

Corinne G. Catalano
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Education

Montclair State University, Montclair, NJ

Ph.D.: 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

M.A.: Educational Psychology
NJ State Certification: School Psychology
May 1995

The College of the Holy Cross, Worcester, MA

B.A.: Sociology
May 1985

Professional Experience

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

- Generate and maintain contracts with public school districts and community organizations.
- Provide school and center-based consultation services to support administrators, educators and therapists 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/facilitate 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.
- Managed the development of 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.
- Interview, hire and provide on-going supervision for 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.
- Member of management team responsible for developing annual budget, achieving net

income for consultation and educational services, and suggesting new business opportunities.

Adjunct Faculty Member, Montclair State University, Department of 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-Psychosocial Perspectives
 - 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 Ph.D. program, 2014 – Present

- Courses taught include:
 - IECD 307 Understanding How Children Learn
 - IECD 524 Developmental Disabilities
 - IECD 523 Language Development

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

- Managed 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.
- Managed and supervised graduate students serving as teaching assistants in the Center's inclusion classrooms.
- Provided on-going professional development for Center staff.
- Lead weekly interdisciplinary team meetings and facilitated 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

Certifications/Certificates/Endorsements

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™ with Stanley Greenspan, M.D. and Serena Weider, Ph.D. Mentored by Gerard Costa, Ph.D.

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. Mentored by Rebecca Shahmoon-Shanok, L.C.S.W., Ph.D. & Gerard Costa, Ph.D.

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

- 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.

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 stressors 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.

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.

NJ State Certification: School Psychology, Montclair State University, 1995

Publications

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)

Manuscripts in Preparation

Catalano, C.G., Fives, H., McKeating, E. & Barnes, N. (2019). Preservice early childhood teachers' sense of efficacy for teaching students with Autism Spectrum Disorder.

Catalano, C.G. (2019). Autism inclusion tasks: A literature review of teachers' beliefs.

Refereed Presentations

Catalano, C.G., Fives, H., McKeating, E. & Barnes, N. (Accepted, November 2018). 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 Annual Meeting, Toronto, Canada.

- Catalano, C.G.,** McKeating, E. & Budd, N.J. (Submitted, March 2019). Implementation of Routines to the Third Degree in the early childhood classroom: A social/emotional framework to support teachers' practice and children's learning, Zero to Three, 2019 Annual Conference, Fort Lauderdale, Florida.
- 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. & 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

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, ITERS-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. Funded by \$1.2 million MSU-Socio-Emotional Initiative grant.

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 grant.

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-Present**

- 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 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 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.

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: Board President 2018-Present

- 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 (NJ-AIMH): Member 2016-Present

- NJ-AIMH is a state-wide organization that envisions a competent cadre of professionals across disciplines that support the care and development of infants, young children, and their families.

Spectrum Works: Advisory Board 2015-Present

- 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-Present

- NJCIE is a non-profit that supports inclusive education for all students with disabilities as a fundamental civil right. NJCIE views inclusion as a means to creating an equitable, socially-just democratic society.

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

American Educational Research Association (AERA): Member 2011-Present

Committees and Task Force Participation

North East Regional Terrorism and Disaster Coalition: 2018- Present

- A coalition of stakeholders in terrorism-vulnerable or disaster-prone areas to evaluate the needs of their specific communities to devise developmentally, and culturally-sensitive resources funded through Louisiana State University Health Sciences Center' Substance Abuse and Mental Health Services Administration (SAMHSA) grant led by Howard Osofsky, M.D., Ph.D. and Joy D. Osofsky, Ph.D.

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

Maplewood/South Orange 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 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