

PROFESSIONAL PROFILE



STEPHEN J. BAGNATO, Ed.D., NCSP is a Developmental School Psychologist and Professor of Pediatrics and Psychology at the University of Pittsburgh, School of Medicine. Dr. Bagnato holds joint appointments in Psychology-in-Education/Applied Developmental Psychology, School of Education and Clinical/Developmental Psychology—both at the University. He is Director of the Early Childhood Partnerships program at the University and Children's Hospital and core interdisciplinary faculty member for The UCLID Center at the University of Pittsburgh, a USDHHS, Maternal and Child Health Bureau leadership education institute in developmental disabilities.

In 1986, Dr. Bagnato received the 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; **in 2001, he was recipient of the 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***; and in 2008, Dr. Bagnato received the Penn State University Excellence in Education Alumni Award for his career of innovative national and international service and research in education and psychology. Dr. Bagnato has been recently appointed to Governor Rendell's *Pennsylvania Early Learning Council, a task force to influence early childhood intervention policy and practices through systems integration efforts among education, public welfare, and health.*

Dr. Bagnato specializes in authentic curriculum-based assessment and applied program evaluation research for infants, toddlers, preschoolers, and families at developmental risk and with neurodevelopmental disabilities and neurobehavioral disorders. He has published over 130 applied research studies and professional articles in early childhood care and education, early intervention, early childhood special education, school psychology, neurodevelopmental disabilities, and developmental neuropsychology.

Dr. Bagnato is Director of *Early Childhood Partnerships (ECP--www.earlychildhoodpartnerships.org)* a community-based consultation, training, technical assistance, and research collaborative between Children's Hospital and The UCLID Center at the University of Pittsburgh with community partners. ECP consists of six core "partnership" programs: (1) *SPECS Program Evaluation Research Team* (Scaling Progress in Early Childhood Settings): authentic measurement of the efficacy and outcomes of high-quality early childhood intervention programs; (2) The *HealthyCHILD* School-linked Developmental Healthcare Partnership: a field-validated RTI/R&R model using a mobile developmental healthcare team and a prevention-intervention continuum to meet the complex needs of preschoolers with acute and chronic medical conditions, developmental delays/disabilities, and challenging behaviors in-vivo in early childhood classrooms (e.g., Head Start, early intervention, ECE); (3) *TRACE* Center for Excellence in Early Childhood Assessment: research on the evidence-base for promising early intervention assessment practices to guide policy changes for improved professional practices; (4) *COMET*—Center on Mentoring for Effective Teaching: research on the impact of mentoring to improve Head Start and ECI teacher practices; (5) Center to Investigate Violence and Injury in Communities (*CIVIC*): epidemiological research; (6) *Early Childhood Research Systems*: innovative observational assessment procedures and database management of standards and assessment links.

For nearly 15 years, Dr. Bagnato and his ECP program have been funded by the Heinz Endowments to conduct longitudinal research on the impact and outcomes of high-quality early childhood intervention programs on nearly 15,000 high-risk children in 30 school districts and regions across Pennsylvania (e.g., Early Childhood Initiative; Pre-K Counts). Dr. Bagnato is a Fellow of the American Psychological Association (APA) in Division 16 and 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*, *Child Assessment News*, and *Early Childhood Research Quarterly*.

Dr. Bagnato received the 1995-1996 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". He is 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.

Dr. Bagnato is in demand to provide consultation on early childhood intervention "best practices", challenging and atypical behaviors, authentic assessment in early childhood, and authentic program outcomes evaluation research. In addition, he collaborates internationally (e.g., Sweden, Italy, Germany, Portugal) with ATLANTIS: a joint US-EU grant on the design of a universal, web-based curriculum in early childhood intervention for pre-service education of interdisciplinary professionals.

Dr. Bagnato's published books and instruments 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); and the *Temperament and Atypical Behavior Scale (TABS): Early Childhood Indicators of Developmental Dysfunction* (1999; Paul Brookes).