

VITAE

EDUCATION

Alliant University, San Diego, CA
Postdoctoral Masters Clinical Psychopharmacology (2010)

California School of Professional Psychology, San Diego, CA (APA Accredited)
Ph.D. Clinical Psychology (1986)

University of Texas at Dallas
Bachelor of Arts in Psychology (1980)
Summa cum laude

Dallas Bible College
Associate of Arts: Major in Psychology and Philosophy (1977-1979)

Miami Dade Jr. College
Major in Computer Science & Graphic Arts (1971-1973)

PROFESSIONAL EXPERIENCE: (private Psychological Practice (1984-current))

Assessments –

Assessments of specialized needs children for Special Education: Dr. Perlman's experience in providing Comprehensive Neuro-Cognitive Assessments is rather extensive: especially with very specialized populations such as those suspected of being on the Autistic Spectrum. Because he is also known to provide those evaluations without bias toward the referring or funding party, Dr. Perlman is often chosen by both parties to be the Independent Evaluator when seeking to prevent due process proceedings.

Assessments for Differential Diagnosis: Dr. Perlman is asked by practitioners, by professionals, and by Courts to provide differential diagnoses about specialized populations – for the purpose of providing information during litigation, for making decisions about case disposition or placement, for making recommendations for specific treatment interventions, and/or to provide a “fresh perspective” on treatment resistant individuals.

Assessments for Child Custody: Dr. Perlman is appointed to examine issues pertaining to child custody, visitation, and move-aways: especially when one of the children may have specialized needs or one of the adults may be suspected as having a psychiatric illness. Dr. Perlman has been appointed as the Court's Expert in 730 Evaluations in the Superior Courts of San Diego County, Orange County, and Riverside County.

At times Dr. Perlman is asked directly by the Court to review psychological test data and/or testimony for the purpose of providing a fresh perspective to the Court. On other occasions, he has been asked by the Court directly to review the quality of the schools in each proposed area (including out-of-state schools) along with their respective community supports, so that the Court might weigh that information into its decisions. Dr. Perlman has completed the State's mandated requirements for Child Custody Evaluators.

Assessments for Specialized Proceedings/Expert Witness Testimony: Dr. Perlman is often asked to participate in a variety of other assessments as well. Those assessments often involve being an Expert Witness in criminal or civil proceedings. The assessments may also involve assessing sound mind and free will during the creation and/or changes made to Wills involving substantial estates.

Divorce mediation of custody/visitation issues –

Dr. Perlman was formally trained in Divorce Mediation. Primarily, though, when in that role Dr. Perlman assists parents in mediating issues with regard to the custody, visitation, and education of their children.

Consultation for children, adolescents, families

Dr. Perlman specializes in the diagnosis of and consultation for children, adolescents, and families who are involved in chaotic/traumatic/critical/intense situations. Accordingly, he provides his expertise to his patients, to professionals, to judges in various courts. He is paneled by the TERM Team in San Diego County, to provide assessments and treatment to Juvenile Court: Dependency and Probation.

Previous Treatment Groups –

Monster Therapy Group: Children at times are victimized by an unexpected offender: other children. Group techniques were developed from the work at Children's Institute International and were designed specifically for sexually reactive children (ages 7-11) who have victimized other children. Topics addressed included redirecting anger, establishing and monitoring appropriate boundaries with others, and developing empathy and respect.

Child/Adolescent Groups: Adolescent years are difficult at best, devastating at worst, but typically confusing and laden with conflict. Topics addressed included confusion about identity, peer relationships and social pressures, and conflict with parents and authority regarding independence and autonomy. These groups allowed children and adolescents to appropriately accomplish developmental tasks in a controlled fashion. Two groups, a latency-aged group (ages 7-11) and an adolescent group (ages 12-15), were offered weekly.

Social Skills and Peer Interaction: Designed originally for hyperactive children, this group sought to prevent social isolation by training children ages 7-11 in social skills. Conducted over the summer, it was held at the beach and at one of the neighboring parks.

CHOAS Group (Resolution/Problem Solving): The unique “open forum” format of this group allowed parents and or adolescents to introduce an issue to be addressed that night. Typical topics for parents included: negotiating family rules (privileges, discipline, responsibilities), gaining their teenagers' respect, and behavior management (for parents of younger children: attention-deficit and/or hyperactivity). Typical topics for adolescents included: how to negotiate needs and privileges with parents, how to gain parents' trust. Designed to cope with the chaos brought about by daily interactions, the focus was on the resolution, that night, of a burdensome issue.

