



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Cooperative Educational Services (CES)

Doing Business As, if applicable:

Business Address: 40 Lindeman Drive, Trumbull, CT 06611

Business Phone: 203-365-8827/Fax #: 203-365-8824

Business email: sullicam@cestrumbull.org

SS# OR Tax ID #:

Funding Source & Acct # including location code: IDEA Handicapped Special Funds Account, account # 2504-5034-56903 (*pending receipt of funds*)

Principal or Supervisor: Typhanie Jackson, Executive Director

Agreement Effective Dates: From: 09/28/2021. To: 06/30/2022.

Hourly rate or per session rate or per day rate.

Total amount: \$6,250

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

New Haven Public School agrees to purchase from C.E.S. Division of Special Education Training services. Services will be conducted by Dr. Christine Peck. All services performed will be within the accepted established professional standards. Services Summary: ADOS-2 Comprehensive Training for New Haven Public Schools Special Education Teachers.

Submitted by: Typhanie Jackson Phone: 475-220-1760



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Typhanie Jackson, Director of Special Education/Student Services
Date: July 20, 2021
Re: Cooperative Educational Services (CES) Contract

Please ***answer all questions and attach any required documentation as indicated below***. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name: Cooperative Educational Services (CES)**
2. **Description of Service:**
Cooperative Educational Service C.E.S. Division of Special Education Training services. Services will be conducted by Dr. Christine Peck. All services performed will be within the accepted established professional standards. Services Summary: ADOS-2 Comprehensive Training for New Haven Public Schools Special Education Teachers.
3. **Amount** of Agreement and hourly or session cost: \$6,250
4. **Funding Source** and account number: IDEA Handicapped Special Funds Account, account # 2504-5034-56903, Location Code: 0000 (pending receipt of funds)
5. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. If continuation/renewal, has the cost increased? If yes, by how much? Renewal/No increase
 - b. What would an alternative contractor cost: comparable cost
 - c. If this is a continuation, when was the last time alternative quotes were requested? Annually
 - d. For new or continuation: is this a service existing staff could provide. If no, why not? No
6. **Type of Service:**
Answer all questions:
 - a. Professional Development? No
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? No
 - b. After School or Extended Hours Program? No
 - c. School Readiness or Head Start Programs? No

d. Other: (Please describe)

7. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? No
- b. Is the Contractor Local? Yes
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? No
- d. Is the Contractor a public corporation? No
- e. Is this a renewal/continuation Agreement or a new service? Renewal
- f. If it is a renewal/continuation has cost increased? If yes, by how much? No increase
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: No

8. Contractor Selection:

Answer all questions

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.
The contractor will be conducting psychological evaluations to meet state compliance.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source? Sole Source to conduct evaluations.
- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor: To conduct evaluations

9. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? The specific need of this contractor will be conducting evaluations; the contractor will be in contact with the school psychologist supervisor, Milvia Concas on a regular basis.
- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness. N/A
- c. How is this service aligned to the District Continuous Improvement Plan? The service addresses the needs of special education students with special needs within our school district.

10. Why do you believe this Agreement is fiscally sound? The agreement is fiscally sound as it provides psychological evaluations to be conducted for students with special needs.

11. What are the implications of not approving this Agreement? By not approving this agreements we will be non-compliant with the state department of education.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Cooperative Education Services (C.E.S.)

FOR DEPARTMENT/PROGRAM:

Student Services/Special Education Department

This Agreement entered into on the 20th day of July 2021, effective (*no sooner than the day after Board of Education Approval*), the 10th day of August 2021, by and between the New Haven Board of Education (herein referred to as the "Board" and, located at, 40 Lindeman Drive, Trumbull, CT 06611 (herein referred to as the "Contractor").

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$6,250 for a set rate per day, hour or session, for a total of days, hours or sessions.

