

Corinne G. Catalano

C - (973) 493-9864

catalanoc@montclair.edu

Education

Montclair State University, Montclair, NJ

PhD: Teacher Education and Teacher Development

August 2018

Dissertation Study: Development and Validation of the Teacher Self-efficacy for Teaching Students Diagnosed with Autism Spectrum Disorder in Inclusive (Early Childhood) Classrooms (TSE-ASDI) Scale

Montclair State University, Montclair, NJ

MA: Educational Psychology

NJ State Certification: School Psychology

May 1995

The College of the Holy Cross, Worcester, MA

BA: Sociology

May 1985

Professional Experience

Associate Director for Education, Inclusion, and Development, Center for Autism and Early Childhood Mental Health, College for Education and Engaged Learning, Montclair State University, 2024 – Present

- Manage federally funded statewide grant, NJ Inclusive Education Preschool Project (NJPIEP), to support the expansion of high-quality inclusion in public preschool programs.
- Collaborate with NJ Department of Education Office of Early Childhood and Office of Special Education.
- Develop and coordinate seminars for Preschool Intervention and Referral Specialists in state-funded preschool expansion districts throughout NJ.
- Participate in developing annual budget, achieving net income for consultation and educational services, and suggesting new business opportunities.
- Serve as liaison with the University departments to support the preparation of undergraduate and graduate students in related fields of study.
- Support Center staff in their acquisition of knowledge and skills for working with young children with an autism diagnosis and their families/caregivers.
- Serve on state councils, committees, and task forces to support systems coordination.

Assistant Director for Consultation Services, Center for Autism and Early Childhood Mental Health, College of Education and Human Services, Montclair State University, 2013-2024

- Manage the NJ Inclusive Education Technical Assistance (NJIETA)/NJ Inclusive

Education Preschool Project (NJPIEP) state-wide grant.

- Plan and host the inaugural statewide Preschool Inclusion Leadership Conference.
- Support administrators, educators and related service professionals in the academic and social inclusion of students with developmental delays, including autism spectrum disorder in general education classrooms and early childhood settings funded by both district contracts and grants.
- Plan and deliver webinars, workshops and teacher study groups for early childhood/elementary teachers, paraprofessionals, child study team members, related service providers and parents in public schools and private settings to support inclusive, culturally responsive care and education of young children.
- Facilitate research and publication initiatives for the Center.
- Developed outcome measures and deliverables for specialized social/emotional and inclusion technical assistance in New Jersey's Quality Rating Improvement System; Grow NJ Kids state grant.
- Supervise undergraduate students, graduate assistants and doctoral interns involved in school and center-based consultation and grant-funded projects and research.
- Facilitate regularly scheduled reflective practice sessions for infant and early childhood professionals.
- Participate in developing annual budget, achieving net income for consultation and educational services, and suggesting new business opportunities.
- Co-developed and deliver the post-graduate certificate program, Developmental Models of Autism Intervention and teach the foundational graduate course on autism spectrum disorder.
- Serve as liaison with the University departments to support the preparation of undergraduate and graduate students in related fields of study.

Adjunct Faculty Member, Montclair State University, Department of Teaching and Learning/Early Childhood Special Education: Dual-Certification Program, 2003 – Present.

- Courses taught include:
 - ECSE 508 Strengthening Partnerships with Families of Children with Disabilities (on-campus and off-site in Passaic Public Schools)
 - ECSE 509 Principles and Practices in Inclusive Early Childhood Education
 - ECSE 523 Communication, Collaboration and Consultation in Inclusive Early Childhood and Elementary Contexts
 - ECSE 580 Conceptual Foundations of Autism Spectrum Disorders: Bio-Pscho-Social Perspectives (On Campus, Hybrid, & Virtual Deliveries of this Course)
 - ECSE 582 Inquiry and Praxis: Developmental Approaches for Autism Intervention

Adjunct Faculty Member, Fielding Graduate University, Infant & Early Childhood Development with Emphasis in Mental Health & Developmental Disorders, On-Line Multidisciplinary Doctoral program, 2014 – Present

