

Cynthia Fontcuberta DiCarlo
Professor, School of Education
Executive Director, Early Childhood Education Laboratory Preschool
Diane Toups Goyette Professorship in Early Childhood Education
Louisiana State University
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Education

Ph.D. 2004 Special Education with a concentration in Early Intervention, University of New Orleans

Certifications

Birth to Kindergarten

Child Search Coordinator, Grade(s):1-12

Early Interventionist - Birth to Five

2004 National Board Certification for Teachers
 Exceptional Needs Specialist/Early Childhood through Young Adulthood

Professional Experience

2022 - present Diane Toups Goyette Professorship in Early Childhood Education

2020 - present Executive Director, Early Childhood Education Institute
· Developed and deliver workforce preparation for child care providers through the Early Childhood Ancillary Certificate (CDA)
· Executive Director of the Louisiana Affiliate of the National Association for the Education of Young Children

2004- present William “Bill” LeBlanc Alumni Professor, Louisiana State University, College of Human Science & Education, School of Education
· Executive Director, Early Childhood Education Laboratory Preschool (2016-present)
· Program Coordinator, Early Childhood Education Program (2015-present)
· Associate Professor (2010-2016)
· Assistant Professor (2004-2010)
· Taught early childhood (PK/K) and special education courses.

1995 – 2003 Clinical Assistant Professor, Louisiana State University Health Sciences Center, University Affiliated Program, Infant/Toddler Program

- Center-based, community-based and home-based services to infants/toddlers with disabilities for children birth to age three
 - Supervision of student teachers
- 2000-2004 Adjunct Instructor, University of New Orleans
- Early Intervention Methods and Language Development courses
- 1993-1995 Non-Categorical Preschool Teacher, Jefferson Parish Public Schools
- Mixed age classroom of children ages 3 to 6 years old with disabilities.

Publications (student names are underlined; teachers' names are *)

Fazio-Brunson, M., Boudreaux, A., Hailey, D.J., **DiCarlo, C.** & Weems, A. (in press). Collaborative Support for Children's Success through Early Childhood Family Literacy. *Dimensions*.

Fazio-Brunson, M., Boudreaux, A., **DiCarlo, C.**, Hailey, D.J., & Jordan, K. (2024). [Engaging Parents as Partners in Preschool Programs with Traditional and Distance Learning Models](https://hub.exchangepress.com/articles-on-demand/37137/). *Childcare Exchange*. Fall, 46-51. <https://hub.exchangepress.com/articles-on-demand/37137/>

DiCarlo, C., Sulentic Dowell, M.M. Brunson, M.F. & Gathreaux, S., (2024). Using teacher prompts to increase leadership skills in preschool children. *Child & Youth Care Forum*. [10.1007/s10566-024-09806-8](https://doi.org/10.1007/s10566-024-09806-8)

DiCarlo, C., Cherry, K.E., Sulentic Dowell, M.M. & Marks, L.D. (2024). Young children's perception of the COVID-19 home stay. *Child & Youth Care Forum*, 53(3), 631-644. DOI: [/10.1007/s10566-023-09762-9](https://doi.org/10.1007/s10566-023-09762-9)

DiCarlo, C. & Liggio, M. (2023). [Teaching research in the undergraduate curriculum: One student's journey](https://doi.org/10.1007/s10566-023-09762-9). *Collaborations*, 52(3), 7-9; 18-21.

Cherry, K.E., **DiCarlo, C.**, Calamara, M. & Marks, L. (2023). Psychosocial Consequences of the COVID-19 Homestay for Preschoolers and their Parents. *Family Relations*, 73(1), 36-53. <http://dx.doi.org/10.1111/fare.12964>

DiCarlo, C. (2023). Guidelines for Writing a Practitioner Article. *Collaborations*, 52(1), 10-12.

Sulentic Dowell, M-M., **DiCarlo, C.** & Lewis, H. (2022) Mentoring Community Among Doctoral Candidates: Growing First-Generation Scholars of Color. National Mentoring Institute Conference proceedings. *The Chronicle of Mentoring and Coaching*, 6(15). 515-522.

DiCarlo, C., Ota, C., Bankston, J., & Dahl, A. (2022). Child-sustained attention in two-year-olds. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-022-01362-x>

Sulentic Dowell, M.M., Saal, L., **DiCarlo, C.F.**, & Willingham, T.D. (2022). Productivity and publishing: De-mystifying processes for new scholars and novice researchers. SAGE Publishers.

Sulentic Dowell, M.M. & **DiCarlo, C.** (2021). Mentoring writing in interconnected ways: Demystifying scholarly, academic productivity and publishing. *The Chronicle of Mentoring & Coaching*.
<https://www.mentor-cmc.com/cmc/cmc2021/MobilePagedReplica.action?pm=2&folio=594#pg594>

Sulentic Dowell, M.M. & **DiCarlo, C.** (2021). Mentoring teachers operating in an interconnected manner: Programmatic lessons from research. *The Chronicle of Mentoring & Coaching*.
<https://www.mentor-cmc.com/cmc/cmc2021/MobilePagedReplica.action?pm=2&folio=282#pg282>

Grantham-Caston, M. & **DiCarlo, C.** (2021). Leadership styles in childcare directors. *Early Childhood Education Journal*. DOI: [10.1007/s10643-021-01282-2](https://doi.org/10.1007/s10643-021-01282-2)

Baumgartner, J., Ota, C., **DiCarlo, C.**, & Bauer, R. & Carson, R.(2021). Using Ecological Momentary Assessment to Examine the Relationship Between Childcare Teachers' Stress, Classroom Behaviors, and Afterhours Professionalism Activities. *Child Care in Practice*. DOI: [10.1080/13575279.2021.1962247](https://doi.org/10.1080/13575279.2021.1962247)

DiCarlo, C.F., Bankston, J., Culotta, E., Smith, A., DuBoulay, E., Romero, T. & Clement, K. (Nov/Dec 2021). [Using social media to promote your child care center](#). *Child Care Exchange*.

DiCarlo, C., Hulin, C., Meaux, A.B., & Grantham-Caston, M. (2021). The Impact of responsive partnership strategies on the satisfaction of co-teaching relationships in early childhood classrooms. *SN Social Sciences*, 1(234),
<https://doi.org/10.1007/s43545-021-00239-x>

DiCarlo, C., Deris, A., & Deris, T. (2021). mLearning versus paper & pencil practice for telling time: Impact for attention & accuracy. *Journal of Behavioral Education*.
<https://doi.org/10.1007/s10864-021-09442-5>

DiCarlo, C. F., Ota, C., & Deris, A. (2021). Ecobehavioral analysis of social behavior across learning contexts in kindergarten. *Early Childhood Education Journal*.<https://doi.org/10.1007/s10643-020-01103-y>

DiCarlo, C., LaBiche-Hebert, E. & Meaux, A. (2021). [A B C Ommmm... Mindfulness in the classroom](#). *Child Care Exchange*.

Baltazar, V., Grantham-Caston, M., & **DiCarlo, C.** (2021). Does this professional development make my butt look big? *Collaborations*, 43(1), 23-26.

Deris, A., & DiCarlo, C.F. (2021). [Making the DEC recommended practices “come to life”: Using case method of instruction in early childhood special education.](#) Springfield, IL: Charles Thomas Publisher, LTD.

Sulentic Dowell, M-M, Wheeler, S., & DiCarlo, C. (2020). [Mentor Teacher Professional Development: Examining Perceptions About Mentor Preparation.](#) National Mentoring Institute Conference proceedings. *The Chronicle of Mentoring and Coaching*, 4(13). 526-530.

DiCarlo, C., Baumgartner, J., Ota, C., Deris, A. & Brooksher, M. (2020). [Recommended practice in whole-group instruction: Increasing child attention.](#) *Child & Family Behavior Therapy*, 43(1), 13-26. DOI: [10.1080/00168890.2020.1848407](#)

DiCarlo, C. & Brunson, M.F. (2020). Navigating quarantine with young children. *Child Care Exchange*, 225. <https://www.childcareexchange.com/article/navigating-quarantine-with-young-children/5025564/>

Grantham-Caston, M. & DiCarlo, C.F. (2020). Your role in your child’s development of self-regulation. *Baton Rouge Parents Magazine*. <https://brparents.com/article/your-role-in-your-childs-development-of-self-regulation.html>

Deris, A., DiCarlo, C., Wagner, D. & Krick-Oborn, K. (2020). [Using environmental modification and teacher mediation to increase literacy behaviors in inclusive preschool settings.](#) *Infants & Young Children*, 33(4) 283-299.

