

UCD *Growing up in Ireland* Research Programme

Preliminary Outline

(T. Fahey, 19 May 2010)

This document outlines initial UCD thinking on the development of a research programme on the Growing up in Ireland (GUI) survey. It is intended to provide a basis for discussion with other research institutions and related stakeholders in Ireland, with a view to the eventual emergence of a coordinated national approach to the exploitation of the GUI data and, following that, of a more developed programme within UCD which will be consistent with the national approach.

Introduction

The Irish Government has committed €28 million over a seven year period (2007-13) to fund the initial phase of the *Growing up in Ireland* (GUI) survey – the National Longitudinal Survey of Children. The GUI is the largest, most complex and scientifically richest study in the human sciences ever undertaken in this country and represents an unprecedented level of public investment in the national evidence base for a domain of social policy in Ireland. It is based on two nationally representative samples of children – 8,570 nine year olds and 10,000 nine month olds – who were selected in 2008 and 2009 with a view to tracking their development at intervals throughout their lives. In addition to quantitative data collected on both samples, qualitative data will be gathered on sub-samples of 120 children drawn from each larger sample. The initial seven-year phase of funding is intended to encompass two waves of data collection on the two samples, with an expectation that funding will be extended to allow for further waves of data collection after the initial phase is completed in 2013. The GUI has already completed the first data collection on the nine year olds, it is well advanced on the first data collection on the nine month olds, and is in detailed planning stage for the second wave of data collection. Anonymised microdata files (AMFs) of the GUI data will be lodged in the Irish Social Science Data Archive (ISSDA) for use by a wide public, while more detailed research-oriented microdata files (RMFs) will be held by the legal owners of the data, the Central Statistics Office, and made available to the research community.

The data the GUI is generating on children, their families, their schools and the environments in which they grow up will have relevance for many academic disciplines, including sociology, social policy, education, psychology, economics, human geography, public health, epidemiology and demography. The advent of a data source of this scope and quality presents an opportunity for the human science community in Ireland to place Irish research on children's lives at the forefront of international academic work in this field and to contribute to the development of a strong evidence-base for policy on children in Ireland and the European Union. It also raises the challenge of taking advantage of those opportunities and ensuring that good use is made of the resource that the GUI represents.

UCD College of Human Sciences, along with a number of Schools in other UCD Colleges (particularly the School of Public Health, Physiotherapy and Population Science) and the Geary Institute, has decided to adopt a strategic focus on the GUI in its research planning for the coming years and to mobilise resources to support a substantial programme of research on the data and of postgraduate and postdoctoral training in the area. It recognises that UCD's work on the GUI should be designed and executed as part of a larger effort involving other social science and public health research institutions in Ireland and incorporating extensive international collaboration with similar research activities in other countries. To that end, this document, which has been developed following extensive discussion and consultation within UCD, presents a preliminary outline of UCD's internal thinking and planning in regard to research and training on the GUI. The intention is to use this document as a basis for discussion with other institutions in Ireland, with a view to the eventual emergence of a coordinated national approach to the exploitation of the GUI data and the development of a more detailed programme within UCD which will be consistent with the national approach.

The document deals in turn with the purposes of the UCD programme, structures, research personnel, research themes and topics, training, and resources. A list of staff and postgraduate students in UCD who have indicated an interest in carrying out research on the GUI is appended as Annex 1, and their recent research activity in the area is indicated by a selection of recent publications in Annex 2.

Purposes of UCD programme

The purposes of the programme are to *promote, coordinate* and *support* research by UCD staff and postgraduate students on the GUI data, both within UCD and in cooperation with researchers in other institutions in Ireland and in international research networks, and to *develop research capacity* for the field in the future.

Promotion of the GUI will seek to spread awareness and appreciation of the GUI data and their research potential among staff and students in UCD, to recognise and encourage bottom-up initiatives to utilise the data, and to provide overall direction and support for work in this area.

