

Bruce M. Gale, Ph.D.

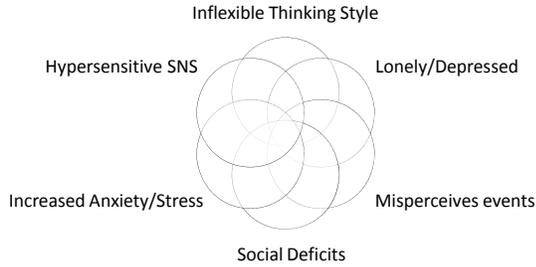
Private Practice

Bruce M. Gale, Ph.D. received his undergraduate degree from UCLA and Masters/Ph.D. in Clinical Psychology from Florida State University. He completed his internship and advanced training at Boston Children's Hospital while a Fellow at Harvard Medical School, Department of Psychiatry. Dr. Gale is former Chief Psychologist of the Division of Inpatient Psychiatry at Cedars-Sinai Medical Center and teaches Abnormal Psychology at American Jewish University.



Presently, he functions as an Independent Educational Evaluator for approximately 35 school districts in the Southern California area. Dr. Gale presents locally and nationally on methods, including technology use, in assessment and treatment with students. He is the developer of Rapid Screener® an online social-emotional behavior assessment tool (www.behaviortech.net) that allows up to 10 raters to report on student functioning. Perhaps what he enjoys most is running LUNCH Groups® (www.lunchgroups.com), an empirically-supported, transdiagnostic social skills treatment program for students and adults with internalizing and externalizing challenges. Currently, the program serves approximately 55 families. LUNCH Groups targets executive function skills, social language/competence, academic readiness, and environmental awareness in the context of a fun and stimulating learning environment blending technology, positive behavioral intervention, and home-based generalization. His latest project, slated to launch in the spring of 2012 is BehaviorTech University, a series of online programs that teach about using technology.

General Characteristics of Defiant and Disruptive Children



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Turning Diagnoses into Behaviors

- **Autism** • Communication, lacks awareness
- **Aspergers** • Rigid, reduced social comprehension
- **Anxiety** • Misperceives danger, avoids, ↑ SNS
- **Depression** • Irritable, isolative, little interaction
- **ADHD** • Inattentive, doesn't remember
- **ODD** • Anticipates negative outcomes, ↑ SNS

A Word About Assessment: In conducting assessments, make certain you pay attention to areas, such as associative and working memory. Link your tools to maximize data validity:

E.g., Woodcock-Johnson COG for associative memory and Diagnostic for Low Verbal Memory skills, consider matching this to WJ III ACH Story Recall, BRIEF results, match this to direct observations and/or teacher reports. Can do the same for areas, such as processing speed. Pay attention to the normative sample for your tests.

Creating Successful Outcomes



Getting the student to join your team

- Take their side
- Don't lecture!
- Keep it short, really short... say 5 mins the first time (let them think, "hey, I wish she'd stayed a minute longer").
- Promise them one thing, then FOLLOW THROUGH.
- Consider a "Plan-Do" system

Using technology to involve the student

- Video Tutorials
- Online data collection to track progress and inform others
- Using computer animation to discuss difficult topics
- Modeling through video
- Create cartoons or animation that tell a story or describe a strategy
