

PROFESSIONAL PROFILE



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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 500 school-community early childhood partnership programs (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 & policy/advocacy
- 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;
- **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 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 4th edition of *Linking Authentic Assessment and Early Intervention: Best Measures for Best Practices* (2010; 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 (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 Study (ECO Center)*
- National expert panel member for the *HELIOS Education Foundation Forum on Early Childhood Assessment*
- National trainer for *Maine Association of School Psychologists (MASP)*, *Authentic Assessment & Early Childhood Intervention: Best Practices for Best Outcomes Mini-Series* (2021)
- PA-evaluator--*DODEA-SEAS (Schools Empowering At-Risk Students)* virtual & in-vivo support for families/professionals on US world military bases