Bergen, D. Lee, L., DiCarlo, C., & Burnett, G. (2020). Enhancing brain development in infants and young children: Strategies for caregivers and educators. *Teachers College Press*. <https://www.tcpres.com/enhancing-brain-development-in-infants-and-young-children-9780807764442>

Bankston, J. & DiCarlo, C. (2020). Building self-esteem in toddlers: The socio-cultural context. *Early Years*, 40(1), 26-28

DiCarlo, C., Meaux, A., & LaBiche - Hebert, E. (2019). [The impact of mindfulness practices on classroom climate and perceived teacher stress.](#) *Early Childhood Education Journal*. doi:10.1007/s10643-019-01015-6

Baumgartner, J., DiCarlo, C.F., & Casbergue, R. (2019). [Service-learning in early childhood education: The Intersection of modeling developmentally appropriate teacher education & the P.A.R.E. model.](#) *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2019.1570400>

Sulentic Dowell, M-M., Wheeler, S.C., & DiCarlo, C. F. (2019). [Quality mentor teacher training: Preparing the under-prepared for a year-long student teacher](#)

[residency requirement](#). *Mentoring Institute*. University of New Mexico: The Mentoring Institute.

[Grantham-Caston, M. & DiCarlo, C. \(2019\). Video self-reflection](#). *Dialog*, 22(2), 99-102.

[Grantham-Caston, M. & DiCarlo, C. \(2019\). The impact of video self-reflection on teacher practice](#). *National Head Start Association Dialog*, 22(2), 61-75.

Casey, E., **DiCarlo, C.**, & *Sheldon, K. (2019). [Growing democratic citizenship competencies: Fostering social studies understandings through inquiry learning in the preschool garden](#). *The Journal of Social Studies Research*.
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[Grantham-Caston, M. & DiCarlo, C. \(2019\). Lights! Camera! Action! Improving your teaching through video self-reflection](#). *Young Children*, 74(4).

[Grantham-Caston, M., & Perry, M. & DiCarlo, C.F. \(2019\). Playful Reggio Emilia](#). *International Play Association*, Spring-Fall, 20-25.

[Grantham-Caston, M., DiCarlo, C.F., & Sheldon, K. \(2019\). Maker space: Beyond the basic art center](#). *Collaborations*

[Benton, A. & DiCarlo, C. \(2018\). The use of social stories to increase child compliance and decrease verbal aggression in a 5-year old](#). *Journal of Teacher Action Research*, 4(3), 55-67.

[Reames, H. & DiCarlo, C. \(2018\). Using positive reinforcement to increase attentive behavior and correct task performance for preschoolers during extra curricular activities](#). *Journal of Teacher Action Research*, 4(2), 1-9.

DiCarlo, C. & Ota, C. (2017). [Advocacy in early childhood teacher preparation \(Chapter 5\)](#). In *Advocacy in Academia and the Role of Teacher Preparation Programs* (Thomas, U. Ed). IGI Global.

Casey, E.M. & **DiCarlo, C.F.** (2017). [Early childhood education teachers' constructs of teacher quality in Belize](#). *Early Child Development and Care*, DOI:10.1080/03004430.2017.1337009, p.1-15.

[Reames, H. Sistrunk, C., Prejean, J., & DiCarlo, C.F. \(2016\). Advocating for recess: Preservice teachers perspectives on the advocacy process](#). *Journal for Service-Learning, Leadership, and Social Change*.

Casey, E. & **DiCarlo, C.F.** (2016). Social studies surprises found in the garden. Focus on PK/K, *Early Years Bulletin*, 4(2), 7-10.
<http://www.acei.org/sites/default/files/eybwinter2016.pdf>

DiCarlo, C.F., Baumgartner, J., & Ourso, J. & Powers, C. (2016). [Using least-to-most assistive prompt hierarchy to increase child compliance with teacher directives in preschool classroom.](#) *Early Childhood Education Journal*, 44(6) 1-10.doi:10.1007/s10643-016-0825-7

DiCarlo, C.F., & Meilkyan, S. (2016). [Increasing the communicative behaviors of children with low levels of communicative initiations in an inclusive preschool classroom.](#) *Literacy Experiences Special Interest Group (LESIG)*, 46(1) 14-35.

Beach, D., & DiCarlo, C.F. (2016). [Can I play, again? Using a literacy ipad app to increase letter recognition & phonemic awareness.](#) *Journal of Teacher Action Research*, 2(2), 70-76.

Baumgartner, J., McBride, B., Ota, C., & DiCarlo, C. (2016). [How much do they need to be the same? What parents believe about continuity between home and childcare environments.](#) *Early Child Development and Care*, 115, 19-36.

DiCarlo, C.F., Baumgartner, J., Ota, C., & Geary, K. (2016). [Child sustained attention in preschool-aged children.](#) *Journal of Research in Childhood Education*, 30(2), 143-152.

Reames, H. & DiCarlo, C.F. (2016). [Creating a learner-centered classroom.](#) Focus on PK/K, *Early Years Bulletin*, 3(3), 1-3, 7.

Casey, E. M. & DiCarlo, C.F. (2015). Play traditions in the Garifuna culture of Belize. *International Play Association eJournal*, www.Ipausa.org.

Deris, A., & DiCarlo, C.F. (2015). [Effects of using a weighted or pressure vest for a child with autism.](#) *Autonomy, the critical journal of interdisciplinary Autism studies*, 1(4).

Watson, K.J. & DiCarlo, C.F. (2015). [Increasing completion of classroom routines through the use of picture activity schedules.](#) *Early Childhood Education Journal*. DOI 10.1007/s10643-015-0697-2

Carson, R., Lima, M. & DiCarlo, C.F. (2015). *Play On! Playground learning activities for youth fitness (2nd edition)*. Reston, VA: American Association for Physical Activity and Recreation.

DiCarlo, C.F., Baumgartner, J., Ota, C., & Jenkins, C. (2015). [Preschool teachers' perceptions of rough and tumble play vs. aggression in preschool-aged boys.](#) *Early Child Development and Care*, 185(5-6), 779-790.

Pere, C., Ginn, R., Hill, N., & DiCarlo, C.F. (2015). [Childhood Obesity prevention: A service-learning advocacy project.](#) *Journal for Service-Learning, Leadership, and Social Change*.

- DiCarlo, C.F. & Haney, L.** (2014). [Action research/evidence-based practice in early childhood](#). *Focus on Infants & Toddlers*, 1(4), 11-14.
- DiCarlo, C.F., Onwujuba, C., & Baumgartner, J.J.** (2014). [Infant Communicative Behaviors and Maternal Responsiveness](#). *Child and Youth Care Forum*, 43(2), 195-209.
- Deris, A. R., & DiCarlo, C. F.** (2013). [Working with young children with autism in inclusive classrooms](#). *Support for Learning*, 28(2), 52-56.
- Baumgartner, J., & DiCarlo, C.F.** (2013). [Reducing workplace stress](#). *Childcare Exchange*. May/June, 60-63.
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- Deris, A. R., DiCarlo, C., Flynn, L. L., Ota, C., & O'Hanlon, A.** (2012). [Investigation of social supports for parents of children with autism](#). *International Journal of Early Childhood Special Education*, 4(1), 17-32.
- DiCarlo, C., Baumgartner, J., Schellhaas, A., & Pierce, S.** (2012). [Using Structured Choice to Increase Child Engagement in Low Preference Centers](#). *Early Child Development & Care*, 183(1), 109-124.
- Baumgartner, J., Burnett, L., DiCarlo, C. & Buchanan, T.** (2012). [An inquiry of children's social support networks using eco-maps](#). *Child and Youth Care Forum*, doi: 10.1007/s10566-011-9166-2
- DiCarlo, C., Pierce, S., Baumgartner, J.J., Harris, M., & Ota, C.** (2012). [Whole-group instruction practices and children's attention: A preliminary report](#). *Journal of Research in Childhood Education*, 26(2), 154-168.
- DiCarlo, C. & Baumgartner, J.** (2011). Promoting Positive Behavior in the Preschool Classroom. *Focus on Pre-K and K*, 24(1), 4-7.
- Baumgartner, J., DiCarlo, C., & Apavaloie, L.** (2011). Finding more joy in teaching children. *Dimensions Extra*, 39(2), 21-24.
- Baumgartner, J., DiCarlo, C., & Apavaloie, L.** (2011). [Finding more joy in teaching children](#). *Dimensions*, 39(2), 34-38.
- Flynn, L., & DiCarlo, C.** (2009). Using a transdisciplinary teaming service delivery approach in preschools. *Focus on Inclusive Education*, 6(4), 2-3.

