

WILLIAM V. PILNY, PH.D.

The Center for Emotional Health of Greater Philadelphia

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EDUCATION

LA SALLE UNIVERSITY

Philadelphia, PA

B.A. Psychology

May 2018

TEMPLE UNIVERSITY

Philadelphia, PA

M.Ed. School Psychology

December 2019

TEMPLE UNIVERSITY

Philadelphia, PA

Ph.D. School Psychology

June 2023

CERTIFICATIONS & PERMITS

Credential: Licensed Psychologist

Issuer: New Jersey State Board of Psychological Examiners

License No.: 35SI00769000

Date Granted: 01/15/2025

Credential: Educational Specialist I

Area of Certification: School Psychologist PK-12

Issuer: Commonwealth of Pennsylvania

Certification No.: 4814013

Date Granted: 07/01/2023

CLINICAL EXPERIENCE

The Center for Emotional Health of Greater Philadelphia, LLC

Staff Psychologist

Postdoctoral Fellow

Postdoctoral Supervisor: Phoebe Durland, Psy.D.

- Provides individual psychotherapy in a private practice setting to children, adolescents, and adults with referral concerns including depressive disorders, anxiety disorders, OCD, ASD, ADHD, and Tic Disorder using CBT, ERP, CBIT, ACT, and IFS-oriented approaches
- Conducts comprehensive psychological and psychoeducational evaluations for children, adolescents, and adults with various referral concerns including ASD, ADHD, SLD, OCD, ODD, Excoriation Disorder, anxiety disorders, and depressive disorders

Cherry Hill, NJ

Jan. 2025 – Present

Sept. 2023 – Jan. 2025

Compass Health Network

Psychology Intern

Supervisors: Neha Batool, Ph.D.; Jessica Ashley, Psy.D.

- Successfully completed APPIC- and APA-accredited pre-doctoral internship at a federally qualified health center and nonprofit healthcare organization affiliated with the National Psychology Training Consortium (NPTC)

Columbia, MO

July 2022 – July 2023

- Provided outpatient and school-based individual psychotherapy to children, adolescents, and adults with a wide-range of referral concerns including anxiety, depression, psychosis, mood dysregulation, trauma- and stressor-related disorders, ASD, and ADHD using CBT- and IFS-oriented approaches
- Conducted comprehensive psychological and psychoeducational evaluations for children, adolescents, and adults with various referral concerns including as ADHD, ASD, SLD, trauma- and stressor-related disorders, and personality disorders

Special People in Northeast (SPIN), Inc.

Philadelphia, PA

Psychology Extern

Sept. 2021 – June 2022

Supervisors: Annemarie Clarke, Ph.D.; Chelsea Greenspon, Psy.D

- Successfully completed PENDELDOT externship at one of the only organizations in Philadelphia designated an Autism Center for Excellence
- Provided individual and family outpatient psychotherapeutic services to children and adults diagnosed with ASD, ADHD, anxiety, depression, trauma, and other psychiatric disorders
- Co-facilitated virtual social skills groups for children and adolescents with ASD focusing on developing and maintaining friendships

Temple University Psychoeducational Clinic

Philadelphia, PA

Graduate Student Supervisor

Aug. 2021 – Dec. 2021

Supervisors: Lia Sandilos, Ph.D.; Catherine Fiorello, Ph.D.

- Supervised and provided feedback to graduate student clinicians throughout all aspects of the psychoeducational evaluation process, including live supervision of clinical interviews, test administration, and feedback
- Reviewed and edited psychological report drafts and assisted graduate student clinicians in refining case conceptualizations

Graduate Student Clinician

Aug. 2019 – May 2020

Supervisors: Diane Barrett, Ph.D.; W. Joel Schneider, Ph.D.; Catherine Fiorello, Ph.D.

- Conducted psychological and psychoeducational evaluations of school-aged children, including assessment of SLD, ASD, ADHD, and giftedness

School District of Philadelphia

Philadelphia, PA

Practicum Trainee

Oct. 2018 – June 2021

Supervisors: Dina del Amo, Psy.D.; Drew O'Brien, Ed.S.; Meredith Weber, Ph.D.