In a context where researchers in UCD who engage with the GUI data will have a wide array of research interests, styles of work and existing collaborators inside and outside of UCD, the coordination function will seek to encourage contact and cooperation between researchers with similar or complementary interests, minimise duplication or fragmentation of effort, highlight areas with particular research potential (from academic, policy or funding points of view), encourage and coordinate funding applications, identify gaps in relevant training for postgraduate students and seek to have these filled, and help develop the inter-institutional and international arrangements for work with other institutions and international networks.

The support function will seek to provide technical and management assistance of various kinds to the overall programme and to individual UCD researchers. Technical support will relate especially to access to and use of the GUI data, with regard to such matters as data management, data access, variable construction, validation of

indicators, sample testing, technical advice on analytical issues, project management and project accounts.

The development of future research capacity is dealt with under 'Training' below.

Structures

UCD's GUI Research Programme will be coordinated under the umbrella of the UCD Social Science Research Centre (SSRC), an entity within the UCD College of Human Sciences which is charged with the task of profiling and focusing collaborative and interdisciplinary research in the social sciences across UCD.

A Coordination Committee of 4-5 members will be set up within the SSRC to oversee the GUI Research Programme. This Committee will be chaired by Professor Tony Fahey, UCD School of Applied Social Science, who has been designated as Coordinator of Programme by UCD College of Human Sciences. Membership will be drawn from the major disciplinary strands active in the programme.

UCD College of Human Sciences has provided funding for a full-time three-year postdoctoral post of Data Manager-Analyst who will be wholly dedicated to the GUI Research Programme (see further below under Research Personnel). This post will be located within the SSRC and the person appointed will report in the first instance to Professor Tony Fahey in his capacity as Coordinator of the Programme.

Research Personnel

Staff and postgraduate students in UCD who have indicated an interest in carrying out research on the GUI (see Annexes 1 and 2) are drawn from the disciplines of economics, education, geography, psychology, public health, social policy, sociology and social work and from the Geary Institute. They bring together expertise in a wide range of research areas relevant to children's lives, children's well-being and the analysis of quantitative and qualitative data. They will constitute UCD's primary resource for the GUI Research Programme both in regard to the immediate production of research and the longer-term development of research capacity for the GUI.

Data Manager-Analyst

Early discussion of the GUI research programme among UCD researchers identified a key personnel resource needed to place the GUI programme in UCD on a firm footing, namely, the appointment of Data Manager-Analyst who would combine a researcher role with that of a data manager and analyst acting in support of other UCD researchers working on the programme. The need for this appointment arises from the scale and complexity of the data bank which will quickly build up on the GUI samples, the data management issues that will arise from having multiple users of the same complex data, and the coordination challenges arising from diversity of research topics likely to emerge within the programme. The availability of a central resource in the form of a Data Manager-Analyst will enable these challenges to be dealt with and will help give focus and energy to the programme. UCD College of Human Sciences has recently allocated funding to the UCD Social Science Research Centre to create this post at postdoctoral researcher level and to make an initial three-year

appointment. It is intended to recruit for this position over the coming months and to have an appointee in place from 1 September 2010. The person appointed will be expected to act as both an independent high-level researcher who will work on GUI data and as a provider of services to the wider GUI programme in the areas of data management, research coordination, technical research support and research collaboration.

Adjunct Professor

Ms Sylva Langford, recently retired Director General of the Office of the Minister for Children and Youth Affairs who played a major part in establishing the GUI, has accepted an offer of appointment as Adjunct Professor in the UCD School of Applied Social to commence from 1 September 2010. She will be available to provide consultation and advice to the Coordination Committee and to individual researchers on relevant aspects of the GUI programme.

Research Themes

The range of topics that will be taken up by UCD researchers working on the GUI is likely to be wide and to include quantitative, qualitative and mixed-methods approaches. Creativity and diversity in the choice of topics and how they will be examined will be an important feature and it is not possible to specify in advance the full range of work that will emerge in the GUI Research Programme.

Nevertheless, it is useful to identify major themes which have particular significance from academic and policy points of view and that may serve as focal points around which the interests of researchers in UCD may be organised. As the GUI Research Programme rolls out, it will seek to develop these themes and use them as bases on which to build strength in particular areas.