The maximum amount the contractor shall be paid under this agreement: **Six Thousand Two Hundred Fifty Dollars (\$6,250).** Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by **IDEA Handicapped Special Funds Account Program** of the New Haven Board of Education, **Account Number: 2504-5034-56903 Location Code: 0000** (*pending receipt of funds*)

This agreement shall remain in effect from **September 28, 2021** to **June 30, 2022**

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

New Haven Public School agrees to purchase from C.E.S. Division of Special Education Training services. Services will be conducted by Dr. Christine Peck. All services performed will be within the accepted established professional standards. Services Summary: ADOS-2 Comprehensive Training for New Haven Public Schools Special Education Teachers.

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contractors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Elizabeth L Sellinger
Contractor Signature

President
New Haven Board of Education

7/19/2021
Date

Date

Elizabeth Sellinger, Senior Director of Education
Contractor Printed Name & Title

Revised: 11/27/18



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

**STUDENT DATA PRIVACY AGREEMENT
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18

CONTRACTOR ASSESSMENT

Vendor Name: Cooperative Educational Services (CES)

Project Description: To conduct Psychological evaluations to include onsite direct assessment (cognitive and academic testing)

Evaluator Typhanie Jackson

Date July 22, 2021

	Unacceptable			Excellent		Not applica
	1	2	3	4	5	N/A
Quality of contractor's Work						
1. Attendance				X		
2. Effectiveness of consultation					X	
3. Ability to communicate with staff and parents					X	
4. Monitor and maintain social emotional behavioral records				X		
5. Appropriate recommendations for student programming				X		
Working relationship of contractors with district						
6. Timely submission of department data					X	
7. Positive feedback from staff and families					X	
8. Collegial, collaborative relationships with building professionals					X	
Implementation of practice across the district						
9. Flexibility in scheduling					X	
10. Team work with teacher and other professionals				X		
11. Individual/building training of social emotional behavioral strategies				X		

Christine S. Peck, Psy.D., BCBA-D

Cooperative Educational Services
15 Oakview Drive, Trumbull, CT 06611
(203) 365-8842 peckc@ces.k12.ct.us

Curriculum Vitae

Profile

Experienced special education professional and behavior analyst with extensive training and experience in the unique and challenging needs of students with autism spectrum disorders. Extensive experience with training and support of teachers, paraprofessionals, and related service staff. Experience with supervision of teachers, school psychologists, and paraprofessionals. Committed to high quality education service delivery and providing instructional and supportive leadership to staff members. Experience teaching undergraduate and graduate levels courses for several colleges and universities, both in traditional and on-line learning environments. Dedicated to the development of quality learning opportunities for undergraduate and graduate students to gain knowledge and develop skills in preparation of a successful career in special education, school psychology, and behavior analysis.

Former Name: Christine S. Zaldo

EDUCATION

- | | |
|------|---|
| 2010 | Southern Connecticut State University, New Haven Connecticut
Certificate Program in Educational Leadership
Completed requirements for Intermediate Administrator Certification (092) in Connecticut |
| 1996 | Rutgers University Graduate School of Applied and Professional,
Psychology, Piscataway, New Jersey
Doctor of Psychology Degree
Department of Applied Psychology,
School Psychology Program |
| 1991 | Quinnipiac College, Hamden, Connecticut
Bachelor of Arts Degree in Psychology, Summa Cum Laude, with a concentration in Human Services and a minor in Sociology |

HONORS

Rutgers University Merit Scholarship Award
Psi Chi, The National Psychology Honor Society
Quinnipiac College Academic Scholarship Award
Connecticut Scholastic Achievement Grant
Dean's list every semester at Quinnipiac College
Quinnipiac College Alfred P. Stiernotte Memorial Prize
(Awarded for excellence in the study of philosophy)

EMPLOYMENT

July 1996 -
Present

Cooperative Educational Services, Special Education Division
School Psychologist and Behavior Analyst

Duties: School psychologist and behavior analyst for preschool and elementary program for children with autism spectrum disorders and related disabilities. Provide consultation to teachers and staff related to classroom behavior and individual education program issues. Provide training to staff. Provide comprehensive psychoeducational evaluations for identification of special needs, classification of special education, and differential diagnosis. Developed and coordinate a parent and sibling support program including regular training and support meetings, as well as social functions and individualized technical assistance for families.

