. BIMH.
- c) Braisby, N. and Dockrell, J.E. Natural Kind and Colour Terms in Children's Naming. In J. Clibbens and B. Pendleton (Eds), *Proceedings of Child Language Seminar*. University of Plymouth, England.

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- b) Wilson, G. and Dockrell, J.E. Care of Elderly People. In P. Owens, J. Carrier and J. Horder (Eds), *Interprofessional Issues in Health and Community Care*. Macmillan.
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- d) Asking the User: qualitative approaches. In G. Wilson (Ed.), *Asking the User*. London: Chapman and Hall.
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- Connelly, V & Dockrell J.E. (2015). Writing development and instruction for students with learning disabilities: using diagnostic criteria to study writing difficulties. Eds C. MacArthur, S/ Graham, & J. Fitzgerald. *Handbook of Writing Research* second edition Guildford Press
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- Dockrell, J.E (2019) Language learning challenges in the early years. In Ed David Whitebread *Cambridge Handbook of Early Years Education* , Sage reference. Pp 435-452
- 2020
- Dockrell, J.E. & Connelly, V. (2021). Assessing writing in T. Limpo & T. Olive (Eds) 2021 *Executive Functions and Writing* OUP Oxford University press
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- Arfé, B., & Dockrell, J. E.. Difficulties in Acquiring and Developing Writing Skills. In *Development of Writing Skills in Children in Diverse Cultural Contexts: Contributions to Teaching and Learning* (pp. 223-240).

TEACHING MATERIALS:

- (1996) *Introduction to Child Development*. University of London, External Study Guide.
- (1996) *Reader to accompany Child Development Study Guide*. University of London, External Study Guide.
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- (2003) *Language Learning and Development for Masters in Joint Professional Practice: Language & Communication*.

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- (2007) 'Talking Time' DVD and handbook to support professionals enhancement of oral language skills in the early years.
- (2009) Materials prepared for the National strategies 0 Every Child a Talker

NEWSLETTERS/PROFESSIONAL JOURNALS

- (1992) with J. McShane. A dual representation theory of past tense formation. *AILA Child Language Commission*, No.2.
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- (2003) with G. Lindsay. Specific Language and Communication Difficulties and written language. *Literacy Today*, 37, 22.
- (2004) a) with M. Stuart and D. King. Supporting oral language skills in the early years. *Literacy Today*.
b) What is important in developing oral language? *SLD Experience* 40, 23-29.

A SELECTION OF REVIEWS OF ACADEMIC BOOKS

- (1993, 1995) THES
- (1994) Cognitive Strategy Performance that really improves children's academic performance. *British Journal of Educational Psychology*.
- (1994) Reading, Writing and Dyslexia: A cognitive analysis. by A. Ellis. *European Journal of Special Educational Needs*.
- (1996) Memory and Affect in Development. Edited by C. Nelson. *British Journal of Developmental Psychology*.
- (1996) Learning Disabilities: A neuropsychological perspective by B. Rourke, and J. Del Dotto. *Mental Handicap*.
- (1996) Learning: Principles, Processes and Practices by R.J. Stevenson and J. Palmer. *School Psychology I*.
- (1999) Children with Learning Difficulties: a collaborative approach to their education and management by M. Fawcus. *Clinical Linguistics And Phonetics*, 13 (1), 71-72.
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- (2002) Speech and language impairments in children: Causes, Characteristics, Intervention and Outcome by D.V.M. Bishop and L. Leonard. *Journal of Child Language*.
- (2003) First Language Acquisition by E. Clark. *First Language*.

