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Profile

With more than 30 years of international experience across education, coaching, consulting, and training, I have worked extensively with children, adolescents, and adults with autism, ADHD, dyslexia, and diverse cognitive and behavioural profiles across a wide range of cultural contexts. My work has consistently focused on understanding the individual beyond diagnostic labels through comprehensive assessment, relationship-building, and the development of highly individualized educational, behavioural, and professional support strategies.

My professional background spans schools, universities, families, clinical settings, workplaces, and international organisations, allowing me to bridge educational, therapeutic, and organisational perspectives in a uniquely integrated way. Drawing upon both professional expertise and lived experience with autism, I bring a deeply empathetic, strengths-based, and ethically grounded approach to my work, with particular emphasis on psychological safety, dignity, wellbeing, and authentic inclusion.

My areas of expertise include autism, ADHD, dyslexia, executive functioning, sensory integration, Social Emotional Learning (SEL), Universal Design for Learning (UDL), instructional design, inclusive pedagogy, Design Thinking, low arousal approaches, behavioural support, communication development, emotional regulation, and neurodiversity-affirming practice. Additional specialist training and implementation experience include PECS (Picture Exchange Communication System), PRT (Pivotal Response Treatment), SCERTS, Applied Behaviour Analysis, curriculum development, individualized intervention planning, and professional development programme design.

Throughout my career, I have provided coaching, consultation, and training services for children, teens, adults, parents, educators, leadership teams, HR professionals, and multidisciplinary support staff. My work within educational and organisational environments focuses on creating sustainable systems of support that enhance wellbeing, strengthen communication, foster self-advocacy, and improve long-term outcomes for neurodivergent individuals.

In educational and family contexts, my work emphasizes individualized support, emotional wellbeing, executive functioning, communication, behaviour as communication, and the development of inclusive environments that recognize and value neurodivergent ways of thinking and learning. Within professional and organisational settings, my engagements focus on employee wellbeing and mental health, inclusive leadership, neurodiversity-informed talent development, equitable recruitment practices, and the cultivation of psychologically safe cultures where neurodivergent individuals can meaningfully contribute and thrive.

In addition to direct practice, I have delivered training and consultation internationally throughout Belgium, Senegal, Bulgaria, Saudi Arabia, Kuwait, Bahrain, Jordan, the Netherlands, Latvia, Luxembourg, Malaysia, China, Mongolia, and the United States. These experiences have provided extensive cross-cultural insight and strengthened my ability to adapt approaches sensitively across educational, social, and organisational systems while maintaining a strong commitment to inclusion, ethics, and human dignity.

Education

Date: September 2009 – December 2014

University: University of Birmingham

Location(s): Birmingham, United Kingdom

Degree: Master of Education (MEd) in Special Education (Children with Autism)

Description:

- Completed postgraduate studies through the Autism Centre for Education and Research, approved by the British Psychological Society Continuing Professional Development scheme
- Completed extensive coursework in Curriculum and Approaches for Children with Autism (200 hours)
- Developed awareness and critical understanding of educational interventions for children and young people with autism
- Evaluated effectiveness of educational interventions and critically examined current autism research evidence
- Studied educational needs and issues affecting autistic children from early childhood through further education
- Examined rationale and practices within different educational provisions and service delivery models
- Explored methods for assessing, evaluating, and recording children's skills and behaviour
- Conducted critical examination of educational approaches used with autistic individuals
- Studied language development, communication, social understanding, emotional development, and transition to adulthood
- Developed skills in evaluating interventions in terms of process, outcomes, and evidence-based practice
- Focused on curriculum development, special educational needs, and inclusive educational approaches for autistic learners

Date: September 2002 – November 2005

University: University of Kent at Canterbury

Location(s): Canterbury, United Kingdom

Degree: Post-Graduate Diploma (PgDip) in Analysis and Intervention in Learning Disabilities

Description:

- Completed postgraduate studies at the Tizard Centre, recipient of the Queen's Anniversary Prize for outstanding work in intellectual disability research and practice
- Completed modules in Behavioural Analysis and Intervention, Research Methods, Social Psychology of Learning Disabilities, and Service Issues
- Received extensive training in Applied Behaviour Analysis (ABA), intervention planning, and behavioural support
- Developed knowledge in data collection, SPSS, psychiatric rating scales, and research methodology
- Studied definitions, epidemiology, cognitive, communicative, and social characteristics of intellectual disabilities
- Examined biological, social, and environmental causes of intellectual disability
- Studied behaviour analysis, behaviour modification, service quality measurement, and service organization
- Developed assessment, intervention design, outcome monitoring, and programme evaluation skills
- Conducted applied research related to intellectual disability and autism
- Developed skills in problem-solving, ethical practice, supervision, collaboration, and professional conduct

- Strengthened abilities in critical analysis, academic literature review, research design, and evidence interpretation

Projects/Placements:

- **Service Placement:** High Quality Lifestyles, Inc. – Designed and implemented intervention plans across three residential homes
- **Clinical Placement:** Designed lifestyle intervention programme for an adult with severe challenging behaviour and autism

Date: September 1991 – December 1996

University: University of Cincinnati

Location(s): Cincinnati, OH, USA, Columbus, Ohio USA

Degree: Bachelor of General Studies with Honors (GPA 3.4/4.0), Golden Key National Honor Society

Description:

- Completed Bachelor of General Studies with a major in Middle Eastern History and a minor in Holocaust Studies
- Participated in a 3-month overseas student exchange programme at Tel Aviv University
- Studied Middle Eastern history, culture, and regional politics while travelling extensively throughout Israel to historical sites
- Completed Arabic language studies at Ohio State University for one academic year
- Developed strong research, writing, analytical, and cross-cultural communication skills
- Graduated with Honors and membership in the Golden Key National Honor Society

Professional Training

- **December 2025** *Erasmus for Beginners: Simple Steps to Success*
- **November 2025** *An Introduction to Social and Emotional Learning (CASEL)*
- **November 2025** *UDL course (Light for the world)*
- **April 2025** *Emotional Intelligence in Leadership* – Dr. Eric Zackrison, *The Power of Team Culture* – Dr. Gregory Urban (Coursera, U Penn)
- **January 2025** *A Guide to ERGs (Employee Resource Groups)* (LinkedIn Learning)
- **October 2024** *Overcoming Dyslexia* – Yale University (Coursera)
- **May 2023** *Parents Plus Special Needs Programme Training for Professionals* (Parents Plus! online)
- **April 2023** *ADHD Clinical Services Provider (ADHD-CCSP) Certification Course* Strength-based interventions for ADHD from childhood to adulthood (Pesi.co.uk, Online)
- **February 2023** *Webinars in AI* <https://wecount.inclusivedesign.ca/views/fwd/>: AI employment systems/AI hiring systems policy/AI lifecycle and ethics/Inclusive AI for HR/Making AI inclusive for hiring and HR
- **February 2023** *Start Up Leap* (Utrecht Inc.)
- **February 2022** *ACRE Training: Association of Community Rehabilitation Educators (Employment Specialist Training)* –Salt Lake City, UT
- **October 2021** *Coaching Technical Professionals* (The OCM Webinar)
- **July–August 2021** *Career Coaching: Life Coach Certification* Accredited by the CPD Standards Agency (Provider No: 50134) – Distance Certificate
- **July 2021** *Introduction to LEGO® SERIOUS PLAY®* (Udemy Distance Certificate)
- **November 2019** *Atlass Training Master Class* – Low Arousal Approach to Behaviour Management, Studio3, Birmingham
- **August 2019** *Designing for Behaviour & Impact* – Copenhagen Institute of Interaction Design (CIID), Copenhagen, Denmark