- Guan, X. & **DiCarlo, C.F.** (2009). Minimizing stressors in the early childhood classroom. *Collaborations*, 2, 22-23.
- DiCarlo, C.F.** & Vagianos, L.A. (2009). [Preferences and play](#). *Young Exceptional Children*, 12(4), 31-39.
- DiCarlo, C.F.**, Schepis, M., & Flynn, L. (2009). [Embedding sensory preferences in toys to enhance toy play in toddlers with disabilities](#). *Infants and Young Children*, 22(3), 187-199.
- Flynn-Wilson, L., & **DiCarlo, C.F.** (2009). Transdisciplinary intervention: What does it look like in community-based child care? *Collaborations*, 1, 30-32.
- DiCarlo, C.F.** (2009). Teacher as Researcher: Playing alone or with peers? *Collaborations*, 1, 8.
- DiCarlo, C.F.**, Benedict, J., & Aghayan, C. (2008). Social proximity of preschoolers with disabilities in an inclusive classroom. *The Journal of Early Childhood Education and Family Review*.
- Torres, A. & **DiCarlo, C.F.** (2008). Positive Guidance. *Collaborations*. 3, 14-15.
- Wayne, A., **DiCarlo, C.**, Burts, D., & Benedict, J. (2007). [Increasing the literacy behaviors of preschool children through environmental modifications](#). *The Journal of Research in Childhood Education*, 22(1), 5-16.
- DiCarlo, C.F.**, Burts, D., Buchanan, T., Aghayan, C., & Benedict, J. (2007). [Making Lemonade from Lemons: Early Childhood Teacher Educators' Programmatic Responses to Hurricanes Katrina and Rita](#). *Journal of Early Childhood Teacher Education*, 28 (1), 61-68.
- Ota, C., **DiCarlo, C.F.**, Burts, D., Laird, R., & Gioe, C. (2006). [The impact of training on caregiver responsiveness](#). *The Journal of Early Childhood Teacher Education*, 27, 149-160.
- DiCarlo, C.F.**, Stricklin, S., & Reid, D.H. (2006). [Increasing toy play among toddlers with and without disabilities by modifying structural quality of the classroom environment](#). *National Head Start Association Dialog*, 9(1)49-62.
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- DiCarlo, C.F.**, & Reid, D.H. (2004). [Increasing pretend toy play among 2-year-old children with disabilities in an inclusive setting](#). *Journal of Applied Behavior Analysis*. 37, 197-207.

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Manuscripts under review

Ragathan, J. & DiCarlo, C. (in revision). Yoga & Young Children. *Teaching Young Children* (April 2024)

Lambert, K., DiCarlo, C. & Rueter, D. (under review). Using Games and Activities to Increase Inhibitory Control Skills in Kindergarten-Aged Children. *Early Childhood Education Journal* (June 2024).

Benoit, A.M. Page, T.F., DiCarlo, C.F. & Grantham-Caston, M. (in revision). Quality of infant caregiving, early childhood teachers' relational perceptions, infant classroom characteristics. *Early Child Development and Care* (Feb 2024).

Culotta, E., DiCarlo, C. & Rueter, D. S. (under review). Using mindfulness practices to increase self-regulation in pre-kindergarten and kindergarten-aged children. *Child & Youth Care Forum* (April, 2024).

Manuscripts in preparation

DiCarlo, C., Ota, C., & Rueter, D. (in preparation). Child-sustained attention in three-year-olds.

Smith, A. & **DiCarlo, C.** (in preparation). How Teachers Identity Characteristics of the Reggio Emilia Philosophy in Practice: A Case Study.

Books reviews/ non-refereed publications

Agahayan, C., & **DiCarlo, C.F.** (2006). “Get on board little children” Planning for transitions in the classroom. *Collaborations*. (prior to 2008, *Collaborations* was not peer-reviewed).

DiCarlo, C.F. (December, 2006). *Strategies to Help Children Manage Daily Transitions*. Interview published in *Early Childhood Report*, 17(12), p. 6.

Burts, D.C., Buchanan, T., Benedict, J., & **DiCarlo, C.** (2005). Developmentally appropriate educational practices in early childhood programs: An economic investment for the future. *Louisiana Agriculture*, Fall, 35-38.

DiCarlo, C.F. (2003). Review of the book *Research in special education: Designs, methods, and applications*. *Rehab Counseling Bulletin*, 46(4), 245-246.

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Undergraduate Research

Discover Day 2020

Karley Doyle *Using a multi-sensory intervention to increase letter recognition, phoneme identification, and letter formation in a kindergarten classroom*

Received 2nd place overall LSU Discover Day; 1st place CHSE

Katherine Estes *Using teacher play invitation to increase social play in a preschool child*

Discover Day 2019

Hana O’Neill *Enhancing Self-Regulation Using Positive Behavior Support in a Preschool-Aged Child*

Madison Rohm *Coaching Peer Engagement and Appropriate Prosocial Behaviors in Preschool Children*

Gabrielle Schnebelen *Increasing Letter and Sound Recognition*

Discover Day 2018

Emilee Delaune *Using Comprehension Aiding Strategies to Increase the ESL Student's Compliance to a Teacher's Directive in a Kindergarten-Aged Child*

Madison Liggio *Using Social Stories to Increase Appropriate Social Skills*

Madelyn Michael *Using a Literacy Based Behavioral Intervention to Increase Appropriate Social Responses in a Kindergarten Classroom*

Kassidy Mueller *Using Movement to Increase Student Engagement in a Pre-Kindergarten Aged Child*

Autumn Smith *Using Multi-Sensory Activities to Increase Alphabetic Awareness in a Pre-Kindergarten-Aged Child*

Maria Torregrossa *Increasing Hand Raising in Kindergarten-Aged Children Through Verbal Praise and Planned Ignoring*

Discover Day 2017

Allison Antie *Using Physical Activity to Increase On-Task Behavior in a Preschool Aged Child*

Kelli Attales *Lowering the Classroom Noise Level During Centers through Verbal Reinforcement*

Taylor Bell *Using Visual Feedback to Decrease Defiance in a Preschool-Aged Child*

Kali Boquet *Using Positive Praise and Planned Ignoring to Increase Hand Raising in a Kindergarten-Aged Child*

Mary Mercer Buquet *Planned Ignoring With Temper Tantrums*

Sarah Bushnell *Teaching with Strengths in Trauma-Affected Students: A New Approach to Healing and Growth*

Megan Daley *Increasing On-task Behaviors in a Kindergartener by Implementing Physical Activity*

Allison Davidson *Increasing Social Interaction Using Peer Partners in a Kindergarten Aged Child*

Allison Fields *Increasing On-Task Behavior Using Positive Reinforcement Intervention on a Preschool-Aged Child*

Taylor Fournier *Using Child Preference to Ease the Morning Transition to School in a Preschool-Aged Child*

Whitnee Gray *Using Social Modeling to Increase Peer-To-Peer Request for Assistance in Kindergarten*

Jasmine Jackson *Using Verbal Praise and Planned Ignoring to Improve Child Behavior During Whole Group Instruction in Kindergarten*

Caroline Jordan *Preferential Seating*

Mary Morgan Kelley *Using a Multisensory Activity to Increase Letter and Phoneme Identification in a Pre-Kindergarten-Aged Child*

Morgan Lahasky *Using Multisensory Activities to Increase Number Recognition in Preschool-Aged Children*

Kelsey LeDoux *Increasing Numeral Identification Using a Number Board Game In a Preschool-Aged Child*

Johanna Majors *Decreasing Socially Inappropriate Communication Using Social Stories in a Preschool-Aged Child*

Lindsey Melancon *Using "FUNtervals" to Increase On-Task Behavior in a Kindergarten Aged Child*
Nhu Nguyen *Teaching Effective Handraising Using a Visual Cue in a Kindergarten Classroom*
Delaney Olister *Using Storybook Intervention to Increase Social Interaction*
Sarah Rao *Using Least-to-Most Prompting to Increase Child Compliance to Teacher Directives in a Preschool-Aged Child*
Lauren Seaner *Using Encouragement to Decrease Tantrums in a Preschool-Aged Child*
Stephanie Sommers *Increasing Hand Raising Using Visual Cues in a Kindergarten-Aged Child*
Frances Thompson *Can a Physical Activity Intervention Improve Letter and Sound Recognition for a Child in Kindergarten?*