As these themes have emerged so far, they can be summarised as follows:

- 1. Monitoring outcomes, performance, participation and well-being among children*

The GUI collects a complex array of indicators relating to outcomes and performance among children, all of which aim to tap into an underlying concept of child well-being. These indicators are drawn from a range of sources (children themselves, parents, teachers, objective tests) and relate to many dimensions of the child's life (physical, cognitive and emotional development, health and illness, self-image and self-esteem, participation in activities, relationships with parents, siblings and peers, social competences, etc). Effective measurement of child well-being requires detailed analysis and understanding of these indicators – what their properties are, what underlying concept of well-being they reflect, how they relate to each other, whether and how they might be combined to provide an overall picture of child well-being. These aspects of monitoring are sufficiently central and prominent in the mission of the GUI to justify their treatment as a distinct and central theme in UCD's GUI Research Programme.

2. *Risk factors, protective factors and resilience among children*

The GUI has been designed on the basis of an ecological model of child well-being which distinguishes between the micro, meso and macro contexts of the child's life and which aims to facilitate analysis of the impact of these contexts on child outcomes. It also emphasises the resilience and agency of children. It thereby seeks to direct attention not just to risk factors that may be associated with negative outcomes but also protective factors that may serve to counterbalance negative risks for children and that children themselves or those around them draw on in the exercise of resilience, that is, where they achieve positive outcomes in spite of adversity. The analysis of influences on child outcomes, particularly those that are central to well-being, is likely to be a dominant focus of research on the GUI data. The richness and longitudinal character of the data will facilitate that focus. A conceptual approach based on risk, protection and resilience could provide an organising framework for the wide array of individual topics that might be taken up in this area, and therefore can be adopted as a theme in the programme.

3. *Use and impact of social services*

While the GUI has the potential to contribute to basic scientific knowledge on children's lives, it is also intended to make a major contribution to the evidence base for policy on children, families and communities in Ireland. It collects extensive data on use of services in areas as diverse as income maintenance, child care, schooling, housing, health services, transport and communications. It therefore provides the means, in the first instance, to document patterns of usage of these services and, beyond that, to assess the impacts of these services on child outcomes. While the services in question may be considered within the risk-protection framework referred to under 2 above, their relevance to the policy remit of the GUI is sufficiently central and distinct to provide a need and a justification for adopting a focus on them as a separate theme.

4. *Couple and family dynamics*

The primary focus of the GUI is on children. Yet, in keeping with its ecological approach to children's lives, it also collects extensive data on those who are key figures in the child's environment, chief among whom are the child's parents and (in a somewhat lesser way) on siblings. The data it will generate on the history, quality and evolution of the relationship between the parents and on array of aspects of a parental behaviour (such as fertility and labour market behaviour) will be particularly rich and will have interest in its own right, over and above its relevance for the understanding of children's outcomes. It is therefore to adopt a focus on couple and family dynamics as a research theme.

Training

Technical capacity to utilise large data sets such as the GUI is more developed in some disciplines in Ireland than in others. Part of UCD's concern in its approach to the GUI is to ensure that technical capacity is developed across all relevant disciplines and methodologies so that it will be available to the GUI to a uniform high standard in

in the future. It is also concerned to ensure that major substantive areas of knowledge relevant to children's lives on which UCD staff have expertise are adequately incorporated into postgraduate programmes.

These concerns require the GUI Research Programme to have a focus on postgraduate and early postdoctoral training. Relevant programmes are already in place in UCD. In addition to structured PhD programmes specific to each School and discipline in the university, there are also certain cross-disciplinary programmes and modules that can contribute to training for the GUI. Chief among these are two thematic PhD programmes – the PhD in Quantitative Social Sciences, which is provided on an inter-institutional basis by the UCD and Trinity College Dublin, and the PhD in Public Policy, which is provided jointly by the Colleges of Human Sciences and Business and Law in UCD. UCD also provides a range of postgraduate modules on qualitative and quantitative methods and research design which are open to students from the full range of social science disciplines.

