

DR KIRSTIE REES

Educational and Child Psychologist

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I am a chartered educational and child psychologist, specialised in supporting children and young people with neurodevelopmental and special educational needs. With extensive experience in consultation, assessment and research, I have developed training and intervention programmes at a local and national level. My work is driven by a passion for combining theory and research with practical and accessible approaches that enable parents, carers, and education staff to support the development and mental health of children and young people with a range of learning difficulties and disabilities. This is the basis of my book: 'The Mental Health and Wellbeing of Children and Young People with Learning Difficulties: A Guide for Educators.' I have published research papers and media articles and have delivered workshops and keynote speeches at conferences across the UK and internationally. I am currently chair of the Scottish branch of the Association of Child and Adolescent Mental Health (ACAMHS) and am trained in a variety of therapeutic approaches that I adapt according to individual needs.

EXPERIENCE

- 06/2024 - Current ***Educational and Child Psychologist/Director, Rees Psychology Ltd***
- 09/2023 - Current ***Consultant Psychologist, Cerebral Palsy Scotland and Counselling Carers***
- 01/2023 - Current ***Practice Tutor, MSc Educational Psychology, University of Dundee***
- 01/2019 - 08/2024 ***Depute Principal Educational Psychologist, East Renfrewshire Psychological Service***
- 08/2014 - 12/2018 ***Senior Educational Psychologist, South Lanarkshire Psychological Service***
- 08/2009 - 08/2014 ***Trainee and Educational Psychologist, South Lanarkshire Psychological Service***
- 08/2005 - 08/2009 ***Assistant Educational Psychologist/Teacher, Inverclyde Educational Psychological Service***

QUALIFICATIONS

- 01/2020 ***Professional Doctorate, Educational Psychology***
University of Dundee
Thesis: Understanding the Development of Young Children with Complex Additional Support Needs.
- 01/2013 ***Post Graduate Certificate, Severe and Profound Learning Difficulties (Distinction)***
University of Birmingham
- 01/2011 ***MSc, Educational Psychology (Distinction)***
University of Strathclyde
- 01/2006 ***MSc, Psychological Studies (Distinction)***
University of Glasgow

01/1996 **Post Graduate Certificate of Education, French and English**
University of Cambridge

01/1995 **M.A., French and English (2:1)**
University of Glasgow

ADDITIONAL TRAINING

- EMDR Therapy (ongoing)
- Positive Behaviour Support BTEC Diploma (British Institute of Learning Disabilities)
- Cognitive Behaviour Therapy Training (APT)
- Solution Focused Therapy Training (APT)
- Attachment and Trauma (Dan Hughes; Louise Bomber)
- Mindfulness (MBSR) 8-week course
- Mentalization Training-(Anna Freud Centre)

KEY SKILLS

- Attachment and Trauma
- Learning Difficulties (Moderate & Profound)
- Mental Health
- Neurodevelopmental Needs
- EMDR Therapy
- Cognitive Behavioural Therapy

PUBLICATIONS AND PRESENTATIONS

- Rees, K (2024) The Mental Health and Wellbeing of Children and Young People with Learning Difficulties; An Educator's Guide. Jessica Kingsley Publishers <http://www.amazon.co.uk/Mental-Wellbeing-Children-Learning-Difficulties/dp/18399754>
- Rees, K. (2019). Understanding parents' and education staff perceptions of progress for young children with PMLD. Japanese Journal of Severe Motor and Intellectual Disabilities, 44(2), 316-316.
- Rees, K. (2017). Models of disability and the categorisation of children with severe and profound learning difficulties: Informing educational approaches based on an understanding of individual needs. Educational & Child Psychology, 34(4), 30-39.
- Rees, K., Tully, S., & Ferguson, K. (2017). "This is theirs": The implementation of the South Lanarkshire Framework for supporting pupils with severe and profound needs. Educational Review, 49(1), 67-88.
- Rees, K. (2016). Integrating Functional Assessment with Strengths-Based Approaches: A Case Study. Open Journal of Educational Psychology.
- Rees, K. (2014). Using Innovative Approaches to Addressing Challenging Behaviours. PMLD Link, 26(3)

ARTICLES IN MEDIA

- http://nasen.org.uk/resources/nasen-connect_magazine-feature-edition-2024
- <http://www.bps.org.uk/assessing-mental-health-neurodivergent-children-and-young-people-in-school>
- <http://uk.hachette-publisher.io/pages/listening-to-our-child-even-when-they-cant-use-their-voice>
- https://www.southlanarkshire.gov.uk/downloads/file/9818/framework_for_supporting_pupils_with_severe_and_profound_learning_needs

PRESENTATIONS AND WORKSHOPS

- The Festival of Education Wellington College, Berkshire. Making Sense of The Mental Health of Children and Young People with Learning Difficulties. July 2024

- University of Dundee, Neurosymposium. A Neuroconstructivist Approach to Supporting Children with Specific Aetiologies. February 2021
- Japan National SMID Conference (Tokyo and Okayama). Exploring Parents and Teachers' Conceptualisations of Development for Children with S/PIMD. September 2019
- IASSID (The World Conference for the International Association of the Scientific Study of Intellectual Developmental Disabilities) (Glasgow). Exploring Parents' and Teachers' Conceptualisations of Development. August 2019
- SDEP/DECP Conference: Wellbeing; Crossing Borders (Glasgow) Chair. April 2019
- PITL (Promoting Inclusion, Transforming Lives) International Conference (Dundee). Supporting Children with Severe and Profound Learning Needs. April 2018
- Scottish Educational Research Association Conference (Dundee) The South Lanarkshire Framework for Supporting Pupils with Severe and Profound Learning Needs. November 2016
- SDEP Annual Conference (Edinburgh) The South Lanarkshire Framework for Pupils with Severe and Profound Learning Needs. October 2015
- BILD Positive Behaviour Support International Research and Practice Conference (Glasgow) Combining Functional Analyses with strengths-based approaches to assess and address the behaviour of children and young people with SLD/PMLD. Annual Conference. April 2014

PROFESSIONAL MEMBERSHIPS

- Chartered Member of the British Psychological Society (CPsychol), registration number: 277845
- Health Care Professions Group (HCPC), registration number: PYL29296
- Chair of Association of Child and Adolescent Mental Health (ACAMH), Scottish Branch
- Depute Chair of Qualifications of Educational Psychology (Scotland) Board (QEP, BPS).

REFERENCES

- References are available on request