

Gary Timothy Thompson, Psy.D.

Orion Forensic Litigation Consultants, Inc.

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EDUCATION:

Psy.D. Clinical Psychology 2009

Phillips Graduate Institute Doctor of Clinical Psychology Concentration Area:
Forensic Psychology

M.A. Clinical Psychology 2005

Concentration Area: Forensic Psychology.

B.S. Communications/Pre-Law 2002

University of Utah

PROFESSIONAL EXPERIENCE

Early Life Child Psychology & Education Center Utah & California

Director of Forensic Civil/Criminal Litigation Support Services. (2015-Present)

Manage, direct, supervise and participate in the clinic's forensic psychology expert witness

(1) child custody cases and the factors affecting “in the best interest of the child” standard; (2) educational issues affecting child custody relocation cases providing expert opinions in the comparison of educational systems in the areas of academics, special education, child development, and child/adolescent psychology; (3) assisting the trier of fact in understanding psychological and scientific issues and current research as such may apply in criminal competency, “recovered memory therapy”, child custody, sex crimes, and homeschool efficacy evaluations,(4) assisting civil and criminal legal counsel to spot conceptual & ethical weaknesses in the psychological and scientific findings of opposing expert witness opinions and recommendations in child custody, criminal competency, and felony-level sexual assault cases in multiple Utah District Courts.

Director of Special Education-Community Advocacy Outreach. (2009-Present)

Private educational advocate for children and teens who have been referred for IEP/Section 504 evaluations in public school settings. Drawing from graduate school training under the Local Clinical Community Scientist Model, utilized knowledge of peer-reviewed research, scholarship, clinical experience, and scientific methodology to develop plausible communicable formulations for understanding virtually local phenomena using theory, general world knowledge, scientific research, utilizing objective scientific observational skills.

Duties include: Utilize evidence-based interventions designed to empower caregivers with the knowledge to make informed choices regarding their child's educational promise. In providing that knowledge, utilized doctoral level education in clinical school neuropsychology, combined with state-of-the-art assessment interpretation training. Provide consultation for determining appropriate special education services that meet the child's individual needs and capitalizes on their strengths. Assist parents to navigate the IEP or 504 processes and increase their understanding of the underlying regulatory principles related to the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

I have represented over 250 parents in IEP meetings and related dispute resolutions issues.

Specific consulting experience with public, parochial and private schools includes (1) working in collaboration with students, parents, parent attorneys, school district solicitors, various local education agencies, and pro se parents involved in due process cases; (2) reviewing critical data related to student performance, educational methodologies, educational best practices, continuum of course offerings, progress monitoring, and evidence-based practices; and (3) applying my thorough working knowledge of state and federal regulations – IDEA, ADA, FERPA, Common Core, Section 504, Title IX–, child find obligations, behavior intervention techniques, response to intervention (RTI), tiers I, II, III, community resources, psycho-educational measures, continuum of special education programming, least restrictive environment, transition and post-secondary education options, assistive technology, common core standards, state testing measures, disability services in higher education settings, specially designed instruction, academic accommodations, and modifications.

6/09 – 11/09 A Better Way Children & Family Service Berkeley, CA

Post Doctoral Resident-Pediatric Psychology.

APPIC Psychology Post-Doctoral Residency Training Program provides participants with a planned sequence of clinically relevant training experiences across the spectrum of mental health services including:

Evidenced-based techniques of individual and family therapy utilized on children, adolescents, caregivers, biological parents, and legal guardians while providing multidisciplinary assessment for high-risk foster children, intensive in-home based mental health services, specialized psychosocial and developmental evaluations (ages 0-17), and in-clinic evidence-based treatment approaches. Certified Parent/Child Interactive Therapy (PCIT) therapist (obtained via U.C. Davis). Certified Trauma-Focused Cognitive Behavioral Therapist (obtained via the University of Washington). Completed hours required for licensure.

7/08 – 6/09 A Better Way Children & Family Service Berkeley, CA

Doctoral Intern.

APPIC Psychology Internship Training Program provides participants with a planned sequence of clinically relevant training experiences across the spectrum of mental health services including:

Evidenced-based techniques of individual and family therapy utilized on children, adolescents, caregivers, biological parents, and legal guardians while providing multidisciplinary assessment for high-risk foster children.

8/05 – 6/06 California State University, Long Beach Long Beach, CA

Practicum Clinician.