- **July – November 2019** *E-Learning Instructional Design and Development* (Oregon State University)
- **July 2019** *Diversity and Inclusion in the Workplace Disability & Digital Media: Accessibility, Representation and Inclusion* (ESSC Business School via Coursera Distance Certificate)
- **May 2019** *Beginning Project Management: Project Management Level 1* (Udemy)
- **April 2019** *TEFL Certificate, The London Teacher Training College, 120 hour distance course Level 5 award certificate on the National Qualifications Framework (NQF) and Qualifications Credit Framework (QCF) for England, Wales and Northern Ireland.*
- **January 16 2014 to September 5, 2014** *Registered Behavior Technician Certification (RBT)* 40 hours, Relias Learning
- **September 2009** *SCERTS Training – Social Communication Emotional Regulation Transactional Support*, Newcastle, England
- **September 2008** *Pivotal Response Treatment (PRT1) Certification* – Santa Barbara, CA
- **September 2007** *Autism and Mirror Neurons* – Presented by Vittorio Gallese, Amsterdam
- **June 2007** *Working with the Autism Spectrum* – The National Autistic Society with Napier University, Edinburgh
- **April 2007** *Brain Gym*, Gouda, the Netherlands
- **January 2007** *A Muscle-based Approach to Apraxia of Speech in Children*, Renee Roy Hill, MS, CCC-SLP
Innovative Therapists International
- **September 2006** *The Use of Social Stories / Social Skills Training* – Autism Northern Ireland Training Centre, Donard, Belfast
- **February 2003** *Parents for the Early Intervention of Autism (PEACH)* Canterbury, Kent, England

Work Experience

Date: January 2022 – Present

Employer: Voltti Tech

Location: Maastricht, The Netherlands

Position: Founder

Description:

- Founded a neurodiverse-friendly recruitment software platform focused on inclusive hiring practices
- Developed tools allowing candidates to showcase strengths through tailored assessments, storytelling, and interactive modules
- Designed innovative recruitment approaches that prioritize candidate needs and accessibility
- Supported employers in creating neurodiverse-friendly and inclusive workplaces through training, tools, and resources
- Focused on improving candidate wellbeing and reducing barriers within traditional recruitment processes

Date: September 2021 – Present

Employer: Logik Evolution, LLC

Location(s): Salt Lake City, UT / Maastricht, Netherlands

Position: Neurodiversity Coach, Consultant & Trainer

Description:

- Provide neurodiversity coaching, consultancy, and training services

- Conduct individual assessments and needs analyses using tailored questionnaires and interviews
- Support autistic, ADHD, and dyslexic individuals of all ages in pursuing employment, education, and independent living goals
- Design bespoke neurodiversity training programmes for companies, schools, universities, and families
- Develop individualized support plans addressing executive functioning, sensory integration, self-help, and daily living skills
- Deliver training and consultancy for HR professionals, leadership teams, educators, and workplace environments
- Support individuals across all cognitive, communication, and behavioural profiles
- Provide guidance in areas including executive functioning, design thinking, emotional regulation, and workplace inclusion
- Focus on improving wellbeing, self-advocacy, confidence, and long-term outcomes for neurodivergent individuals

Projects within Position at Logik Evolution

Date: 10–11 March 2026

Actual Working Days: 2 days

Location: Valmiera, Latvia

Company or Client: Valmieras Gaujas krasta vidusskola – attīstības centrs (Latvia)

Position: Erasmus+ Invited Expert – Neurodiversity and Behaviour Teacher Training

Description:

- Delivered a 2-day Erasmus+ teacher training programme for over 400 school staff and educators from across Latvia
- Presented on topics including neurodiversity, behaviour as communication, Universal Design for Learning (UDL), and Social Emotional Learning (SEL)
- Provided practical classroom management strategies and inclusive teaching approaches for neurodivergent learners
- Facilitated discussions on emotional regulation, sensory needs, and supportive learning environments
- Supported educators in developing more inclusive, trauma-informed, and neurodiversity-affirming practices

Date: October 2025, April 2026, June 2026

Actual Working Days: Multiple training sessions

Location: Esch-sur-Alzette, Luxembourg

Company or Client: Digital Learning Hub

Position: Trainer – Seeing Neurodiversity Through a Cultural Lens: Opportunities and Challenges in the Tech World

Description:

- Delivered training sessions exploring neurodiversity within multicultural and technology-focused environments
- Discussed cultural perspectives on neurodivergence and workplace inclusion
- Provided practical strategies for supporting neurodivergent professionals within the tech sector
- Facilitated discussions on communication, executive functioning, and inclusive collaboration

Date: December 2025 – March 2026
Actual Working Days: 3 month coaching contract
Location: Remote
Company or Client: European Space Agency
Position: Neurodiversity Coach

Description:

- Provided individual neurodiversity coaching for staff member
- Supported executive functioning, emotional regulation, communication, and workplace wellbeing
- Delivered tailored strategies for productivity, self-management, and workplace success

Date: May 2025
Actual Working Days: 1 day
Location: Ghent
Company or Client: The Circle of Well Being
Position: Keynote Speaker – Neurodiversity in the Workplace

Description:

- Delivered keynote presentation on neurodiversity, workplace wellbeing, and inclusion
- Explored psychological safety, communication, and supportive workplace culture
- Discussed practical approaches to neurodiversity inclusion within organisations

Date: May 2025
Actual Working Days: 1 day
Location: Luxembourg
Company or Client: KPMG
Position: Keynote Speaker – Neurodiversity in Leadership & Talent Development

Description:

- Delivered keynote presentation on neurodiversity, inclusive leadership, and talent development
- Explored strengths-based approaches to supporting neurodivergent professionals in corporate environments
- Presented strategies for inclusive recruitment, retention, and workplace culture

Date: January 2025
Actual Working Days: 1 day
Location: Remote/online
Company or Client: European Space Agency
Position: Remote Trainer – Inclusive Work Environments for STEM Professionals

Description:

- Delivered online presentation focused on ADHD self-regulation and executive functioning within STEM environments
- Provided strategies to support neurodivergent professionals in high-performance technical workplaces
- Discussed workplace accommodations, productivity, and wellbeing

Date: July 2024
Actual Working Days: 1 day
Location: Remote/online
Company or Client: ThoughtWorks
Position: Trainer – Breaking Barriers: Reasonable Accommodations

Description:

- Delivered presentation on reasonable accommodations and workplace accessibility
- Discussed inclusive practices, legal considerations, and practical support strategies
- Supported leadership and staff in understanding accommodation processes and neurodiversity inclusion

Date: February 2024
Actual Working Days: 1 day
Location: Noordwijk, The Netherlands
Company or Client: European Space Agency
Position: Guest Speaker – Health Week

Description:

- Delivered in-person presentation during Health Week activities
- Presented on neurodiversity, wellbeing, and workplace inclusion
- Facilitated discussions on mental health and supportive work environments

Date: February 2024
Actual Working Days: 1 day
Location: Remote/online
Company or Client: ThoughtWorks
Position: Trainer – Breaking Barriers: Tips and Tricks for Goal Setting

Description:

- Delivered presentation on goal setting strategies for neurodivergent professionals
- Explored executive functioning, motivation, planning, and sustainable productivity approaches
- Provided practical tools for self-management and professional growth

Date: November 2023
Actual Working Days: 1 day
Location: Amersfoort
Company or Client: Campina
Position: Presenter – Neurodiversity in the Workplace

Description:

- Delivered workplace neurodiversity presentation for employees and leadership
- Discussed inclusive communication, workplace adjustments, and strengths-based approaches
- Supported awareness and understanding of neurodivergent experiences in professional environments

Date: October 2023

Actual Working Days: 1 day

Location: Remote/online

Company or Client: ThoughtWorks

Position: Trainer – Breaking Barriers: Making Meetings More Accessible

Description:

- Delivered training on accessible meeting practices and inclusive communication strategies
- Provided practical recommendations for supporting neurodivergent employees during meetings and collaboration
- Discussed sensory, communication, executive functioning, and processing considerations

Date: March 2023

Actual Working Days: 1 day

Location: Remote/online

Company or Client: Leo Pharma

Position: Presenter – Neurodiversity Coaching for Healthcare & Corporate Teams

Description:

- Delivered remote presentation on neurodiversity within healthcare and corporate environments
- Discussed inclusive workplace practices and neurodivergent employee support
- Presented practical strategies for communication, productivity, and team inclusion

Date: October 2022

Actual Working Days: 1 day

Location: Amsterdam, The Netherlands

Company or Client: EduTech Europe

Position: Presenter – The 15 Most Influential Teaching Resources

Description:

- Delivered presentation on innovative and influential educational resources and approaches
- Discussed inclusive and neurodiversity-affirming teaching practices
- Shared practical strategies for educators and learning professionals