In that context, the training challenge for the GUI Research Programme in UCD is, first, to evaluate existing provision of training for postgraduate research degrees to ensure that the skills required for the analysis of large-scale longitudinal data sets and the substantive areas relevant to the GUI are adequately covered. That concern will be dealt with through periodic review and update of graduate studies offerings in the relevant Colleges in the university, operating through the Graduate Studies Boards of those Colleges.

The second concern will be to ensure steady recruitment of high-quality PhD and postdoctoral students to work within the GUI Research Programme, particularly in disciplines where existing capacity in this area is less developed. Part of that effort may require attention to the foundations laid at undergraduate level, since some disciplines pay less attention than others to the kinds of initial training for quantitative and qualitative analysis that will be required for the GUI. However, the key concern arises at postgraduate level, where funding support for students is a key means of recruitment. Fellowships at doctoral and postdoctoral levels spread across all the main relevant disciplines and available for high-quality candidates with research interests in the GUI will be an essential foundation for the long-term support of the programme. It is here that the concern for training crosses over into a concern for the resources that may be available to the GUI Research Programme.

Resources

As already indicated, the resources in research staff that UCD can bring to the GUI Research Programme are large. The institutional infrastructure provided by the Social Sciences Research Centre, which will be the institutional home for the programme, is also significant. Effective deployment of these resources will mean that UCD can immediately begin to deliver a research programme on the GUI. However, for the long-term, the programme will need to be underpinned by two additional forms of resources.

One is funding for administrative support and core technical staff. A key element here has already been arranged in the form of the post of Data Manager-Analyst which is

being funded for an interim three-year period by the UCD College of Human Sciences and which provides an important early plank for the programme. The other is funding for PhD fellowships and postdoctoral positions, as referred to already under 'Training'. A major early concern of the programme will be to seek funding to meet these requirements in the future.

Annex 1: UCD staff and PhD students with research interests in GUI data

Name	Position(s) & affiliation(s) (note: PHPPS = Population Health, Physiotherapy and Population Science)	Research interests re GUI
Bargain, Dr Olivier	Lecturer, School of Economics & Research Fellow Institute for the Study of Labor (IZA), Bonn	Labour supply and household behaviour. Marital histories and fertility.
Cantillon, Dr Sara	Senior Lecturer, School of Social Justice	Intra-household equality; care within the household
Cheevers, Carly	PhD student in School of PHPPS & researcher in UCD Geary Institute	Impact of parenting styles on children's internalising and externalising behaviours
Cote, Dr Sylvana	University of Montreal & Marie Curie Fellow in UCD Geary Institute	Impact of centre-based child care on children's cognitive and non-cognitive development
Delaney, Dr Liam	Lecturer in School of Economics and School of PHPPS; UCD Geary Institute	Economic hardship and mental health in children & adults
Denny, Dr Kevin	Senior Lecturer, School of Economics & Geary Institute	Parental investment and child outcomes, Handedness and child outcomes
Devereux, Professor Paul	School of Economics & Geary Institute	Intergenerational transmission. Parental investments in children. Birth order effects.
Devine, Dr Dympna	Senior Lecturer, School of Education	Patterns of educational attainment by social class; gender, ethnicity and dis/ability; school and teacher effectiveness; children's social world; children's voice/participation
Dooley, Dr Barbara	Senior Lecturer, School of Psychology; Vice-Principal For Teaching and Learning, College of Human Sciences	Children and adolescent eating behaviours from anorexia to obesity Adolescent mental health: risk and protective factors, developing a national database
Doyle, Mary	Research assistant, Geary Institute	Marginalised groups in education (disability, ethnic minorities)
Doyle, Dr Orla	Senior Researcher, Geary Institute	Parental investment and child outcomes; Childcare and development
Fahey, Professor Tony	Professor of Social Policy, School of Applied Social Science	Dynamics of relationship between parents & impact on child well-

