

Garry Squires
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Research output

Embedding a whole school culture for supporting teacher and pupil wellbeing: A Well Schools case study example
Hennessey, A., MacQuarrie, S., Pert, K., Bagnall, C. & Squires, G., 21 Sept 2023, In: *The Psychology of Education Review*. 47, 2, p. 22-28

Inclusion: Responding to diversity and ideological confusion

Squires, G., 30 Mar 2023, *Inclusion and Diversity: Communities and Practices Across World*. Halder, S. & Squires, G. (eds.). Routledge

Inclusion and Diversity: Communities and Practices Across the World

Halder, S. & Squires, G., 30 Mar 2023, Routledge. 248 p.

Being pushed and pulled: making sense of inclusive and exclusive forces

Squires, G., 14 Mar 2023, *The Routledge Handbook of Inclusive Education for Teachers Educators: Issues, Considerations, and Strategies*. Halder, S., Dada, S. & Banerjee, R. (eds.). Routledge

Introducing the READY study: DHH young people's well-being and self-determination.

Young, A., Espinoza, F., Dodds, C., Squires, G., Rogers, K., Chilton, H. & O'Neill, R., 7 Mar 2023, In: *The Journal of Deaf Studies and Deaf Education* .

An evaluation of the Well Schools community whole school approach for supporting teacher and student wellbeing: a mixed-method ecological case study approach. Executive summary to Youth Sport Trust.

Hennessey, A., MacQuarrie, S., Pert, K., Bagnall, C., Squires, G., Verity, L., Mason, C. & Ozturk, M., Mar 2023, Youth Sport Trust.

School Profiles: Ten accounts of supporting wellbeing in a school community. 10 stories of a Well School developed for the Youth Sport Trust.

Hennessey, A., MacQuarrie, S., Pert, K., Squires, G. & Bagnall, C., 2023, Youth Sport Trust.

The READY study: the baseline cohort

Rogers, K., Squires, G., Dodds, C., Chilton, H., Young, A. & Espinoza, F., 24 Sept 2022.

BSc Educational Psychology: A programme without exams

Squires, G., 11 Mar 2022, 1 p. School of Environment, Education and Development.

A European consideration of early school leaving as a process running through childhood: A model for inclusive action

Squires, G., 2022, *Policy, Provision and Practice for Special Educational Needs and Disability: Perspectives across countries*. Wood, P. (ed.). Routledge, p. 157-172 16 p.

The READY Study Wave 1 – a natural experiment in pre- and post- lockdown in the UK assessments of health, subjective well-being and self-determination

Dodds, C., Espinoza, F., Young, A., Rogers, K., Squires, G., Chilton, H. & Rachel, ON., 2 Dec 2021, (Unpublished).

The READY study: Deaf young people as co-researchers; and Deaf young people's wellbeing – the results

Rogers, K., Gerrard, T., Espinoza, F., Squires, G., Dodds, C., O'Neill, R., Chilton, H. & Young, A., 29 Jun 2021.

EuroPsy: An international certificate of psychological competencies

Squires, G., 25 May 2021, In: DECP Debate. 178, p. 34-35

Achievement for All: Addendum Report

Humphrey, N., Squires, G., Choudry, S., Byrne, E., Demkowicz, O., Troncoso, P. & Wo, L., Apr 2021, London: Education Endowment Foundation.

READY STUDY – Wave 1a short summary report 2020

Young, A., O'Neill, R., Squires, G., Rogers, K., Chilton, H., Dodds, C., Espinoza, F., Ravenscroft, J., Giacoppo, R. & MacIntosh, C., Aug 2020, London: National Deaf Children's Society. 7 p.

Achievement for All: Evaluation Report

Humphrey, N., Squires, G., Choudry, S., Byrne, E., Demkowicz, O., Troncoso, P. & Wo, L., 29 May 2020, London: Education Endowment Foundation. 140 p.

EuroPsy: a membership benefit still relevant in a post Brexit world

Squires, G., 2 Mar 2020, 1 p. Leicester : British Psychological Society.

Achievement for all (AfA) effectiveness trial

Squires, G., 2020

Preventing School Failure: a review of the literature

Squires, G. & Kefallinou, A., 20 Sept 2019, European Agency for Special Needs and Inclusive Education.

A European consideration of Early School Leaving as a process running through childhood: A model for inclusive action.

Squires, G., 2019, In: Education 3-13: International Journal of Primary, Elementary and Early Years Education.

Educational Psychologists working with universities.

