PROFESSIONAL PROFILE



STEPHEN J. BAGNATO, Ed.D., NCSP is a Developmental School Psychologist and Professor of Psychology and Pediatrics at the University of Pittsburgh, Schools of Education (Psychology-in-Education, Applied Developmental Psychology--ADP) and Medicine (Pediatrics); Coordinator, *Children with Special Healthcare Needs—Child Life specialization*; He is founder of the *Early Childhood Partnerships (ECP)* program (www.earlychildhoodpartnerships.org) at the University and with Children's Hospital of Pittsburgh of UPMC through the LEND/UCLID Center as a core interdisciplinary faculty member for leadership education in neurodevelopmental disabilities for fellows and university interns grant-funded by the USDHHS/HRSA, Maternal & Child Health Bureau. ***Contact Info: Phone: 412-389-2372; Email: bagnatos@pitt.edu***

SPECIALTY:

- Authentic assessment, applied program evaluation research, & mentoring on "best practices for infants, toddlers, and preschoolers at developmental risk and with neurodevelopmental disabilities and neurobehavioral disorders, & chronic medical conditions, and with the professionals and parents in high-quality community programs.
- ***Early Childhood Partnerships*: Funded since 1997 by the Heinz Endowments & interagency contracts to conduct high profile, longitudinal program evaluation research in Pennsylvania to document the impact of high-quality and inclusive early childhood intervention and mentoring programs on nearly 20,000 children and over 500 school-community early childhood partnership programs (e.g., ECI; Pre-K Counts; PEIOS; Include Me; PLAID; Propel; COMET), which has changed and advanced public policy, professional practices, business sector support, and state funding for pre-kindergarten education in PA.**
- Pitt, Penn State, University of Maryland course teaching in authentic assessment; evidence-based practices; applied developmental psychology: professional identity & leadership; behavioral assessment & intervention; teacher inclusion mentoring; disability public policy & advocacy
- In demand for state, national, & international consultation and education on authentic assessment; authentic program outcomes evaluation research; early childhood intervention "best practices"; detecting disorders of temperament and self-regulation; the valid use of clinical judgment for early intervention eligibility, and teacher inclusion mentoring methods.

AWARDS:

- **1987--Braintree Hospital National Brain Injury Research Award** for his research on the impact of interdisciplinary intervention for young children with acquired and congenital brain injuries;
- **1995--Best Research Article Award from Division 16 of APA** for his "national study on the social and treatment invalidity of intelligence testing in early childhood intervention" (School Psychology Quarterly).
- **2001--University of Pittsburgh Chancellor's Distinguished Public Service Award** for the innovation and community impact of his consultation and research programs in *Early Childhood Partnerships;*
- **2008--Penn State University Excellence in Education Alumni Award** for his career of innovative national and international service and research in education and psychology;
- **2009--*Governor's Pennsylvania Early Learning Council,*** a task force to influence early childhood intervention policy and practices through systems integration efforts among education, human services-public welfare, and health;
- **2014—Penn State University Distinguished Alumni Fellow Award** for his regional, national, and international accomplishments in psychology and education.

PROFESSIONAL SERVICE & ACCOMPLISHMENTS:

- Fellow of the American Psychological Association (APA; 1991) in Division 16, School Psychology.
- Past or current journal editorial board member for Journal of School Psychology, School Psychology Review, School Psychology Quarterly, Journal of Psychoeducational Assessment, Journal of Early Intervention, Topics in Early Childhood Special Education, Infants and Young Children, Journal of Early Childhood and Infant Psychology, Perspectives on Early Childhood Psychology and Education, and Early Childhood Research Quarterly.
- Co-author of the professional "best practice" policy statements and standards on early childhood assessment, evaluation, and early intervention for The *National Association of School Psychologists, and the Division for Early Childhood of the Council for Exceptional Children.*
- Published over 200 applied research studies and scholarly articles in early childhood care and education, early intervention, early childhood special education, school psychology, neurodevelopmental disabilities, and developmental neuropsychology
- Published books and instruments include: the widely used companion resources and texts--*Authentic Assessment for Early Childhood Intervention: Best Practices (Guilford, 2007); and t*he 4th edition of *Linking Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices (2010; Paul Brookes); and the Temperament and Atypical Behavior Scale (TABS): Early Childhood Indicators of Developmental Dysfunction (1999; Paul Brookes)*

NOTABLE NATIONAL & INTERNATIONAL PARTNERSHIPS:

- International expert panel member and manual co-author for the *UNICEF Global Disability Assessment Initiative*
- International field-validator for *the World Health Organization (WHO), the International Classification of Functioning-(ICF-CY)*
- International evaluator and trainer for *ATLANTIS*: a joint US-EU grant & *DODEA* funding on the design and implementation of a universal, web-based curriculum in early childhood intervention for pre-service education of interdisciplinary professionals (e.g., SWD, IT, GER, PORT, AUST, NZ)
- National expert advisory panel for the *Zero To Three National Consortium on Early Childhood Development, Teaching, and Learning (NCECDTL)*
- National expert advisory panel member for *ACF-funded Mathematica- Teacher Instructional Assessment Initiative—CPM/EDIT*
- National expert advisory panel member for OSEP-funded SRI *Early Childhood Outcomes Framework (ECO Center)*
- National expert panel member for the *HELIOS Education Foundation Forum on Early Childhood Assessment*
- National expert panel member for the *PHIL Pre-K Interaction-focused Coaching Initiative*, Public Health Management Corporation.
- Coordinator, *Pitt-Penn State Community-University Engagement Summits*