ELIZABETH A. COTTONE

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COACHING PRACTICE

Founder & Life Coach *Elizabeth Cottone Coaching*

September 2026–Present

Coaches adults navigating identity transition after stroke, Parkinson's, MS, and traumatic brain injury — integrating 9+ years of lived experience as a stroke survivor, a certified life coach with integrative-health study (Compassionate Inquiry, classical Chinese medicine, nervous-system regulation), and a prior research career in human development at the University of Virginia.

EDUCATION

Ph.D. in Special Education *University of Virginia, Charlottesville, VA*

August 1998

M.T. in Special Education *University of Virginia, Charlottesville, VA*

May 1992

B.A. in Psychology *Trinity College, Hartford, CT*

May 1988

PROFESSIONAL TRAINING AND CERTIFICATION

Certified Life Coach — Life & Wellness Specialization *Canada Coach Academy*

January–May 2026

Completed 30 hours of ICF-accredited coach training as the credentialing foundation for a coaching practice serving stroke survivors and the broader disability community — integrating this formal training with lived experience of stroke recovery and ongoing study across trauma-informed, somatic, and integrative health modalities.

Compassionate Inquiry Training *with Gabor Mate*

September 2024–December 2025 (15 months)

Completed Gabor Maté's Compassionate Inquiry training, a trauma-informed approach to the mind-body dimensions of illness — direct grounding for coaching clients through the psychological aftermath of stroke, Parkinson's, MS, and TBI.

Chinese Medicine — Dimensions of the Self *with Lonny Jarrett*

September 2025–June 2026 (10 months)

Completed a 10-month course in classical Chinese medicine, adding an integrative, whole-person framework alongside a coaching practice built on Western clinical research and lived experience of recovery.

"Meeting Fear With Presence" & "Unlocking Your Purpose" *with Thomas Hübl*

2025–2026

Completed two intensive programs on nervous-system regulation and embodied presence under Thomas Hübl — a collective-trauma researcher who has taught resilience and relational healing at Harvard Medical School since 2019 — and continues advanced study within his teaching community, directly aligned with a personal focus on reinvention after traumatic change.

STROKE ADVOCACY AND LIVED EXPERIENCE

Guest Speaker — Patient Perspective on Stroke Care *UVA School of Medicine*

Ongoing, Multi-Year

Delivered annually, over multiple days, to every section of the incoming first-year medical school class — co-presented with the neurology faculty who led emergency treatment of the case. Faculty review the clinical course of care while the presentation centers the patient experience of stroke and identity transition, advocating for greater compassion in medical education and practice.

Board Member *Virginia Stroke System Task Force*

February 2023–May 2026

Recommended to the task force to help assess whether the Commonwealth adequately addresses stroke care needs; serves on a subcommittee examining sociodemographic and racial disparities in stroke care.

Survivor Advisory Group Member *Kandu*

September 2022–June 2026

Kandu is a California-based company supporting the medical, physical, and emotional needs of stroke survivors. Serves on two committees — one focused on hospital-to-rehabilitation quality, one on first-hand survivor experience.

Speech Accessibility Project — Research Participant *University of Illinois, Beckman Institute*

June 2025

Contributed speech data as a stroke survivor to a cross-industry initiative — backed by Amazon, Apple, Google, Meta, and Microsoft — building speech-recognition technology for people with speech disabilities; Microsoft has reported accuracy gains of up to 60% using project data.

Stroke-Tailored Mindfulness Intervention Study — Research Participant *University of Tennessee Health Science Center* *August 2024– October 2024*

Participated in a mindfulness intervention study for stroke survivors and their support persons, led by Dr. Jenifer Prather; findings were presented at the International Stroke Conference and accepted for publication in the Journal of Neuroscience Nursing.

Book Author

Reinvention: Life After Traumatic Change (2023)

Dyslexia: A Universe of Possibilities (2021)

Currently at work on a third manuscript.

Founder and Organizer *Charlottesville Stroke Support Group*

September 2018–Present

Founded a monthly peer-support group for stroke survivors and their loved ones about eight months post-stroke; sessions regularly feature a guest speaker or relevant talk.

