

ELIZABETH A. COTTONE

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EDUCATION

University of Virginia, Charlottesville, VA. August 1998

Ph.D. in Special Education

University of Virginia, Charlottesville, VA. May 1992

M.T. in Special Education

Trinity College, Hartford, CT. May 1988

B.A. in Psychology

AUTHOR

Book Author *Dyslexia: A Universe of Possibilities* **October 2021**

A unique text written in the years following the author's stroke, this book combines scholarship and a compassionate, first-person perspective to highlight a path forward for students with dyslexia, ADHD, and other neurodiversity.

VOLUNTEER EXPERIENCE

Founder and Organizer of Charlottesville Stroke Support Group September 2018- Present

Shortly after I arrived home from rehabilitation in Georgia- about eight months after my stroke- I started a support group for those relatively young people who have had a stroke. We meet monthly and almost always have a guest speaker or a TED talk having to do with stroke.

RESEARCH EXPERIENCE

Research Consultant

University of Virginia 2017-Present

After my stroke, I worked for UVA CASTL as a consultant. I trained teachers in the Charlottesville City schools to implement my MIM curriculum during summer school with children at risk for failing the SOL.

Research Scientist/ Assistant Professor

University of Virginia 2006-2017

Managed multiple federally funded research projects that experimentally test interventions focused on early cognitive and literacy skills (e.g., fine motor skills, executive function, visuo-spatial skills, motivation, and print referencing). Oversaw all aspects of field-based interventions, organized and analyzed large longitudinal datasets, and conducted teacher and assessor trainings. Authored curricula, numerous publications in peer reviewed journals, and two federally funded grant proposals (one proposal pending as PI).

- **Project Co-Director: WINGS (2011- 2016):** Collaborate with on-site co-director to supervise all aspects of the evaluation of a socio-emotional learning program (WINGS)
 - Oversee field-based fidelity work
 - Supervise entry, scoring and organization of all data collected
 - Analyzed data to determine appropriateness of measures, randomization and main effects
 - Lead and collaborate on publications using WINGS data
- **Project Director: VKRP (2013-2015):** Collaborated with Principal Investigator on all aspects of a project that assessed kindergarten readiness in the state of Virginia (the Virginia Kindergarten Readiness Project).
 - Hired and trained data collectors on 9 measures of readiness
 - Trained teachers on assessment battery (3 main areas of readiness)
 - Contributed to reports of findings to Virginia governor and General Assembly
 - Collaborated on publications using VKRP data
- **Project Director: MIM (2009-2015):** Supervised all aspects of randomized control trial (Minds in Motion).
 - Oversaw assessment, intervention, and data collection phases of study
 - Hired, trained, and managed staff across two states
 - Served as liaison to public schools hosting research
 - Co-authored 29-week Minds in Motion fine motor skills curriculum.
 - Coauthored several papers currently published, in progress or under review
 - Wrote federal grants to replicate findings and extend curriculum
- **Data Manager STAR: (2006-2009):** Led all aspects of data management for last phases of Project STAR (Sit Together and Read) and contributed to measure development
 - Supervised a team of research assistants in data tracking, coding and entry
 - Prepared databases and analyzed data
 - Developed assessment batteries and assessed study participants
 - Participated in measurement development
- **Project Coordinator (2006-2008):** Coordinated all aspects of the last phases of PCER Study (Preschool Curriculum Evaluation Research).
 - Managed a team of researchers across two counties in Virginia during data collection
 - Collaborated with principals and teachers across 59 classrooms
 - Oversaw tracking, coding and entering of all data collected at both sites.
 - Collaborated on publications using PCER data

LEADERSHIP AND SUPERVISION

Executive Director

The PB and J Fund

January 2017

I was hired as the executive director as the result of a national search. After one week in the position, I had a massive stroke and had to leave Charlottesville for five months. Nonetheless, I did a great deal in a short time. In this position I was in charge of:

- The daily events and working of The Kitchen, including routine visits from the Health Department.
- The quality of the classes on nutrition, healthy eating and cooking.
- Overseeing the staff and ensuring their happiness and productivity.
- Collecting data needed on classroom quality and effectiveness at the beginning and end of the year.