Squires, G., 1 Dec 2018, *New Frameworks and Perspectives: Applied educational psychology with young people 16 to 25*. Apter, B., Arnold, C. & Hardy, J. (eds.). UCL IOE Press

FRIENDS for life: Evaluation report and executive summary

Wigelsworth, M., Squires, G., Birchinall, E., Kalambouka, A., Lendrum, A., Black, L., Troncoso, P., Santos, J., Ashworth, E. & Britteon, P., Dec 2018, 131 p.

The PATHS curriculum for promoting social and emotional well-being among children aged 7-9 years: a cluster RCT

Humphrey, N., Hennessey, A., Lendrum, A., Wigelsworth, M., Turner, A., Panayiotou, M., Joyce, C., Pert, K., Stephens, E., Wo, L., Squires, G., Woods, K., Harrison, M. & Calam, R., 30 Aug 2018, 10 ed. National Institute for Health Research. 142 p.

Early School Leaving and Learners with Disabilities and/or Special Educational Needs

Squires, G. (ed.), 23 Jan 2018, Odesnke, Denmark: European Agency for Special Needs and Inclusive Education. 20 p.

Good Behaviour Game Evaluation report and executive summary

Humphrey, N., Hennessey, A., Ashworth, E., Wo, L., Frearson, K., Petersen, K., Panayiotou, M., Lendrum, A., Wigelsworth, M., Birchinall, E., Squires, G. & Pampaka, M., 1 Jan 2018, London: Education Endowment Foundation.

Early School Leaving and SEN: Understanding the literature and policy in Europe

Squires, G., 22 Jul 2017.

Early school leaving and learners with disabilities and/or special educational needs: To what extent is research reflected in European Union policies?

Squires, G. & Dyson, D., 13 Mar 2017, European Agency for Special Needs and Inclusive Education. 49 p. (European Agency for Special Needs and Inclusive Education)

A Study of the Experiences of Post-Primary Students with Special Educational Needs in Ireland

Squires, G., 16 Nov 2016.

Early School Leaving and Learners with Disabilities and/or Special Educational Needs

Dyson, A. & Squires, G., 8 Nov 2016, Brussels: European Agency for Special Needs and Inclusive Education. 69 p.

A cluster randomized controlled trial of the Promoting Alternative Thinking Strategies (PATHS) curriculum.

Humphrey, N., Barlow, A., Wigelsworth, M., Lendrum, A., Pert, K., Joyce, C., Stephens, E., Wo, L., Squires, G., Woods, K., Calam, R. & Turner, A., Oct 2016, In: Journal of School Psychology. 58, p. 73-89

A Study of the Experiences of Post Primary Students with Special Educational Needs: Research Report 23

Squires, G., Kalambouka, A. & Bragg, J., 25 Jul 2016, Dublin: National Council for Special Education. 200 p.

Dyslexia or not?

Squires, G., 16 Oct 2015.

Key Perspectives on Dyslexia: An essential text for educators

Squires, G. & Armstrong, D., Aug 2015, 1 ed. Routledge.

School based group CBT. Workshop

Squires, G., Jul 2015.

Promoting Alternative Thinking Strategies (PATHS): Evaluation report and Executive summary

Humphrey, N., Barlow, A., Wigelsworth, M., Lendrum, A., Pert, K., Joyce, C., Stephens, E., Wo, L., Squires, G., Woods, K., Calam, R., Harrison, M. & Turner, A., 1 Jun 2015, Education Endowment Foundation. 47 p.

Conducting research with children in school: The challenges of working with a commission research brief

Squires, G., 2 Feb 2015, *host publication*.

Dyslexia: Politics and Neurones

Squires, G., 27 Jan 2015.

Identifying effective practice in the provision of education and education support services for 16 – 19 year old deaf young people in Further Education in England

Young, A., Oram, R., Squires, G. & Sutherland, H., Jan 2015, National Deaf Children's Society. 116 p.

The Session Bridging Worksheet: Impact on outcomes, homework adherence and participants' experience

Williams, C. & Squires, G., 1 Dec 2014, In: The Cognitive Behaviour Therapist. 7, 13 p., e4.

Evaluation of the implementation and impact of an integrated prevention model on the academic progress of students with disabilities.

Barlow, A., Humphrey, N., Lendrum, A., Wigelsworth, M. & Squires, G., 12 Nov 2014, In: Research in developmental disabilities. 36, p. 505-525 21 p.

Further Education as a post-secondary destination for deaf and hard of hearing young people: a review of the literature and analysis of official statistics in England

Young, A., Squires, G., Oram, R., Sutherland, H. & Hartley, R., 24 Sept 2014, In: Deafness and Education International. 17, 1, p. 49-59 11 p.

School based group CBT. Workshop

Squires, G., Jul 2014.