Date: September 2022 – Present

Actual Working Days: Ongoing coaching and training contract

Location: USA & Canada

Company or Client: ThoughtWorks

Position: Neurodiversity Coach & Trainer

Description:

- Provided neurodiversity coaching and professional development support for technology consultants
- Coached 16 neurodivergent consultants to date through individualized 3-month coaching programmes
- Designed customized Professional Development Plans tailored to individual strengths, support needs, and career goals
- Conducted weekly 1:1 coaching and career development sessions

- Collaborated with leadership teams regarding individualized workplace accommodations and support strategies
- Supported employee wellbeing, self-advocacy, communication, and workplace inclusion
- Delivered monthly neurodiversity awareness and accessibility presentations for staff across the organization

Date: August 2022

Actual Working Days: 1 day

Location/Company or Client: ThoughtWorks

Position: Trainer – Breaking Barriers: Demystifying Disability

Description:

- Delivered presentation focused on disability awareness, workplace inclusion, and reducing stigma
- Discussed neurodiversity, accessibility, and inclusive workplace culture
- Facilitated conversations around psychological safety and equitable support practices

Date: July 2022 – October 2023

Actual Working Days: Contract/project-based

Location: Salt Lake City, UT, USA

Company or Client: Department of Workforce Services – Utah State Office of Rehabilitation

Position: Vendor, Job Coach & Employment Specialist

Description:

- Provided job coaching, job placement, and employment readiness support for individuals with disabilities
- Supported clients in pursuing integrated employment opportunities and workplace success
- Delivered individualized employment support focused on communication, executive functioning, self-advocacy, and workplace adaptation
- Collaborated with employers and vocational rehabilitation services to support inclusive employment outcomes
- ACRE Certified Employment Specialist (Certificate obtained February 2022)
- Completed competency-based training in supported employment, workplace inclusion, and individualized employment strategies for people with disabilities

Date: June 2020 – June 2021

Employer: Auticon

Position: Job Coach

Location(s): Salt Lake City, UT

Description:

- Facilitated onboarding training for new consultants
- Coached 18 neurodivergent consultants weekly in communication, sensory integration, executive functioning, and wellbeing
- Delivered autism awareness and neurodiversity training to corporate clients
- Led international job coaching and crisis management initiatives
- Served on international steering and scientific committees
- Advised companies on supporting and retaining neurodivergent employees

Project within Position at auticon

Date: October 2020-December 2020

Actual Working Days: 1 day training + 3 months coaching

Location: Remote/online

Company or Client: CoverMyMeds

Position: Neurodiversity Trainer & Coach

Description:

- Delivered a one-day neurodiversity and autism awareness training programme
- Co-presented alongside a neurodivergent employee with lived experience perspectives
- Provided individual coaching support over a 3-month period
- Supported communication, workplace integration, executive functioning, and employee wellbeing
- Advised on inclusive workplace practices and neurodiversity support strategies

Date: October 2019 – June 2020

Employer: Sabbatical / Career Break

Position: Professional Sabbatical During COVID-19 Period

Description:

- Took a planned professional sabbatical during the COVID-19 pandemic period
- Focused on professional development, international networking, and future career planning
- Continued independent study and research related to neurodiversity, coaching, and inclusive workplace practices

Date: October 2018 – October 2019

Employer: I Can Read

Position: Replacement Teacher & Curriculum Developer

Location(s): Guangzhou, China

Description:

- Assessed students' English language proficiency levels
- Implemented the I Can Read curriculum for students aged 2.5–13 years throughout China and Mongolia
- Focused on phonics instruction, reading development, vocabulary building, communication, listening, speaking, writing, grammar, and syntax
- Developed curriculum for Indonesia and Southeast Asia summer programmes
- Designed onboarding grammar and English language assessment materials for Moodle
- Created educational resources and city guides for prospective teachers
- Developed academic readiness and self-help skill programmes
- Ensured teaching materials aligned with company pedagogy and curriculum standards

Date: February 2018 – October 2018

Employer: Private Family

Position: Autism Teacher & Behaviour Therapist

Location(s): Amman, Jordan

Description:

- Designed and implemented a strength-based individualized curriculum for a 17-year-old student
- Provided 35 hours per week of direct intervention under BCBA supervision
- Focused on emotional wellbeing, independence, communication, social integration, and behavioural support
- Implemented ABA and Verbal Behaviour strategies within home and community settings
- Conducted community outings and supported leisure and life skills development
- Trained carers, tutors, and support staff
- Maintained data collection and progress monitoring systems

Date: May 2017 – February 2018

Employer: Private Family

Position: Autism Therapist

Location(s): San Diego, CA, USA

Description:

- Assessed, designed, and implemented a bespoke educational programme for a non-verbal 3-year-old child with multiple support needs
- Developed individualized learning plans targeting communication, social interaction, play, self-help, and behavioural skills
- Collaborated closely with family members and educational staff to improve school readiness
- Provided 1:1 support in home, school, and community environments
- Implemented specially designed instruction and behavioural support strategies
- Conducted ongoing data collection and progress reporting
- Focused on enhancing wellbeing and functional independence

Date: August 2016 – January 2017

Employer: I Can Read

Position: ESL Teacher

Location(s): Kuala Lumpur, Malaysia & Singapore

Description:

- Delivered ESL instruction and I Can Read curriculum to students aged 2.5–13 years
- Supported development of reading, vocabulary, grammar, speaking, listening, and writing skills
- Created supplemental grammar and language-learning materials for older learners
- Contributed to curriculum development projects for Indonesia
- Prepared student progress reports and individualized support materials
- Supported curriculum implementation projects throughout Southeast Asia

Date: April 2015 – August 2016

Employer: The Children's Academy

Position: Special Education Teacher

Location(s): Al Janabiyah, Kingdom of Bahrain

Description:

- Delivered individualized instruction for students aged 7–14 years following the British curriculum
- Supported students with autism, executive functioning challenges, and diverse cognitive and behavioural profiles
- Focused on communication, social, behavioural, emotional, academic, and self-help skill development
- Designed and implemented IEPs, sensory integration strategies, and SEL-based supports
- Utilized PEAS (Planning, Assessment, Evaluation Sheet) framework for curriculum planning and progress tracking
- Conducted data collection, progress reporting, and ongoing curriculum adaptation
- Focused on enhancing student wellbeing and independence

Date: September 2014 – April 2015

Employer: Dasman Bilingual School

Position: History & English Teacher (LSU & RI)

Location(s): Sharq, Kuwait

Description:

- Taught History and English within the Learning Support Unit (LSU) and Resource Inclusion (RI) programmes
- Adapted curriculum to meet individualized student learning profiles and support needs
- Focused on executive functioning, communication, behavioural support, and academic skill development
- Designed bespoke curriculum materials for students requiring differentiated instruction
- Prepared individualized progress reports and academic support plans

Date: February 2014 – September 2014

Employer: ABC Kuwait

Position: ABA Therapist

Location(s): Kuwait City, Kuwait

Description:

- Delivered direct 1:1 ABA intervention for children with autism in clinical settings
- Supported communication, social, behavioural, play, executive functioning, and sensory integration skills
- Conducted data collection, curriculum collaboration, and written progress reporting
- Completed CALM-P and ACE (Autism Curriculum Encyclopedia) Training in 2014
- Collaborated with multidisciplinary teams to support individualized developmental goals
- Focused on enhancing wellbeing and functional skill development

Date: January 2012 – November 2012

Employer: Dar Jana International School

Position: Special Needs Coordinator

Location(s): Jeddah, Safa District, Kingdom of Saudi Arabia

Description:

- Established and coordinated a preschool autism programme within an international school setting

- Assessed individual student needs and designed personalized educational programmes
- Created autism-friendly classroom environments, floor plans, and transition systems
- Selected and purchased educational resources, furniture, books, toys, and sensory materials
- Implemented strategies targeting communication, play, social, behavioural, sensory integration, and executive functioning skills
- Conducted staff training for teaching assistants and support personnel
- Developed IEPs and individualized behavioural and academic support plans
- Focused on enhancing student wellbeing and successful transitions

Date: June 2005 – January 2012

Employer: Specialized Autism Services

Position: Founder & Special Needs Therapist

Location(s): The Netherlands & Belgium

Description:

- Developed and delivered individualized educational and behavioural programmes for children with autism and developmental differences
- Focused on executive functioning, communication, social, emotional, play, behavioural, and self-help skill development
- Conducted assessments and designed individualized intervention programmes for diverse cognitive and behavioural profiles
- Wrote and edited IEPs and progress documentation
- Delivered parent coaching, teacher consultation, and professional guidance
- Conducted seminars and training sessions for caregivers, educators, medical personnel, and professionals
- Maintained data collection and programme evaluation systems
- Focused on enhancing wellbeing, independence, and quality of life

Projects Within Working with SAS

Date: November 2007 & April 2008

Actual Working Days: 20 days total over 2 trips

Location: Dakar, Senegal

Company/Client: Private Family

Position: Family Therapist, Team Supervisor & Teacher Trainer

Description:

- Provided intensive in-home autism support and family consultation services
- Supervised therapeutic programming and support staff
- Delivered teacher and caregiver training focused on autism intervention strategies
- Supported communication, behaviour, social interaction, and self-help skill development
- Designed individualized intervention and educational strategies
- Focused on enhancing wellbeing and family support systems

Date: April 2008

Actual Working Days: 7 days

Location: Dakar, Senegal

Company/Client: Graduate School Project

Position: Autism Consultant & Project Facilitator at Aminata Mbaye School

Description:

- Participated in graduate-level autism and special education project work in data collection and teaching methods
- Conducted assessments and consultation related to autism support services
- Supported programme development and intervention planning
- Collaborated with local stakeholders and educational teams

Date: June 2008

Actual Working Days: 5 days

Location: Bulgaria

Company/Client: Karin Dom

Position: Teacher Trainer

Description:

- Delivered teacher training focused on autism and special education strategies
- Provided practical guidance on communication, behaviour, sensory integration, and classroom management
- Supported educators in implementing individualized and inclusive teaching approaches
- Facilitated workshops for professionals working with neurodivergent children

Date: May 2008

Actual Working Days: 1 day training sessions

Location: Belgium

Company/Client: USAG US Army Garrison

Position: Trainer & Consultant

Description:

- Delivered autism and neurodiversity training for parents, educators, and medical personnel
- Provided practical strategies for supporting communication, behaviour, and emotional regulation
- Facilitated workshops focused on inclusive support approaches and family wellbeing
- Conducted consultation regarding autism intervention and developmental support strategies

Date: March 2008

Actual Working Days: 1 day training sessions

Location: Brussels, Belgium

Company/Client: AC Montessori School & Montessori House Brussels

Position: Staff Trainer & Consultant

Description:

- Delivered staff training on autism, neurodiversity, and inclusive educational practices
- Provided practical classroom strategies to support communication, sensory integration, and behaviour
- Consulted on individualized educational supports and inclusive learning environments
- Supported staff understanding of diverse cognitive and behavioural profiles

Date: September 2004 – June 2005

Employer: Autism Spectrum Therapies
Position: Educational Therapist & Behaviour Consultant
Location(s): Culver City, CA, USA

Description:

- Delivered in-home early intervention using PRT, PECS, and strength-based methodologies
- Supported communication, play, social interaction, behavioural development, and emotional wellbeing
- Conducted IEP writing, parent coaching, and progress reporting
- Maintained data collection systems and individualized programme tracking
- Supported diverse cognitive and behavioural profiles in home-based settings
- Integrated sensory regulation and executive functioning support strategies

Date: October 2003 – March 2004

Employer: Shaugnessy Family

Position: Behavioural Team Therapist

Location(s): Canterbury, England

Description:

- Worked as part of a home-based intervention programme for a three-year-old child with autism
- Implemented ABA, PECS, and PEACH therapeutic intervention approaches
- Provided direct intervention and behavioural support
- Conducted data collection and progress reporting
- Supported communication and early developmental skill acquisition

Date: November 2002 – February 2003

Employer: High Quality Lifestyles, Inc.

Position: Care Assistant (Internship)

Location(s): Dover, England

Description:

- Supported four adults with severe autism within a residential care setting
- Assisted with behavioural support, activities of daily living, and personal care needs
- Engaged residents in structured activities and community participation
- Implemented behavioural modification strategies and individualized support approaches
- Completed a four-month internship placement within residential autism services

Date: November 1998 – May 1999

Employer: New Alternatives, Inc.