RESEARCH REPORTS

- (1984) *The acquisition of verbs by children*. Report submitted to the ESRC -
- (1985) *The role and impact of a child development team*. Unpublished manuscript.
- (1991) (with a team from the Health Care Research Unit, Belfast). *Clinical Audit in Professions Allied to Medicine and Related Therapy Professions*. Department of Health.
- (1991) *HIV/AIDS: The Beliefs and Behaviours of Sexually Active Young Adults - Heterosexuals, Homosexuals and Male Prostitutes*. Health Education Authority.
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- (2008) Lindsay, G. Desforges, M. Dockrell, J.E., Law, J. Peacey, N. & Beecham, J. *Effective and efficient use of resources for child and young people with speech, language and communication Needs*. DCSF

- (2010-2012) Special educational needs and disability initiatives DFE
- (2012) Better Communication Research Programme – five reports available at <https://www.gov.uk/government/collections/better-communication-research-programme>
- (2016) Dockrell, J., Marshall, C., & Wyse, D. (2016). *Talk for Writing. Evaluation report*. Retrieved from London: https://educationendowmentfoundation.org.uk/public/files/Projects/EEF_Project_Report_TalkForWriting.pdf
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MEMBER OF ACADEMIC GROUPS

Associate fellow of the British Psychological Society
 British Psychological Society Developmental Section
 Applied Psychology Research Group
 Association for Child Psychology and Psychiatry
 American Educational Research Association

SUCCESSFUL PhD STUDENTS:

- 1992 Daniel Wright, *Event Memory: Applications and Theories*, London School of Economics
- 1994 Hania Kamel, *Mother's Interpretations of Infants' Facial Expressions*, London School of Economics
- 1995 Nicola Grove, *An analysis of the Linguistic skills of Signers with Severe learning difficulties*, Institute of Education. (ESRC studentship)
- 1999 Paul Bartolo, *The decision making process in case conferences for children with pervasive developmental disorder*, Institute of Education.
- 1999 Assimina Ralli, *Lexical Acquisition from stories*, Institute of Education.
- 2000 Nicholas Wood, *Normative and Dynamic assessment of hearing impaired children*, Institute of Education
- 2002 Rachel George *The acquisition of number skills by children with speech and language difficulties*, Institute of Education
- 2003 Rachel Best, *Lexical Acquisition in Naturalistic situations*, London South Bank University. LSBU studentship
- 2004 Elizabeth Simmonds, *Word Finding Difficulties and Lexical Processes in Children*, London South Bank University. LSBU studentship
- 2005 Karl Wall *Gestural communication among 5-6 year old, working in groups, with and without their teachers*. Institute of Education.
- 2005 Nicola Murphy, *Reading and Word finding difficulties*, ESRC studentship, registered University of Hertfordshire, full time.
- 2005 Susan Ebbels, *Grammatical morphology and SLI*, Registered University College
- 2007 Clare Mackie, *The writing difficulties of children with SLI*, ESRC studentship full time.
- 2007 Venita Ramtohol *Development of naming processes* registered Open University
- 2009 Ioanna Bakopoulou, *The interaction between language problems and behaviour difficulties*, Institute of Education.
- 2009 Laura Pratt *Supporting Pupils at Risk of Exclusion: An Evaluation of an Intensive, Out-of-School, Emotional Literacy Programme for Key Stage 3 Pupils*, Institute of Education.
- 2009 Emma Greenland *The impacts of acoustics on teaching and learning in open plan classrooms*. LSBU
- 2010 Rachel Wilson- *Pupil referral units for early years – rationale and effects*, Institute of Education.
- 2011 Catherine Carroll, *Life long learning needs of young people with SLI*, Institute of Education.
2011. Olympia Palikara *Self esteem and coping in adolescents with a history of SLI* Institute of Education. (ESRC studentship full time)
- 2011 Diane King *The development of oral narrative in children with autism*
- 2013 Sarah King – *Teachers talk in nursery schools*
- 2015 Joanna Vivash- *A framework for Educational Psychologists support of children with SLCN*
- 2015 Lydia Lanza *Educational Psychologists conceptions of behaviour problems*
2017. Konstantina Georgali *Greek teachers understanding of speech and language difficulties*
- 2019 Nelly Joye – *Crosslinguistic factors impacting of spelling in children with SLI : Comparison of French and English*
- 2020 Neeltje van den Bedem – *Emotions and Psychosocial Development in children with and without developmental language disorders*, University of Leiden
- 2021 James Canniford *The relationship between the assessment of spelling, punctuation and grammar and children' written texts*
- 2024 Carolina Hernandez *The role of vocabulary in the Educational Achievement of Chilean school children*