Interdisciplinary Collaboration: Cognitive Behavior Interventions in Special Education and School Psychology

Banks, T., Squires, G. & Anhalt, K., Jun 2014, In: *Creative Education*. 5, 10, p. 758-768 10 p.

Key perspectives on dyslexia: An essential text for educators

Armstrong, D. & Squires, G., 1 Jan 2014, Taylor & Francis. 161 p.

Dyslexia: Advanced training for psychologists

Squires, G., 2014.

Facilitators and barriers to the provision of therapeutic interventions by school psychologists

Atkinson, C., Squires, G., Bragg, J., Muscutt, J. & Wasilewski, D., 2014, In: *School Psychology International*. 35, 4, p. 384-397 13 p.

Motivational Interviewing and Cognitive Behavioural Therapy

Squires, G. & McNamara, E. (ed.), 2014, *Motivational Interviewing with Children and Young People: Further Applications..* Ainsdale: Positive Behaviour Management, p. 195-208

Motivational Interviewing and Professional Practice

Squires, G. & McNamara, E. (ed.), 2014, *Motivational Interviewing with Children and Young People: Further Applications.* Ainsdale: Positive Behaviour Management, p. 3-16

Policy impacts on how SEN is defined: Intended and unintended outcomes. Half day workshop to EdD students

Squires, G., 2014.

Introduction to Cognitive Behavioural Therapy

Squires, G., 29 Nov 2013.

What do we mean by special educational needs and disabilities (SEND)? Issues, debates and tensions in identification, assessment and intervention in England

Squires, G., 28 Nov 2013.

So what exactly is dyslexia? Issues, debates and fuzziness.

Squires, G., 27 Nov 2013.

Developing International School Psychology Leaders: The Cal Catterall Fund

Clark, R., Muscutt, J., Squires, G. & Austin, S., 19 Jul 2013, *host publication*.

Excluding pupils with special educational needs (SEN) through inclusionary definitions: Considering the paradox

Squires, G., 18 Jul 2013, *host publication*.

International Journal of School & Educational Psychology: Editor's report

Squires, G., Jul 2013, *host publication*.

Planning Group CBT work

Squires, G., Jul 2013.

Meet the Calvin Catterall Fund 2013 recipients!

Squires, G., Jun 2013, In: *International School Psychology Association: World Go Round*. 40, 2, p. 6-7

Achievement for All: Improving psychosocial outcomes for students with special educational needs and disabilities
Humphrey, N., Lendrum, A., Barlow, A., Wigelsworth, M. & Squires, G., Apr 2013, In: *Research in developmental disabilities*. 34, 4, p. 1210-1225 15 p.

Effective delivery of therapeutic interventions: findings from four site visits

Atkinson, C., Squires, G., Bragg, J., Wasilewski, D. & Muscutt, J., Mar 2013, In: *Educational Psychology in Practice*. 29, 1, p. 54-68 15 p.

Over-identification of special educational needs in younger members of the age cohort: Differential effects of level of assessment and category of need

Squires, G., Humphrey, N. & Barlow, A., Mar 2013, In: *Assessment & Development Matters*. 5, 1, p. 23-26

Allied interventions

Sapin, K., Lindley, E., Parkinson, G., Squires, G., Vostanis, P. & Humphrey, N., 2013, *Adolescent counselling psychology: Theory, Research and Practice*. Hanley, T., Humphrey, N. & Lenny, C. (eds.). 1 ed. London: Routledge, p. 44-66

The Impact of Achievement for All (AfA) on outcomes for pupils with Special Educational Needs in England – lessons for policy and practice

Squires, G. & Humphrey, N., 21 Nov 2012.

The identification of special educational needs and the month of birth: Differential effects of category of need and level of assessment

Squires, G., Humphrey, N., Barlow, A. & Wigelsworth, M., Nov 2012, In: *European Journal of Special Needs Education*. 27, 4, p. 469-481 12 p.

Adolescent to Adult: transitions and completing a university degree

Squires, G., 2 Oct 2012.

Cognitive Behaviour Interventions in Special Education and School Psychology: understanding cognitive distortions

Squires, G., 13 Jul 2012, *host publication*.

Differential month of birth effects in the identification of special educational needs: An English study.

Squires, G., 12 Jul 2012, *host publication*.

Planning CBT group work. Workshop presented on the CBT for Children and Young People post-graduate course

Squires, G., Jun 2012, *host publication*.

Using group cognitive behavioural therapy intervention in school settings with pupils who have externalizing behavioural difficulties: An unexpected result

Squires, G. & Caddick, K., Mar 2012, In: *Emotional and Behavioural Difficulties*. 17, 1, p. 25-45 20 p.

Developing positive school-home relationships through structured conversations with parents of learners with special educational needs and disabilities (SEND).