Discover Day 2016

Whitney Amato *Increasing Phonemic Awareness using a Word Box Intervention*
Kelsey Brown *Increasing Letter Formation and Recognition Using Multi-Sensory Intervention*
Allison Cutrera *Increasing Task Completion Using Positive Incentives*
Molly Guidroz *Decreasing Socially Inappropriate Communication using Social Stories*
Falen Johnson *Time Consuming Transitions*
Nancy Leavines *Appropriate Sitting in the Whole Group Setting*
Hayden Lyons *Increasing Handwriting Skills Using Fine Motor Dexterity Intervention*
Kathleen Nguyen *Increasing Abilities to Write Numbers Using Multi-Sensory Interventions*
Kayla Patton *Decreasing Aggressive Behavior Using Social Stories*
Anne Pizzini *The Effects of Structured Choice in Participation of Centers*
Avery Rodrigue *Using Letter Building to Increase Letter Recognition for Pre-Kindergarten Students*

Discover Day 2015

Megan Barrilleaux *Will Pre-Printed Response Cards Increase the On-Task Behavior of a 5-year Old Girl?*
Karah Bergeron *Increasing Hand Raising During Whole Group Instruction*
Madison Blackford *Increasing Letter Recognition and Phonemic Awareness Using a MultiSensory Intervention*
Carlye Breuhl *Decreasing Socially Inappropriate Initiations During Center-Based Instruction*
Abbie Brown *Increasing Child Attention during Whole Group in Kindergarteners*
Alexis Canseco *Using Planned Ignoring to Increase Hand Raising During Whole Group Instruction on a Kindergarten Aged Child*
Roni Carver *Socially Appropriate Behavior Using Positive Reinforcement and Planned Ignoring*
Tabitha Dalgo *Increasing Socially Appropriate Behavior in a Pre-Kindergarten-Aged Child Using Positive Feedback*
Melissa Davis *Teacher Made Assessment*
Mary Elizabeth DeRouen *Increasing Socially Appropriate Interactions with Peers in Preschoolers*

Katie Duhon *Increasing On-Task Behavior Through a Fixed-Time Attention Intervention*
Lakeisha Fair *Using Least-to-Most Prompting to Increase Compliance to Verbal Directions*
Meghna Gopal *Increasing Socially Appropriate Behavior with Peers*
Erin Hebert *Increasing Attention During Whole Group in Kindergarteners*
Caroline Hulin *Increasing Attention During Whole Group in Pre-Kindergarteners*
Sari Pipes *Shoe Tying in Preschool*
Brooke Price *Increasing Shoe Tying Behavior by Using Task Analysis Picture Schedule in a Preschool-Aged Child*
Michael Sarrazin *Using Planned Ignoring to Increase Social Appropriate Behavior in a Kindergarten-Aged Girl*
Kristen Schulz *Increasing On-Task Behavior Using If-Then Planning*
Kaitlyn Strecker *Increasing Socially Appropriate Behavior Through Coaching*
Tina Vincent *Enhanced Alphabet Knowledge*
Jenn Winston *Increasing On-Task Behavior During Center Time in a Preschool-Aged Boy*

Discover Day 2014

Angela Sansone *Motivating Students to excel in the Classroom*
Stacy Allen *Increasing Letter Recognition through Technology*
Rachel Ginn *Increasing a Child's Physical Activity through Peer Intervention at Recess*
Lauren Armstrong *Shape Recognition*
Olivia Artall *Function- Based Intervention during Whole Group Activity*
Dorothy Beach *Using Technology Intervention to Promote Literacy Skills*
Caroline Berry *Increasing Appropriate Reporting in the Classroom*
Courtney Braud *Increasing Expressive Language*
Morgan Clinkscales *Length of Whole Group and Attention*
Libby Dupre *Behavior Intervention*
Mary "Molly" Dutel *Behavioral Intervention of a 6-year-old child*
Kimberly Esteves *Using a Coaching Intervention for Proper Social Behavior*
Madelynn Fish *Mylee's Compliance*
Briana Guillory *Attention during Independent Work*
Noelle Hill *Behavior Modification through Feedback*
Taylor Hoffman *Task Analysis*
Alexandra Huffman *Attention Seeking Behavior*
Kristen Johnston *Increasing Hand Raising During Whole Group Instruction*
Katheryn Lloyd *Behavior modification of a 4-year-old pre- kindergarten student*
Kiara McKee *Handwriting Intervention*
Catherine Messina *Increasing a Child's Numeracy skills with a Computer Based Intervention*
Chelsea Pere *Increasing Appropriate Behavior in Whole Group Instruction Through Appropriate Praise*
Kaitlen Perkins *Attention in Whole Group*
Megan Prudhomme *Increasing Shoe Tying Skills using a Picture Activity Schedule*
Samantha Prudhomme *Disruptive Behavior Intervention*

Olivia Robe *Increasing Participation & Completion of Activities using a Reinforcer Menu*
Allie Ryan *Prolonging Engagement through Choice*
Simone Smith *Improving Name Writing Using Sensory Activities*
Hannah Strain *Using Social Stories to Influence Social Behaviors*
Tracy Templet *Increase Appropriate Behaviors during Whole Group Instruction Using Self-monitoring and Rewards*
Michelle Trahan *Staying Awake at School- Implementing a Bedtime Routine*
Sarah West *Using Recommended Practices for Increasing Attention during Whole-Group Instruction*
Jasmine Whittington *Using Structured Choice to Increase Engagement During Center Time*
Christine Wiegel *Increasing Child Attention in the Whole Group Setting*

Awards

DiCarlo, C. (2024). Established Career Research Award. National Association for Early Childhood Teacher Educators.

DiCarlo, C. (2022). CHSE Faculty Research Award. College of Human Sciences & Education, LSU.

DiCarlo, C. (2021). NAECTE Advocacy Award. National Association for the Education of Young Children.

DiCarlo, C. (2021). Loyola Women's Leadership Academy - 2022 Cohort. Loyola University, New Orleans.

DiCarlo, C. (2021). Summer 2021 Fellow. HERS Institute. Bryn Mawr College, Bryn Mawr, PA.

DiCarlo, C. (2020). NAECTE Outstanding Early Childhood Teacher Educator. National Association for the Education of Young Children.

DiCarlo, C. (2020). CXC Outstanding Faculty. Louisiana State University.

DiCarlo, C. (2018). Established Career Research Award. National Association for Early Childhood Teacher Educators.

DiCarlo, C. (2018-2019). SEC Academic Leadership Development Program, LSU.

DiCarlo, C. (2016). CHSE Faculty Service Award. College of Human Sciences & Education, LSU.

DiCarlo, C. (2016-2017). Community Engaged Research Scholar, Center for Community Engagement, Learning & Leadership, LSU.

DiCarlo, C. (2013). Champions of Service Volunteer of the Year: Plantation Region. Volunteer Louisiana. (for service to *The Life of a Single Mom Ministries*)

Sansone, A., & **DiCarlo, C.** (2013). LSU Undergraduate Research Award (College of Human Sciences and Education).

DiCarlo, C., Pierce, S., Baumgartner, J.J., Harris, M., & Ota, C. (2012). Research Paper of the Year: Whole-group instruction practices and children's attention: A preliminary report. *Association for Childhood Education International*.

DiCarlo, C. (2010). Tiger Athletic Foundation Teaching Award. College of Agriculture, LSU.

DiCarlo, C. (2007). Service-Learning Faculty Scholars Seminar, LSU.

DiCarlo, C. (2006). CXC Summer Workshop, LSU.

DiCarlo, C. (1999). Special Recognition Award of the Louisiana Speech-Language-Hearing Association for Outstanding contributions to the Professions of Speech-Language Pathology and Audiology, Louisiana Speech-Language-Hearing Association.

External grants (student names are underlined)

DiCarlo, C. (2023-24). Early Childhood Ancillary Certificate: Cohort 4. Louisiana Department of Education. \$42,680.00.

DiCarlo, C. (2023-2024) Early Childhood Dual Enrollment Pilot Program - Implementation. Board of Regents. \$194,000.00

DiCarlo, C. (2023). EBR Believe Grant Workforce. East Baton Rouge Schools. \$6,000.00

DiCarlo, C. (2022-23). Early Childhood Ancillary Certificate: Cohort 3. Louisiana Department of Education. \$65,960.00

DiCarlo, C. (2023). American Rescue Plan Act (ARPA) Stabilization Grant Round 4. Louisiana Department of Education. \$101,721.00

DiCarlo, C. (2023). Pointe Coupee Early Childhood Coalition Coaching. \$20,000.00

DiCarlo, C. (2023). American Rescue Plan Act (ARPA) Stabilization Grant Round 3. Louisiana Department of Education. \$162,624.00

DiCarlo, C. (2023). Child Care Resource and Referral agency (RFP # 378821767) West Baton Rouge parish. Louisiana State Procurement. \$200,000 estimate year/4 years not funded

DiCarlo, C. (2023) Early Childhood Dual Enrollment Pilot Program Planning. Board of Regents. \$50,000.00

DiCarlo, C. (2022). Early Childhood Ancillary Certificate: Cohort 2. Louisiana Department of Education. \$83,420.00

DeMeulenaere, M., Perkins, P. & **DiCarlo, C. (2022).** Apprenticeship Building America: Early Childhood Workforce. \$399,999.00 not funded.