- Courses taught include:
 - IECD 208 Practice in Education and Cognitive Development
 - IECD 307 Understanding How Children Learn
 - IECD 524 Developmental Disabilities

- IECD 523 Language Development
- IECD 529 Language Intervention
- IECD 575 Introduction to Reflective Practice
- Dissertation Committee Work:
 - IECD Methods Expert
 - IECD Dissertation Chair

Program Coordinator, Montclair State University, Ben Samuels Children's Center, 2005 – 2013

- Coordinated the Demonstration Program, a state-approved special education school program for preschool age children with pervasive developmental delays and autism spectrum disorders embedded in the Ben Samuels Children's Center.
- Participated in the development of the center-wide curriculum and assessment system for children birth to 5 and the NAEYC accreditation process.
- Served as the liaison with the public school districts sending preschool students that qualified for special education services to the Demonstration Program.
- Developed and monitored the data collection system to comply with state special education regulations.
- Supervised graduate students serving as teaching assistants in the Center's inclusion classrooms.
- Provided on-going professional development for Center staff.
- Facilitated weekly interdisciplinary team meetings and led reflective practice sessions for staff members to support a transdisciplinary approach to education.
- Developed and managed annual consultation and special education tuition budget.

School Psychologist, Montclair State University, Demonstration Program, 1995 – 2005

- Participated as a member of an interdisciplinary team using a developmental, relationship-based approach to work with 3-5 year old children diagnosed with developmental delays including autistic spectrum disorders in a self-contained setting.
- Responsible for staff training, parent support and workshops, conducting lessons focused on social skills and emotional development, and supervising inclusion aides for students attending general education preschool programs in their home communities.

Consultant, Montclair State University, Demonstration Program, 1998-2013

- Conducted training programs and provided ongoing consultation for teachers and classroom aides from various public-school districts and private settings who worked with children with developmental delays in both self-contained and inclusive classrooms.

Faculty Member, Youth Consultation Services, Institute for Training in Infant and Preschool Mental Health, Newark, NJ; 2001-2010.

- Workshops provided include:
 - Examining Autism Through the Lens of Infant Mental Health
 - Supporting Inclusion in Early Childhood Settings
 - Consultation for Early Childhood Settings

Publications

- Catalano, C.G. & Costa, G.** Understanding Stress and Regulation with the “Brain In Mind”. (2025). *Uniting Infant Mental Health and the Pyramid Model: Connecting Principles and Practices to Improve Outcomes*. Brookes Publishing. (Invited).
- McKeating, E., Mulcahy, K. Andrade, G. & **Catalano, C.G.** (2023). Support Groups During COVID-19 for the Spanish-Speaking Early Childhood Education Workforce. *Zero To Three*.
- Catalano, C.G., Fives, H. & Barnes, N.** (2022). Developing and validating the teacher self-efficacy for teaching students with autism spectrum disorder in inclusive early childhood classrooms scale. *Journal of Early Childhood Teacher Education*.
- Catalano, C.G.,** What Happened to Isaiah?: Student Analysis. (2022) In H. Fives & N. Barnes (eds.), *Educational Psychology’s Response to Transformational Experiences in the Classroom*. Routledge.
- Catalano, C.G., Fives, H., McKeating, E. & Barnes, N.** (2022) Preservice early childhood teachers’ sense of efficacy for teaching students with Autism Spectrum Disorder. *Journal of Early Childhood Teacher Education*. 43(2), 167-193, DOI: 10.1080/10901027.2020.1806152 <https://doi.org/10.1080/10901027.2020.1806152>
- Catalano, C.G., Hernandez, P. & Wolters, P.** (2022). A Child’s Self-Statement: Who Am I? *Exceptional Parent Magazine*, 32 (4), 60-65. (Reprint of 2002 article - Invited)
- Catalano, C. G. & McKeating, E.** (2020, April 22). Reducing Anxiety Among Those with Autism Spectrum Disorder. *Psychology Today* [web blog post]. Retrieved from <https://www.psychologytoday.com/us/blog/psyched/202004/reducing-anxiety-among-those-autism-spectrum-disorder> (Invited).
- Catalano, C.G.** (2017). Reframing Autism Spectrum Disorder for Teachers: An Interdisciplinary Task. In *Autism: The Movement Sensing Perspective*, E.B. Torres and C. Whyatt (Eds.). Frontiers in Neuroscience, CRC Press. (Invited).
- Catalano, C.G.** (2016). Inquire Within: Reframing Our Understanding of Children with Autism. *Infant Crier – Michigan Association for Infant Mental Health Newsletter*. (Invited).
- Catalano, C.G.,** (2009). Supporting Children with Autism in an Inclusive Early Childhood Center: Why & How We Do It. <http://www.pbs.org/parents/inclusivecommunities/autism7.html> (Invited).
- Catalano, C.G., Hernandez, P. & Wolters, P.** (2002). A Child’s Self-Statement: Who Am I? *Exceptional Parent Magazine*, 32 (4), 60-65. (Invited)