Lendrum, A., Humphrey, N. & Squires, G., Jan 2012, *host publication*.

Development and validation of the Wider Outcomes Surveys for Teachers (WOST) and Parents (WOSP) of students with special educational needs and disabilities.

Wigelsworth, M., Humphrey, N., Barlow, A. & Squires, G., Jan 2012, *host publication*.

Improving outcomes for learners with special educational needs and disabilities (SEND): national evaluation of the Achievement for All (AfA) programme. A 90 min workshop.

Humphrey, N., Squires, G., Barlow, A., Lendrum, A. & Wigelsworth, M., Jan 2012, *host publication*.

Modelling the determinants of academic attainment among learners with special educational needs and disabilities (SEND): a multi-level study.

Barlow, A., Humphrey, N., Squires, G. & Wigelsworth, M., Jan 2012, *host publication*.

What do we mean by special educational needs and disabilities (SEND)? Issues, debates and tensions in identification, assessment and intervention. A 90 minute workshop.

Squires, G. & Humphrey, N., Jan 2012, *host publication*.

Contemporary Issues in Special Educational Needs: Considering the whole child.

Squires, G. & Armstrong, D., 2012, Open University Press.

Educational Psychologists and Therapeutic Intervention: enabling effective practice

Atkinson, C., Bragg, J., Squires, G., Wasilewski, D. & Musutt, J., 2012, In: *Assessment and Development Matters*. 4, 2, p. 22-25

Historical and socio-political agendas around defining and including children with special educational needs

Squires, G. & Armstrong, D. (ed.), 2012, *Contemporary Issues in Special Educational Needs: Considering the whole child*. London: Open University Press, p. 9-24

Introduction

Squires, G. & Armstrong, D., 2012, *Contemporary Issues in Special Educational Needs: Considering the whole child*. Berkshire: Open University Press, p. 1-5

The role of school and individual differences in the academic attainment of learners with special educational needs and disabilities: a multi-level analysis

Humphrey, N., Wigelsworth, M., Barlow, A. & Squires, G., 2012, In: *International Journal of Inclusive Education*. 17, 9, p. 909-931 23 p.

Educational Psychologists and therapeutic intervention: findings from a UK-wide study.

Squires, G., Atkinson, C. & Wasilewski, D., 14 Dec 2011.

Achievement for All: National Evaluation. Final Report

Humphrey, N. & Squires, G., Nov 2011, Nottingham: Department for Education. 153 p.

Educational Psychologists and therapeutic intervention: Findings from UK wide research and implications for supervision

Squires, G. & Atkinson, C., 12 Jul 2011, *host publication*.

Educational Psychologists and therapeutic intervention: Promoting positive mental health.

Squires, G. & Atkinson, C., 2 Jul 2011, *host publication*.

Embedding cognitive behavioural therapy training in practice: Facilitators and barriers for trainee educational psychologists (TEPs)

Squires, G. & Dunsmuir, S., Jun 2011, In: *Educational Psychology in Practice*. 27, 2, p. 117-132 15 p.

Achievement for All: The National Evaluation

Squires, G., Barlow, A., Wigelsworth, M., Lendrum, A., Bulman, W. & Oldfield, J., 18 Mar 2011, *host publication*.

Educational Psychologists and therapeutic interventions – preliminary findings from a UK-wide survey

Atkinson, C., Bragg, J., Squires, G., Wasilewski, D. & Muscutt, J., 2011, In: *Debate*. 140, p. 6-12

Introduction to Psychometrics

Squires, G., 2011.

Countering the argument that educational psychologists need specific training to use cognitive behavioural therapy
Squires, G., Dec 2010, In: Emotional and Behavioural Difficulties. 15, 4, p. 279-294 15 p.

Analysis of Local Authority Data to Show the Impact of Being Dyslexia Friendly on School Performance.
Squires, G., Sept 2010, In: Parents in the Know. 13, p. 5-5

Achievement for All Evaluation: Interim Report

Humphrey, N. & Squires, G., May 2010, London: Department for Education. 51 p.

Analysis of Local Authority data to show the impact of being Dyslexia Friendly on school performance

Squires, G., 2010, In: Staffordshire School Governors . p. 9-9

Cognitive behaviour therapies and their implications for applied educational psychology practice

Rait, S., Monsen, J. J. & Squires, G., 2010, In: Educational Psychology in Practice. 26, 2, p. 105-122 17 p.

Applied Psychologists, Not Psychotherapists: EPs and CBT.

Squires, G., 9 Jul 2009.

Working with Schools.

Squires, G. & Dunsmuir, S., 24 Mar 2009, *host publication*.

Helping the Children's Workforce feel confident in meeting children's mental health needs.

Squires, G., 2009, *host publication*.