DiCarlo, C. (2022). Teacher Supplemental Pay Pilot. Louisiana Department of Education. \$130,630.00

DiCarlo, C. (2021). Teacher Performance Stipend. East Baton Rouge Ready Start Network PDG Grant. \$7000.00

DiCarlo, C. (2022). Pointe Coupee Early Childhood Coalition Coaching. \$20,000.00

DiCarlo, C. (2022). Silver Buckshot, Not Silver Bullet: A Comprehensive Approach to Early Childhood Workforce Shortage through Research-Practice Partnerships. Comprehensive Departmental Enhancement Grant: Education. Louisiana Board of Regents. \$1,000,000.00 not funded

DiCarlo, C. (2022). American Rescue Plan Act (ARPA) Stabilization Grant Round 2. Louisiana Department of Education. \$431792.64

DiCarlo, C. (2021). Early Childhood Ancillary Certificate: Cohort 1. Louisiana Department of Education. \$71780.00

DiCarlo, C. (2021). LSU Louisiana Early Leaders Academy. Louisiana Department of Education. \$1,052,046. not funded

DiCarlo, C. (2021). American Rescue Plan Act (ARPA) Stabilization Grant Round 1. Louisiana Department of Education. \$332,789.76.

DiCarlo, C. (2021). Louisiana Child Care Provider (LaCAP) Relief Grant; round 6. \$175,000.00

DiCarlo, C. (2021). Teacher Performance Stipend. East Baton Rouge Ready Start Network PDG Grant. \$2150.00

DiCarlo, C. (2021). Louisiana Child Care Provider (LaCAP) Relief Grant; round 5. \$57,800.00

DiCarlo, C. (2021). Louisiana Child Care Provider (LaCAP) Relief Grant; round 4. \$36,200.00

DiCarlo, C. (2021) Louisiana Child Care Provider (LaCAP) Relief; round 3. \$24,000.00

DiCarlo, C. (2020). EBR COVID Community Child Care Recovery Grant Application. \$4500.00

DiCarlo, C. (2020). COVID-19 Safe Operations. Capital Area United Way. \$1000.00

DiCarlo, C. (2020). Child Care Recovery & Support Award. Volunteers of America. \$500.00

DiCarlo, C. & Grantham-Caston, M. (2020). Conducting In-House Professional Development using Video Self-Assessment & Feedback. Louisiana Department of Education module. \$10,000

Jenkins, C., Barnes, A., & **DiCarlo, C.F.** (2019). Connecting the Pieces Using Standards with Infants & Toddlers. Louisiana Department of Education module. \$10,000

Barnes, A., Jenkins, C. & **DiCarlo, C.F.** (2019). Connecting the Pieces Using Standards with Preschoolers. Louisiana Department of Education module. \$10,000

Jenkins, C. & **DiCarlo, C.** (2019). Technical Assistance and Early Childhood Education. St. Landry School Board Early Care and Education Program. \$22,500.00

DiCarlo, C.F. (2019). Implementing a sliding-fee scale for Pell grant eligible student families. Child Care Access Means Parents in School Program (CCAMPIS) (CFDA # 84.335A). U.S. Department of Education. \$369,204.00

DiCarlo, C.F. & Davis, T. (2018). Workforce Development: LSU Early Childhood Leaders Program Comprehensive Developmental Enhancement Proposal (Multidisciplinary). Louisiana Board of Regents. \$999,981.00 not funded

Davis, T., & **DiCarlo, C.F.** (2018) Examining the Effects of Preschool Curricula on Youth Behavioral, Psychological, and Executive Functioning. Board of Regents Research & Development Program. \$19,981.00 not funded

DiCarlo, C.F., & Grantham-Caston, M. (2018). PK-3 Mentor Teacher Celebration. University Presbyterian Grant Program. \$600.

DiCarlo, C.F., & Grantham-Caston, M. (2018). Greaux a Garden. Louisiana Department of Agriculture & Forestry. \$800.00

DiCarlo, C.F., & Grantham-Caston, M. (2016). Gardening for Imagination, Flavor, and Ownership. Project Learning Tree. \$1000.00

Barrera, S., & **DiCarlo, C.F.** (2015). Increasing Mentor Teacher Capacity in Inner City Schools. Believe & Prepare: Louisiana Believes grant. \$200,000.00.

DeMeulenaere, M., **DiCarlo, C.**, Casbergue, R., & Baumgartner, J. (2013). Increasing access to child care: Research-based quality. US Department of Education CCAMPIS Grant (Child Care Access Means Parents In School). \$596,528.00 Not funded.

DiCarlo, C., Casbergue, R., & Baumgartner, J. (2012). An investigation of a tiered model of technology-based teacher mentoring to increase literacy and language outcomes for young children. *Application Investing in Innovation Development Grants*, CFDA 84.411P. \$650,000 for 3 years. Not funded.

DiCarlo, C., Casbergue, R., & Baumgartner, J. (2011). *Video Mentoring As Intervention: Training Teachers to Implement Recommended Practices through Technology*. Proposal submitted to the Board of Regents. \$198,379 for 3 years. Not funded.

Flynn, L. & **DiCarlo, C.** (2007) Louisiana Early Education Program (LEEP). Louisiana Department of Education. \$150,000 funded. 3-year grant. Outcome: 3 courses required for Early Intervention certification taught each summer.

DiCarlo, C., Pierce, S., & Baumgartner, J. (2007) LSU Head Start Child Behavior Study. Proposal submitted to the Administration of Children and Families. \$600,000 (not funded).

DiCarlo, C. & White, R. (2007). Project CARE (Collaboration And Resources for early Education). U.S. Department of Education, \$350,000 (not funded).

DiCarlo, C. & White, R. (2006). Project CARE (Collaboration And Resources for early Education). U.S. Department of Education, \$350,000 (not funded).

Aghayan, C., Kershaw, J., & **DiCarlo, C.** (2006). The Value of Membership. National Association for the Education of Young Children Grant, 2476.00. Funded. Outcome: funds used to help support students in attending the National Association for the Education of Young Children conference.

Internal grants (student names are underlined)

DiCarlo, C. (2024). *ECELP Campus Research Outreach*. CHSE Faculty Research Grant Notification. \$8000.00 pending

DiCarlo, C. (2023). *Child Sustained Attention in One-Year-Olds*. CHSE Faculty Research Grant Notification. \$8000.00

DiCarlo, C. (2021). *Sound System for Unobtrusive Observation Benefitting Student Training*. Student Technology Fee Oversight Committee. \$36,500.00

DiCarlo, C. (2018). *Building Teacher Capacity in Early Childhood through Reggio-inspired Practices*. Economic Development Assistantship. \$25,000 not funded

Casey, E. & **DiCarlo, C.F.** (2018). *Investigating the use of the inquiry-based learning in early childhood education to promote lifelong civic competencies*. Peabody Society Dean's Circle Grant Program. \$2991.50.

DiCarlo, C.F. (2018) *Examining Quality of Interactions in the Infant Classroom*. Dean's Research Grant. \$1500.00.

DiCarlo, C.F. (2018). *An Alternative Approach to Arts Integration in Education: An International Collaboration with the Salisbury University & the University of Bologna*. Dean's Internationalization Grant Program. \$12,145.00.

DiCarlo, C.F. (2018). *An Alternative Approach to Arts Integration in Education: An International Collaboration with the Salisbury University & the University of Bologna*. LSU International Scholar Research/Arts & Performance Grant. \$3000.00

DiCarlo, C. (2017). *Integrating Research Practices into the Early Childhood Classroom*. Economic Development Assistantship. \$25,000 Not funded.

DiCarlo, C.F. (2017). *Distinguished Communicator Classrooms & Resource Lab*. LSU Student Technology Fee Grant Application. \$142,753.05. Not funded.

DiCarlo, C. (2017). *Geaux Global: Gaining an International Perspective of ECE*. Dean's Internationalization Fund. Funding received for 2 ECE graduate students to travel to Chile. \$3000. Funded.

DiCarlo, C. (2016). *Integrating the Reggio Emilia approach into the ECE academic program*. Dean's Research & Travel grant. Funding received for two faculty to travel to Reggio Emilia, Italy. \$7000. Funded.

DiCarlo, C. (2016). *Integrating the Reggio Emilia-inspired philosophy into the ECELP classroom*. Dean's Internationalization Fund. Funding received for four staff of the ECELP to travel to Reggio Emilia, Italy. \$14,000. Funded.