Founder and Creator *elizabethcottone.com*

Built and maintains the website in collaboration with a small team.

Media & Public Voice

Interviewed on Bill Gasiamis's podcast Recovery After Stroke (December 2023) and Ralph Cortese's Stroke Warrior Radio (March 2024); guest blogger at Annecarleycreative.com and leadingforth.com.

RESEARCH EXPERIENCE

Research Consultant *University of Virginia*

2017–2019

Served hourly as a research consultant for UVA CASTL (Center for Advanced Study of Teaching and Learning) following stroke recovery. Trained teachers in Charlottesville City schools to implement the MIM (Minds in Motion) curriculum during summer school with children at risk for failing the SOL (Standards of Learning).

Research Scientist / Assistant Professor *University of Virginia*

2006–2017

Managed multiple federally funded research projects experimentally testing 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.

Project Co-Director: WINGS

2011–2016

Collaborated with an 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
- Led and collaborated on publications using WINGS data

Project Director: VKRP

2013–2015

Collaborated with the Principal Investigator on all aspects of a project assessing 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 the Virginia governor and General Assembly
- Collaborated on publications using VKRP data

Project Director: MIM

2009–2015

Supervised all aspects of a randomized controlled trial (Minds in Motion).

- Oversaw assessment, intervention, and data collection phases of the study
- Hired, trained, and managed staff across two states
- Served as liaison to public schools hosting research
- Co-authored a 29-week Minds in Motion fine motor skills curriculum
- Co-authored several papers, published, in progress, or under review
- Wrote federal grants to replicate findings and extend the curriculum

Data Manager: STAR

2006–2009

Led all aspects of data management for the final 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

Coordinated all aspects of the final phases of the 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

Selected as executive director following a national search to lead:

- Daily events and operations of The Kitchen, including routine Health Department visits
- Quality of nutrition, healthy eating, and cooking classes
- Staff oversight, ensuring team happiness and productivity
- Collection of classroom quality and effectiveness data

A catastrophic stroke one week into the role ended tenure before fully taking up these responsibilities.

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 a reading fluency intervention; trained teachers, monitored implementation, and tracked results (measurable increases in reading speed and accuracy)
- Planned, promoted, and implemented a school-wide behavior modification program to improve motivation and enhance academic performance

Shared responsibility with the 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 a member of a three-person Admissions Committee.

- Provided initial contact for prospective parents
- Evaluated applications, interviewed candidates, and contributed to admissions decisions

Advanced outreach programs.

- Promoted Oakland through in-service trainings in area schools
- Edited the annual newsletter, driving fundraising for the 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, and managed scheduling and billing
- Promoted high-quality instruction through selective hiring, frequent communication, and observation of tutors
- Provided training and professional development opportunities by conducting workshops and meetings for tutors

Delivered a record number of students and tutorial hours while operating the Center within budget. Oversaw the Summer School Program. Wrote and secured grants funding student scholarships and 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 the annual newsletter and launched the website

Served on the 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 Master's 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*

1995–2020

Remediated reading, writing, math, and study skills deficits in children with and without learning differences, ages 6 to 21. Implemented a phonics-based approach to teaching reading, integrating Orton-Gillingham, Slingerland, and Oakland

methods. Consulted with parents regarding placement decisions, appropriate programs and instructional approaches, and IEP development and implementation.

Instructor *University of Virginia*

1997–1998

Taught a graduate-level course (EDIS 705) to students in the Curry School of Education, using a 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 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 differences, ages 8 to 15. Worked individually with students using a phonetic, multisensory approach, emphasizing study skills, comprehension, vocabulary, behavior management, and social skills.

Teacher *The Lewis School for Dyslexia*

1989

Taught reading and history to five groups of students with dyslexia, ages 10–13, at a private school in Princeton, NJ. Designed and taught a summer school class in report writing for 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 materials and taught reading, science, and P.E.

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

1991

Educated students with emotional and learning differences 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 a 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, using the 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- to 12-year-old children with psychological disorders in 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

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 Callirobics: 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, 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

Reviewer *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, 1995–1998
- 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