PRESENT PhD STUDENTS

- 2021 Terry Bennett *Head teachers understanding of language learning challenges*

PEER COMMENTARY Publons top peer reviewer <https://publons.com/researcher/1181273/julie-dockrell/>

I have refereed articles for:

The British Journal of Addiction (1980-81)
The British Journal of Developmental Psychology (1984-)
Journal of Child Language (1988-)
First Language (1989-)
Journal of Community and Applied Social Psychology (1990-)
European Journal of Disorders of Communication (1992-)
Addiction Research (1993)
British Journal of Special Education: Research Section (1993-)
Aids Care (1993-)
Mental Handicap Research (1993-)
Language and Cognitive Processes (1994-)
Child language Teaching and Therapy (1994-)
Oxford Review of Education (1999-)
Journal of Speech Language and Hearing Research (1999-)
Language speech and Hearing Services in Schools (2004-)
Language Learning (2005-

Book reviews have appeared in:

The Times Higher Educational Supplement (1985, 1986, 1988, 1989, 1993 and 1995)
British Journal of Educational Psychology (1994)
European Journal of Special Educational Needs (1994)
Mental Handicap (1995)
British Journal of Developmental Psychology (1996)
School Psychology International (1996, 1997)
Journal of Child Language (2002)
First Language (2003)

External Assessor for:

New Hall College, Cambridge, Fellowships
ESRC, MRC, Leverhulme and Nuffield Foundation research grants
MSc and PhD theses
Health Education Authority research reports
Various Publishers
Nuffield fellowships
PPP fellowship
ESRC post-doctoral fellowships
ESRC project overviews

External Examiner:

University of Hertfordshire, BA Humanities (1992-1997)
Goldsmiths' College, BSc in Psychology (1993)
University of Strathclyde, BSc in Speech Sciences (1993-1997)
University of Sheffield, Diploma/MSc Language and Communication Impairment in Children (1993-1999)
University of Malta, DEd, MEd Educational Psychology (1997-1999)
University of Glasgow, Department of Education, MEd/MPhil in Psychology (1998-2000)
King Alfred's College, Winchester, U/G Psychology (1998-2001)
University of Northumbria, Psychology courses BSc (1998-2001)
London School of Economics, Social Psychology BSc (1999-2002)
Birmingham University, Masters in Speech and Language Communication (1999- 2003)
University of Cardiff, MEd in Psychology (2000- 2003)
Trinity College Dublin Psychology components of the Degree in Speech and Language Therapy (2002-2003)
University of Leicester, BSc Psychology (2002- 2005)
University of Sheffield BSc Psychology (2003- 2006)
City University London (2008-2010) Psychology, components of the UG and Masters Degree in Speech and Language Therapy

PhD Examining National and International:

Birkbeck College 1992
University of Stirling 1993
LSE 1991, 1992
Institute of Education 1994, 1995, 1996, 1998
London School of Hygiene and Tropical Medicine, 1997
South Bank University, 2000
Edinburgh University, 2001
University of Surrey, 2002
University of Portsmouth, 2002
Oxford University 2002, 2007, 2009, 2020, 2022
University of Middlesex 2003
Open University 2004
Institute of Child Health, London 2004
University College 2005
Open University, 2005
University of Essex, 2006
University of York, 2009
University of Barcelona, Spain 2012
University of Bangor 2013
University of Clermont Ferrand, France 2013
University of Poitiers, France 2015
UCL Institute of Education 2016, 2018
University of Sheffield, 2016
University of Melbourne, 2019
University of Groningen, 2019
University of Oxford 2023
University of Padova 2024