Conduct assessments and evaluations for students including psychoeducational evaluations, autism specific evaluations, skill-based assessments, and behavioral assessments.

Provide consultation and training to area public schools. Provide technical assistance to educational teams regarding the development of individualized programs for children with disabilities. Provide assistance with general program development for preschool and elementary school special education programs regarding instructional planning, curriculum development, and assessment of student progress. Provide consultation to administration regarding the development and operation of preschool, elementary, middle school, and high school program for students with autism in the general education setting. Provide training and supervision for special education teachers and paraprofessionals in area school districts. Conduct functional behavioral assessments, develop and evaluate behavior intervention plans. Develop systematic teaching programs including structured data collection and program monitoring.

Provide early intervention services and evaluations to families of young children. Provide training and consultation to early intervention (Birth to Three) service providers.

Participate in developing statewide initiatives with the CT Department of Special Education, including Early Childhood Outcomes, training of paraprofessionals in special education settings, inclusive education practices, building capacity in comprehensive assessment practices for students with autism spectrum disorders, and positive behavior intervention and supports.

Extensive experience developing and delivering training modules for parents and professionals. Develop, implement, and evaluate individualized teaching and support programs for students at school and at home.

Frequent invited guest speaker and lecturer in local, regional and statewide professional development conferences and training programs.

Trained as a PMT (Physical Management Training) Coach and serve as consultant and trainer for C.E.S. and area districts.

Achieved certification as a behavior analysis via the Behavior Analytic Certification Board and serves as a consultant and support to local school districts regarding issues related to behavior analysis.

Co-developed and coordinate a PBIS training and technical assistance program for area school districts.

Co-developed a comprehensive training program for providers of behavior analytic services, including RBT training and assessment packages and professional development opportunities for BACB certificants.

October 2016-
Present

University of Saint Joseph, West Hartford, CT
Adjunct Professor

Teach graduate classes in instructional methodology for students with autism in a master's degree program in special education with a concentration in autism.

August 2014-
Present

Western Connecticut State University, New Haven, CT
Adjunct Professor

Teach graduate classes in Applied Behavior Analysis as part of a master's degree program in Applied behavior Analysis.

January 2012-
August 2013

Fairfield University, Fairfield, CT
Adjunct Professor

Teach graduate classes within the field of applied behavior analysis, as part of a specialized certificate program in the department of school psychology. Teach graduate classes within the special education department as part of a concentration in Autism Spectrum Disorders for special education teachers.

June 2009-
June 2014

Southern Connecticut State University, New Haven, CT
Adjunct Professor

Teach graduate classes within the field of Special Education, as part of a concentration in Autism Spectrum Disorders for special education teachers. Teach practicum course involving supervision of teachers delivering social skills program to students with autism. Assist graduate students in developing assessments of students, creating IEP goals and objectives, and developing and implementing teaching programs. Provide ongoing supervision and evaluation of graduate student teachers throughout the program. Teach classes in Applied Behavior Analysis as part of a certificate program to prepare candidates for certification as a Board Certified Behavior Analyst through the BACB.

August 2006-
Present

Housatonic Community College, Bridgeport, CT
Adjunct Professor

Teach undergraduate classes within the field of Psychology in the Behavioral and Social Science Department. Courses include General Psychology, Child Development, Adolescent Development, and Lifespan Development.

May 1999-
December 2015

Sacred Heart University, Fairfield, CT
Adjunct Professor

Teach undergraduate and graduate level courses in the area of Educational Psychology and Special Education within the Department of Education.