		being
Finnegan, Sarah	PhD student in School of PHPPS & researcher in Geary Institute	Parent and teacher reports of non-cognitive skills
Fletcher, Erin	PhD student, University of Colorado/visiting scholar UCD School of Economics	Couple and family dynamics, violence and impacts on children's cognitive skills
Guerin, Dr Suzanne	Lecturer, School of Psychology	Parenting, bullying, self esteem
Hennesey, Dr Eilis	Senior Lecturer & Head of School, School of Psychology	Children's help seeking and understanding of mental health; Children's development in non-parental child care
Hickely, Dr Tina	Lecturer, School of Psychology	Language and learning: home and school factors
Hudson, Eibhlin	PhD student in School of Economics & Geary Institute	Exploring health risk behaviours
Kapur, Dr Kanika	Senior Lecturer, School of Economics	
Keilthy, Patricia	Research assistant & prospective PhD student, School of Applied Social Science	The impact of assortative mating on social inequality
Kelleher, Professor Cecily	Professor of Epidemiology and Public Health; Head, School of PHPPS	
Kinsella, William	Lecturer, School of Education	Inclusion and children with special educational needs
Lynch, Professor Kathleen	Professor of Equality Studies, School of Social Justice	Care within household and affective quality; social class, care and educational outcomes
Lyons, Dr Maureen	Research Manager, School of Social Justice	Domestic violence; Care and affective quality within the household
Madden, Professor David	School of Economics & Geary Institute	
McAuley, Professor Colette	Professor of Social Work, School of Applied Social Science	Child well-being; impact of social services on child and family outcomes
McEntee, Louise	Research assistant in UCD Geary Institute	Explaining socio-economic inequalities in school test scores
McGovern, Mark	PhD student, School of Economics and Geary Institute	Exploring SES inequalities in children's health
McNamara, Kelly	Researcher in Geary Institute	Parent and teacher reports of non-cognitive skills
Mac Ruairc, Dr Gerry	Lecturer, School of Education	Educational attainment and social class;
Murtagh, Dr Lelia	Lecturer, School of Education	Motivation in learning; language

		development
Nedovic-Budic, Professor Zorica	Professor of Spatial Planning, School of Geography, Planning, and Environmental Policy	Spatial analysis / statistics; spatial data infrastructure (SDI)
Nolan, Professor Brian	Professor of Public Policy, School of Applied Social Science	Dynamic, multi-dimensional analysis of child outcomes, esp. in regard to social exclusion/inclusion
O'Connell, Dr Michael	Senior Lecturer, School of Psychology	Academic attainment among children of immigrants
Russell, Dr. Paula	Lecturer, School of Geography, Planning and Environmental Policy	Community; quality of life; social capital
Senior, Dr Joyce	Lecturer in Education	Inclusion and children with special educational needs
Whelan, Professor Christopher T.	Professor of Sociology & Head of School of Sociology	Dynamic, multi-dimensional analysis of child outcomes, esp. in regard to social exclusion/inclusion

Annex 2: Selected Publications

Bargain, Olivier

Bargain, O. (2009): "Flexible labour supply models", *Economics Letters*, 105, 103--105

Bargain, O., M. Caliendo, P. Haan and K. Orsini (2008): "'Making Work Pay' in a Rationed Labour Market", forthcoming in the *Journal of Population Economics*

Bargain, O. and T. Callan (2008): "Effects of Tax-benefit Changes on Inequality Trends in Europe: A Decomposition Approach", forthcoming in the *Journal of Economic Inequality*

Cheevers, Carly

Cheevers C, Doyle O, McNamara K "Maternal Parenting Behaviours and Child Internalising and Externalising Behaviours". Mimeo.

Cote, Sylvana

Côté, S. M., Boivin, M., Xuecheng, L., Nagin, D. S., Zoccolillo, M. & Tremblay, R. E. (2009). Depression and anxiety symptoms: onset, developmental course and risk factors during early childhood. *The Journal of Child Psychology and Psychiatry*, 50(10), 1201-1210.

Côté, S. M., Borge, A. I., Rutter, M., Geoffroy, M.-C. & Tremblay, R. E. (2008). Nonmaternal care in infancy and emotional/behavioral difficulties at 4 years old: Moderation by family risk characteristics. *Developmental Psychology*, 44(1), 155-168.