DiCarlo, C. (2016). *Educational Research Laboratory*. LSU Student Technology grant. \$18,844. Funded.

DiCarlo, C. (2016). *Distinguished Communicator Classrooms & Resource Lab*. LSU Student Technology grant. \$142,753.05. Not funded.

Casbergue, R., Curry, J., & **DiCarlo, C.** (2014). *CHSE Undergraduate Distinguished Researcher Program*. Dean's Circle. \$2000. Funded.

Fasching-Varner, K., **DiCarlo, C.**, Casbergue, R. & Eisworth, H. (2014). *Developing Distinguished Mentor Teachers*. Dean's Circle. \$3000. funded.

Simmons, H. & **DiCarlo, C.** (2012). Using self-monitoring & teacher attention to increase academic performance in young children. *Supervised Undergraduate Research Experience (SURE)*. Louisiana Experimental Program to Stimulate Competitive Research (EPSCoR). \$4500. Not funded.

Hebert, C. & **DiCarlo, C.** (2012). Using sensory activities to increase child attention in young children. *Supervised Undergraduate Research Experience (SURE)*. Louisiana Experimental Program to Stimulate Competitive Research (EPSCoR). \$4500. Not funded.

Simmons, H. & **DiCarlo, C.** (2011). *The impact of child sustained attention in the preschool classroom*. College of Agriculture Undergraduate Research Grant. \$1200. Funded.

DiCarlo, C. & Pierce, S. (2009). *Aggression in preschool aged boys*. Billie Collier Research Challenge Grant, \$750. Funded.

DiCarlo, C. (2008). Summer Stipend. Office of Research & Economic Development. \$5000. Funded. Outcome: data analyzed from prior research project; two papers submitted for publication.

DiCarlo, C. (2007). Service-Learning Scholar. Center for Community Engagement and Learning. \$2000 funded. Outcome: courses taught now have community partners and are designed as Service-Learning

DiCarlo, C. (2007). Travel grant. Center for Excellence in Teaching & Learning. \$500. funded. Support to attend the National Association for the Education of Young Children conference with PK3 students to learn more about teaching methodology.

Pierce, S., & **DiCarlo, C.** (2006) The school readiness and attachment project. LSU Undergraduate Research Grant. \$1300.00. Funded. Outcome: funds used to support student thesis research.

DiCarlo, C. (2006, January). Project CARE (Collaboration And Resources for early Education). Billie Collier Research Challenge Grant, \$750. Funded. Outcome: funds used to develop materials to include in 2007 grant submission.

DiCarlo, C. (2005, August). Modifying the Child Care Classroom to Increase Learning in Very Young Children. Entergy Charitable Foundation, \$2500. Funded. Outcome: funds used to hire graduate students to collect data for two research projects.

Stricklin, S., **DiCarlo, C.**, & Reid, D.H. (2001, July). Environmental modifications & engagement in children. Louisiana State University Health Sciences Center Intramural grants, \$5000 funded. Outcome: funds used to hire graduate student to collect data for research project.

Reid, D., Stricklin, S., & **DiCarlo, C.** (2000, July). Assessing preferences of toddlers with disabilities. Louisiana State University Health Sciences Center Intramural grants, \$3500 funded. Outcome: funds used to hire graduate students to collect data for research project.

Banajee, M., **DiCarlo, C.**, & Stricklin, S. (2000, Spring). Core vocabulary determination for toddlers. Louisiana State University Health Sciences Center Intramural grants, \$5000 funded. Outcome: funds used to hire graduate students to collect data for research project.

Internationalization Efforts

- 2018 Study of the Early Childhood Practices in the Emilia-Romagna Region took a group of undergraduate, graduate students and faculty to take a course from faculty at the University of Bologna and Salisbury University.
- 2017 Integrating Reggio-inspired Practices into the ECE Programs took a study group of students, teachers, administrators, and faculty to the Loris Malaguzzi Center
- 2015 Reggio Emilia in the Early Childhood Classroom. Took a group of faculty and undergraduate students to visit the Loris Malaguzzi Center.

Chair of Program Committees

Upper Division Honors Distinction

Madison Liggio

2019

Maria Toregrossa 2019

Master's Degree Year of Graduation

Emily DuBoulay	2022
Ellyn Culotta	2021
Autumn Smith	2021
Laura Simmons	2021
Kathryn Ackermann	2021
Kaitlyn Lambert	2020
Jeanette Bankston	2019
Kelleigh Berryhill	2018
Kaitlyn Geffen	2018
Sarah West	2018
Caroline Hulin	2018
Erin Hebert	2017
Michelle Grantham-Caston	2016
Heather Reames	2015
Kaitlen McCahan	2015
Kamille Watson	2013
Kelly Geary	
Courtney Powers	2011
Charlene Jenkins	2010
Chinwe Onwujuba	2009
Shelley Scott	2009
Mauree Harris	2008
Susanna Meilykan	2008
Jamie Ourso	2007
Angela Wayne	2006
Andree Shellhaas	2006
Carrie Ota	2005

Doctoral Degree

Elizabeth Elizardi	2022
Michelle Grantham-Caston	2020
Michelle DeMeulenaere	2015

Member of Program Committees

Honors Thesis

Amber Bennett (kins)	2016
Katie Fenerty (psyc)	2009

Master's Degree

Kelsey Brown	2019
Kathleen Nguyen	2019
Hayden Lyons	2019
Thomas Deris (U of MN)	2016

Doctoral Degree

Alexandra Benoit (social work)	2020
Mistie Perry	2019
Anjenette Holmes	2018
Holly Bell	2011

Membership in professional organizations

National Association for Early Childhood Teacher Educators, 2004-present.

American Education Research Association, 2009- present.

Association for Behavior Analysis, 2001- present.

Division of Early Childhood, Council for Exceptional Children, 1996 - present.

National Association for the Education of Young Children, 1996 - present.

Association for Childhood Education International, 1996 - present.

Gamma Sigma Delta, National Agriculture Honor Society, 2007-2012.

Phi Delta Kappa, Special Education Honor Society, 1999 - 2004.

Student organizations advised

Faculty advisor, College of Human Sciences and Education Undergraduate

Distinguished Scholars, 2014- present.

Faculty advisor. Student Association for the Education of Young Children. 2005-present <http://chse.lsu.edu/news/AEYCCoatDrive.shtml>

Faculty advisor, School of Education Graduate Student Association, 2016.

University Service

Executive Board, Life Course and Aging Center, 2017 - present.

Discover Day Advisory Board, 2016-2019.

Communication across the Curriculum Advisory Council 2014 – 2016.

College Service

SACS QEP co-chair, 2013 – 2018.

Discovery & Research Committee, 2014-present.

Courses & Curricula committee, 2016-2017.

Communication & Public Relations Committee, 2015–2017.

LCAC Conference Proposal Reviewer. 2015 - present.
Reviewer, Honors College Outstanding Thesis Committee, 2014.
LSU Press Committee, 2009 - 2012.
Les Voyageurs Committee, 2009- 2012.

Departmental Service

SoE Student Awards Ceremony, co-chair, 2015-2018.
Graduate Advisor, Family, Child, & Consumer Sciences, 2009-2011.
Strategic Planning Committee, School of Human Ecology, 2010 – 2011.
Undergraduate Assessment Matrix Committee, Coordinator, Family, Child, & Consumer Sciences, 2010 – 2011.
Graduate Assessment Matrix Committee, Family, Child, & Consumer Sciences, 2010-2011.
Undergraduate Recruitment Committee, School of Human Ecology, 2008-2009.
Chair. School of Human Ecology, Family Child, & Consumer Science Search Committee for Early Childhood Faculty (2006, 2007).
Student Awards Committee, School of Human Ecology, 2005-2007.

Professional Service

Advisory boards

Louisiana Children's Cabinet Advisory Board, 2023 present.
Early Childhood Care and Education Commission, 2018 - present.
Birth to Kindergarten Statewide Curriculum Committee, 2017-2018.
Dream Teachers Advisory Board, 2016.
Vice President Membership, NAECTE, 2016-2019.
Awards Co-Chair, NAECTE, 2015-2016.
ACEI Research Committee, 2012 – 2019.
ACEI Publications Committee, 2013 – 2019.
The Life of a Single Mom Ministries, Executive Board, 2012 – 2015.
Zero to Three Technical Assistance Task Force, Louisiana Department of Education, Member, 2015-2016.
Early Childhood Curricular Review Team, Louisiana Department of Education, Member, 2015 – 2016.
Region 6 Representative. National Association of Early Childhood Teacher Educators (NAECTE). 2013 – 2015.
Child Death Review Panel. Office of the Governor, 2009-2014.
Epiphany Day School Board of Trustees, 2007- 2009.
Comprehensive System for Professional Development (CSPD) Subcommittee of the State Interagency Coordinating Council (SICC), 2008 – 2010. (This is the advisory board for Early Steps of Louisiana, the birth to three system for children with disabilities)
Behavior Consultant: East Baton Rouge Parish Public Schools, Title I Program (2005-2007).

