

J O S E P H A . G E N T R Y , P H . D . , B C B A - D

EDUCATION & LICENSURE

- 2008 – Present Board Certified Behavior Analyst – Doctoral**
- 2007 – Present Licensed Psychologist #3913 (State of Arizona)**
- 2007 – Present Certified School Psychologist (Arizona Dept. of Ed)**
- 2005 – 2007 Pre and Post-Doctoral Fellowships in Clinical Psychology**
The May Institute, Inc.
Boston, MA
- 2001 – 2006 Illinois State University, Normal Illinois**
APA Accredited, NASP and NCATE Approved
Ph.D. School Psychology
Dissertation Title:
Teacher Perceptions of Consultation Effectiveness: Evaluating the
Impact of Gender, Directiveness, and Level of Experience. *(Submitted by
the Psychology Department for the Sorensen Distinguished Dissertation Award)*
- 1997 – 2001 Illinois State University, Normal Illinois**
B.S. Psychology *(Cum Laude)*

GRADUATE/PROFESSIONAL EXPERIENCE

02/09 – Present

**CEO/President- Gentry Pediatric Behavioral Services,
PLLC**

In charge of all aspects of Gentry PBS operation, including clinical services, budget, supervision, licensure, contracting, and insurance/behavioral health contracts. Conduct a variety of pediatric behavioral services, including but not limited to diagnostics (Autism/ASD, AD/HD, depression, anxiety, Conduct Disorder/ODD), counseling, parent training, Independent Educational Evaluations (IEE), teacher training, on-site behavioral consultation to parents/families, and family systems counseling. Utilize evidenced based Applied Behavior Analytic approaches, including DTT, PRT, NET and VB. Also well versed in Cognitive Behavioral approaches to counseling and behavior management.

08/07 – 02/09

**Director of School Consultation Services – Southwest
Autism Research & Resource Center (SARRC)**

Direct and manage school consultations services division. Conduct school based evaluations and therapies for children with autism and other developmental disabilities. Use Functional Behavioral Assessments to write behavior support plans. Consult to parents and professionals about autism treatment on an individual basis as well as a school wide level. Implement school wide social skills programs for Phoenix area public schools to improve the mental health of all students. Participate in research activities that lead to publication or presentation at the national level. In charge of running summer and afterschool based services.

08/05 – 08/07

**Behavioral/Educational Consultant – The May Institute
Post-doctoral Fellowship**

Train and supervise school based therapists, teachers, and parents who implement ABA services to individuals with ASD. Development and implementation of behavioral and educational programs for students, classrooms, and systems within the public school system. Complete diagnostic evaluations for school districts and formulate recommendations to ensure student success. Conduct and write functional behavioral assessments (FBA), behavior support plans (BSP), and social skills/adaptive behavior evaluations. Conduct parent and school staff trainings. (Robert Putnam, Ph.D., BCBA)

08/05 – 08/06

**Behavioral/Educational Consultant – The May Institute
Pre-doctoral Internship**

Development and implementation of behavioral and educational programs for students within the public school system. Monitor data collection and program considerations for students ABA home programming. Develop and write student IEP goals and benchmarks. Conduct and write functional behavioral assessments (FBA), behavior support plans (BSP), and social skills/adaptive behavior evaluations. Conduct parent and school staff trainings. (Robert Putnam, Ph.D., BCBA)

08/05 – 08/06

**Behavioral Therapist – Saint Anne’s Hospital
Pre-doctoral Internship**

Out-patient behavioral therapy for children and adolescents displaying a wide variety of concerns; including but not limited to Pervasive Developmental Disorders, anxiety disorders, behavior disorders, Encopresis, and ADHD. Parent training of behavioral techniques. Led social skills groups for children diagnosed with Asperger’s Syndrome. Provided behavioral consultation to clients public schools, conducting FBA’s and developing support plans and social skills programming. (Deidre Donaldson, Ph.D.)

08/04 – 8/05

Assistant Director - Autism Clinic, Illinois State Univ.

Responsible for training undergraduate and graduate clinicians in a number of Applied Behavioral Analysis (ABA) techniques such as Discrete Trial Training (DTT) and the Picture Exchange Communication System (PECS). Provided supervision to graduate student practicum cases. Duties also included organizing services by coordinating clinic hours and scheduling clients with their respective clinicians. Provided on-going services for three clients to keep abreast of current best practices. (Karla Doepke, Ph.D.)