Assistant Director

Oakland School

2004 – 2006

- Oversaw faculty hiring, training and development
 - Led all aspects of teacher licensure, supervision, and evaluation
 - Developed and implemented new teacher training programs
 - Hired and trained faculty for intensive summer session
- Developed and implemented specialized curricula
 - Introduced reading fluency intervention. Trained teachers, monitored implementation, and tracked results (measurable increases in reading speed and accuracy).
 - Planned, promoted, and implemented school wide behavior modification program designed to improve motivation and enhance academic performance
- Shared responsibility with Director for day-to-day operation and management of the school
 - Designed and scheduled individualized academic programs
 - Analyzed student demographic data to shape enrollment parameters and strategy.
 - Consulted with parents regarding program and placement decisions.
- Served as member of three-person Admissions Committee
 - Provided initial contact for prospective parents.
 - Evaluated applications, interviewed candidates, contributed to admissions decisions.
- Advanced outreach programs
 - Promoted Oakland through in-service trainings in area schools
 - Edited annual newsletter driving fundraising for school.

Executive Director

The Learning Center of Charlottesville

2000-2004

- Managed all aspects of tutorial services
 - Consulted with parents, assessed student needs and progress, developed goals, matched tutors to students, interpreted psychoeducational reports, managed scheduling and billing.
 - Promoted high quality of instruction through selective hiring, frequent communication, and observation of tutors.
 - Provided opportunities for training and professional development by conducting teacher training workshops and meetings for tutors.
- Delivered record number of students and tutorial hours while operating the Center within budget.
- Oversaw Summer School Program.
- Wrote and received grants that funded student scholarships and provided new materials.
- Raised awareness of the Center's services in the community
 - Led workshops on learning disabilities and reading instruction.
 - Collaborated with educational consultants, psychologists and administrators.
 - Edited annual newsletter and launched website.

- Served on Board of Directors.

Assistant to Director of Teacher Education **University of Virginia** **1998**

- Organized and led biweekly meetings with University Supervisors.
- Planned and implemented the orientation meeting for new Clinical Instructors.
- Addressed problems and concerns within relationships among the Teaching Associate, Clinical Instructor, and University Supervisor.

University Supervisor **University of Virginia** **1995-1998**

- Observed and evaluated Masters students during practicum in the public schools. Provided feedback, support and practical suggestions for daily lessons and overall quality of instruction.

TEACHING EXPERIENCE

Tutor and Consultant **Charlottesville, VA** **1995-Present**

- Work to remediate reading, writing, math, and study skills deficits in children with and without learning disabilities between the ages of 6 and 21. Implement own phonics-based approach to teaching reading integrating Orton-Gillingham, Slingerland, and Oakland methods. Consult with parents regarding placement decisions, appropriate programs and instructional approaches, and IEP development and implementation.

Instructor **University of Virginia** **1997-1998**

- Taught graduate level course (EDIS 705) to students in the Curry School of Education. Used case study approach to teach strategies based on behavior modification principles. Students conducted informal research projects, answered weekly study questions, participated in group discussions, and took a midterm and final examination.

Teaching Assistant **University of Virginia** **1996**

- Assisted professors with the instruction of two graduate level courses in the Curry School of Education (EDIS 705, EDIS 302/500). Planned and delivered lectures and group activities, graded assignments, tests and papers, and collaborated with professors to evaluate student performance.

Teacher **Oakland School** **1992-1995**

- Taught reading and beginning science to students with learning and emotional disabilities, ages 8 to 15. Worked individually with students using a phonetic, multisensory approach, while also emphasizing study skills, comprehension, vocabulary, behavior management, and social skills.

Teacher **The Lewis School for Dyslexia** **1989**

- Taught reading and history to 5 groups of students with dyslexia, ages 10-13 at a private school in Princeton, NJ. Designed and taught summer school class in report writing to fifth grade students.

Assistant Teacher **The Lewis School for Dyslexia 1988-1989**

- Assisted in middle school language classrooms for children with dyslexia. Created and coordinated the lesson of the week, organized material and taught reading, science and P.E.

Student Teacher **Jackson P. Burley Middle/Scottsville Elementary School 1991**

- Educated students with emotional and learning disabilities in a self-contained setting within two public schools in Charlottesville, VA. Planned and instructed language arts, life science, human anatomy, and a multisensory activity center for teaching study skills. Designed new behavior management program and aided in social skills instruction.