Refereed Presentations

- Catalano, C.G.**, Kovacs, E., Yezzo, R., Cox, C., Paulson, E., & Wilson, C. (2026). Including Preschoolers with a Diagnosis of Autism in General Education Classrooms. Virtual Workshop Session. NJ Department of Education, Office of Special Education 1st Annual Autism in Education Conference.
- Catalano, C.G.**, McKeating, E. & Siegel, I. (2025). Examining Strategies for Building Trust Among Implementation Stakeholders. Workshop Session. Division for Early Childhood 41st Annual International Conference, Portland, Oregon.
- Catalano, C.G.** & McKeating, E. (2024). A Little Neurobiology and A Lot of Reframing. Workshop Session. Division for Early Childhood 40th Annual International Conference, New Orleans, Louisiana.
- Catalano, C.G.** & McKeating, E. (2023). A State-wide Systemic Change Process to Support The Expansion of Preschool Inclusion. Workshop Session. Division for Early Childhood” 39th Annual International Conference, Minneapolis, Minnesota.
- McKeating, E. & **Catalano, C.G.** (2023). Autism Diagnosis: Can I Teach This Child in My General Education Classroom? Workshop Session. Division for Early Childhood’s 39th Annual International Conference, Minneapolis, Minnesota.
- Vargas, M., Passner, S. & **Catalano, C.G.**, (2022). A Roadmap to Inclusive Practice in High Quality Pre-K Programs, NJ Principals and Supervisors Association Conference, Atlantic City, NJ.
- Catalano, C.G.**, Fives, H., McKeating, E. & Barnes, N. (2019). Preservice early childhood teachers’ sense of efficacy for teaching students with Autism Spectrum Disorder, Division K, Section five of the American Educational Research Association, Paper Session, “Teaching and learning together: Preparing pre-service teachers toward inclusive practices”, 2019 AERA Annual Meeting, Toronto, Canada.
- Catalano, C.G. (2018). Teaching Students with Autism Spectrum Disorder in Inclusive Classrooms: Developing a Self-Efficacy Scale. Roundtable session at the American Educational Research Association (AERA), New York, NY.
- Catalano, C.G. (2017). Young Children and Stress. New Jersey Council for Exceptional Children and Division for Early Childhood Annual Conference (NJCEC & NJDEC), Ramapo College, Mahwah, NJ.
- Catalano, C.G.** & Joyce, R. (2016). Montrose Early Childhood Center: A Program Developed to Increase Inclusion for *All* Students in the South Orange/Maplewood Public Schools. New Jersey Coalition for Inclusive Education (NJCIE), Montclair State University, Montclair, NJ.