Joussemet, M., Vitaro, F., Barker, E. D., Côté, S., Nagin, D. S., Zoccolillo, M. & Tremblay, R. E. (2008). Controlling parenting and physical aggression during elementary school. *Child Development*, 79(2), 411-425.

Delaney, Liam

Daly M, Delaney L, & Harmon C. (2009). "Psychological and Biological Foundations of Time Preference," *Journal of the European Economic Association*, MIT Press, vol. 7(2-3), pages 659-669, 04-05.

Doyle O, Delaney L, McKenzie K, Wall P. (2009) 'The Distribution of Psychological Well-being in Ireland'. *Irish Journal of Psychological Medicine*, 26 (3):119-126.

Delaney Liam & O'Toole Francis, (2008). "Preferences for specific social welfare expenditures in Ireland," *Applied Economics Letters*, , vol. 15(12), pages 985-989.

Denny, Kevin

Denny, Kevin (2009) 'Handedness and depression: evidence from a large population survey'. *Laterality*, 14(3): 246-255.

Denny, Kevin (2008) 'Cognitive ability and continuous measures of relative hand-skill'. *Neuropsychologia*, 46 (7):2091-2094.

Denny, Kevin & Vincent O'Sullivan (2007) 'The Economic Consequences of being Left-Handed: some sinister results'. *Journal of Human Resources*, XLII (2):353-374.

Devereux, Paul

Joint with Sandra Black and Kjell Salvanes, 'Too Young to Leave the Nest? The Effects of School Starting Age'. (.), forthcoming at *Review of Economics and Statistics*.

Joint with Sandra Black and Kjell Salvanes (2010), 'Small Family, Smart Family? Family Size and the IQ Scores of Young Men'. (Joint with Sandra Black and Kjell Salvanes.), *Journal of Human Resources*, Winter 2010.

Joint with Sandra Black and Kjell Salvanes (2009) 'Like Father, Like Son? A Note on the Intergenerational Transmission of IQ Scores'. (Joint with Sandra Black and Kjell Salvanes.) *Economics Letters*, October 2009

Devine, Dympna

Devine, D (2009) 'Mobilising capitals? Migrant children's negotiation of their everyday lives in primary schools'. *British Journal of Sociology of Education*, 30, 5, 521-535

Devine, D with Kernan, M (2009) 'Being confined within?' Constructions of a 'good' childhood and outdoor play in early childhood education and care settings in Ireland, *Children and Society*, (currently on-line early publication)

Devine, D; Kenny, M and MacNeela, E (2008) 'Naming the Other' – Children's constructions and experience of racism in Irish primary schools, *Race Ethnicity and Education*, 11 (4), 369-385

Devine, D (2008) 'Children at the margins? – Changing constructions of childhood in contemporary Ireland'. in James, A and James, A (Eds) *European Childhoods: Cultures, Politics and Participation*, New York, Palgrave Press

Devine, D (with Zieher, H; Kjørholt, A; Strandell, H) (eds) (2007) *Flexible Childhood? Exploring children's welfare in time and space*. Odense: University Press of Southern Denmark

Dooley, Barbara

McNicholas, F. Dooley, B, Keogh, L, Lydon, A. (in press) Eating Problems in Irish Children and Adolescence – EPICA, *Irish Journal of Psychological Medicine*

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Doyle, Orla

Doyle O, Denny K. (2010) "Returns to Basic Skills in Central and Eastern Europe: A Semi-Parametric Approach", *Economics of Transition*, 18(1): 183-208.

Doyle O, Harmon C, Heckman J, Tremblay R (2009) 'Investing in Early Human Development: Timing and Economic Efficiency'. *Economics and Human Biology*, 7 (1):1-6.

Doyle O, Timmins L (2008) *Breast is Best, But for How Long? Testing Breastfeeding Guidelines for Optimal Cognitive Development*. UCD Geary Institute Working Paper 2008/21.