Tutor **The Learning Center of Charlottesville** **1990-1992**

- Instructed children of all ages with learning disabilities in a one-on-one setting. Used Orton-Gillingham approach to teaching reading. Formulated lesson plans based on the individual needs of each child in language arts, math, science and social studies.

Teaching Intern **The Institute of Living** **1987**

- Assisted in the educational program at The Children's School in Hartford, CT's Institute of Living. Instructed 8-12 year old children with psychological disorders in the areas of math, reading and writing. Supervised lunch and recreational periods.

GRANTS

- Grissmer, D. G. & Hulleman, C. S. (2013-2018). *Developmental Skills Linked to Math and Science Achievement: An Interdisciplinary Data-Intensive Approach to Identification and Improvement through Experimental Intervention*. National Science Foundation.
- Grissmer, D. G. & Mashburn, A. J. (2013-2016). *Evaluation of the Impacts and Implementation of the WINGS Social and Emotional Learning After-School Program*. Social Innovation Fund/ EMCF.
- Williford, A. (2013-2015). *Virginia Kindergarten Readiness Project*. Elevate Early Education (private)/ Virginia Department of Education.
- Grissmer, David G. & Mashburn, A. J. (2011-2015, R305A110703). *Evaluation of the Impacts and Implementation of the WINGS Social and Emotional Learning After-School Program*. U.S. Dept. of Education/Institute of Education Sciences.
- Grissmer, D. G., (2009-2011, #5RC1HD063534-02). *Improving Fine Motor Skill Development to Promote Mathematical Ability*. National Institute for Child Health & Human Development.
- Justice, L. (2007-2009, Prime Award # R305G050005). *Print Referencing Efficacy*. U.S. Dept. of Education/Institute of Education Sciences. Ohio State University Research Foundation RF01106752.
- Justice, L. (2003-2006, Prime Award # R305J030084). *Preschool Curriculum Evaluation Research (PCER) Project*. U.S. Dept. of Education.

PUBLICATIONS, PRESENTATIONS AND POSTERS

- Cottone, E.A., *Dyslexia: A Universe of Possibilities*. 2021
- Duran, C. A. K., **COTTONE, E.A.**, Ruzek, E. A., Mashburn, A. J., & Grissmer, D. W. Family Stress Processes and Children's Self-Regulation. *Child Development*, 2018.
- Brock, L. L., Murrah, W. M., **COTTONE, E.A.**, Mashburn, A. J., & Grissmer, D. W. (2017). An afterschool visuospatial and executive function intervention improves daytime classroom behavior. *International Journal of Behavioral Development*. <https://doi.org/10.1177/0165025417738057>
- Doromal, J. B., **COTTONE, E.A.**, & Kim, H. (2017). Preliminary validation of the Teacher-Rated DESSA in a low-income, kindergarten sample. *Journal of Psychoeducational Assessment*. Advance online publication. doi:11077/0734282917731460
- Duran, C.A., **COTTONE, E.A.** Grissmer, D., & Mashburn, A.J. The Family Stress Model and Children's Cognitive Self-Regulation. Poster accepted to 2016 National Council on Family Relations (NCFR) Conference., Minneapolis, MN.2015.
- Kim, H., Byers, A., Cameron, C. E., Brock, L. L., **COTTONE, E. A.**, & Grissmer, D. W. (2016). Unique contributions of attentional control and visuomotor integration on concurrent teacher-reported classroom functioning in early elementary students. *Early Childhood Research Quarterly*, 36, 379-390.

