

# **CURRICULUM VITAE**

## **PERSONAL DETAILS**

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## **EDUCATION AND QUALIFICATIONS**

2001	University of Surrey	Doctor of Education (Ed.D) Developmental/Educational Psychology
2001	University of Leicester	Advanced Certificate in Educational Management (H.E. Management)
1989	The Open University	M.A in Education (SEN)
1987	The Open University	Advanced Diploma in Special Needs in Education (Distinction)
1980	West Midlands College of Higher Education	Post Graduate Certificate in Education (5-9) (Distinction)
1979	University of Lancaster	Bachelor of Science (Hons) 2:2 Psychology with Education Studies

## **CAREER HISTORY**

June 2003- Specialist Consultant Child & Educational Psychologist,  
Neurodevelopmental & Neuroatypical Disorders, recognized expertise  
in PDA

Mar 2000- June 2003 Part time Consultant in Special Educational Needs & Teaching in Special and Primary Schools

Sept 1999- Feb 2000 Part-time Lecturer in Developmental Psychology & Research Methods University of Bolton & University of Salford

Mar 1999- Sept 1999 Research and Development Officer, Centre for Learning Development, Bangor University

Sept 1998- Dec 1998 Head of Continuing Professional Development, School of Education, University of Chester

Feb 1998- Aug 1998 Staff Tutor (Education) The Open University, Newcastle on Tyne & Lecturer in the Centre for Human Development & Learning

Feb 1998- Dec 1998 Associate Lecturer 'Learning for All' (SEN) E242 The Open University

Sept 1996- Jan 1998 Reader in Social Research Methods, NESOCOT, Epsom, Surrey. Faculty of Health & Nursing/School of Healthcare Practice

Sept 1995- Sept 1996 Senior Lecturer in Special Educational Needs & Early Childhood Studies, University of Northampton

Aug 1995 Associate Lecturer, O.U. 'Introduction to Psychology' DSE202

Sept 1994- July 1995 Lecturer in Special Educational Needs, University of Gloucestershire

Sept 1990- Sept 1994 Senior Lecturer in Educational Psychology, Birmingham City University

Oct 1988- Dec 1992 Associate Lecturer, Open University for E206 'Personality, Development and Learning' (Level 2 Developmental Psychology)

Sept 1980- Aug 1990 Various full time teaching posts in Special Education. (See section below 'Teaching Experience Schools')

### **CLINICAL PRACTICE & OTHER CONSULTANCY WORK**

- Specialist Consultant Educational Psychologist (Autism), conducting assessments and diagnoses of children's special educational needs, writing reports; Expertise in Neurodevelopmental & Neuroatypical Disorders
- Recognized Expertise in Pathological Demand Avoidance Syndrome (2008-
- Special Advisor to Bristol Autism Support (2014-2016)
- Consultant Educational Psychologist, Our Place Schools, (Jan-Sept 2011)
- In-house staff writer for ASD Visual Aids Ltd (2009-10)
- Consultant Educational Psychologist to Woodstock House School, Surrey (February-June 2009)

## **EVALUATION & POLICY RESEARCH CONSULTANCIES**

- Evaluation of Sure Start across Lincolnshire (with University of Lincoln)
- External Evaluator for Early Support Pathfinder in North East Cumbria
- Design Consultant for the Shropshire Children's Trust: Design of a Model for the Involvement of Children & Young People in the Commissioning of Services
- External Evaluator for NCH Project in Shrewsbury, Shropshire
- External Local Evaluator for the Children's Fund Programme in North-East Lincolnshire
- External Local Evaluator for the Children's Fund Programme in Shropshire
- Evaluation Consultant to the Children's Funds in Rutland and Thurrock
- Change Management facilitator for Barnardo's Children's Disability Service in North East Lincolnshire
- Policy Researcher for Guide Dogs for the Blind Association