PROFESSIONAL EXPERIENCE: (other than private practice)

Adjunct Faculty at U.S. International University (1986-1989)

Taught courses and conducted labs for graduate students in comprehensive diagnostic assessments (Clinical and Psycho-educational). Courses included intelligence testing, academic achievement and processing tasks, projective testing (Rorschach, Bender, Projective Drawings, TAT, Sentence Completion), differential diagnosis, advanced diagnostic report writing and clinical inference.

American Guidance Service (1984-1989)

As a Research Consultant, responsibilities involved sorting theories of intelligence, of planning abilities, of life-span development, and of psychopathology. Also, developed novel subtests for the Kaufman Adolescent and Adult Assessment Test Battery (KAIT) prior to national try-outs, and trained others to administer the new test in its developmental stages.

K-SOS Workshops (1984-1987)

Provided workshops demonstrating the utility of the K-ABC as an assessment tool to provide remedial strategies for educational intervention. Workshops were for teachers, for resource specialists, for school administrators, for school and clinical psychologists.

Workshop Facilitator (1984-1987)

Conducted testing workshops throughout the United States for graduate students and professionals. These one- and two-day workshops provided training in administration, in scoring, in interpretation, and in academic intervention, using the Kaufman Assessment Battery for Children (K-ABC) and the Wechsler Scales (WISC-R & WAIS-R).

Convention Presenter (1987)

Presented a paper to the California State Psychological Association in Coronado, California. This manuscript was submitted for publication and is detailed under “Professional Research.”

Christian Unified School District (1985-1987)

Temple Beth Israel Day School (1985-1987)

Santa Fe Montessori School (1985-1987)

Consulted with the District Superintendent, faculty, and parents regarding Psychoeducational and Psychological Assessment and treatment strategies.

Santa Fe Christian Community School (1984-1985)

Responsibilities included designing and implementing a School Counseling program as an adjunct to the learning disabilities program, short-term individual and group counseling, and consultations to parents and faculty.

Co-director of W.T.L., Inc. (1973-1977)

Responsibilities included implementing and managing a peer-directed, adolescent halfway-house program within a 36-acre communal township.

PROFESSIONAL TRAINING

Individual training and supervision of psycho-educational assessments under Nadeen and Alan Kaufman, authors of the Kaufman Assessment Battery for Children (KABC-II) and the Kaufman Adolescent & Adult Intelligence Test (KAIT): in addition to the KTEA-II, the K-SEALS, K-FAST, the K-SNAP, and others.

Specialized training in –

- Psychoeducational Assessments
- Neuropsychological Assessments
- Child Custody Evaluations
- Forensic Assessments
- Divorce Mediation
- Psychopharmacology - Board Certified, Diplomate-Fellow Prescribing Psychologist

Continued Education Coursework and/or Supervision –

- Advanced Forensic Psychology
- Advanced Psychodiagnostic Assessment
- Advanced Neuropsychological Assessment (of children and adults)
- Advanced Psycho-Educational Assessment
- Certified Adv Training & Specialization in Functional Analysis Assessment & Positive Behavior Intervention Planning
- Assessment & Interventions with Children having an Autistic Spectrum Disorder
- Relationship Development Interaction (workshop through its author)
- Picture Exchange Communication System (through its authors)
- Autism Partnership (continuing ed)
- Autistic Spectrum Consultants (training, supervision)
- UCSD (conferences)
- Advanced Mediation (for divorce and for child custody)
- Abuse, Molest, Incest, Domestic Violence
- Psychobiology and administration of psychotropic medication

PROFESSIONAL INTERNSHIPS

Rancho Park Hospital and Adolescent Treatment Center

Departments of Psychology and Social Services (1987/1988)

Responsibilities included case management, running multi-disciplinary case conferences, individual and family therapy. Responsibilities also included psychodiagnostic assessment, group psychotherapy, development of policy standards for the Psychology Department, and quality assurance and utilization/review.

Mesa-Vista Psychiatric Hospital

Adolescent Unit (1985/1986)

Responsibilities included psychodiagnostic assessment, group psychotherapy, and consultation with psychiatric and medical staff regarding treatment intervention.

California Psychological Service Center

Psycho-educational Clinic (1984/1985)

Supervised directly by Nadeen Kaufman (co-author of K-TEA, K-ABC, KAIT, K-SEALS, K-FAST, K-SNAP). Responsibilities included interviews with teachers, families, and other involved professionals; classroom observation; assessment (administration, scoring, interpretation, and integration of objective and projective measures); the drafting of comprehensive case evaluations, including appropriate diagnoses and recommendations for educational and psychological interventions; IEP participation; mediation and fair hearing when warranted.