National Evaluation of Achievement for All

Humphrey, N., Squires, G. & Farrell, P., 2009, *host publication*. Department for Children, Schools and Families

Cognitive Behavioural Therapy: A model for understanding the link between thoughts, feelings and behaviour.

Squires, G., May 2008, *host publication*. Staffordshire County Council

What is the value in training educational psychologists in cognitive behaviour therapy (CBT)?

Squires, G. & Dunsmuir, S., 2008, *host publication*.

Educational psychologists' contribution to the every child matters agenda: the parents' view

Squires, G., Farrell, P., Woods, K., Lewis, S., Rooney, S. & O'Connor, M., Dec 2007, In: Educational Psychology in Practice. 23, 4, p. 343-361 19 p.

Community Psychology: 'Capacity building' by meeting the needs of the adults in schools

Squires, G., 2007, *host publication*. International School Psychology Association

International perspectives on the professional practice of school psychologists: Developing our skills in using action research to bring about systems change.

Farrell, P., Davies, S., Swann, S. & Squires, G., 2007, *host publication*.

Researching the potential contribution of Educational Psychologists within Children's Services in the United Kingdom.

Woods, K., Farrell, P., Lewis, S. & Squires, G., 2007, *host publication*.

Using CBT in Educational Settings.

Squires, G., Jul 2006, *host publication*. <http://www.ispaweb.org/Colloquia/China/Squires.pdf>

A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of "Every Child Matters: Change for Children",
Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G. & O'Connor, M., 2006, London: Department for Education and Skills. 163 p.

Educational Psychology in England and Wales.

Squires, G. & Farrell, P. T., 2006, *The Handbook of International School Psychology*. Jimerson, S. R., Oakland, T. D. & Farrell, P. T. (eds.). Thousand Oaks: Sage Publications Ltd, p. 81-90 10 p.

Facilitating teacher engagement in inclusive practice in secondary schools

Davies, S., Howes, A., Farrell, P. & Squires, G., 2006, *host publication*.

ISPA in China

Squires, G., 2006, In: DECP Debate. 121, p. 34-35

Pomóż Dziecku Z... Dysleksją.

Squires, G. & McKeown, S., 2006, 2 ed. Warsaw: KE Liber.

Supporting Children with Dyslexia.

Squires, G. & McKeown, S., 2006, 2 ed. New York: Continuum.

Using the 'Observation Methods' CDROM and fOCUS II as a qualitative research tool by doctorate students at the University of Manchester.

Squires, G., 2006, In: *Observational Skills in Psychology: Case Studies*. (Open University).

How to assess dyslexia.

Squires, G., 2005, In: *Special Children*. 169, p. 27-34

Supporting Children with

Squires, G., 2004, In: *Special Children*. 158, p. 21-29

Cognitive Preference and Spelling Difficulties.

Squires, G., 2003, University of Manchester. 238 p.

Including Children means more than just being SMART.

Squires, G., 2003, In: SEN Newsletter.

Peer Supervision for EPs as a Means to Quality Service Delivery

Squires, G. & Williams, S., 2003, In: SEN Newsletter.

Supporting Children with Dyslexia.

Squires, G. & McKeown, S., 2003, 1 ed. Birmingham: Questions Publishing Co Ltd.

Classroom strategies to support dyslexic children in mainstream classrooms

Squires, G., Mar 2002, In: SEN Newsletter. Spring

Changing Thinking and Feeling to Change Behaviour: Cognitive Interventions

Squires, G., 2002, Ainsdale: Positive Behaviour Management.

An Evaluation of a Booklet of Ideas to Support Teachers in Thinking About How to Increase the Independence of Dyslexic Children.

Squires, G., 2001, University of Manchester. 52 p.

Dyslexia Friendly.

Squires, G., 2001, In: Special Children. 142, p. 24-27

Thoughts, Feelings, Behaviour: Helping children understand themselves and take more control of their behaviour.

Squires, G., 2001, In: Special Children. 134, p. 15-18

Using cognitive behavioural psychology with groups of pupils to improve self-control of behaviour

Squires, G., 2001, In: Educational Psychology in Practice. 17, 4, p. 317-335 19 p.

Thoughts, Feelings and Behaviour: Cognitive Behavioural Psychology and Group Work with Adolescents

Squires, G., 2000, University of Manchester. 30 p.

Magical Conversations

Squires, G., 1999, University of Manchester. 94 p.

The use of praise as a tool in the classroom management of behaviour

Squires, G., Jul 1996, University of Manchester.