## **PROFESSIONAL CONSULTANCIES (2001-2004)**

- Asperger's Syndrome: provision of staff development/training to schools
- Whole School Behaviour Policies and Practices
- Strategies for Promoting Pupil Inclusion and Inclusive Climates
- Managing Challenging Behaviour
- Performance Management of staff
- Provision of Access Audits under Part III of the DDA Legislation
- Independent Assessments of Special Needs/Disability
- Provision of Business Compliance Seminars and Briefings on Part III of the DDA Legislation
- Provision of Disabilities Awareness and Etiquette Training

## **TEACHING EXPERIENCE (SCHOOLS)**

**Special Education:** SLD & PMLD, MLD, Autism & ASD, Units for pupils with MLD, EBD, Physical Disability, Language, Speech & Communication Disorder, Child Development and Assessment Centre; Experience of Ofsted Inspection (Feb 2001) in MLD School. Teaching of class of 4-6 year olds graded 'very good'. Experience from Nursery/ Foundation to 6<sup>th</sup> Form. Experience of the planning teaching and assessment cycle including Reviews of Statements.

**Mainstream Primary Schools:** Teaching from Year R to Year 6, including one term contracts with Year 1, Year 3 class. Experience in delivery of National Literacy and Numeracy Strategies from Year R to Year 6; Foundation Stage. (2000-2003)

## **CURRICULUM**

### **Knowledge of Autism Specific Interventions and Programmes**

- Knowledge and experience of Son-Rise, and ABA Programmes
- Training in SCERTS Approach (Birmingham University 2010)
- Understanding & experience of using Picture Exchange System (PECS)
- Knowledge of P Scales, B Squared, and their relationship to EYFS and NC
- Knowledge and experience of EQUALS Curriculum
- Experience of using TEACCH, PECS
- Fluent user of SSE/BSL/Makaton signing systems
- Experience in using Visual Curriculum/ Timetable (Meyer-Johnson)

### **SENIOR MANAGEMENT EXPERIENCE IN SPECIAL EDUCATION**

- Deputy Head (Acting) in Residential Special School for Pupils with Autism, ASD and Asperger's Syndrome (2-11 years)
- Head of Department for Children with Language, Speech and Communication Difficulties in Mainstream School
- Experience as SENCO in 3-13 combined School

### **MANAGEMENT & LEADERSHIP ROLES IN HIGHER ED/TEACHER ED.**

- Member of Senior Management Team (5) in the School of Education at University of Chester
- Management of CPD Programme at University of Chester. (650 p/t students, 15 staff) including management of PGCert, PGDip and Masters Programme in Teaching and Learning in Higher Education (University of Chester)
- Management of team of 40 Associate Lecturers delivering undergraduate and CPD courses in Education in the NE and Europe (Open University)
- Admissions Tutor: Initial Teacher Education, B.Ed./BA Primary (BCU), PGCE Primary, (Northampton)
- Course Leadership of MSc in Research & Evaluation for Professional Practice (NESCOT) & Certificate in Learning Support (Northampton)
- Course Development responsibilities: New CPD portfolio (Chester) (1998), Development of MSc in Research & Evaluation for Professional Practice (into specialist matrix) (1997) (NESCOT), Masters in Child Development (OU) (1998)
- Successful Leadership & Management of quinquennial review of MSc Programme (NESCOT) (1997)
- External and Internal Course Validation Panel Membership (NESCOT, University of Worcester) (1996-7)

## **TEACHING RESPONSIBILITIES IN HIGHER EDUCATION**

- **Undergraduate Psychology** Learning to Learn in Psychology, Developmental Psychology: Development birth to 7; Cognitive, linguistic, emotional, social, moral development; (BCU, Bolton) Experimental Social Psychology, (Open University, Bolton), Health Psychology (Salford)
- **Initial Teacher Education Programmes** (B.Ed., PGCE Early Years): Children's Development, Professional Practice, Organisation and Management of Learning, Assessment and Evaluation of Learning, Catering for Diversity in Learning, Managing Young Children's Behaviour;
- **In-service education and continuing professional development** (Certificate, Advanced Diploma, Masters programmes in Education) Special Educational Needs, Policy and Practice in Early Years settings, Leadership and Management in EY settings, School Improvement, Gender in Educational Management, Research Methods,
- **Supervising School** Placements of ITE students & acting as Link Tutor
- **Supervising** Undergraduate, M.A. MSc & M.Phil. dissertations