Location(s): El Cajon, CA, USA

Position: Child Care Worker

Description:

- Supervised children aged 5–12 with severe emotional and behavioural challenges in a residential treatment setting
- Implemented structured behavioural modification and positive reinforcement programmes
- Planned daily schedules, organized group activities, and supported activities of daily living

- Participated in crisis intervention and behavioural support implementation
- Utilized behavioural contracts and point systems to encourage positive choices and emotional regulation
- Supported children's social, emotional, communication, and self-help skill development
- Served as a therapeutic role model within a highly structured environment

Date: January 1998 – January 1999

Employer: Child and Adolescent Services Research Center / Children's Hospital

Location(s): San Diego, CA, USA

Position: Research Assistant / Interviewer

Description:

- Recruited and screened participants for research studies involving women, children, and adolescents
- Conducted structured interviews and administered psychiatric rating scales and diagnostic assessments
- Performed in-home, shelter-based, and clinic-based interviews with children and families
- Conducted follow-up interviews and maintained research documentation and data collection procedures
- Administered standardized assessment instruments including DISC, CIDI-SAM, CREV, SACA, CTQ, CTS-PC, CIS, CES-D, and C-GAS
- Assessed mental health service use and outcomes for children involved in public service systems including juvenile justice, child welfare, education, mental health, and substance use services
- Demonstrated strong rapport-building, interviewing, organizational, and interpersonal skills with children and families from diverse and high-needs backgrounds
- Applied theoretical knowledge of child development, psychology, psychiatry, and DSM diagnostic criteria within research settings

Date: September 1997 – January 1998

Employer: Del Mar Union School District

Location(s): Del Mar, CA, USA

Position: Special Education Teaching Assistant / Child Care Worker

Description:

- Provided direct intervention support for children with autism within a specialized classroom setting
- Implemented behavioural modification techniques targeting language, social, communication, and sensory development
- Utilized PECS (Picture Exchange Communication System) and ABA-based strategies with non-verbal children
- Supported children with executive functioning, communication, and self-help skill development
- Assisted with classroom activities and individualized educational support
- Planned and facilitated creative after-school activities including art, music, and outdoor play for kindergarten-aged children
- Supported social interaction, emotional regulation, and positive behavioural engagement within educational settings

Publications

Listening to Autistic Voices: Rethinking Autism Through Lived Experience

Description:

This 44 page booklet offers a practical and thought-provoking exploration of autism through the lens of both professional experience and lived experience. Drawing upon more than 30 years of international work in education, coaching, training, and autism support, it challenges common misconceptions and highlights the importance of listening to autistic voices.

Designed for autistic individuals, parents, educators, professionals, and employers, this resource explores topics including diagnosis, communication, executive functioning, sensory processing, self-advocacy, inclusive environments, workplace inclusion, and navigating support systems. Throughout, the focus remains on dignity, understanding, psychological safety, and recognizing the strengths and individuality of autistic people.

Rather than viewing autism solely through a clinical lens, this booklet encourages readers to develop a deeper understanding of autistic experiences and to create environments where autistic children, teenagers, and adults can be understood, supported, and valued.

The Little Cloud

Description:

The Little Cloud is a gentle and heartwarming story about friendship, belonging, and seeing beauty where others may not.

The inspiration for this story came to me while flying to Mongolia. As I looked out of the airplane window, I saw beautiful clouds stretching across the sky, casting their reflections across the landscape below. In that quiet moment, the story of a lonely little cloud began to unfold in my imagination.

As a child, I loved playing in the rain. While many people rushed indoors, I was happiest splashing in puddles, listening to the sound of raindrops, and watching storm clouds roll across the sky. This story is a celebration of those childhood memories and a reminder that things often viewed differently can still bring joy, comfort, and wonder.

Written for young children, The Little Cloud encourages readers to appreciate kindness, friendship, and the unique gifts that everyone brings to the world.

A charming story for children who love nature, imagination, and finding magic in everyday moments.

The Expat Journal article

“Special Children Need Specialized Help”

Summer 2010 issue

Family Matters Magazine article

“Dealing with Autism”

August/September 2009 issue