Activities

BSc Educational Psychology: Why I teach The Brain Goes To School

Garry Squires (Other)

Feb 2023

Review of proposals for funding for the Academy of Finland

Garry Squires (Academic founder)

1 Jan 2023 → 31 May 2023

Review of research proposals for the Swiss National Science Foundation

Garry Squires (Academic founder)

1 Jan 2023 → 14 Jan 2023

An evaluation of the Well Schools community whole school approach for supporting teacher and student wellbeing: A case study approach.

Alexandra Hennessey (Speaker), Sarah MacQuarrie (Speaker), Charlotte Bagnall (Speaker), Kirsty Pert (Speaker) & Garry Squires (Speaker)

15 Sept 2022

College Chief External Examiner, King's College London

Garry Squires (Examiner)

1 Sept 2022 → 31 Aug 2027

Researching in Educational Psychology: themes from a decade of funded research. Talk presented to psychology lecturers. University of Malta

Garry Squires (Speaker)

20 Jul 2022

DEdPsy University of Southampton Maternal birth-related stress and school age emotional and behavioural outcomes of children with Hypoxic-Ischemic Encephalopathy

Garry Squires (Examiner)

14 Jul 2022

Reviewer of research for the Sheikh Faisal Bin Qassim Bin Faisal Al-Thani Award for Educational Research, College of Education at Qatar University
Garry Squires (Advisor)
3 May 2022 → 30 Nov 2022

Towards a shared vision of inclusion in education: Fostering stakeholder dialogue on legislation and policy
Garry Squires (Participant)
29 Apr 2022

PhD Disability employment support services: a case study of formal employment of persons with disabilities in South Africa. University of Cape Town
Garry Squires (Examiner)
11 Oct 2021

EdD University of Birmingham: An Interpretative Phenomenological Analysis of primary school educators lived experiences of including children with significant SEND in a mainstream setting
Garry Squires (Examiner)
1 Sept 2021

PhD Role stress and existential stress in adolescents: Relationship with emotional intelligence and wellbeing. University of South Australia
Garry Squires (Examiner)
Jul 2021

Bachelors in Psychology (BPsy) University of Malta. Programme external examiner
Garry Squires (Examiner)
1 Jun 2021 → 30 Sept 2024

European Federation of Psychological Associations National Awarding Committee Chairs' meeting
Garry Squires (Participant)
12 Mar 2021

European Federation of Psychological Associations National Awarding Committee Chairs' meeting
Garry Squires (Participant)
25 Sept 2020

DAppEdPsy An Exploratory Study into the Development and Effectiveness of an Interaction and Communication Framework for Engaging Children Showing Attention Difficulties, in Learning. University of Nottingham
Garry Squires (Examiner)
2020

European Federation of Psychological Associations National Awarding Committee Chairs' meeting
Garry Squires (Participant)
15 Mar 2019

Chair of the National Awarding Committee for the EuroPsy, British Psychological Society (Event)
Garry Squires (Chair)
2019 → 2022

External Examiner for the Diploma in Education Mental Health Practitioner programme, Anna Freud Centre
Garry Squires (Examiner)
2019 → 2022

External Examiner for the Diploma in Education Mental Health Practitioner programme, King's College London
Garry Squires (Examiner)
2019 → 2022

PhD Stress Control: Youth': The implementation and evaluation of a group-based intervention for young people within a **Child and Adolescent Mental Health Service (CAMHS) in Ireland. University College Dublin**
Garry Squires (Examiner)
2019

DAppEdPsy An Evaluation of the Homunculi Approach as an intervention for pupils with Autism Spectrum experiencing anxiety. University of Nottingham
Garry Squires (Examiner)
2018

DCounPsy An Interpretative Phenomenological Analysis investigation into the subjective experience of being diagnosed with dyslexia in adulthood. University of Wolverhampton
Garry Squires (Examiner)
2018

Invited consultant to support Educational Reform in Cyprus
Garry Squires (Academic founder)
2018 → 2021

MPhil Impulsivity in adolescence: an investigation of its manifestation and consequences in the context of English secondary schools. Edge Hill University
Garry Squires (Examiner)
2018

PhD An investigation into the role of paramedics in child protection. University of Swansea
Garry Squires (Examiner)
2018

PhD Exploring outcomes of children and young people in kinship care in South Wales. University of Swansea
Garry Squires (Examiner)
2018

Are there too many kids with SEN? Exploring the factors that influence over-identification
Garry Squires (Discussant)
5 Apr 2017

Member of the organising committee for the International School Psychology Association conference in Manchester, UK
Garry Squires (Member of programme committee)
1 Jan 2017 → 22 Jul 2017

DAEP The Emotional Literacy Support Assistant Intervention: An exploration from the perspectives of pupils and parents. University of Newcastle
Garry Squires (Examiner)
2017