1995 - 2000

Private Practice
Behavioral Consultant

Consult with families of children with autism and related disabilities regarding various issues related to skill acquisition and behavior reduction for children with autism and related disabilities. Consulted with families and public schools in the development of various Applied Behavior Analysis programs. Conduct parent and staff training, development of individualized programs, supervision of staff and program implementation, program evaluation.

SUPERVISED PRE-DOCTORAL INTERNSHIP

July 1994 -
June 1995

**Kennedy Krieger Institute and Johns Hopkins
University School of Medicine, Department of Behavioral Psychology and
Pediatrics**
Predoctoral Intern

Duties: Conduct family therapy and parent training with families of children with behavior disorders, as well as learning disabilities, attention deficit disorder, mental retardation, pervasive developmental disorders, emotional disturbances, and conduct disorders. Consult with families in the development, evaluation, and maintenance of home-based behavioral programs. Consult in a specialized school for children with pervasive developmental disorders, severe learning disabilities, and traumatic brain injury. Develop and facilitate training workshops and support groups for parents and siblings of children with disabilities. Provide applied behavior analysis and intensive inpatient behavior therapy to children with severe behavior disorders and developmental disabilities. Conduct research. Supervise undergraduate and graduate level practicum students.

Training Director: Gina Richman, Ph.D.

SUPERVISED PRACTICUM EXPERIENCES

June 1993 -
June 1994

Rutgers University Graduate School of Applied and Professional Psychology Center for Applied Psychology
Project Natural Setting Therapeutic Management (NSTM)
Behavioral Consultant

Duties: Provision of behavioral services with a school for students with a classification of emotionally disturbed and multiply handicapped. Development of a system-wide behavior management program for student conduct. Provision of behavior management training workshops with academic staff and related services staff. Consultation with classroom staff regarding curriculum development and behavior problems of individual students, including comprehensive assessment, training in behavior management principles, applied behavior analysis, and development and implementation of behavioral programming for the individual students.

Supervisors: Michael Petronko, Ph.D., ABPP
Russell J. Kormann, Ph.D.

Sept 1992 -
June 1993

Southwood Elementary School, Old Bridge, NJ
Advanced School Psychology Practicum Student

Duties: Functioned as an active member of the child study team at the elementary and pre-school level. Performed comprehensive psychological evaluations for referred students. Participation in the development of individualized education plans (IEP). Provided psychological counseling to individualized students. Developed and facilitated group counseling programs as needed. Consulted with teachers regarding classroom management. Developed and implemented a group model classroom-based intervention for severe disruptive behavior. Participation in meetings with students, parents teachers, and administration regarding concerns of the educational process.

Supervisor: Fran Yungher, Ph.D.

January 1992
To June 1992

Bernards Township Public School District, Basking Ridge, NJ
School Psychology Practicum Student

Duties: Functioned as an active member of the child study team at the middle school and high school level. Performed comprehensive psychological evaluations for referred students. Participation in the development of individualized education plans (IEP). Provided psychological counseling to referred students. Participation in meetings with students, parents, and administration. Attendance at professional conferences which relate to the field of school psychology.

Supervisors: Barbara Semkow-Bush, Psy.D.
Susan Parente, Psy.D.
Carol Leiwant, Psy.D.

1990 – 1991

Area Cooperative Educational Services
North Haven, CT
Advanced Psychology Intern

Duties: Facilitated group counseling sessions. Provided individual instruction to students with learning disabilities via computer aided instruction. Applied behavior analysis of student behavior problems. Attended meetings of local and state mental health advisory committees. Involvement in planning and placement team (PPT) meetings and development of IEP's for students in special education programs.

Supervisor: Phillip Lendroth, M.A.