- Conducted both in-person and virtual psychoeducational evaluations involving cognitive and achievement testing, behavioral screenings, interviews, and observations
- Created behavior support plans, consulted with teachers and paraprofessionals on their implementation, and monitored student progress
- Provided school-based and telehealth therapy to elementary and high school students
- Delivered individual and classroom-wide academic and social skills interventions using evidence-based curricula

Peer-Reviewed Publications

Fiore, S., Brock, B., & **Pilny, W. V.** (2024). A course redesign program highlighting faculty identity as the key to pedagogical reform. *Journal on Excellence in College Teaching*, 35(1).

Pilny, W. V., Brock, B., & Fiore, S. (2023). Impacts of campus disruption on educational developers' role-identity and teamwork. *To Improve the Academy: A Journal of Educational Development*, 42(2). <https://doi.org/10.3998/tia.3374>

Gilmour, A. F., Sandilos, L. E., **Pilny, W. V.**, Schwartz, S. L., & Wehby, J. H. (2022). Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. *Journal of Emotional and Behavioral Disorders*, 30(1), 16–28. <https://doi.org/10.1177/10634266211020258>

Presentations & Media

Pilny, W. V. (Guest). (2024, October 17). TIA: Impacts of campus disruption on educational developers' role-identity and teamwork [Audio podcast episode]. In *Centering Centers*. Digital Resources and Innovation Committee. <https://creators.spotify.com/pod/show/podnetwork-podcast/episodes/TIA-Impacts-of-campus-disruption-on-educational-developers-role-identity-and-teamwork-e2pnjlt>

Batool, N. S. & **Pilny, W. V.** (2023, June 26). *Internal Family Systems, an Introduction*. [Training presentation]. Compass Health Network, Jefferson City, MO, United States.

Pilny, W. V., Schwartz, S. L. (2022, March 25–26). *Promoting the well-being of early career psychologists and trainees of professional psychology*. [Poster presentation]. Temple University School Psychology, Counseling Psychology, and Applied Behavior Analysis Conference, Virtual Conference.

Gilmour, A. F., Sandilos, L. E., **Pilny, W. V.**, Schwartz, S. L., & Wehby, J. H. (2021, March 8-13). *Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management*. [Conference session]. Council for Exceptional Children, Virtual Conference.

Pilny, W. V., Garfield, E. G., Kane, C., & Woxholdt, V. (2021, February 23–26). *Supporting students with cortical visual impairment from identification through transition*. [Poster presentation]. National Association of School Psychologists, Virtual Conference.

Schwartz, S. L., **Pilny, W. V.**, & Sandilos, L. E. (2020, February 18–21). *Exploring the impact of three social emotional learning programs on teacher-child relationships in Pre-K*. [Poster presentation]. National Association of School Psychologists, Baltimore, MD, United States.

Additional Scholarship

Pilny, W. V. (2023). *Social-emotional learning for linguistically-diverse students: The importance of context*. (Publication No. 29993198) [Doctoral Dissertation, Temple University]. ProQuest Dissertations Publishing.

Pilny, W. V. (2020, May). *Inconsistency in evaluation and identification: LDA's follow-up to the GAO's report on child find*. Learning Disabilities Association of America.
https://ldaamerica.org/wp-content/uploads/2020/07/LDA-Child-Find-Paper_May_2020.1-1.pdf

RESEARCH ASSISTANTSHIP

Graduate Research Assistant

Philadelphia, PA

Temple University, Center for the Advancement of Teaching

Aug. 2020 – July 2022

Supervisors: Stephanie Laggini Fiore, Ph.D., Benjamin Brock, Ph.D.

- Conducted research and assessment on various department programs and services
- Identified and applied for grants and funding sources
- Served as proposal reviewer for Annual Faculty Conference on Teaching Excellence

Research Projects

IRB: 28749 (S. Laggini Fiore, PI; B. Brock, Co-PI; **W. V. Pilny**, Co-PI)

Center for the Advancement of Teaching, Temple University

August 2021 – July 2022

Exploring Major Disruptions to Higher Education: A Longitudinal, Mixed-Method Investigation of COVID-19

IRB: 26172 (S. Laggini Fiore, PI; B. Brock, Co-PI; **W. V. Pilny**, Co-PI; M. S. Trapper, Co-PI)

Center for the Advancement of Teaching, Temple University

May 2021 – May 2022

The Student Oriented Active Redesign (SOAR) Project: Catalyzing Teaching Reform Through Faculty Identity Development

Graduate Research Assistant

Philadelphia, PA

Temple University, Psychological Studies in Education

May 2020 – May 2022

Supervisor: Lia Sandilos, Ph.D.