- Catalano, C.G. & Hicks, C. (2016).** Grow NJ Kids: Empowering the Early Childhood Workforce. New Jersey Coalition for Inclusive Education (NJCIE), Montclair State University, Montclair, NJ.
- Catalano, C.G. & Evenson, T. L. (2015).** Developing an Engagement Model for Inclusive Education (EMIE) in an Early Childhood Setting: Valuing the Participation and Contributions of all Stakeholders. National Coalition for College Childcare Centers Annual Conference (NCCCC), Chicago, IL.
- Catalano, C.G. & Finnerty, (2014).** Engaging Families and Staff in the Transition of Children with Special Needs from Preschool to Kindergarten. New Jersey Division of Early Childhood Annual Conference (NJDEC), Kean University, Union, NJ.
- Catalano, C.G. & Shodowski, V. (2014).** Self-regulation: Strategies for supporting and monitoring student progress in inclusive classrooms. New Jersey Coalition for Inclusive Education (NJCIE), Montclair State University, Montclair, NJ.
- Catalano, C.G., Ciotoli, F., & Twomey, D. (2013).** Understanding Self-regulation from a Sensory Perspective to Develop a Child's Unique Profile. Interdisciplinary Council on Developmental and Learning Disorders (ICDL), Montclair State University, Montclair, NJ.
- Catalano, C.G. & Clark, E. (2013).** Drawing on the Principles of Universal Design for Learning to Support the Inclusion of Young Children with Autism Spectrum Disorders. New Jersey Coalition for Inclusive Education (NJCIE), The College of New Jersey, Ewing Township, NJ.
- Catalano, C.G. (2012).** Developing a Teacher's Disposition Toward Inquiry: How DIR® Supports Teacher Education and Development. Interdisciplinary Council on Developmental and Learning Disorders (ICDL), Montclair State University, Montclair, NJ.
- Catalano, C.G., Ciotoli, F., Jasnowitz, H., Sylvester, C.M., Vitiello, A. (2012).** Collaborative Efforts Equal Successful Inclusion for Students with Autism. New Jersey Coalition for Inclusive Education (NJCIE), Georgian Court College, Lakewood, NJ.
- Catalano, C.G. (2012).** Strategies for Supporting the Development of Self-regulation. New Jersey Division for Early Childhood (NJDEC), Kean University, Union, NJ.
- Catalano, C.G. (2011).** Collaborative Efforts Equal Successful Early Childhood Inclusion. New Jersey Coalition for Inclusive Education (NJCIE), Georgian Court College, Lakewood, NJ.

Catalano, C.G. & Tereskiewicz, J.D. (2008). Working with Young Children with Autism and Loving It: A Developmental, Individual-Differences, Relationship-Based Approach. New Jersey Speech-Language Hearing Association (NJSHA), Atlantic City, NJ.

Catalano, C.G. & Wolters, P. (2002). Using the DIR® Model to Help Parents and Professionals Uncover Each Child's Unique Self-Statement: Poster Session. World Association for Infant Mental Health (WAIMH), Amsterdam.

Invited Presentations

Catalano, C.G. (2025). Supporting Young Children with an Autism Diagnosis and Their Families. Stronger Together: Enhancing Connections through Quality Early Intervention: New Jersey Early Intervention System Statewide Conference, Princeton, NJ.

Catalano, C.G. (2024). The Power of Relationships to Support the Development of All Children: Keynote and Creating an Emotionally Safe Classroom: Breakout Session. NJ CITE (Coalition of Infant/Toddler Educators) 39th Annual Conference, Morristown, NJ.

Catalano, C.G. (2023, 2024). The Central Role of Relationships in Human Development. Presentation to New Jersey Leadership Education in Neurodevelopmental and Related Disabilities (NJLEND) Fellows, The Boggs Center on Developmental Disabilities, Rutgers Robert Wood Johnson Medical School. (Virtual Presentation).

Catalano, C.G. (2021, 2022). Neuro-relational Development: Unpacking the Formative Power of Relationships. Presentation to New Jersey Leadership Education in Neurodevelopmental and Related Disabilities (NJLEND) Fellows, The Boggs Center on Developmental Disabilities, Rutgers Robert Wood Johnson Medical School. (Virtual Presentation).

Catalano, C.G. (2021). The Importance of Co-Regulation in a Systemic Change Process. Self-Reg® Summer Symposium, Trent University, Peterborough, Ontario, Canada. (Virtual Conference).

Catalano, C.G. & McKeating, E. (2021). Support for the Early Childhood Workforce During COVID-19. Self-Reg® Summer Symposium, Trent University, Peterborough, Ontario, Canada. (Virtual Conference).

Catalano, C.G. (2020). Gaining a Deeper Understanding of Individuals Diagnosed with Autism Spectrum Disorders: A Shanker Self-Reg Perspective. Self-Reg® Summer Symposium, Trent University, Peterborough, Ontario, Canada.