Program Evaluator: State Department of Education, Preschool Special Educator Evaluator (Early Childhood Environmental Rating Scale). (2004-2005).

Louisiana Foundation for Children, 2004. (This was a non-profit group that did fundraising and gave out grants for organizations working with young children).

Natural Environments Committee of the State Interagency Coordinating Council (SICC), 2001 – 2006. (This is the advisory board for Early Steps of Louisiana, the birth to three system for children with disabilities)
Validator, NAEYC, 1999-2001.

Division for Early Childhood Recommended Practices Grant, 1999. (This was the workgroup for Council for Exceptional Children, Division for Early Childhood that synthesized research in early childhood special education to put together the Recommended Practice in Early Childhood Special Education)

Member, Strategic Planning Committee, Division for Early Childhood of the Council for Exceptional Children, 5-Year Strategic Plan Development, 1999.

Local Arrangements Committee, Division for Early Childhood of the Council for Exceptional Children, Chicago, IL, 1998.

Research Committee of the International Division for Early Childhood of the Council for Exceptional Children New Orleans, LA, 1997 - present.

LSU Medical Center Children's Fund, 1996 - 2003.

Journals edited, manuscripts refereed, proposals reviewed.

Editorial board. *Beyond Behavior*, 2021 - present.

Editorial board. *Journal of Teacher Action Research*, 2015 - present.

Editorial board. *Infants & Young Children*, 2018- present.

Reviewer. *Pedagogical Approaches and Service-Learning in Teacher Preparation* (doi:10.4018/978-1-5225-4041-0.ch001), 2018.

Co-editor. Focus on PK/K. *Association for Early Childhood International (ACEI)*. 2013- 2017.

Publications Committee, Association for Childhood Education International, 2013-2019.

Ad Hoc Reviewer

Child & Family Behavior Therapy, 2020

Child Care in Practice, 2020

Journal of Research in Childhood Education, 2012 - present

Journal of Early Childhood Research, 2014- present

Infants & Young Children, Journal of the International Society on Early Intervention, 2012

International Journal of Disability, Development, & Education 2009.

National Head Start Association Dialog, 2014 *Journal of Early Intervention*, October 2001. *Young Exceptional Children*, June, 2001.

Collaborations, 2008-present.

Dimensions of Early Childhood, 2006-present.

Advisory Councils

Pearson Publishing, 2009. Effective Practices in Early Childhood Education text.
Teaching Strategies, 2008. Allyn & Bacon's upcoming Early Childhood Education text, *Effective Practices in Early Childhood Education: Becoming an Intentional Teacher*, 2008. (Publication company currently piloting a new assessment tool)
East Baton Rouge Title I Program. Behavioral Intervention. 2005-2007.
International Division for Early Childhood Conference, Council for Exceptional Children (1999, 2001, 2002), Washington, D.C
MAP to Inclusive Child Care Committee, 1999 – 2003. (Organization aimed at raising awareness of inclusion in child care, educating care givers on services available at their center for children with disabilities, and providing basic information on working with children with disabilities).
Article Coder, Quantitative Research Articles, Division for Early Childhood Recommended Practices Manual. (1999). (Participated in article review for preparation of the Division for Early Childhood's Recommended Practice Guide)

Other External Service

Consulting

Graduate Program Review. (2022). University of Arkansas METP, AR. Compensated.
Minnesota State University, Mankato (2022). SPED 600: Educational Research Methods course. Compensated.
Minnesota State University, Mankato (2012 - 2020). SPED 625: Early Intervention Methods course. Compensated.
Graduate Program Review. (2018). Old Dominion University, VA. Compensated.
PRIME TIME PLUS (2017-2018). Louisiana Endowment for the Humanities. Compensated.
Family Reading Time (2016-2018). Louisiana Endowment for the Humanities. Compensated.
PRIME TIME (2016-2018). Louisiana Endowment for the Humanities. Compensated.
Bifinity Games. (2016). Music warrior: Learning through music. Grant preparation.
Play Core (2013/2014). Write manual for gross motor play. Compensated.
Teaching Strategies (2012). Write literature review with Dr. Casbergue. Compensated.
Excellence for Children (non-profit agency that provides training and technical assistance to child care & family home providers). Trainer /Technical Assistance Provider. 2006-2010.
First Three Years (non-profit agency that provides training and technical assistance to child care & family home providers). Program Reviewer. 2009.
Louisiana Department of Education. Program Quality Monitoring. 2004-2005.

National & International Presentations (student names are underlined)

Sulentic Dowell, M.M., Lewis, H., & **DiCarlo, C.** (2024). *An historical analysis of unintended consequences and impacts on teachers and the teaching profession: A re-examination of Milner's classic policy brief on three reform strategies*. Critical Questions in Education (CQiE) Conference, New Orleans, LA. March 3-6, 2024.

Sulentic Dowell, M.M., Lewis, H., Gray, J. & **DiCarlo, C.** (2024). *Teaching tomorrow: Envisioning the future of education through diverse lenses*. Critical Questions in Education (CQiE) Conference, New Orleans, LA. March 3-6, 2024.

DiCarlo, C., Cherry, K.E., Sulentic Dowell, M.M., & Marks, L. (2024). *Young children's perception of the COVID-19 home stay*. Hawaii International Conference on Education, Honolulu, HI. January 3-7, 2024.

Sulentic Dowell, M.M., Saal, L.K., **DiCarlo, C.** & Meidl, T.D.(2022). *Equalizing opportunity for phd candidates, new scholars, novice researchers: Creating and utilizing strategic research agendas*. American Educational Research Association Annual Conference. San Diego, CA. April 22 - 25, 2022.

DiCarlo, C., Ota, C.L. & Deris, A. (2022). *Ecobehavioral analysis of social behavior across learning contexts in kindergarten*. Hawaii International Conference on Education. Waikoloa, HI. January 3-6, 2022.

DiCarlo, C., Ota, C.L., Bankston, J., & Dahl, A. (2022). *Child sustained attention in two-year-olds*. Hawaii International Conference on Education. Waikoloa, HI. January 3-6, 2022.

Sulentic Dowell, M.M. & **DiCarlo, C.** (2021). *Mentoring writing in interconnected ways: Demystifying productivity and publishing*. Mentoring Institute. Albuquerque, NM. October 18-22, 2021.

Sulentic Dowell, M.M., **DiCarlo, C.** & Wheeler, S. (2021). *Mentor teachers operating in an interconnected manner: Programmatic lessons from research*. Mentoring Institute. Albuquerque, NM. October 18-22, 2021.

Sulentic Dowell, M.M. & **DiCarlo, C.** (2021). *Mentor Teachers Respond: Voices from the Field* Mid-South Education Research Association. New Orleans, LA. November 9-12, 2021.

Sulentic Dowell, M.M. & **DiCarlo, C.**, Hite, N., Parfait, C., & Pierre McClay, L. (2021). *Creating and Utilizing a Research Agenda: Strategic Considerations for PhD Candidates, New Scholars and Novice Researchers*. Mid-South Education Research Association. New Orleans, LA. November 9-12, 2021.

DiCarlo, C. & Deris, A. (2021). *Impact of technology vs traditional teaching methods for math instruction in an elementary setting*. The Future of Education International Conference: Edition 11. Fully Virtual Conference. July 1-2, 2021.

Bankston, J., & **DiCarlo, C.** (2021). *The impact of a teacher sensitivity intervention on child attachment behaviors*. International Organization of Social Science and Behavioral Research. New Orleans, LA. March 23-24, 2021.

Lee, L. & **DiCarlo, C.** (2021). *Early Childhood Curriculum & Children's Brain Development*. Belizean International Symposium on Education. Virtual conference. January 28, 2021.

Sulentic Dowell, M., **DiCarlo, C. F.** & Wheeler, S. (2020, Apr 17 - 21) *Policy Shifts and Unintended Consequences: Preparing the Underprepared for a Yearlong Student Teacher Residency Requirement* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/udmqaqn> (Conference Canceled)

DiCarlo, C. F., Saal, L., Sulentic Dowell, M., Meidl, T., Casbergue, R. M. & Hebert, A. (2020, Apr 17 - 21) *Productivity and Publishing: Demystifying Processes for New Scholars and Novice Researchers* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rkf2lo9> (Conference Canceled)

DiCarlo, C. & Gauthreaux, S. W. (2020). *Increasing leadership skills in preschoolers*. Education and New Developments 2020 (END 2020). Zagreb, Croatia.