- Analyzed quantitative and qualitative data and constructed visual displays of data
- Coordinated and collaborated with project investigators from the University of Virginia and Temple University to complete data management tasks

Research Projects

Grant: 61136 (S. Rimm-Kaufman, PI; L. E. Sandilos, Co-PI)

John Templeton Foundation; EL Education

October 2019 – December 2021

Excellence in Character Education (ExCEL)

TEACHING ASSISTANTSHIP

Graduate Academic Coach

Philadelphia, PA

Temple University, Student Success Center

Aug. 2019 – May 2020

Supervisors: Lorraine Savage, MS.Ed.; Denae Sisco, M.Ed.

- Fostered academic skills of undergraduate students by improving time management, organization, planning, and study strategies
- Cooperatively established goals and methods for evaluating academic progress with students

GRADUATE LAB INSTRUCTION

Academic Assessment and Intervention

Philadelphia, PA

Temple University, College of Education and Human Development

Jan. 2020 – May 2020

Supervisor: Lia Sandilos, Ph.D.

- Supplemented graduate-level lectures on literacy, written expression, and mathematics assessment
- Assessed graduate student scoring expertise on achievement battery record forms
- Evaluated students' test administration via in-person practice sessions and video recordings
- Managed simulated testing sessions to assess fidelity of administration to standardized procedures

Social and Emotional Assessment for Intervention

Philadelphia, PA

Temple University, College of Education and Human Development

Jan. 2020 – May 2020

Supervisor: Monica McHale-Small, Ph.D.

- Instructed graduate students on administration and scoring procedures for projective measures
- Provided overviews of various rating scales designed to assess specific referral concerns

Introduction to Cognitive Assessment

Philadelphia, PA

Temple University, College of Education and Human Development

Aug. 2019 – Dec. 2019

Supervisor: Rachel Hodas, Ph.D.

- Supplemented graduate-level lectures on the theoretical development, purpose, and administration of intelligence tests
- Assessed graduate student scoring expertise on cognitive battery record forms
- Evaluated students' test administration via in-person practice sessions and video recordings

SPECIALIZED TRAININGS

4-Day Intensive Workshop: Exposure and Response Therapy for OCD

Aug. 2023

Sponsor: Cognitive Behavior Institute

Presenters: Dr. Steven Tsao; Dr. David Yusko; Dr. Christina DiChiara; Dr. Shannon Murphy

NASP PREPaRE Workshops 1 and 2 (3rd Ed.)

June 2022

Sponsors: POMHAS and Temple University

Presenters: Erica Kaurudar, Educational Consultant; Perri Rosen, Project Director, GLS Grant

INSTRUMENT COMPETENCE

Cognitive Achievement	K-ABC-II NU, WAIS-IV, WASI-II, WJ-IV Cog, WISC-V, WPPSI-IV, SB-5
Neuropsychological	KTEA-III, WIAT-4, WJ-IV Ach
Language/Auditory	Conners CPT-3, D-KEFS, FAR, NEPSY-II, WCST, WMS-IV
Autism	CASL-II, CTOPP, WJ-IV OL
OCD	ADOS-2 Modules 3 & 4, CARS
Early Childhood	CY-BOCS, Y-BOCS
Rating Scales	Brigance-III, ECAD
Risk Assessment	ABAS-3, ASRS, BAARS-IV, BAI, BASC-3, BDEFS, BDI-2, CAARS, CDI-2, CEFI, GAD-7, MASC-2, PHQ-A, PHQ-9, SCQ, SRS-2, Vineland-3
	Columbia SSRS

RELATED EXPERIENCE

Psychoeducational Clinic Assistant

Philadelphia, PA

Temple University, College of Education and Human Development

May 2018 – May 2020

- Processed intake calls from parents of prospective clients seeking evaluations
- Scheduled client appointments and assisted course instructors to appropriately assign cases to clinicians based upon fit and experience
- Organized distribution of cognitive and achievement test instruments for graduate students
- Maintained record-keeping and filing system for clinic cases

Teacher’s Aide

Philadelphia, PA

St. Helena-Incarnation Catholic School

October 2017 – June 2018

- Reinforced previous lessons by instructing students in one-on-one and small-group settings
- Supported educators in preparation, teaching, and behavior management