Catalano, C.G. (2020). Gaining a Deeper Understanding of Individuals Diagnosed with Autism Spectrum Disorders: A Shanker Self-Reg Perspective. The MEHRIT Centre's Self-Reg Living, Learning, & Linking Program, Trent University, Peterborough, Ontario, Canada.

- Catalano, C.G. & Budd, N. J. (2019).** Inclusion and Reframing Challenging Behaviors; A Professional Development Day. Dr. Geraldyn O. Foster Early Childhood Center, Bridgeton, NJ.
- Catalano, C.G. & McKeating, E. (2018).** Two-Day Professional Development Session; Young Children and Stress. Orange Early Childhood Center, Orange, NJ.
- Catalano, C.G. (2016). Reframing “Autistic Behaviors”: A Critical Piece of Teacher Education and Development. Self-Reg™ Summer Symposium, Trent University, Peterborough, Ontario, Canada.
- Costa, G. & **Catalano, C.G. (2016).** Understanding and Supporting Infants and Very Young Children with Autism from Developmental, Relational and Transdisciplinary Perspectives; Two-day workshop for staff of Headstart/Early Headstart. Michigan Association of Infant Mental Health, Traverse City, Michigan.
- Catalano, C.G. (2016). Attuning to and Giving Voice to the Inner Lives of Children. Todd Ouida Infant and Early Childhood Mental Health Conference, Montclair State University, Montclair, NJ.
- Costa, G., **Catalano, C.G.** DiBella, A., Mulcahy, K. & Sullivan, L. (2016). Preparing for an Integrated System of Infant and Child Program Quality Improvement: Promoting Socio-Emotional Development and Full Inclusion; A three-day workshop for Technical Assistance Specialists from all four regions of NJ. Grow NJ Kids & Prevent Child Abuse NJ, New Brunswick, NJ.
- Costa, G. & **Catalano, C.G. (2014).** Formative and Transformative Processes in Professional Development: What are the Critical Experiences that Engender New Ways of Thinking about Development and Autism. Interdisciplinary Council on Developmental and Learning Disorders (ICDL), Boston, MA.
- Catalano, C.G. (2013). Making the Curriculum Fit the Child. Essex and Hudson Association for the Education of Young Children, Montclair, NJ.
- Catalano, C.G. (2012). Effective Collaborative Teaching in the Early Childhood Classroom: A Full-day Workshop. Brownstone School, New York, NY.
- Costa, G. & **Catalano, C.G. (2011).** "Hello, My Name Is" - Creating a Child's Individual Profile from a Child's Perspective. Interdisciplinary Council on Developmental and Learning Disorders (ICDL), McLean, VA.
- Catalano, C.G. (2010). Using a Developmental, Strength-based Approach in Working with Children with Autism and Their Families. Montclair State University School Counseling Professional Development Conference, Montclair State University, Montclair, NJ.

Costa, G. & Catalano, C.G. (2009). Strategies for Creating Inclusive Preschool Classrooms that Support Social Competence: A Full-day Workshop. New Jersey Learning Resource Center, Trenton, NJ.

Catalano, C.G. (2007). Montclair State University Children's Center; Using DIR® in an Inclusive Early Childhood Care and Education Center: Presentation to General Session. Interdisciplinary Council on Developmental and Learning Disorders (ICDL), Asilomar, CA.

Grant-Funded Projects

Henry and Marilyn Taub Foundation – New Jersey Early Relational Health Coordinating Council Planning Committee: 2025

- *Participated in workgroup focused on setting the frame, goals, and objectives for the eventual NJ Early Relational Health Coordinating Council.*
- Defined the organization's vision, mission, and values
- Conducted a landscape analysis and a SCORE analysis (Strengths, Challenges, Opportunities, Responses, Effectiveness) for the Coordinating Council
- Set the frame, goals and objectives - determining the eligibility criteria for the participants of the Coordinating Council; setting specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (SMARTIE) goals and objectives

New Jersey Department of Education, Office of Special Education - NJ Preschool Inclusive Project: 2023 - Present