Catholic Community Services

Department of Child and School Psychology (1983/1984)

A School Psychology Intern for two separate schools. Responsibilities included diagnostic discrimination between organic and emotional disorders; remediation of academic skills through sequential and parallel processing, short-term and long-term psychotherapy (supportive and focal); seminars in stress reduction, and in parent effectiveness training. Treatment included behavioral, cognitive, and dynamic interventions both in individual and in group settings.

PROFESSIONAL RESEARCH

Autism –

“A Comparison of the Autistic Disorder Criteria DSM-IV and DSM-5” (2013)

For this study, the diagnostic criteria for Autism, Asperger’s Disorder, and PDD, NOS were combined and reordered on a single inventory: True, if that line-item criteria were met; False, if not met. Clinician’s across the country completed that inventory for new patients suspected of having one of those diagnoses. The results were analyzed to determine the impact of the newly proposed DSM-5 criteria for Autism Spectrum Disorder.

Dissertation –

“Toward an Integration of Cognitive-Dynamic View of Personality” (1986)

This dissertation integrates theoretical constructs from cognitive theory, perceptual theory, cerebral lateralization, neurology, and neuropsychology, and demonstrates the relationship between two ego functions: cognition (cognitive style, attentional focus, neuropsychological processing) and defense mechanisms (repression, denial, isolation, intellectualization).

Education –

“Preventative Drug Programs in the School Systems” (1983)

A review of preventative drug programs and their effectiveness, as they were implemented in educational settings at that time.

Family –

“Variable Effects of Divorce on Children” (1983)

This study explored causes contributing to the differential reactions of children to divorce.

“Impact of Breast Feeding on Infant/Mother Attachment” (1980)

As Dr. Perlman's honors thesis, this project involved a comprehensive review of all literature from 1929 to 1980 on the effects of breast feeding on infant/mother relationships.

“Impact of Step-Parents on Step-Children” (1980)

Assisting Dr. Cheryl Lindberg with her Doctoral Dissertation, this study compared step-children with children of intact families to ascertain differences in personality development.

“Impact of Intact and Divorced Families of Children” (1979)

Assisting Dr. Richard Worshack with his Doctoral Dissertation, this study compared children of intact families with those of divorced families to ascertain differences in personality development.

PROFESSIONAL PUBLICATIONS

Textbook Author –

Second author of the chapter entitled “Intelligence Testing” in the third edition of the Handbook of Psychology Assessment.

Second author of the chapter entitled “Intellectual Assessment of Children” in the second edition of the edited book, Innovations in Child Behavior Therapy.

First author of the chapter entitled “Intelligence Testing” in the second edition of the Handbook of Psychology Assessment.

First author of the chapter entitled “Intellectual Assessment of Children” in the edited book, Innovations in Child Behavior Therapy.

Article in Print –

Perlman, M.D. and Kaufman, A.S. (1990). “Relationships Among Defensive Styles, Cognitive Styles, Processing Styles, and Attentional Styles of Normal Adolescents.” *Psychological Reports*, 67, 563-578.

PUBLIC SPEAKING AND CONSULTATION

Dr. Perlman is a regular (annual) presenter at Autism One (annually, at their May convention in Chicago) and at the National Autism Association (annually, at their November convention in St. Petersburg).

Dr. Perlman has been a participating lecturer/instructor at CSPP for the courses involving Psycho-Educational Assessment (1995 - 2002)

Dr. Perlman is a participating lecturer/instructor for the panel training volunteer attorneys in educational law (1996 - current)

Dr. Perlman was on the “*Children at Risk*” panel associated with the Children’s Advocacy Clinic/Heartbeat (1995 - 1998)

Invited participant/lecturer, “*Challenge Camp*,” by the San Diego County Sheriffs Department (1993 - 2000)

Invited participant to consult to *The Oprah Winfrey Show*, (1993, 1994)

Dr. Perlman is regularly sought by the news media for television interviews during local crises. Also, he is frequently asked to speak to local groups and to professional organizations including Family Services at Camp Pendleton Marine Base and Miramar Naval Base, the Juvenile Detectives of the San Diego Police Department and the San Diego County Sheriffs Department, parents and teenagers in school assemblies and in community-based lectures, and the parent group Talk About Curing Autism (TACA).

PROFESSIONAL HONORS

Outstanding Young Men of America (1986)

Received the “*Outstanding Young Men of America*” award in recognition of outstanding professional achievement, of superior leadership ability, and of exceptional service to the community.

California School of Professional Psychology (1986)

Nominated “*Most Outstanding Student*” by the student body.

University of Texas at Dallas (1980)

Ranked highest in graduating class (4.0 GPA).

Awarded highest honors (summa cum laude)