

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

VOLUNTEER EXPERIENCE

Board Member Virginia Stroke System Task Force **February 2023-Present**

- I was recommended to be part of the task force and sit on their board, which meets quarterly. I help to assess if our Commonwealth (Virginia) appropriately addresses all stroke needs. Currently, I am part of a subcommittee that looks at sociodemographic and racial discrepancies in stroke care.

Interviews Recovery after Stroke **December 28, 2023**

- Podcaster Bill Gasiamis asked me to be interviewed for his podcast based in Australia called "Recovery after Stroke". The interview was about my cerebellar hemorrhagic stroke aired on January 8th.
- Stroke Warrior Radio **March 15, 2024**
Ralph Cortese asked me to be interviewed about my stroke on his radio show.
- Guest Blogger on Annecarleycreative.com. Link to my post at <https://annecarleycreative.com/2023/08/01/guest-post-after-my-stroke-i-began-to-enjoy-writing/>
- Guest blogger on leadingforth.com, Gail Todter's website. My blog about using animals to get to trauma in human beings is not yet up.

Book Author Reinvention: Life After Traumatic Change **October 2023-Present**
Dyslexia: A Universe of Possibilities **August 2018-Present**

- Every day I read and write toward the end of completing my books. It is a bit grueling since I had a massive stroke about 7.5 years ago, but satisfying nonetheless. Currently, I am working on my 3rd manuscript.

Founder & Creator www.elizabethcotton.com

- I worked with my team to create my website and keep it updated regularly.

Founder & Organizer **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 people who have had a stroke and those who

love them. We meet monthly and almost always have a guest speaker or a TED talk having to do with stroke.

RESEARCH EXPERIENCE

Board Member **Kandu** **September 2022- Present**

- Kandu is a California-based company that supports all medical, physical and emotional needs of stroke survivors. I give feedback on the entire stroke experience and serve on two boards. The first one focuses on hospital quality- from the first symptom to years along the rehabilitation path. The second one focuses on the first-hand experiences of stroke survivors.

Research Consultant **University of Virginia** **2017-2019**

- After my stroke, I worked for UVA CASTL (Center for Advanced Study of Teaching and Learning), hourly as a consultant. I trained teachers in the Charlottesville City schools to implement my MIM (Minds in Motion) curriculum during summer school with children at risk for failing the SO (Standards of Learning).

Research Scientist/Assistant Professor **University of Virginia** **2006-2017**

- I managed multiple federally funded research projects that experimentally tested interventions focused on early cognitive and literacy skills (e.g. fine motor skills, executive function, visuo-spatial skills, motivation, and print referencing). I oversaw all aspects of field-based interventions, organized and analyzed large longitudinal datasets, and conducted teacher and assessor trainings. I authored curricula, numerous publications in peer reviewed journals, and two federally funded grant proposals.

Project Co-Director: **WINGS** **2011- 2016**

- I collaborated with on-site co-director to supervise all aspects of the evaluation of a socio-emotional learning program (WINGS)
 - Oversaw field-based fidelity work
 - Supervised 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**

- I 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

- I 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

- I 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 PCER 2006-2008

- I 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 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

- I 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
- I developed and implemented specialized curricula
 - Introduced reading fluency intervention. Trained teachers, monitored implementation, and tracked results (measurable increases in reading speed and accuracy).

- I taught graduate level course (EDIS 705) to students in the Curry School of Education. I used the 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**

- I 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**

- I taught reading and beginning science to students with learning and emotional differences, ages 8 to 15. I 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**

- I 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**

- I 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**

- I educated students with emotional and learning differences in a self-contained setting within two public schools in Charlottesville, VA. I 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**

- I 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**

- I assisted in the educational program at The Children's School in Hartford, CT's Institute of Living. I instructed 8-12 year-old children with psychological disorders in the areas of math, reading and writing. I 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

- 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

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

HONORS

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| • 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)** **2015-2017**
- **Board Member** **International Dyslexia Association VA Branch (VBIDA)** **2006-2009**
- **Representative** **Special Education Advisory Committee Albemarle County Schools (SEAC)** **2007-2008**