- Developed project plan and for a technical assistance program focused on promoting the inclusion of children with disabilities into Preschool general education classrooms in NJ public schools.
- Provide project oversight and supervision for project team.
- Facilitate a monthly Community of Practice for general and special education administrators supporting preschool education in public school districts.
- Provide technical assistance, coaching and long-term systemic change partnership with schools throughout NJ.
- Plan and supervise delivery of the annual statewide Preschool Inclusion Leadership Conference (Inaugural Conference held in 2024).
- Project budget - \$5M over 6 years (2023-2029) funded by the U.S. Department of Education; Individuals with Disabilities Education Act.

New Jersey Department of Education, Office of Special Education - NJ Inclusive Education Technical Assistance Project: 2020 - 2023

- Developed project plan and deliverables in collaboration with sub-award partner, NJ Coalition for Inclusive Education, for a technical assistance program focused on promoting the inclusion of children with disabilities into Pre-K through 12 grade general education classrooms in NJ public schools.
- Provide project oversight and supervision for project team.

- Plan and participate in the Inclusion Leadership Development Group in conjunction with the National Center for Systemic Improvement (NCSI).
- Co-developed NJ Preschool Inclusion Quality Indicators with NJ DOE
- Provide technical assistance, coaching and long-term systemic change partnership with schools throughout NJ.
- Project budget – Awarded \$8M over 5 ½ years funded by the U.S. Department of Education; Individuals with Disabilities Education Act.

Henry and Marilyn Taub Foundation – Building Capacity Grant: 2022-Present

- *Participate in workgroup focused on expanding and improving the preparation of early childhood educators and leaders from infancy through third grade.*
- Identify strategic priorities for maximal statewide benefit, informed by a collaborative of external scholars, practitioners, advocates, and policy experts.

New Jersey Department of Human Services, Division of Family Development - Grow NJ Kids, NJ's Early Childhood Quality Rating Improvement System (QRIS): 2015-Present

- Provide statewide professional development/technical assistance and on-going support in the areas of social/emotional development and inclusion of young children with disabilities in childcare and early learning programs.
- Developed the request for support system and outcome measures aligned with the environmental rating scales (ECERS-3, ITES-3 & FCCERS-R), the Pyramid Model and the state-approved early childhood curriculums (Tools of the Mind, Creative Curriculum, Curiosity Corner & High Scope).
- Developed and provided webinars and on-site workshops on early childhood inclusion policy and practice.
- Project budget - \$1,200,000 annually.

Turrell Childcare & Early Learning Center Inclusion Program: 2017-2019

- Collaborate with program director and funders to develop, support, and market the Turrell Childcare & Early Learning Center as an inclusive educational placement option for local public school districts. Participate in the development of the Montclair State University Network for Inclusive Early Care and Education (MSU-NIECE) creating a partnership between early childhood centers in NJ and the University faculty and student teachers as an extension of the University's Network for Educational Renewal. Funded by Children's Aid and Family Services \$25,000.

YWCA of Bergen County Youth Services Department: 2016

- Provided professional development sessions and on-site support in inclusion principles and practices for the 100 staff members that provide before and after-school services to children from ages 3 to 13 years old at 21 different sites in 7 public school districts in Bergen County, NJ funded by a \$15,000 inclusion grant.

Bergen Family Center – Infant Toddler Mental Health Program: 2014-2016

- Provided reflective supervision and professional development targeted at supporting staff's capacity to understand and address the emotional and social developmental needs

of infants and toddlers as well as preschool age children in the early childhood program. Project funded by the Henry and Marilyn Taub Foundation \$40,000 grant.

Professional Development Projects

Spectrum Works: 2015-2022

- Provide “Lunch and Learn” education and discussion sessions about understanding the strengths and challenges of individuals with autism spectrum disorder (ASD) for managers of corporate and industrial labor settings employing individuals with ASD (Green Distribution, Goya Foods and Rent-the-Runway). Provide professional development for job coaches.

NJ Infant Mental Health Association: 2015-2016

- Provided reflective supervision and reviewed applications for early childhood professionals applying for Levels I-IV of the Infant Mental Health Endorsement.