## **RESEARCH TEACHING AND MANAGEMENT EXPERIENCE:**

- Teaching Research Methods (Quantitative and Qualitative) to Undergraduate and Masters students on Education & Healthcare Programmes
- Teaching Research Methods (Quantitative and Qualitative) to Psychology Undergraduates
- Supervising Undergraduate and MSc student dissertations (Quant & Qual)
- Teaching Research Methods (Quant & Qual) to Osteopaths (Staff and Undergraduates)
- Supervising MPhil, M.A. & M.Sc. students' research designs/methodology
- Supporting the development of research across the Faculty of Health and Nursing, including supervision and support to staff completing research
- Rewriting College Research Policy (collaborative with other Readers)
- Establishing and Organising faculty research seminar programmes
- Presenting Audit, Monitoring and Evaluation of Faculty Research

## **RESEARCH EXPERIENCE IN UNIVERSITY/HE SETTINGS**

- Team Researcher (3) for Evaluation of Sure Start across Lincolnshire (Bochel, Dyer & Somerville, 2006)
- Team Researcher (4) for Welsh Office/ Ufi Wales funded research 'Developing a set of Quality Standards for Web based Learning'
- Collaborative researcher on classroom action research project (Dyer, Pathak & Wilson 1993)
- Lead and Collaborative researcher on project identifying 'Dimensions of quality in student admissions to ITE Courses' (Brindley, Dyer & Sood, £3,000 Northampton)
- Sole researcher, for MA and Ed.D Research

## **STAFF DEVELOPMENT EXPERIENCE**

- Led Mentor training sessions for regional teachers to prepare them for Teacher Mentor roles in the education of ITT students (University of Northampton)
- Conducted training sessions for Head Teachers and Teacher Mentors on the observation of Practice and feedback to students (University of Northampton)
- Trained and managed a team of approximately 20 tutors to recruit 200 best quality applicants to ITE courses (Birmingham City University)
- Collaboratively planned, presented and facilitated staff development days and weekends in North East England and Continental Western Europe for OU Associate Lecturers from a variety of disciplines
- Facilitated cross-college workshop on ‘Re-thinking dissertation supervision’

## **MEMBERSHIP OF PROFESSIONAL BODIES & ASSOCIATIONS**

- Registered Practitioner Psychologist (HCPC ) (No. PYL 28462)
- Fellow of the Royal Society for the Arts
- Associate Fellow of the British Psychological Society

## **RECENT TRAINING & CONFERENCE ATTENDANCE**

- PDA Experience Day : Hatfield, Hertfordshire (February 2019)
- ‘Professionals Shaping Neurodevelopmental Disorders Research’ Contributor. Organised by CEREBRA, University of Birmingham. (January 2018)
- Presenter at ADHD Inspiration Day (October 2014)
- Exhibitor at PDA Conference Cardiff (November 2014)
- NASEN Conference on the new SEN Code of Practice (June 2014)
- NASEN Conference on the new Children & Families Bill 2014, (Nov 2013)
- NAS Conference on Pathological Demand Avoidance Syndrome Nov 2012
- Supporting Pupils with Autism in a challenging education environment, AET/Ambitious About Autism, July 2011
- Child Mental Health Expert Witness Training Course, RSM June 2011
- Working with Solicitors, Expert witness Institute, June 2011

## **EXTERNAL EXAMINERSHIPS**

- Mentor Examiner/Senior External Field Examiner to the BA Early Childhood Studies at the University of Worcester (2001-2)
- External Examiner to the BA Early Childhood Studies at the University of Worcester (1996-2001) & the BA Early Childhood Studies at UCS Suffolk (1998-2001)
- External Examiner to the BSc Behavioural Studies Programme at UCS Suffolk (1999)

