



# WELSH BACCALAUREATE

## Advanced

### Individual Project

Aberystwyth University – Department of Psychology - ASD



#### Brief – Autism Spectrum Disorder

The following statements could form the basis of your research project.

Autism Spectrum Disorder (ASD) affects about 1% of the population in the UK; intervention research is central to manage and support this relatively large number of children and adults. Early intervention is critical to minimise the symptoms of ASD and ensure good quality of life, particularly in the domains of social interaction and communication.

In recent years, computer-based interventions in autism have become increasingly popular, with apps being developed to promote learning of social and communication skills. These apps appear to be engaging to young children on the autism spectrum, as indeed this particular group tends to show interest and ability in technology. The aim of these apps is to promote the development of skills which children with ASD find hard to learn in real life, so that they may learn in a safe, non-threatening environment, before applying those skills in real life contexts.

The question remains as to whether the application of computer-based interventions might, in the long term, give rise to young adults who are overly dependent on technology for communication, and potentially disinterested in real life socialisation.

#### Contacts

<http://www.aber.ac.uk/en/psychology/>

# WELSH BACCALAUREATE

## Advanced

### Individual Project

Aberystwyth University – Department of  
Psychology – Personal Health



#### Brief – Take control of own Health

The following statements could form the basis of your own research project.

Non communicable diseases such as diabetes, coronary artery disease and cancer are the most significant causes of mortality in the developed world. Many argue that unless substantially revised, the current model of centrally funded and free-to-user medical care will result in the breakdown of the NHS in the not too distant future.

Many different forms of health promotion attempt to encourage the general population to follow healthier lifestyles (warning on cigarette packets, media campaigns etc.); however the effectiveness of these approaches are debated. Consideration is required about how best to encourage the general population to take control of their own health outcomes.

# WELSH BACCALAUREATE

## Advanced

### Individual Project

Aberystwyth University – Department of  
Psychology – Playing a Musical Instrument



#### Brief – Playing a musical instrument

The following statements could form the basis of your research project.

Playing a musical instrument has many benefits for an individual. Chinese philosopher Confucius said 'music produces a kind of pleasure that human nature cannot do without'.

Music psychologists have found that there is a reoccurring problem in that young people do not play musical instruments, and that they are likely to give up learning to play an instrument once they have made the transition from primary to secondary school. Should music teachers be concerned and what could be done to address the problem?

**Contacts** - <http://www.aber.ac.uk/en/psychology/>

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### Individual Project

Aberystwyth University – Department of  
Psychology – Personal Health



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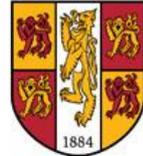


# WELSH BACCALAUREATE

## Advanced

### Individual Project

Bangor University – School of Psychology



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

#### Brief – Childhood as a Social Construct

Childhood Studies investigates the meaning of the terms 'child' and 'childhood'. These seemingly obvious terms are, in fact, more complicated and changeable than they appear. Many factors can influence the experiences a child has as they pass through childhood. These include:

- Their culture
- The education system
- Their family
- Their peer group/friends
- The media (i.e. films, music, news, television)
- Social media and technology (i.e. Social networking sites and computer games)

Each of these carry different messages about how children should look, act and be treated within society. Children learn about the world through each of these and so childhood can be a different experience for children depending on their race, ethnicity, gender and social class. This can lead to disagreement about what is best for children and what kind of childhood is considered a 'good' childhood.

**Contact:** <https://www.bangor.ac.uk/addysg/>



# WELSH BACCALAUREATE

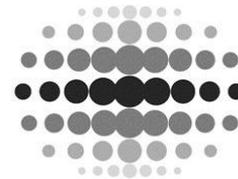
## Advanced

### Individual Project

Bangor University – School of Psychology



PRIFYSGOL  
**BANGOR**  
UNIVERSITY



SEICOLEG  
**BANGOR**  
PSYCHOLOGY

#### **Brief – Managing Challenging Child Behaviour-Evidenced Based Early Intervention**

The Centre for Evidence Based Early Intervention in the School of Psychology has been developing and researching parenting programmes to support parents in managing challenging child behaviour and to promote positive parenting for the last 25 years

Recently some of the core parenting messages have been distilled into a short book, the Little Parent Handbook, by Professor Hutchings, Director of the Centre. This book is available in both English and Welsh.

The book provides opportunities for research activity from qualitative studies on parents' responses to the book to more scientifically based studies that get parents to report on their mental wellbeing, parenting style and on the challenges presented by their children before and after reading the book.

Three measures that are freely available can be used as a basis for small evaluations these are the Strengths and Difficulties Questionnaire, the Warwick-Edinburgh mental wellbeing scale and the Arnold O'Leary Parenting Scale.

**Contacts:** <https://www.bangor.ac.uk/psychology/cebei>



# WELSH BACCALAUREATE

## Advanced

# Individual Project

Bangor University – School of Psychology



### Brief – Text Speak- Evolution of Language

Language has been evolving for thousands, millions, of years and continues to evolve. The origins and roots of many commonly used words today are quite different from how they appear today. Consider words like ‘breakfast’, ‘handkerchief’ or even the word ‘tomorrow’. The word ‘tomorrow’ dates back to the late 13<sup>th</sup> century from the Old English ‘to morgenne’ meaning literally ‘on the morrow’. It was written as two words “to morrow” until the 16<sup>th</sup> century and even until the early 20<sup>th</sup> century it was written as ‘to-morrow’. It is probably most familiar to you now as ‘2morrow’ or even ‘2moz’.

Such text abbreviations have become common-place in our language, along with emoticons and acronyms such as ‘lol’ or ‘omg’ or ‘rofl’ and are an efficient way for two (or more people) with access to the code to communicate their thoughts, feelings and intentions quickly and accurately. However, use of these approaches is not encouraged in your school-work and are deemed as ‘incorrect’. What about changes in the use of grammar? Grammar pedants are keen to point out that it should be ‘different from’, and not ‘different to’ or ‘my friend and I’, instead of ‘me and my friend’. The use of an apostrophe s corrects plural to possessive (‘Johns house’ to ‘John’s house’). But does it matter? Whilst your parents and teachers might frown upon use of such language, isn’t it the case that these evolutions of language are to be expected and are simply a reflection of generational development, which has been facilitated by technology? So the issues around this include the identifying the place for text speak and acronyms in modern language, the conditions they might be acceptable, whether grammar matters and whether the evolution of language be discouraged or encouraged.

**Contacts:** <https://www.bangor.ac.uk/psychology/>



# WELSH BACCALAUREATE

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### Individual Project

Bangor University – School of Psychology



#### **Brief – Every Child a Reader**

We have had evidence based methods to teach reading for many years; but, they have not been widely adopted into the educational system. Reading is the primary medium for the transfer of knowledge in all curriculum areas, yet a large percentage (approximately 20%) of children is still beginning their secondary school education without being able to read fluently. This undoubtedly can have a devastating effect; not only on their future academic success but also their employment opportunities. This is the 21<sup>st</sup> Century though, so we must consider the methods being used in schools to teach reading effectively

Identify struggling readings and placing interventions to ensure that they are fluent readers before they begin secondary school would be a positive move. Current methods of measuring reading ability must be sufficient to guarantee that no child is left behind. What about the further impact when we have children are taught in a bilingual setting?

We should consider solutions to these types of issues that affect the future of the nation's children in such a significant way.

**Contacts:** <http://behaviourchange.bangor.ac.uk/>