Newark-Montclair Urban Teacher Residency Program (NMUTR), 2011-2013

- Planned and presented workshops on child development and best practices in early childhood inclusive education for cohorts of teacher residents preparing to teach in the Newark, NJ Public Schools and receiving their Master of Arts in Teaching (MAT) in Early Childhood (P-3) / Elementary (K-5) / Teacher of Students with Disabilities certifications (TSD).

Nutley NJ Police Department Autism Awareness Training: 2011

- Presented to superior officers on the characteristics of children diagnosed with autism spectrum disorder (ASD) and strategies to support their work with children with ASD during an emergency.

New Jersey Preschool Inclusion Conference, 2010

- Planned conference with New Jersey Coalition for Inclusive Education. Co-presented with NJ Department of Education Office of Special Education Programs, *Best Practices in Early Childhood Inclusion*.

Montclair State University Early Childhood Autism Institute, 2009

- Planned conference for public school early childhood teachers, administrators, child study team members and related service providers, *Dig Deeper Together: Discovering Each Child's Individual Profile to Support Inclusive Early Childhood Education*.

Policy Development Projects

New Jersey Council for Young Children Higher Education Committee: 2023

- Invited member to serve on Committee charged with:
 - Identifying collective higher education capacity to educate early childhood education teachers (P-3) in NJ given preschool expansion and the ultimate goal of universal preschool and recent PDG B-5 planning grant award with workforce development focus.

- Exploring other models of workforce development that can be applied to NJ and follow-up with policy development (e.g., proposal for 0-3 teacher certificate and 18-credit hour certificate program).
- Making recommendations on strategies to increase the capacity of NJ's early childhood education workforce.
- Identifying funding opportunities to support NJ's early childhood education workforce.

New Jersey Autism Advisory Panel: 2022-2023

- Invited by the NJ Department of Education, Office of Special Education to sit on the NJ Autism Advisory Panel and participate in the development of the NJ Autism Quality Indicators – Early Childhood Panel.

New Jersey Department of Education Division of Early Childhood Education: 2020

- Reviewer for early childhood curriculums.

New Jersey Department of Human Services Division of Family Development: 2016

- Contributed to the development of the Policy Statement Regarding Suspension, Expulsion and Other Limitations of Service in Infant and Early Childhood Settings.

University Research Projects

Center for Autism and Early Childhood Mental Health (CAECMH) at Montclair State University: 2025

- Co-Principle Investigator on the Trusting Relationship Study exploring a theory of change, based on implementation science and the importance of trusting relationships to implementation outcomes in a state-wide systemic change program.

Center for Research and Evaluation on Education and Human Services (CREEHS) at Montclair State University: 2012-2013

- Participated in a review of the special education programs and services offered by the Paterson Public Schools. Reviewed documentation provided by the district and conducted parent interviews.

Center for Research and Evaluation on Education and Human Services (CREEHS) at Montclair State University: 2011-2012

- Participated in the preparation of district procedural manuals for special programs for the Paterson Public Schools. Participated in focus groups, reviewed related exemplar documentation, drafted the procedural manual for Section 504 and reviewed procedural manual drafts for pre-classification intervention and referral services (I&RS), Special Education, Bilingual/ESL, and Gifted & Talented programs and services.

Certifications/Certificates/Endorsements

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children: 2022

Reflective Supervisor/Consultant: 2020

- Completed a 4-part (16 hour) training series offered by the Montclair State University Center for Autism and Early Childhood Mental Health and the NJ Association for Infant Mental Health

The Shanker Method™: 2017

- Participated in the inaugural cohort for the Self-Reg Certification Program focusing on self-regulation as the ability to manage stress. The focus of the program is on the neural processes that control energy expended to deal with stressor's and then recover to support calm, alert students, educators and families so they can reach their full potential in physically and emotionally nurturing environments.

Circles of Security ©: July 2015

- Completed requirements to become a Registered COS-P Facilitator. Circles of Security is an evidence-based parent education program for families and caregivers of children in the zero to five age range. The program is based on attachment theory and current affective neuroscience.

