

Peta Petrou

Chartered Educational Psychologist

BSc (Hons), MSc (Educational Psychology), PGCE, CPsychol

SUMMARY PROFILE

A chartered educational psychologist and trainer, experienced in work with a local authority

SKILLS SUMMARY

Psychometrics	Qualified to conduct a range of psychometric tests with children and young people between the ages of 6 and 16
Family consultation	Able to conduct user-friendly family consultation and interventions
Literacy assessment	An experienced assessor of literacy difficulties

CAREER HISTORY

2010 - present

Independent Child Psychology Services Ltd

Associate

1998 - 2003

Dorset Educational Psychology Service

Educational Psychologist

Key responsibilities

- Provided a service to children, parents and schools in a geographical area of the county

2002 - 2003

University of Southampton New College

Course Tutor

Key responsibilities

- Taught Learning Difficulties Module for Learning Support Assistants

EDUCATION

2009 - present	University of Southampton Post Graduate Certificate in Cognitive Behaviour Therapy (ongoing)	
1997 - 1998 1998	University of Manchester Master of Science (Educational Psychology)	
1994 1980	La Sainte Union (now New College) Post Graduate Certificate in Education	
1989 - 1991 1991	University of Leicester Bachelor of Science (Psychology)	Lower Second Honours

MEMBERSHIP OF PROFESSIONAL ORGANISATIONS

Association of Educational Psychologists

British Psychological Society (Chartered Status)

RESEARCH

1982	Research for Master's dissertation, comparing the non-verbal behaviours of mothers and fathers with their three-month-old babies, using microanalysis of video.
2002	An evaluation of the effectiveness of two methods of teaching reading to small groups of children in NCY1, one the equivalent of synthetic phonics, the other a traditional phonic approach.
2003	Evaluation of a model of deploying local authority resources for meeting SEN in mainstream school, using skilled teaching intervention - research funded by the DfES.
1997 - 2006	Doctoral research, interviewing families to elicit their views of their first session of family therapy, transcribing interviews and using discourse analysis to discover how family members viewed themselves in relation to therapy and the therapist.

PUBLICATIONS

Moore, Lynn (1984): A comparison of the non-verbal behaviours of mothers and fathers with their three-month-old babies, using microanalysis of video Unpublished dissertation, University of Birmingham

Moore, Lynn (1990): Soft Systems Methodology as a basis for one day in-service training: an evaluation in Frederickson, N. (ed) Soft Systems Methodology: Practical Applications in Work with Schools University College London

Moore, Clarke, Corfield, Edwards, Evans, Farino, Pasternicki, Pratten, Robertson & Wakefield (1993): A School-based Action Research Project on Truancy in Educational Psychology in Practice Volume 8 (4) January 1993

Moore, Lynn (1996): Individual Education Plans in The Good Practice Guide to Special Educational Needs Birmingham Questions Publishing

Moore, Lynn and Tansley, Jayne (2002): An evaluation of structured teaching programmes for reading with Year 1 children in DECP Debate 102 June 2002

Moore, Lynn (2006): Families' Talk about Their First Session of Family Therapy : A Discursive Analysis Unpublished PhD thesis, University of London

Moore, Lynn and Seu, I. Bruna: Giving Children a Voice; children's positioning in Family Therapy Journal of Family Therapy (in press)

Moore, Lynn and Seu, I. Bruna: Doing family therapy - a Foucaultian discourse analysis European Journal of Family Therapy and Counselling (in press)