

Contact details

Telephone **+44 (0)121 41 44923 (tel:+44 121 41 44923)**

Email g.a.riley@bham.ac.uk (mailto:g.a.riley@bham.ac.uk)

University of Birmingham
Edgbaston
Birmingham
B15 2TT
UK

Qualifications

B.A. (Oxford); B.A. (Liverpool); M.Phil. (London); PhD.

Teaching

Dr Riley teaches on the Clinical Psychology doctorate programme.

Research

Neuropsychological rehabilitation in acquired brain injury - errorless learning, anxiety-related avoidance of activities, disclosure

Family responses to disability – relationship continuity in dementia and acquired brain injury, family engagement in rehabilitation after acquired brain injury

Risk and sexual health - cognitive, social and cultural factors that influence safe/unsafe sexual behaviour in the context of HIV and other STDs

Publications

Google Scholar: http://scholar.google.co.uk/citations?hl=en&user=8IRpTvsAAAAJ&view_op=list_works&is_public_preview=1 (https://mail.bham.ac.uk/owa/redir.aspx?C=-ffe4rR5F0Wnc-0Bu8bn0FSHnH5HdeI309ijHUYsAp7uPRuZMyVSTe6QTazFEMgJbJzTSoZ4.&URL=http%3a%2f%2fscholar.google.co.uk%2fcitations%3fhl%3den%26user%3d8IRpTvsAAAAJ%26view_op%3dlist_works%26is_public_preview%3d1)

Research Gate: https://www.researchgate.net/profile/Gerard_Riley/?ev=hdr_xprf (https://www.researchgate.net/profile/Gerard_Riley/?ev=hdr_xprf)

Riley, G.A., Fisher, G., Hagger, B.F., Elliott, A., Le Serve, H., & Oyeboode, J.R. (2013). The Birmingham Relationship Continuity Measure: The development and evaluation of a measure of the perceived continuity of spousal relationships in dementia. *International Psychogeriatrics*, 25, 263-274.

Baah-Odoom, D., & Riley, G.A. (2013). The role HIV-related blame and stigmatisation play on risk perception, self-efficacy and sexual behaviour among students in Ghana. *IFE Psychologia: An International Journal*, 21, 284-303.

Baah-Odoom, D., & Riley, G.A. (2012). Expanding the theory of planned behaviour: The influence of personal norms on condom use amongst young people in Ghana. *Journal of Social Science and Public Policy*, 4, 80-91.

Riley, G.A., & Baah-Odoom, D. (2012). Belief in a just world, generalized self-efficacy and stigma may contribute to unsafe sexual intentions via a reduced perception of vulnerability to HIV/AIDS amongst young people in Ghana. *AIDS Care*, 24, 642-648.

Riley, G.A., Dennis, R.K., & Powell, T.E. (2010). Evaluation of coping resources and self-esteem as moderators of the relationship between threat appraisals and avoidance of activities after traumatic brain injury. *Neuropsychological Rehabilitation*, 20, 869-882.

Riley, G.A., & Baah-Odoom, D. (2010). Do stigma, blame and stereotyping contribute to unsafe sexual behaviour? A test of claims about the spread of HIV/AIDS arising from social representation theory and the AIDS risk reduction model. *Social Science and Medicine*, 71, 600-607.

Walters, A.H., Oyeboode, J.R., & Riley, G.A. (2010). The dynamics of continuity and discontinuity for women caring for a spouse with dementia. *Dementia: The International Journal of Social Research and Practice*, 9, 169-189.

Shah, P., Hull, T., & Riley, G.A. (2009). Associations between the Illness Perception Questionnaire for Schizophrenia and engagement in treatment in a secure setting. *Clinical Psychologist*, 13, 69-74.

Lloyd, J., Riley, G.A., & Powell, T.E. (2009). Errorless learning of novel routes through a virtual town in people with acquired brain injury. *Neuropsychological Rehabilitation*, 19, 98-109.

Shaw, D. & Riley, G.A. (2008). The impact on parents of developments in the care of children with bleeding disorders. *Haemophilia*, 14, 65-67.

Riley, G.A., (2007). Stress and depression in family carers following traumatic brain injury: the influence of beliefs about difficult behaviours. *Clinical Rehabilitation*, 21, 82-88.

Riley, G.A., (2005). Threat appraisals and the avoidance of activities after TBI. (conference proceedings). *Brain Impairment*, 6, 134-135.

Riley, G.A., Brennan, A.J., & Powell, T., (2004). Threat appraisal and avoidance after traumatic brain injury: Why and how often are activities avoided? *Brain Injury*, 18, 871-888.

Riley, G.A., Sotiriou, D., & Jaspal, S., (2004). Which is more effective in promoting implicit and explicit memory: The method of vanishing cues or errorless learning without fading? *Neuropsychological Rehabilitation*, 14, 257-283.

Riley, G.A., & Simmonds, L.V., (2003). How robust is performance on the NART following traumatic brain injury? *British Journal of Clinical Psychology*, 42, 319-328.

Riley, G.A., Brown, K., & Searle, C., (2003). Are information packs useful in community rehabilitation? *British Journal of Therapy and Rehabilitation*, 10, 110-114.

Riley, G.A., & Heaton, S., (2000). Guidelines for the selection of a method of fading cues. *Neuropsychological Rehabilitation*, 10, 133-149.

Riley, G.A., & Holding, D., (2000). Tackling a fear of falling using graded exposure. *Physiotherapy*, 86, 143-145.

Riley, G.A., (1998). Some guidelines for the use of stimulus modifications in teaching response topography to people with developmental disabilities. *Journal of Developmental and Physical Disabilities*, 10, 153-165.

Riley, G.A., (1996). The effectiveness of stimulus modification procedures in teaching response topography to individuals with severe developmental disability. *Behavioural and Cognitive Psychotherapy*, 24, 371-375.

Riley, G.A., (1995). Guidelines for devising a hierarchy when fading response prompts. *Education and Training in Mental Retardation and Developmental Disabilities*, 30, 231-242.

Riley, G.A., (1991). Prompting strategies for those with a severe mental handicap: A comparison of procedures using only response prompts with a procedure combining stimulus and response prompts. *Behavioural and Cognitive Psychotherapy*, 18, 193-206.