New Jersey Infant Mental Health Endorsement: Level IV, Mentor-Clinical, 2014- Present

- Member of the first cohort of infant and early childhood professionals endorsed in New Jersey to provide mentorship and clinical supervision to professional in the field of infant mental health and early childhood care and education.

Zippy's Friends; Partnership for Children, 2012

- Completed the initial training to teach the Zippy's Friends Program, an evidence based program to help young children improve emotional literacy and coping skills, reduce hyperactivity and improve relationships in the classroom.

The Interdisciplinary Council on Development and Learning Disorders, 2001-2008.

- Completed a certification program involving small group training to learn and master the principles and practice of DIR® (Developmental, Individual-Differences, Relationship-based) assessment and intervention and Floortime™.

The Institute for Infants, Children and Families, Jewish Board of Family and Children Services, Inc., NY, NY, 1999-2001.

- Completed a two-year post-graduate training program in infant mental health focused on transdisciplinary work with infants, young children and their families.

NJ State Certification: School Psychology, Montclair State University, 1995**Awards****New Jersey Division for Early Childhood Lucille Weistuch Early Childhood Special Education Award, 2011****Roots and Wings Award, 2017**

- An annual award given by Montclair State University's Center for Autism and Early Childhood Mental Health to honor those who exemplify the highest level of dedication and service to the emotional well-being of infants, children and their families.

Associations and Memberships

Beyond My Battle: Founding Board President 2018-2020; Board Member 2020-2024

- Beyond My Battle is a non-profit organization that provides on-line and on-site emotional support and educational resources for individuals with chronic illnesses/disabilities and their families/caregivers.

NJ Association of Infant Mental Health: Member 2014-Present

Spectrum Works: Advisory Board 2015-2022

- Spectrum Works is a non-profit organization that employs and empowers individuals diagnosed with autism spectrum disorder in corporations such as Green Distribution, Goya Foods and Rent-the-Runway.

New Jersey Coalition for Inclusive Education (NJCIE): Board of Directors 2016-2020

- NJCIE is a non-profit organization that supports inclusive education for all students with disabilities as a fundamental civil right.

Council for Exceptional Children Division for Early Childhood: Member 2011-Present

- NJ DEC President (2021-Present)

American Educational Research Association: Member 2011-2023

Committees and Task Force Participation

Pyramid Model State Leadership Team of New Jersey (2024 – Present).

- Training Committee Member

New Jersey Department of Education, Office of Special Education, Autism Advisory Panel – Early Childhood (2022-2023)

- Advising on revisions to the 2004 Autism Program Quality Indicators

New Jersey Early Intervention System State Interagency Coordinating Council (2020 – Present)

- Appointed by Governor Murphy (2020)
- Chair of Personnel Preparation Committee (2021 - Present)
- Member Transition Committee (2022 – Present)

Montclair Art Museum Access Advisory Committee: 2021

- Member of committee involved with strengthening the museum's commitment to providing exceptional experiences for visitors with disabilities.

Northeast Regional Terrorism and Disaster Coalition: 2018- 2022

- In partnership with the Louisiana State University Health Sciences Center Terrorism and Disaster Coalition for Child and Family Resilience (TDC4), funded from the Substance Abuse and Mental Health Services Administration (SAMHSA).
- Member of work group that developed a Survey for Pre-K to 12 Teachers and School Staff during COVID-19 Pandemic.

New Jersey Department of Education, Division of Early Childhood Education – Preschool Curriculum Review: 2020

New Jersey Preschool Expulsion/Suspension/Infant and Early Childhood Infant Mental Health Think Tank: 2017

Maplewood/South Orange, NJ Public Schools: Montrose Early Childhood Center Development Committee: 2014-2015

New Jersey Coalition for Inclusive Education (NJCIE): 2011 Inclusion Summit Design Committee; Coalition Member 2012-2015

Newark, NJ Public Schools: Autism Workgroup: 2014

New Jersey Division for Early Childhood: Annual Conference Planning Committee: 2014

New Jersey Coalition for Inclusive Education (NJCIE) Autism Inclusion Task Force: 2012-2013

Montclair State University Demonstration Program Strategic Plan Task Force: 2012