Duties at this APA approved training site included building rapport with clients, assessing and setting counseling goals and continuing the process through termination. I have provided direct individual counseling/psychotherapy including brief therapy, more extended term therapy, academic, and vocational testing services and case presentations. Participated in weekly personal supervision, group supervision, training seminars and worked in conjunction with university disability department as an advocate for disabled students requiring accommodations.

8/04 – 8/05 California Family Counseling Center

Encino, CA

Psycho-Diagnostic Assessment Clerk/Clinician.

Duties included administering and interpreting psycho-diagnostic tests in an applied clinical setting. Emphasis placed on administering, scoring, understanding and preparing psychological diagnostic reports. Responsible for providing written and verbal feedback and recommendations to clients and referring therapists. Tests conducted included personality inventories, projective tests, intelligence and achievement tests, as well as tests specific to referral questions, such as developmental tests and neuropsychological screening tests.

12/03 – 8/04 Children’s Center of Antelope Valley

Lancaster, CA

Child and Adolescent Therapist.

Worked under the supervision of Licensed Clinical Psychologist, Jennifer Kendall, providing the following services: direct client care for children and adolescents in the areas of individual psychotherapy, personality and cognitive psychological testing and assessment, coordinated client care with representatives of the California Division of Child and Family Services and various Superior Courts of California, and **provided initial assessment, forensic interview, and/or treatment of young clients who were victims of sexual abuse or suffered from other psychological disorders.**

8/07-2010 American Association of Suicidology

Washington, DC

Psychological Autopsy Senior Investigator.

One of ten (10) individuals selected from a nationwide search of 4th year clinical psychology students trained to conduct national interviews and collect data for retrospective prevalence assessment to support the creation of a centralized reporting system for the railroad industry funded through two grants from the Federal Railroad Administration (FRA) and the Federal Transit Administration (FTA). Conducted psychological autopsies and accompanying root cause analysis contributing to the development of prevention strategies for implementation by the railroad industry (including light rail, commuter and subway systems) and communities on a national and international scale.

RELATED PSYCHOLOGY/LEGAL WORK EXPERIENCE

4/05 – 09/07 Drake Institute of Behavioral Medicine Northridge, CA

Neuro-Psychological Assessment Clerkship.

Administer, score and interpret psycho-educational assessments including measures of intelligence, neuropsychological assessments, achievement, attention, memory and learning, executive functioning, language skills, sensory motor skills, visual perceptual and visual motor skills, and emotional and behavioral skills.

Prepare comprehensive interpretive reports, determining strengths and weaknesses in neuropsychological functioning. Recommendations are made for treatment, as well as improved operation in the home and school environments. Completed approximately 45 integrated neuro-psychological and psycho-educational assessment reports under the supervision and training of Dr. Ann Simon. Advocated for 35 families in IEP conferences at the elementary, middle, and high school levels.

7/04 – 5/06 Phillips Graduate Institute Encino, CA

Psychodiagnostics Assessment Instructor-Teaching Assistant.

Taught weekly, two-hour assessment lab for 16 students. Specific duties included: provided individualized instruction and paper review for all students, demonstrated administration, and scoring of test protocols including, but not limited to: WAIS-III, WISC IV, Woodcock-Johnson Achievement Test- Cognitive, MMPI-2, MMPI-A, Rorschach, Thematic Apperception Test, Bender-Gestalt Test of Visual-Motor Integration, Sentence Completion Test, and House-Tree-Person Projective Drawings, and collaborated with instructor regarding grading of all test batteries.

9/01 – 5/04 Law Offices of Hemar-Rousso-Heald Encino, CA

Civil Litigation Paralegal.

I have handled independent civil litigation caseload for mid-sized, Encino based law firm servicing Fortune 500 companies. Duties included preparing and drafting civil complaints, motions, affidavits, stipulations, judgments, and other required civil litigation pleadings. Extensive legal research experience with "Lexis." Met all standards and qualifications for the State of California for certification as a civil litigation paralegal.

5/01 – 9/01 Superior National Insurance
CA

Calabasas,

Civil Litigation Paralegal.

Worked directly under corporate counsel in a legal setting involving civil litigation for a large insurance company. Duties included providing extensive legal support in the areas of legal research, maintenance of court dockets and calendar systems, and the drafting of various legal pleadings.