08/03 – 06/05

School Based Clinician - Metcalf Laboratory School

Administered psychoeducational and behavioral/emotional evaluations within the university's laboratory school, using both traditional and curriculum-based methodologies. Co-implemented the AIMSweb program, an on-line progress monitoring system. Responsible for conducting two reading recovery groups for slowly progressing young readers. (Mark Swerdlik, Ph.D., ABPP)

01/04 - 06/05

Supervisor - Pre-practicum Field Placements

Provided weekly one-on-one and group supervision for 6 first-year doctoral students in the School Psychology Program. Wrote supervision contracts collaboratively with each student. Role-played and modeled appropriate clinical skills (e.g., child/parent interviewing, confidentiality, active listening). Provided weekly informal feedback as well as both formal summative and formative feedback (Mark Swerdlik, Ph.D., ABPP)

08/02 – 06/04

Graduate Clinician - Counseling Services

Lead a number of social skills groups including two "Second Step Social Skills" groups as well as an Asperger's Syndrome social skill group. Conducted individual therapy cases using materials and techniques from a variety of different theoretical backgrounds including: Behavioral Therapy, Cognitive Behavioral Therapy (CBT), and Aggression Replacement Training (ART). (Kathy Hoff, Ph.D.)

08/03 – 06/04

Autism/Behavioral Consultant

Unit 5 School District - Bloomington/Normal, Illinois

Behavioral consultation with teachers regarding student behavioral difficulties related to autism and other behavioral disorders. Provided system wide consultation regarding school-wide positive behavior interventions. Crisis consultation regarding suicide contracting, coping with parental death, divorce and separation. Conducted training sessions and workshops on autism, Applied Behavioral Analysis, and ADHD. (Karla Doepke, Ph.D.)

08/02 – 08/04

ABA Therapist

Autism Services – Psychological Services Center

Provided direct, one-on-one Applied Behavioral Analysis (ABA) therapy to children diagnosed with autism. Acquired training in ABA, discrete trial training, Picture Exchange Communication System (PECS), incidental learning and pivotal teaching strategies. Provided therapy for over 25 different clients and their families, totaling over 500 hours of direct autism service. Received over 60 hours of individual supervision. Worked with children with a variety of different diagnoses. (Karla Doepke, Ph.D.)

02/04 – 04/10

**Graduate Clinician/Therapist - For Children's Sake
Clinic for Child Witnesses of Domestic Violence**

Conducted individual therapy with foster children who were witnesses of domestic violence. As a therapist, I was able to advance my clinical skills in a number of areas including; child interviewing, using various therapeutic techniques, and utilizing supervision in the most constructive ways possible. (Adena Meyers, Ph.D.)

08/03 – 06/04

**Administrative Associate
School Problems Clinic**

In charge of evaluating practicum student assessment protocols and editing psychological reports, running, and scheduling office hours, and doing initial intakes to the clinic. Representative on the clinic administrative team, making executive decisions regarding the administration of services within the Psychological Services Center. (Mark Swerdlik, Ph.D., ABPP)

01/03 – 01/04

**Graduate Clinician; Case Manager
Woodford County Special Education, Metamora, Illinois.**

Conducted numerous psychoeducational evaluations within a Flexible Service Delivery Model (FLEX), otherwise known as a problem solving model, using Curriculum Based Evaluation (CBE) methods. Collecting weekly progress monitoring data was a necessary component of each evaluation. Conducted individual and group therapies within a Behavior Disorder (BD) classroom. (Mark Swerdlik, Ph.D., ABPP)

08/02 – 10/02

Case Manager - Multidisciplinary Committee

Conducted multidisciplinary psychoeducational evaluations with other professionals from different departments on campus, including but not limited to reading, social work, special education, curriculum and instruction, and speech and language. (Mark Swerdlik, Ph.D., ABPP)

10/02 – 12/02

Graduate Clinician - School Problems Clinic

Completed comprehensive psychoeducational evaluations within the school problems clinic at Illinois State University. Evaluations included parent, child, and teacher interviews, educational and emotional assessment, direct observation, parent interpretation, and report writing. (Renée Tobin, Ph.D.)

LEADERSHIP POSITIONS

04/09 – Present

Board Member, Arizona Autism Coalition.

01/08 – Present

Professional Advisory Committee, Member. Parent Organized Partnerships Supporting Infants and Children Learning to Eat (P.O.P.S.I.C.L.E.)

12/08 – Present

Board Member, Friends Playground Program, Inc.

08/02 – 08/05

President, Graduate Association of School Psychology (GASP). Coordinator; Dr. Mark Shinn fund raising workshop.

08/02 – 08/05

Psychology Department Representative for the Graduate Student Association (GSA).

08/02 – 08/05

Chair, School Psychology Social Committee.

08/03 – 08/05

Doctoral Representative for the School Psychology Coordinating Committee.