DEdChPsy Facing Your Fears in Secondary School: A Cognitive Behavioural Therapy Programme for Young People with Autism Spectrum Disorder and Anxiety. UCL
Garry Squires (Examiner)
2017

DEdPsy Has three year doctoral training for educational psychologists fulfilled its promise? UCL
Garry Squires (Examiner)
2017

External Examiner for the BSc and MA programme in Social, Emotional and Behaviour Difficulties, University of Birmingham
Garry Squires (Examiner)
2017 → 2018

Applying psychology to educational settings: individual and systemic working.
Garry Squires (Speaker)
17 Dec 2016

An overview of neurodevelopmental difficulties: Similarities, confusions and implications for assessment
Garry Squires (Speaker)
15 Dec 2016

DEdPsy Preventing depression in adolescents – school-based intervention implementation and perceptions of change.
UCL
Garry Squires (Examiner)
2016

DEdPsy The relationship between sleep duration and working memory in children. UCL
Garry Squires (Examiner)
2016

European Journal of Special Needs Education (Journal)
Garry Squires (Member of editorial board)
2016 → ...

External Examiner for the MA in SEN and Inclusion programme, University of Northampton
Garry Squires (Examiner)
2016 → 2020

Frontiers in Education: Special Educational Needs (Journal)
Garry Squires (Peer reviewer of publications)
2016 → ...

Invited consultant to the European Agency for Special Needs Education and Inclusion
Garry Squires (Academic founder)
2016 → ...

National Association for Special Educational Needs (Publisher)
Garry Squires (Other)
2016

PhD Beyond four dyslexia paradigms: an alternative perspective on dyslexia and emancipatory intervention on self-concept. University of Birmingham
Garry Squires (Examiner)
2016

Programme review of the Masters in Access to Education programme, University of Malta
Garry Squires (Examiner)
2016 → 2017

The British Psychological Society (BPS) (External organisation)
Garry Squires (Member)
2016 → 2019

DEdPsy Teacher mentalisation and mind-mindedness: getting to the heart of nurturing relationships in schools. UCL
Garry Squires (Examiner)
2015

Mental Health training 2-day workshops to CCGs, CAHMS and schools in Halton, Wigan, Walsall and East Riding of Yorkshire
Garry Squires (Trainer)
2015 → 2016

Advanced training in dyslexia for psychologists
Garry Squires (Trainer)
2014

DEdChPsy The promotion of mental wellbeing in school contexts: a realistic evaluation of a social and emotional learning programme.UCL
Garry Squires (Examiner)
2014

DEdChPsy Worried about the worriers? Teachers knowledge, recognition and attributions about children with anxiety difficulties. UCL
Garry Squires (Examiner)
2014

External Examiner for the Post Graduate Taught programme for Language, Literacy and Dyslexia, University of Birmingham
Garry Squires (Examiner)
2014 → 2018

Conference or workshop
Garry Squires (Keynote speaker)
2013

Incorporating Cognitive Behavioural Approaches in school casework: Training for the Department of Education Education Psychology Service, Malta
Garry Squires (Consultant)
2013

PhD Reconnection or disconnection: the influence of alternative education for marginalised students in the middle years of school. University of South Australia
Garry Squires (Examiner)
2013

The British Psychological Society (BPS) (External organisation)
Garry Squires (Academic expert member)
2013 → 2015

The University of Manchester (UOM) (External organisation)
Garry Squires (Contributor)
2013 → ...

DCEP "It doesn't take a rocket scientist to know when someone is happy...." An exploration of what information is of meaning to educational psychologists when evaluating their work. The Tavistock Institute
Garry Squires (Examiner)
2012

DCEP An exploration of mainstream school teachers' and teaching assistants' perceptions of special school outreach services, including the perceived impact on their practice, on target pupils and the wider school context. The Tavistock Institute

Garry Squires (Examiner)
2012

DEdPsy An exploratory study of children's use of the language of emotion in the early years. UCL

Garry Squires (Examiner)
2012

DEdPsy Every teacher matters: an evaluation of a cognitive behavioural therapy based intervention utilised to help a group of school teachers manage and reduce their stress levels. The Tavistock Institute

Garry Squires (Examiner)
2012

DEdPsy Self-esteem of school age children with Down Syndrome in relation to school placement, socialization skills/friendship and externalizing behaviour. UCL

Garry Squires (Examiner)
2012

Develop training in cognitive behavioural therapy for Educational Psychologist Services working in Stockport, Oldham, Kirklees, Bexley, Sutton, Nottinghamshire, Derby City, Bolton, Wigan and Salford

Garry Squires (Trainer)
2012 → 2017

Member of the British Psychological Society, Division of Education and Child Psychology programme accreditation team for postgraduate professional training at Doctorate level in the UK

Garry Squires (Examiner)
2012

Child: Care, Health & Development (Journal)

Garry Squires (Peer reviewer of publications)
2011 → ...

