

Our Staff

Sally G. Hoyle, Ph.D., licensed psychologist, received her doctoral degree in Clinical Psychology from The Ohio State University (Columbus, OH, 1986).



She has worked in both inpatient and outpatient settings in Maryland, Ohio, and Pennsylvania. Dr. Hoyle enjoys working with children ages toddler to older adolescent, and is an experienced play therapist. She has done research on children's friendships, social stereotyping in children with learning disabilities and foster care adjustment. She has presented her research at numerous national conferences, published papers in child development, and gives workshops on child development and parenting. Dr. Hoyle is the author of two books: *When Do I Go Home?*, a therapeutic book for children in foster care and *The Sexualized Child in Foster Care: A Guide for Foster Parents and Professionals*. Her specializations include the treatment of child abuse, families in crisis, disruptive behavior disorders, social skills deficits, adjustment and school problems, family concerns, anxiety, and depression in children ages 2-18. Special populations she serves include children in adoption and foster care, high functioning autism spectrum, medically at risk, and siblings of special needs children.

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CDTA

Cognitive Dynamic Therapy Associates

A Multi-Specialty Psychological Group

Cognitive Dynamic
Therapy Associates



Solving School Problems

Sally G. Hoyle, Ph.D

Visit us at:
www.cogdyn.com

Understanding the Problem

A comprehensive assessment of the child or adolescent's school functioning is completed. This will involve obtaining a detailed school history, school records, and copies of previous testing, if available. Psychological or personality testing is available if needed in the assessment phase.

Special attention is paid to the student's strengths as well as his or her weaknesses. A developmental approach, taking into account the child's age and development, will be used as a framework for understanding the problem. We then define the problem in terms that will make sense to the student and his or her parents, and develop a treatment plan based on the specific needs of the student.

What Types of Problems We Can Address

Academic:

- School failure
- Child or adolescent not working up to potential
- Academic difficulties associated with Attention Deficit Disorder, Learning Disabilities, or Giftedness
- Organizational problems
- Failure to complete and turn in homework
- Low motivation to be successful in school

Treatment of the Problem

- Individual therapy combined with parent education
- A comprehensive plan for both home and school will be developed (for example, homework strategies for an academic problem)
- We will provide written material that relates to the problem and its resolution (for example, social strategies to use for students with poor peer relations).
- If it is a social skills problem, therapy would include social skills training.
- With many children, play therapy will be used to address treatment goals.
- If needed, teachers, pediatricians or other professionals, can be involved in treatment with appropriate consent.

Social:

- Peer teasing
- Poor peer relations
- Managing peer pressure
- Disruptive behaviors in school
- Adjusting to a new school
- Problems associated with special needs such as Learning Disabilities, Giftedness, and Pediatric Disorders
- Shyness or social withdrawal

Our Offices

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