8/90 – 4/01 Law Office of Edward D. Flint, Esq.

Salt Lake City, UT

Civil/Criminal Litigation Paralegal.

I have provided extensive litigation support to attorney in busy family law/criminal defense private practice. Analyzed psychological evaluations prepared by the Division of Family Services for custody hearing purposes for clients. Analyzed psychological profiles/evaluations made by expert witnesses for the prosecution in preparation for criminal defense trials.

CONFERENCES, PRESENTATIONS & AWARDS:

July 2018 Keynote Speaker Utah Criminal Defense Assoc., St. George, Utah

“New Directions In Forensic Psychology Interviewing & Child Abuse Sex Allegations: Educating Triers of Fact In Jury Trials”

Dr. Gary Thompson-Director of Forensic Psychology Consulting-Early Life Psych.

Dr. Gary Thompson exhibits a scientific, and humanistic understanding of the devastation that child abuse has on the immediate family system, the child, and the community at large. Dr. Thompson himself has provided hundreds of hours of Residency clinical care to victims of child abuse. Utilizing actual cases, video clips, and forensic psychology journal articles obtained over the past five years, Dr. Thompson explores the relevant research data, and how it is applied to the benefit of the defense, prosecution, as well as triers of facts in child abuse forensic sex abuse cases.

Oct. 2018 Conference Speaker Utah Criminal Defense Assoc. SLC, Utah

“Integrating Forensic Psychology Into The Courtroom: Current Issues In Adult/Child Sex Abuse Allegations.”

Dr. Gary Thompson-Director of Forensic Psychology Consulting-Early Life Psych.

Two-hour seminar reviewing current issues of interest to civil and criminal defense trial attorneys who desire to ethically integrate best practices in forensic psychology with their trial caseload. Dr. Thompson presents the latest forensic psychology peer-reviewed research in child abuse sex allegations, as well as adult sexual assault issues. Emphasis will be placed on the police, CJC and therapist practices that may skew evidence presented to triers of fact. Special topics will include "recovered memory therapy" practices, separating peer-reviewed science facts and common myths associated with trauma and memory, and suggestive practices of police and CJC interviewers, which decrease the reliability of witness/accuser testimony. Case examples and audio/visual clips highlight and support forensic psychology journal research in these areas.

2018 Utah Child Justice Center Conf-Continuing Ed. Snowbird, UT:

1. **“Beyond Tell Me More: New Directives In Forensic Interviewing”**

Dr. Tom Lyon-Director USC Law & Psychology Chairman

Explored interviewers’ options when the standard open-ended invitations do not provide enough information. Discussed feelings, clothing placement, and abuse frequency and timing. The current research on these topics was reviewed and practical suggestions offered, using excerpts from forensic interviews. Participants provided with specific directive questions that have proven to be both more productive and less risky than yes/no and forced-choice questions. ATTENDANCE STRONGLY ENCOURAGED FOR PROSECUTORS AND FORENSIC INTERVIEWERS - - - The Utah NICHD-Based Forensic Interview Curriculum and Interview Guidelines changed significantly and the presentation reflected and supported those changes.

2. **“Asking Child Witnesses About Adult Influences”**

Dr. Tom USC Law & Psychology Chairman

Whether or how much another person has influenced or contaminated a child’s disclosure is often an issue that is hotly debated. Did someone encourage the child to falsely make an allegation? Did someone warn the child to keep quiet about something that really happened? Did someone simply encourage the child to tell the truth but due to the types of questions asked there is a misinterpretation that the conversation was more leading? Dr. Tom Lyon discussed and reviewed the relevant research. Suggestions were provided to

interviewers about how to inquire about adult influences on children's abuse reports as illustrated through video clips of interviews.

2009-2010 Psych. Resident/Intern Award Recipient San Francisco, CA

Won competitive 2009/2010 award grant in the amount of \$20,000.00 from California Psychology Internship Council, (State of California's psychology internship accrediting agency (CAPIC), for demonstrating the "*qualities of a clinical psychologist that are valued by CAPIC and the California Department of Mental Health*":

1. Comprehensive coursework in the field of Clinical Psychology
2. Commitment to working with underserved populations in California

2008 LACPA Presentation Award Recipient

Los Angeles, CA

Los Angeles County Psychological Association. Thompson, G. (2008, October). Poster presentation at the Los Angeles County Psychological Association titled "***Cracking the Da Vinci Code of Cognitive Assessment of African American Clients: A Guide for Educators, Clinicians & Parents***". Presented and discussed the authors recently developed *Functional Assessment Model of African American Clients*. Received Honorable Mention award among 100 submitted posters submitted nationwide.

