

## PROFESSIONAL PROFILE



**STEFANO J. BAGNATO, Ed.D., NCSP** is a Developmental School Psychologist & Professor of Psychology & Pediatrics at the University of Pittsburgh, Schools of Education (Health & Human Development; Applied Developmental Psychology--ADP) & Medicine (Pediatrics, Physical Medicine & Rehabilitation); Faculty Mentor, Children with Special Healthcare Needs--Child Life; He is Founder & Faculty Mentor of the Early Childhood Partnerships program at the University, and affiliated with UPMC Children's Hospital of Pittsburgh through the UCLID-LEND Center on Disabilities as a core interdisciplinary psychology faculty for leadership education in neurodevelopmental disabilities for the USDHHS--Maternal and Child Health Bureau-funded fellows and university interns. **Contact Email:** [bagnatos@pitt.edu](mailto:bagnatos@pitt.edu) **Webs:** [www.lend.pitt.edu](http://www.lend.pitt.edu), [www.education.pitt.edu](http://www.education.pitt.edu)

### SPECIALTY:

- Authentic assessment methods--virtual & in-vivo, applied program evaluation research strategies & "best practices for infants, toddlers, & preschoolers at developmental-risk and with neurodevelopmental disabilities and neurobehavioral disorders & chronic medical conditions with the professionals and parents in high-quality programs who care and support them.
- **Early Childhood Partnerships (ECP):** Funded since 1997 by the Heinz Endowments 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 20,000 children and over 300 school-community early childhood partnership programs & 10,000 children (e.g., ECI; Pre-K Counts; PEIOS; Include Me), which has changed and advanced public policy, professional practices, business sector support, and state funding for pre-kindergarten education in PA.
- Courses in authentic assessment; evidence-based practices; ADP: professional identity & leadership & public policy/advocacy & disability
- In demand for state, national, & international consultation & professional development on authentic assessment--virtual & in-vivo; authentic program outcomes evaluation research; early childhood intervention "best practices"; disorders of temperament and self-regulation; the valid use of clinical judgment for early intervention eligibility; functional classification & team decision-making

### 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 "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 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;
- **2014--Penn State University Distinguished Alumni Fellow Award** for 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*, *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 assessments include: the widely used companion resources and texts--*Authentic Assessment for Early Childhood Intervention: Best Practices* (Guilford, 2007); and the 5<sup>th</sup> edition of *Linking Authentic Assessment and Early Intervention: Best Practices for Best Outcomes* (2026; Paul Brookes); *The SPECS Functional Assessment & Classification System for Early Childhood Intervention* (2021); 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 & 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 on the design and implementation of a universal, web-based curriculum in early childhood intervention for pre-service education of interdisciplinary professionals (e.g., Sweden, Italy, Germany, Portugal, Aust; NZ)
- International trainer & expert panel for Australia Early Intervention System & Developmental Delay Re-definition Initiative (2020)
- National expert advisory panel for the Zero-To-Three National Consortium on Early Childhood Development, Teaching, and Learning.
- 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 Study (ECO Center)
- National expert panel member for the HELIOS Education Foundation Forum on Early Childhood Assessment
- Maine Association of School Psychologists (MASP), *Authentic Assessment & Early Childhood Intervention: Mini-Series* (2021)
- PA-evaluator--SPECS for SEAS (Schools Empowering At-Risk Students) virtual & in-vivo support for families/professionals on US military bases
- Stanford Research Institute (SRI) research team, for the Catherine Hershey Foundation Early Childhood Initiative
- OSEP-Funded, SRI for Technology Supports for Authentic Assessment for Early Childhood Intervention (2022-2027).
- ISEI & Bright Start-LINK International/Interdisciplinary Forum on "Best Practices" in Authentic Assessment for Early Childhood Intervention