HONORS

02/09- Paul Henkin Research Scholarship, National Association of School Psychologists

05/04- Graduate Assistant of the Year Award

04/99- Psi Chi National Honors Society in Psychology

04/99- Golden Key National Honors Society

PRESENTATIONS & PUBLICATIONS

- Gentry, J.A.** (2009, May). *Using Pivotal Response Treatment in the Public School Setting*. Presented at the Association of Behavior Analysis International 2009 Annual Conference in Phoenix, Arizona.
- Gentry, J.A.** (2009, Feb.). *F.R.I.E.N.D. (Fostering Relationship In Early Network Development) Program. (Henkin Scholarship Research Winner)*. Presented at the National Association of School Psychologists (NASP) 2009 Annual Convention in Boston, Massachusetts.
- Gentry, J.A.** (2007, Feb.). *Increasing Consumption of Non-Preferred Foods Using Positive Reinforcement Interventions, Including a Modified Mystery Motivator System: Maintenance of Increases at Follow-Up*. Presented at the Progress and Challenges in the Behavioral Treatment of Autism Conference, Boston, Massachusetts.
- Gentry, J.A.** (2006, Dec.). *Including Students with Pervasive Developmental Disorder (PDD) in Middle School and High School*. Presented as a workshop for Norwood Public School District, Norwood, Massachusetts.
- Gentry, J.A.** (2006, Nov.). *Functional Behavioral Assessment: General Strategies, Standardized Approaches, and Case Formulation*. Presented as a workshop for Walpole Public School District, Walpole, Massachusetts.
- Gentry, J.A. & Sutro, L.K.** (2006, Sept.). *An Overview of Teaching Procedures for Children with Pervasive Developmental Disorders*. Presented as a 3-day workshop for Walpole Public School District, Walpole, Massachusetts.
- Gentry, J.A.** (2006). *Increasing Consumption of Non-Preferred Foods Using Positive Reinforcement and the "Mystery Motivator" System*. Within Symposium: Food Selectivity and Refusal: Evaluation, Intervention, and Effective Outcomes. Presented at Berkshire Association for Behavior Analysis and Therapy (BABAT) Annual Conference in Amhurst, Massachusetts 2006.
- Gentry, J.A. & Doepke, K.** (2005). *Long-term effectiveness of social story interventions for children with autism: Durability of effects*. Presented at Association of Behavioral Analysis (ABA) Annual Conference in Chicago, Illinois 2005.
- Gentry, J.A. & Doepke, K.** (2004). *The effectiveness of social story interventions with children with autism*. Manuscript submitted for publication.
- Gentry, J.A. & Doepke, K.** (2004, April). *The effectiveness of social story interventions with children with autism*. Presented at the National School Psychology Association (NASP) conference in Dallas, Texas.
- Feinup, D., Wallis, J., **Gentry, J.A. & Doepke, K.** (2004, February). *Multiple uses of picture schedules for increasing independent functioning with children with autism*. Presented at the Illinois School Psychology Association (ISPA) conference in Springfield.
- Gentry, J.A.** (March, 2003). [Review of research article] *Autism and effective peer interventions*. NASP Communiqué, vol.#31(6), pp.18.
- Gentry, J.A. & Fienup, D.M.** (2003, October). *Unit 5 ABA workshop: Promoting positive*

behaviors with children with autism. Invited workshop presentation for the special education staff of McLean County School District Unit 5. Normal, Illinois.

Gentry, J.A. & Fienup, D.M. (2003, October). *Teaching children with autism.* Invited presentation for Behavior Modification graduate course in the Department of Psychology at Illinois State University, Normal, Illinois.

Bock, Stacey (2002, December). *Social interventions for individuals with autism: Social stories and visual schedules.* Presented by **Joseph A. Gentry**, for Parents Educating Autistic Spectrum Students (PEASS) group.

Gentry, J.A., Zumpfe, H.J., & Gannon, J.L. (2002, April). *Parents of children with autism spectrum disorder: Stress, treatment acceptability, and support services.* Presented at the 2002 Graduate Symposium, Illinois State University, Normal, Illinois

RESEARCH INTERESTS

Non-traditional (e.g., positive reinforcement) feeding interventions for food selective individuals diagnosed with PDD.

Intervention effectiveness and acceptability with children with autism.

The influence of consultant gender and level of directiveness on teachers' perceptions of consultation effectiveness.

PROFESSIONAL MEMBERSHIPS

2005 – Present

Berkshire Association of Behavior Analysis and Therapy (BABAT)

2005 – Present

Association of Behavior Analysis International (ABA)

2006 – Present.

American Psychological Association (APA)

2002 – Present.

Autism Society of America (ASA)

2001 – Present.

National Association of School Psychologists (NASP)

PROFESIONAL REFERENCES

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