DCEP An exploration of how secondary School staff take up a role in managing pupils who engage in deliberate self-harm. The Tavistock Institute

Garry Squires (Examiner)
2011

DCEP An exploration of parents' perceptions of the impact of the United Kingdom Resilience Programme. The Tavistock Institute

Garry Squires (Examiner)
2011

DEdPsy An invisible group? An exploration of out-of-age retention in the UK. UCL

Garry Squires (Examiner)
2011

DEdPsy Cognitive Characteristics of Children with Mathematical Difficulties. UCL

Garry Squires (Examiner)
2011

DEdPsy Problem solving partnerships: A mechanism for supporting students with statements for behavioural, emotional and social difficulties placed in mainstream secondary schools. The Tavistock Institute

Garry Squires (Examiner)

2011

Dyslexia in Higher education training for DASS staff

Garry Squires (Trainer)

2011

School Mental Health (Journal)

Garry Squires (Member of editorial board)

2011 → 2019

DEdChPsy Social Cognition and Resilience: The role of cognitive attribution style in the transition to secondary school.

UCL

Garry Squires (Examiner)

2010

DEdChPsy The impact of the Friends for Life Emotional Resiliency Programme on Anxiety and School Adjustment. UCL

Garry Squires (Examiner)

2010

DEdPsy A multi-method assessment of the social inclusion of children with complex needs. The relationship between social status, support types and individual variables. UCL

Garry Squires (Examiner)

2010

DEdPsy Sense of school belongingness of intelligently gifted children. UCL

Garry Squires (Examiner)

2010

DEdPsy Teachers general and student focused attitudes towards the inclusion of students with SEN. UCL

Garry Squires (Examiner)

2010

EdD Exploring Professionals' understanding of attachment and attachment difficulties, University of Sheffield

Garry Squires (Examiner)

2010

Training in CBT provided to trainee educational psychologists, Institute of Education

Garry Squires (Trainer)

2010 → 2012

Training in CBT provided to trainee educational psychologists, University of Birmingham

Garry Squires (Trainer)

2010 → 2012

Training in CBT provided to trainee educational psychologists, University of Sheffield

Garry Squires (Trainer)

2010 → 2012

DEdChPsy A cognitive behavioural group approach for adolescents with disruptive behaviour in schools. UCL

Garry Squires (Examiner)

2009

DEdChPsy Bullying: The effectiveness of a direct emotional literacy intervention in the primary phase. UCL

Garry Squires (Examiner)

2009

DEdPsy Sense of belonging – transition from primary to secondary school. UCL

Garry Squires (Examiner)
2009

DEdPsy Specific Language Impairment (SLI) and science teaching. UCL

Garry Squires (Examiner)
2009

Using CBT in school settings. Workshop for students undertaking the Outcome Based Interventions with Children and Young People programme

Garry Squires (Trainer)
2009 → 2012

Member of the Psychological Society of Ireland programme accreditation team for postgraduate professional training at Doctorate level in the Republic of Ireland

Garry Squires (Examiner)
2008

External Examiner for the Doctorate in Educational Psychology programme, University College London

Garry Squires (Examiner)
2007 → 2012

External Examiner for the Doctorate in Educational and Child Psychology programme, University of Sheffield

Garry Squires (Examiner)
2006 → 2009

Deputy Chair of the CAMHS Research and Audit Development group, Staffordshire LEA (Event)

Garry Squires (Chair)
2005 → 2010

Steering group for the development of Dyslexia Friendly Standards, British Dyslexia Association (Event)

Garry Squires (Invited member)
2001 → 2005

Projects

An evaluation of the Well Schools community whole school approach for supporting teacher and pupil wellbeing

Hennessey, A., MacQuarrie, S., Squires, G. & Bagnall, C.
1/11/21 → 28/02/23

The READY Study: Recording Emerging Adulthood in Deaf Youth.

Young, A., Chilton, H., Rogers, K., Squires, G., Dodds, C. & Espinoza, F.
1/09/18 → 15/09/24

To identify best practice in the provision of education and education support services for 16-19 year old deaf young people in Further Education in England

Young, A. & Squires, G.
1/09/12 → 30/07/14

Impacts

The impact of research on government policy regarding SEAL and AfA

Alexandra Hennessey (Participant), Peter Farrell (Participant), Neil Humphrey (Participant), Afroditi Kalambouka (Participant), Ann Lendrum (Participant), Clare Lennie (Participant), Garry Squires (Participant) & Michael Wigelsworth

(Participant)