## **OTHER RELEVANT SKILLS/INFORMATION**

- **Languages spoken:** French (fluent), Welsh, Spanish, BSL,(conversation level – level 1)
- **ICT competency:** MS Office: Word (level 2-3), Excel incl. Graphs and Spread sheets (level 1), Access (level 1), Outlook (level 1), Publisher (level 1)
- **Driving:** Full clean British driving Licence
- **Enhanced DBS clearance** (March 2019)
- **Professional Indemnity Insurance £3m** (Howden)

## **PUBLICATIONS**

Dyer, H (in prep) '**New insights into Pathological Demand Avoidance Syndrome**'

Dyer, H & Snelling N (2018) '**Innovation needs Heroism**' Worcester Innovation website <http://blog.winn-hub.com/2018/01/15/innovation-needs-heroism/>

Dyer, H (2016) '**PDA- Consider the Evidence**' The Psychologist, Volume 29, No 3, 164.

Dyer, H (2008) '**Conceptual Thinking**' Module for Central Queensland University Undergraduate Online Programme for the Creative Arts and Industries.

Bochel, H, Dyer, H & Somerville P (2006) '**Working together at Ground Level in Lincolnshire's Sure Start Local Partnerships**' University of Lincoln: Department of Policy Studies

Dyer, H (2005) **End of Year Evaluation report: Shropshire Children's Fund.**

Dyer, H (2001) '**Learning to Know, Knowing to Learn: the lived experiences of participants on a Doctor of Education degree programme**' Doctoral dissertation submitted to the University of Surrey Department of Educational Studies, in partial fulfilment of the requirements for the degree of Doctor of Education.

Dyer, H (1996) 'Where do we go from here? Issues in the Professional Development of Learning Support Assistants in Primary Schools' **Journal of Research in Post Compulsory Education, Vol. 1, No 2, 187-198.**

Dyer H (1994) 'More questions than answers: Philosophy of Mind with Year 6 children' **Values Education 2, 1, 10-15.**

Dyer H, Pathak, S & Wilson, K. (1993) 'Talking Point: Enhancing children's talk in Key Stage 1 classrooms' **Early Years, Vol. 18 Spring 1993, 23-27.**

Webster, H (1992) 'Spontaneous Communication in Young Autistic Children' **Collected Original Resources in Education Vol. 16, No 1.**

## **CONFERENCE & RESEARCH PRESENTATIONS**

Dyer, H (2019) **‘Completing a successful PDA assessment in Children’**  
Presentation to Parents/Carers at the PDA Experience Conference, Leeds, May 2019

Dyer, H (2015) **‘Opening Pandora’s Box on PDA: First Insights from the National Ex-PDA research study’** Presentation to Bristol Autism Research Group, Bath University, Sept 2015.

Dyer, H (2002) **‘The ‘syns’ of the Doctors: Learning and Knowing on a Doctor of Education Programme’** Paper presented at an Education Research Seminar, University of Brighton, May 2002.

Dyer, H (1999) **Enhancing Professional Practice through Continuing Professional Development: The Role of the Doctor of Education (Ed.D) degree.** Paper presented at the International Conference on Lifelong Learning held at University College Worcester, July 1999.

Dyer, H (1998) **Learning to know, knowing to learn: the lived experiences of participants on a Doctor of Education programme.** Paper presented at the University of Surrey Department of Education Studies Research Seminar, February 1998.

Dyer H (1995) **'Learning logs as ethnographies of Year 1 and Year 2 children learning at school'**. Paper presented at the CEDAR Conference 'Ethnographies of Teachers and Students at Work' University of Warwick, Sept 1995.

Dyer H (1994) **‘Issues in the Professional Development of Educational Researchers: Frameworks and models for support'** Paper presented at the Annual Conference of BERA, University of Oxford, September 1994.

Dyer H (1992) **‘Investigating pre-service teachers' knowledge about education’**  
Paper presented at the Annual BERA Conference, University of Stirling, Sept. 1992

## **POST-DOCTORAL RESEARCH & PUBLICATION**

Following a Pilot Study completed in 2013, I have completed (Dyer, 2015) the first phase of a larger scale, national study of the experiences of parents of children with PDA. A book, underpinned by my extensive clinical practice and research findings, setting out a new vision for, and new insights into PDA, is currently in preparation. Expected publication date is late 2020.