- Byers, A., **COTTONE, E.A.**, & Cameron, C.E. (2015). From Design Copying to Mathematics in the Early Childhood Classroom. Accepted for publication in *Young Children*, December, 2016
- Cameron, C.E., **COTTONE, E.A.**, Murrah, W., & Grissmer, D. (2015). Conceptualizing fine motor skills in the context of preparing children for school. Accepted for publication to *Child Development Perspectives* November 9 2015.
- Cameron, C. E., Brock, L. L., Hatfield, B. E., **COTTONE, E. A.**, Rubinstein, E., LoCasale-Crouch, J., et al. (in press). Visuo-motor integration and inhibitory control compensate for each other in school readiness. *Developmental Psychology*.
- Kim, H., Murrah, W. H., Cameron, C. E., Brock, L. L., **COTTONE, E. A.**, & Grissmer, D. (2015). Psychometric properties of the teacher-reported Motor Skills Rating Scale. *Journal of Psychoeducational Assessment*, 33 (7), 640-651.
- Mullany, W., Kim, H., **COTTONE, E. A.**, & Cameron, C. E. (2015, March). *Exploring Teacher Spatial Language Use in the Classroom Context and Its Relation to Children's Spatial Skills*. Poster submitted to 2015 Curry Research Conference, Charlottesville, VA.
- Magana, Y., Kim, H., & **COTTONE, E. A.** (2014, November). *Instructors' Quality of Intervention Deliverance as a Component of Intervention Fidelity and a Predictor of MIM-C Intervention Outcomes*. Poster presented at 2014 Annual Biomedical Research Conference for Minority Students, San Antonio, TX.
- Magana, Y., Kim, H., & **COTTONE, E. A.** (2014, July). *Intervention Fidelity: Examining the Associations Between Fidelity and Minds In Motion Intervention Outcomes*. Poster presented at Leadership Alliance National Symposium 2014 Conferences, Stamford, CT.
- COTTONE, E.**, Brewer, A., Kim, H., Cameron, C., Murrah, W., Lieberman, S...Hulleman, C. (in preparation). *Minds in Motion intervention Fidelity: Training of an observational coding system for Calliobics: One component of the MIM curriculum*.
- Kim, H., Cameron, C. E., **COTTONE, E. A.**, & Grissmer, D. W. (2014, February). *Early Levels and Gains in Fine Motor Skills Predict Later Mathematics Achievement*. Paper presented at Curry Research Conference 2014, Charlottesville, VA.
- Grissmer, D. W., Mashburn, A. J., **COTTONE, E.**, Chen, W. B., Brock, L. L., Murrah, W. M., ... & Cameron, C. (2013, April). Play-Based After-School Curriculum Improves Measures of Executive Function, Visuospatial and Math Skills and Classroom Behavior for High Risk K-1 Children. *Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle*.
- Byers, A., Cameron, C. E., Brock, L. L., **COTTONE, E. A.**, Grissmer, D. W. (in preparation). *Visuospatial processing: A new predictor of classroom behavior*.
- Byers, A., Cameron, C. E., Brock, L. L., **COTTONE, E. A.**, & Grissmer, D. W. (2013). *Visuospatial processing: A new predictor of classroom behavior*. Poster presented at the Society for Research in Child Development biennial meeting, Seattle, WA, USA, April.
- Cameron, C.E., Chen, W., Blodgett, J., **COTTONE, E.A.**, Mashburn, A.J., Brock, L.L. & Grissmer, D. (2012). Preliminary Validation of the Motor Skills Rating Scale. *Journal of Psychoeducational Assessment*, 30(6), 555-566.
- COTTONE, E.A.** (2012). Preschoolers' Emergent Literacy Skills: The Mediating Role of Maternal Reading Beliefs. *Early Education and Development*, 23, 351-372.
- Justice, L.M., **COTTONE, E.A.**, Mashburn, A.J., & Rimm-Kaufman, S.E., (2008). Relationships between teachers and preschoolers who are at risk: Contribution of children's language skills, temperamentally based attributes and gender. *Early Education and Development*, 19 (4), 600-621.

Hallahan, D.P., & COTTONE, E.A. (1997). Attention Deficit Hyperactivity Disorder. In T.E. Scruggs & M.A. Mastropieri (Eds.). *Advances in Learning and Behavioral Disabilities* (Volume 11) (pp.27-67). Greenwich, CT: JAI Press, Inc.

REVIEWER EXPERIENCE

University of Virginia 1997, 2015-16

- Reviewed articles considered for publication in Early Education and Development
- Reviewed articles considered for publication in Behavioral Disorders

HONORS

- **1997-1998 Dissertation Award** University of Virginia 1998
- **The May Fellowship** University of Virginia 1995-199
- **The Special Education Fellowship** University of Virginia 1995-1996
- **The Instructor of the Year Award** Four Star Tennis Academy 1989

AFFILIATIONS

- **Member** International Dyslexia Association (IDA) 2015-present
- **Board Member** International Dyslexia Association VA Branch (VBIDA) 2006-2009
- **Representative** Special Education Advisory Committee Albemarle County Schools (SEAC) 2007-2008