Fahey, Tony

Pete Lunn, Tony Fahey and Carmel Hannan (2009) *Family Figures. Family Dynamics and Family Types in Ireland, 1986-2006*. Dublin: The Economic and Social Research Institute

Tony Fahey (2009) 'Population' In: Stephan Immerfall & Goran Therborn (eds). *Handbook of European Societies*. Dordrecht, Netherlands: Springer Verlag

T. Fahey (2008) 'Fertility patterns and aspirations', pp. 27-47 in J. Alber, T. Fahey and C. Saraceno (eds.) *Handbook of Quality of Life in the Enlarged European Union*. London: Routledge.

T. Fahey and R. Layte (2007) 'Family and sexuality' In: *The Best of Times? The social impact of the Celtic Tiger in Ireland*. Dublin: Institute of Public Administration.

Finnegan, Sara

Doyle O, Finnegan S, McNamara K (2010) *Differential Teacher and Parent Ratings of School Readiness in a Disadvantaged Community*. UCD Geary Institute Working Paper Series: Working Paper 2010/11.

Fletcher, Erin

E. Fletcher (2004) 'Bolivar Distorted: The effects of exchange controls on the Venezuelan Economy.' *Duke Journal of Economics*, Fall 2004. Available online: www.econ.duke.edu/dje/2004/Fletcher.pdf

E. Fletcher 'Evaluating Conventional Notions of Intimate Partner Violence'. Working paper.

E. Fletcher 'Marital Stability and Investments in Children's Cognitive Skills'. Working Paper.

Guerin, Suzanne

Griffin, C., Guerin, S., Sharry, J. & Drumm, M. (2010). A multicentre controlled study of an early intervention parenting programme for young children with behavioural and developmental difficulties. *International Journal of Clinical and Health Psychology*, 10 (2): 279-294.

Brady, E. & Guerin, S. (2010). 'Not the Romantic, All Happy, Coochy Co Experience': Exploring Interactions on an Irish Parenting Website. *Family Relations*, 59 (1): 14-27.

Harnett, A., Tierney, E. & Guerin, S. (2009). Convention of hope - Communicating positive, realistic messages to families at the time of a child's diagnosis with disabilities. *British Journal of Learning Disabilities*, 37 (7):257-264.

Coughlin, M., Sharry, S., Fitzpatrick, C., Guerin, S. & Drumm, M. (2009). A controlled clinical evaluation of the Parents Plus Children's Programme: A video-based programme for parents of children aged six to eleven with behavioural and developmental problems. *Clinical Child Psychology and Psychiatry*, 14 (4):541-558.

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Hennessey, Eilis

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Hennessy, E. & Heary, C. (2009). The Development of Children's Understanding of Common Psychological Problems. *Child and Adolescent Mental Health*, 14(1), 42-47.

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Ó Muirheartaigh, J. & Hickey, T. M. (2008) Academic achievement, anxiety and attitudes in early and late immersion in Ireland. *International Journal of Bilingual Education and Bilingualism*, 11, 5, 558-576.

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Kinsella, William

William Kinsella; Joyce Senior (2009) 'Developing inclusive schools; a systemic approach'. *International Journal of Inclusive Education*, 12 (5 and 6):651-665.

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McAuley, Colette

McAuley, C., Rose, W., & Morgan R (2010) 'Young Peoples Views on their Well-Being' In: *Child Well-Being: Understanding Children's Lives*. London: Jessica Kingsley Publishers.

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McAuley C, McCurry N, Knapp M, Beecham J & Sled M. (2006) 'Young Families Under Stress: Assessing Maternal & Child Well-Being Using a Mixed Methods Approach'. *Child and Family Social Work*, 11 (1):43-54

McEntee, Louise

Doyle O, McEntee L, McNamara K (2010) *Skills, Capabilities and Inequality at School Entry in a Disadvantaged Community*. UCD Geary Institute Working Paper Series: Working Paper 2010/14.

McNamara, Kelly

McNamara, K.A., Selig, J.P., & Hawley, P.H. (2010) 'A typological approach to the study of parenting: Associations between maternal parenting patterns and child behaviour and social reception'. Forthcoming in *Early Child Development and Care*.

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