SUPERVISED GRADUATE ASSISTANTSHIPS

Sept. 1992 -
January 1994

Rutgers University Graduate School of Applied and
Professional Psychology Center for Applied Psychology, The Psychological
Clinic
Test Materials Library Coordinator

Duties: Administered and maintained the multi-disciplinary assessment materials in the clinic library. Coordinated student and facility usage of test materials for assessment purposes. Consulted with students regarding selection of appropriate assessment materials for the particular needs of individual evaluation and therapy cases. Coordinated necessary materials based on instructor requirements, for assessment courses and research projects.

Sept 1992 –
January 1994

Rutgers University Graduate School of Applied and
Professional Psychology
Teaching Assistant

Duties: Teaching Assistant for graduate level Child Cognitive Assessment and Adult Cognitive Assessment courses each semester. Provided assistance to the students regarding familiarization of cognitive assessment materials. Facilitated students' learning of specific cognitive assessment procedures. Consulted with students regarding specific assessment cases. Provided other supports to the course instructor as needed.

June 1992 –
August 1992

Rutgers University Graduate School of Applied and
Professional Psychology Center for Applied Psychology
Research Assistant

Duties: Collection of data for an applied research study which reviewed the child placement review board of the family courts system in the State of New Jersey.

1991 – 1992

Children's Seashore House, Philadelphia, PA
Biobehavioral Unit
Clinical Specialist

Duties: Applied behavior analysis and behavioral therapy for children with developmental disabilities and severe behavior disorders at an inpatient hospital setting. Parent training and follow-up outpatient care of patients. Participated in research in the field of applied behavior analysis. Provision of direct care and skills instruction to inpatients on a biobehavioral unit.

Supervisor: F. Charles Mace, Ph.D.

RELATED EMPLOYMENT

Feb. 1992 –
June 1994

Rutgers University Graduate School of Applied and
Professional Psychology Center for Applied Psychology
Project Natural Setting Therapeutic Management (NSTM)
Behavior Specialist

Duties: Member of a team providing a community based program to render behavior therapy services and specialized training in behavior management techniques to parents of individuals with developmental disabilities and severe behavior disorders. Training of parents and direct-care staff in the concepts of behavior management, behavioral data collection, and data analysis. Development of behavioral intervention analysis programs for clients to implement designed to produce behavioral change. Consulted with clients regarding implementation of behavioral intervention programs as well as the planning future interventions. Assistance in training of new staff members. Attendance and presentations at professional conferences which relate to the fields of behavior management and mental retardation.

Supervisors: Michael R. Petronko, Ph.D., ABPP
Russell J. Kormann, Ph.D.

1992 – 1994

Rutgers University Graduate School of Applied and
Professional Psychology, The Psychological Clinic
Clinician

Duties: Performed per diem psychological assessments for referred adults and children, including cognitive assessments, testing for school readiness, testing for giftedness, and learning evaluations. Provided individual psychotherapy to adults and children, as well as family therapy, play therapy, and behavioral consultation to families.

Supervisors: Sandra L. Harris, Ph.D.
Jean Balinky, Ed.D.
Kenneth Schneider, Ph.D.
Virginia Bennett, Ed.D.
Gerardo Machado, Psy.D.
Lucinda Seares, Psy.D.

1993 – 1994

Rutgers University Graduate School of Applied and Professional Psychology Center for Applied Psychology
Saturday Enrichment Program Coordinator

Duties: Responsible for all administration of an enrichment program for young children with superior intellectual abilities, including registration of participants, hiring, training, and supervision of teaching staff, curriculum development, and weekly management of program activities. Provided weekly supervision and evaluation of curriculum for teaching staff.

1991 – 1993

Rutgers University Graduate School of Applied and Professional Psychology Center for Applied Psychology
Saturday Enrichment Program Teacher

Duties: Developed and delivered an enrichment program class for gifted preschool children, ages 3 through 6, designed to provide group experience. Developed and facilitated a group for parents of children in the program designed to give supportive and educational experiences to the parents.

1988 – 1990

Quinnipiac College Residential Life Office, Hamden, CT
Resident Assistant

Duties: Responsible for a unit of 75 undergraduate students. Specific duties included policy enforcement, counseling and referral services, developing and implementing social and educational programming.