Clinical-Forensic-Educational Psychology Tests/Assessments **Administered and Interpreted:**

Intellectual Functioning:

Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)

Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)

Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III) Leiter International Performance Scale

Kaufman Brief Intelligence Test (K-BIT)

Naglieri Nonverbal Ability Test (NNAT)

Cognitive Assessment System (CAS)

Attention/Executive Functioning:

Behavior Rating Inventory of Executive Function – (BRIEF)

Behavior Rating Inventory of Executive Function-Preschool Version (BRIEF-P)

Conners' Adolescent Self-Report Rating Scale

Conners' Parent Rating Scale-Revised

Conners' Teacher Rating Scale-Revised

Conners' Continuous Performance Test-II (CCPT-II)

Learning and Memory:

Wechsler Memory Scale-Third Edition (WMS-III)
Wide Range Assessment of Memory and Learning-Second Edition (WRAML-II)
Rey-Osterrieth Complex Figure

Academic Achievement:

Basic Achievement Skills Inventory (BASII)
Gray Oral Reading Test-Fourth Edition (GORT-4)
Nelson Denny Reading Test
Wide Range Achievement Test-Revision 3 (WRAT-3)
Wide Range Achievement Test-Revision 4 (WRAT-4)
Woodcock-Johnson III – Tests of Achievement (WJ-III-ACH)
Wechsler Individualized Achievement Test-Third Edition (WIAT-III)

Language:

Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4)
Preschool Language Scale-Fourth Edition (PLS-4)

Test of Language Development-Primary: Fourth Edition (TOLD-P:4)
Test of Pragmatic Language – Second Edition (TOPL-2)
Test of Problem Solving 3: Elementary (TOPS-3)

Processing:

Comprehensive Test of Phonological Processing (CTOPP)
Tests of Auditory Processing Disorders for Children (SCAN-3C)
Tests of Auditory Processing Disorders for Adolescents and Adults (SCAN-3A)
Test of Visual Perceptual Skills (TVPS)

Visual Motor:

The Beery-Buktenica Developmental Test of Visual-Motor
Integration-Fifth Edition (VMI)
Bender Visual-Motor Gestalt Test – 2nd Edition (Bender Gestalt-II)

Social/Emotional/Behavioral:

Child Behavioral Checklist (Self, Parent and Teacher forms)
Behavior Assessment System for Children-Second Edition (BASC-2)
Beck's Depression Inventory-Second Edition (BDI-II)
Beck Anxiety Inventory

Beck Hopelessness Scale
Beck Scale for Suicide Ideation
Millon Adolescent Clinical Inventory
Millon Clinical Multiaxial Inventory-3
Millon Pre-Adolescent Clinical Inventory
Minnesota Multiphasic Personality Inventory-Second Edition (MMPI-II)
Parenting Stress Inventory (PSI): Short Form
Projective Drawings: Draw-A-Person and House-Tree-
Person Projective Sentence Completion
Revised Manifest Anxiety Scale-Second Edition (RMAS-2)
Roberts Apperception Test for Children (RATC-2)
Social Skills Rating System (SSRS): Parent Form: Preschool Level
Social Skills Rating System (SSRS): Parent Form: Elementary Level
The Rorschach Inkblot Test
Thematic Apperception Test
Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)

Relevant Doctoral Level-Forensic Coursework Completed:

PSY679

MEASUREMENT THEORY AND TEST CONSTRUCTION

This course examines issues involved with measuring psychological processes, especially viewed from a multicultural perspective (e.g., the effect of race and culture on test results). Measurement theory and the construction and validation of psychological tests and other survey instruments are addressed.

PSY690

LEGAL AND ETHICAL BASES OF PSYCHOLOGY

This course prepares students for their practicum and internship work in the field in that it reviews aspects of California and related laws, ethical principles, and professional practice issues relevant to the practice of psychology and psychotherapy. Discussion includes such topics as confidentiality and privilege, duty to warn, mandated reporting, a review of the American Psychological Association's (APA) ethical code of conduct, and policies established by the California Board of Psychology.

PSY703A
PSYCHOLOGICAL ASSESSMENT-I:
INTELLIGENCE TESTING

This course focuses on the administration, scoring, interpretation, and reporting of the most commonly used measures of intelligence (e.g., WAIS-III). Students will engage in psychological testing and report writing as essential elements of the course to prepare them for such work in clinical settings. Issues related to the impact of race, gender and culture on intelligence testing are discussed.

PSY703B
PSYCHOLOGICAL ASSESSMENT-II: MEASURES
OF PERSONALITY

This course focuses on objective (e.g., MMPI, Millon Inventory) and projective (e.g., Rorschach, projective drawings) assessments of personality. Students engage in psychological testing and report writing as essential elements of this course to prepare them for such work in clinical settings. Issues related to the impact of race, gender and culture on personality assessment are discussed.

PSY842
LEGAL RESEARCH

This course introduces students to some of the practical tools relevant to medical-legal research, writing, and analysis, as well as developing a beginning comfort level with accessing legal materials. Interpreting case law, understanding the implications of statutory and court rulings, and considering policy implications are also discussed.

PSY841
INTRODUCTION TO FORENSIC
PSYCHOLOGY AND CONSULTATION IN
FORENSIC SETTINGS

This course introduces students to the fundamentals of forensic psychology, understood as the study of psychology and law, criminal justice, and mental health. Emphasis is given to broad thematic coverage of relevant theory, policy and practice, as well as an overview of the various settings and institutions wherein forensic psychology, is applicable. Instruction on the role of the clinical psychologist as a consultant to forensic settings is included.

PSY843
FORENSIC ASSESSMENT

An examination of the specific assessment issues encountered in forensic settings, this course discusses the typical questions posed to forensic psychologists. It also discusses the need to present psychological data in a format that is meaningful to the court system and other institutional settings. Examples of issues covered include: competence evaluations, mental status at the time of the offense and compensation evaluation.

PSY845
DEPOSITIONS AND COURT TESTIMONY

This course covers subpoenas, depositions, and court testimony, as well as the types of court documents and pleadings a psychologist would need to understand in order to feel comfortable in participating in the legal system. Differences between testifying as a treating psychologist versus an expert witness are addressed.

PSY844
PSYCHOLOGY AND FAMILY LAW

This course examines the roles that civil and criminal legal systems assume, through case and statutory decisions, in the lives of families. It also helps students interface as psychologists with the juvenile and family court systems. The psychological impact of the law and decisions of the court systems on families is discussed in terms of child custody evaluations and divorce mediation. The theory and practice of problem identification, conflict resolution, and dispute resolution counseling are addressed as they apply in forensic mediation settings. Therapeutic interventions for individuals and families involved in the legal system are also addressed.

PSY846
JUVENILE JUSTICE FORENSIC PSYCHOLOGY

This course considers the unique status of juvenile offenders in the legal system and the needs of these offenders. Theories of delinquency are explored along with evaluation, treatment, and consultation issues. A developmental approach is taken and compared with a DSM approach to children with different developmental trajectories. The problems and implications of trying juvenile offenders as adults are addressed.

PSY820**INTEGRATING DIVERSITY IN PSYCHOLOGICAL ASSESSMENT**

This course examines the specific assessment issues encountered in forensic settings and multicultural contexts. The primary focus is on typical questions posed to psychologists conducting psychological evaluations of diverse persons in a variety of forensic situations. There is an emphasis on the need to present psychological data in a format that is meaningful to institutional settings, such as the court system and other agencies. Critical analysis and appropriate application of traditional assessment methods are emphasized, in combination with assessment tools that are designed for persons from specific demographic groups. The literature on multicultural assessment informs the interpretation of data in relation to diversity factors that are pertinent to a given case. Examples of forensic issues covered include: competence evaluations, mental status at the time of an offense, and compensation evaluation.

PSY679**MEASUREMENT THEORY AND TEST CONSTRUCTION**

This course examines issues involved with measuring psychological processes, especially viewed from a multicultural perspective (e.g. the effect of race and culture on test results). Measurement theory and the construction and validation of psychological tests and other survey instruments are addressed.

PSY677**PSYCHOPATHOLOGY**

This course addresses individual psychopathology considered within the context of the interaction between individual, family, biological, and environmental factors. Students develop clinical interviewing and diagnostic skills through examination and use of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR) throughout the course.