RESEARCH EXPERIENCE

1994 to 1995

Doctoral dissertation research: Development and evaluation of group training and support program to reduce and prevent the occurrence of stress in families of children recently diagnosed with autism, utilizing a family systems model of intervention (Dissertation Committee Chair: Sandra Harris, Ph.D.)

1994 – 1995

Involvement in research examining the quality of parent-child interactions, comparing many different variables of individual and family functioning, within the context of family therapy.

Involvement in research comparing a child-focused approach and a family-focused approach to the treatment of childhood behavior disorders.

Single subject design research utilizing applied behavior analysis to understand and develop treatments for severe behavior problems in children with autism and mental retardation.

1989 – 1991

Two years of independent research with a team of students under the supervision and advisement of a faculty member. The topics were in the area of animal learning, conditioning, and motivation.

PROFESSIONAL CERTIFICATIONS

School Psychologist Certificate in Connecticut
Intermediate Administrator Certificate (requirements fulfilled)
Board Certified Behavior Analyst – Doctoral Level

SPECIALIZED TRAINING

- Doctorial training in school psychology (including classroom and practical experience in both public and private schools)
- Advanced clinical training with individuals with autism and other developmental disabilities
- Clinical training with families
- Training in theory and application of applied behavioral analysis, with certification as a Board Certified Behavior Analyst, Doctoral level
- Training in program planning and evaluation
- Consultation and clinical work with individuals, families, teachers, direct care staff, and other professionals in homes, schools, hospitals, outpatient clinics, group homes, workshops, and other settings
- Training and experience in administration and personnel supervision
- Training in developing inclusive programming and differentiated instruction practices
- Training and certification as a coach for Physical Management Training (PMT)
- Research level training in the use and interpretation of the ADOS-2 (Autism Diagnostic Observation Schedule)
- Extensive training and experience in the development, implementation, and evaluation of Positive Behavior Interventions and Supports (PBIS)

PUBLICATIONS

Peck, C. (1999). Program Evaluation of a Family Systems Model of Service Delivery for Parents of Children with Autism: Promoting Adaptation to Family Stress. *Special Services in the Schools*, 14 (1/2), 127-145.

UNPUBLISHED MANUSCRIPTS

Zaldo, C.S. (1995). A family systems model of service delivery for parents of children with autism: Promoting adaptation to family stress. Unpublished Doctoral Dissertation, Rutgers, the State University of New Jersey, Piscataway, New Jersey.

Zaldo, C. (1991). Mainstreaming learning disabled students in the regular classroom. Unpublished undergraduate thesis, Quinnipiac College, Hamden, Connecticut.

Bombace, J., Zaldo, C., & Nygren, M. (1990). Startle magnitude as affected by aversive and appetitive cues. Unpublished manuscript.

Franks, J., LaScala, M., Nygren, M., & Zaldo, C. (1989). Development of context-specific conditioning to environmental temperatures: Evaluating a dual process interpretation. Unpublished manuscript.

SPECIAL AREAS OF INTEREST

- The provision of quality and effective comprehensive special education services for students with autism spectrum disorders
- The provision of community based educational and support services for individuals with autism spectrum disorders and their families
- The use of applied behavior analysis within the special education system
- Developing and providing training to parents and teachers of children with developmental disabilities
- Psychological evaluations, interventions, and educational planning for children with autism and other developmental disabilities
- A family systems approach to conceptualizing families of individuals with developmental disabilities and mental retardation
- Assisting public school educational teams in the understanding and creation of comprehensive IEP's for children with disabilities
- Differentiated instruction
- Direct and structured teaching approaches
- Positive Behavior Intervention and Supports
- Teaching on-site and on-line undergraduate and graduate level courses in the fields of psychology, education, and special education

REFERENCES

References furnished upon request.