DiCarlo, C. & Bankston, J. (2020). *Child sustained attention in 2-year-olds*. The Association for the Study of Play. Dallas, TX.

DiCarlo, C. & Meaux, A. (2019). *Using Mindfulness to Reduce Teacher Stress*. National Association of Early Childhood Teacher Educators, Nashville, TN.

Deris, A., **DiCarlo, C.**, Beavers, E.A., & Purcell, M. (2019) *Unlocking the DEC Recommended Practices*. Council for Exceptional Children Teacher Education Division Annual Conference, New Orleans, LA.

Bankston, J., & **DiCarlo, C.** (2019). *Integrating research into your teaching: Undergraduates as researchers*. MidSouth Education Research Association Conference, New Orleans, LA. <http://msera.org/publications-proceedings.html>

Grantham-Caston, M. & DiCarlo, C.F. (2019). *Using video self-reflection to improve your practice*. Child Care Association of Louisiana Conference, Port Allen, LA.

Dean, P., Cullerton Johnson, J., **DiCarlo, C.**, & Clark, S. (2019). *Honoring Hope and Strength through Children's Book Award*. United States Board Books for Young People Conference, Austin, TX.

DiCarlo, C., Grantham-Caston, M., & Bankston, J. (2019). *Understanding the Communicative Function of Problem Behavior*. Texas Association for the Education of Young Children Annual Conference, Frisco, TX.

Sulentic Dowell, M.M., Wheeler, S., & **DiCarlo, C.** (2019). *Quality mentor training: Preparing the under-prepared for year-long student teaching*. Mentoring Institute Conference, Albuquerque, NM.

Grantham-Caston, M. & **DiCarlo, C.F.** (2019). *Lights! Camera! Action! Using video self-reflection to improve your practice*. Teacher Leader Summit, New Orleans, LA.

Deris, A., & **DiCarlo, C.** (2019). *Using case method of instruction for teaching DEC's Recommended Practices*. Opening Minds Early Education, Child Care, and School Age Conference and Expo. Chicago, IL

Sulentic Dowell, M.M., Wheeler, S., & **DiCarlo, C.** (2019). *Quality mentor teacher training: Preparing the under-prepared for a year-long student teacher residency requirement*. Hawaii International Conference on Education, Honolulu, HI.

DiCarlo, C., Hulin, C. & Grantham-Caston, M. (2019). *The impact of responsive partnership strategies on the satisfaction of co-teaching relationships in early childhood classrooms*. Hawaii International Conference on Education, Honolulu, HI.

Casey, E., **DiCarlo, C.F.**, & Sheldon, K. (2018). *Growing future democratic futures in the preschool garden: An inquiry project promotes social studies developmental goals and NCSS learning themes*. Curriculum & Pedagogy Annual Conference. New Orleans, LA.

Baumgartner, J., **DiCarlo, C.F.**, & Casbergue, R. (2018). *Developmentally appropriate service: The DAP/P.A.R.E. Model*. National Association for Early Childhood Teacher Educators. Austin, TX.

Casey, E. & **DiCarlo, C.F.** (2018). *Early childhood education teachers' constructs of teacher quality in Belize*. American Educational Research Association Annual Conference. New York City, NY.

DiCarlo, C.F., Baumgartner, J.I., Caballero, J.O., Powers, C. (2017). *Using least-to-most assistive prompt hierarchy to increase child compliance with teacher*

directive in preschool classrooms. Ninth International Conference of the Association for Behavior Analysis International (ABAI). Paris, France.

Casey, E. M. & **DiCarlo, C.F.** (2017). "*Growing*" *social studies in the early childhood garden*. Poster presented at the National Council of Social Studies (NCSS) annual conference, San Francisco, CA.

Grantham-Caston, M., & **DiCarlo, C.F.** (2017). *Video self-reflection as a mechanism for professional growth*. Curriculum & Pedagogy Annual Conference. New Orleans, LA.

Sulentic Dowell, M.M., Curry, J., Casbergue, R., Meidl, T.D., Saal, L.K., & **DiCarlo, C.F.** (2017). *Equalizing opportunity in academia: De-mystifying submission and revision processes for new scholars and novice researchers*. American Education Research Association, San Antonio, TX.

Casey, E., & **DiCarlo, C.F.** (2016). *Social studies in the garden! Teaching preschoolers about themselves and the community they live in using social studies concepts and learning activities*. National Association for the Education of Young Children Annual Conference. Los Angeles, CA.

Casey, E., & **DiCarlo, C.F.** (2016). *Growing a social studies garden - using your state's crops to develop preschool aged children's social knowledge of place*. National Association of Early Childhood Teacher Educators Annual Conference, Los Angeles, CA.

Reames, H. & **DiCarlo, C.F.** (2016). Using positive reinforcement to increase attentive behavior and correct task performance in preschoolers during extra curricular activities. Louisiana Behavior Analysis Association Annual Conference. New Orleans, LA.

DiCarlo, C.F., & Eisworth, H. (2016). *Mentoring in preservice education: Teacher perspectives*. Global Summit on Childhood, Association for Childhood Education International. San Jose, Costa Rica.

Casey, E., & **DiCarlo, C.F.** (2016). *Pedagogical inspirations revealed from analysis of play traditions in Belizean culture*. Global Summit on Childhood, Association for Childhood Education International. San Jose, Costa Rica.

Benton, A. & **DiCarlo, C.** (2016). *Social stories as an intervention to increase child compliance and decrease verbal aggression in a 5-year old*. Life Course And Aging, Baton Rouge, LA.

Benton, A. & **DiCarlo, C.** (2016). *Social stories as an intervention to increase child compliance and decrease verbal aggression in a 5-year old*. Louisiana Education Research Association, Lafayette, LA.

Baumgartner, J., **DiCarlo, C.**, Curry, J., & Casbergue, R. (2015). *Self-Care in Early Childhood Education: A Call for Integration within our Code of Ethics and Professional Standards of Practice*. National Association of Early Childhood Teacher Educators Conference. Orlando, FL.

DiCarlo, C., Casbergue, R., & Baumgartner, J. (2015). *Video supervision of student teachers*. National Association of Early Childhood Teacher Educators Conference. Orlando, FL.

Deris, A., & Oborn, K.K., & **DiCarlo, C.** (2015). *Deepening understanding of dec's recommended practices by using case method of instruction*. Division for Early Childhood National Conference. Atlanta, Ga.

Flynn, L, Ruiz, M., Deris, A., & **DiCarlo, C.** (2015). *The outdoors as a learning environment: Fostering positive inclusive interactions*. Division for Early Childhood National Conference. Atlanta, Ga.

DiCarlo, C., Casbergue, R., & Ota, C. (2015). *Video Supervision vs. Face-to-Face Supervision: Promises & Pitfalls*. The American Council on Rural Special Education (ACRES) National Conference. New Orleans, La.

DiCarlo, C., Baumgartner, J., Ota, C., Jenkins, C., & Deris, A. (2014). *Preschool Teachers' Perceptions of Aggression in Preschool-Aged Boys*. Association for Childhood Education International, Vancouver, Canada.

Deris, A. R., & Oborn, K.K., **DiCarlo, C.** (2014, October). *Sensory Integration for children with autism: A review of the literature*. Poster presented at the Division for Early Childhood's 30th Annual International Conference on Young Children with Special Needs and their Families, St. Louis, MO.

DiCarlo, C., Onwujuba, C., & Baumgartner, J.J. (2013). *Infant Communicative Behaviors and Maternal Responsiveness*. National Black Child Development Institute 44th Annual Conference, New Orleans, LA.

DiCarlo, C., Baumgartner, J.J., Ota, C. & Geary, K. (2013). *Child Sustained Attention in the Preschool Classroom*. Society for Research in Child Development, Seattle, WA.

DiCarlo, C., & Baumgartner, J. (2012). *Engaging Pre-service Teachers in the Research Process: Teacher Research in the University Classroom*. National Association of Early Childhood Teacher Educators Conference, Atlanta, GA.

Deris, A., & **DiCarlo, C.** (2012). *Working with Diverse Families*. Division for Early Childhood Conference, Minneapolis, MN.

DiCarlo, C. (October, 2011). *Promoting Positive Behavior in the Preschool Classroom*. Invited presentation at the Gulf Summit on Early Childhood Education, Biloxi, MS.

DiCarlo, C., Baumgartner, J., & Pierce, S. (April, 2011). *Whole-Group Instruction Practices and Young Children's Attention*. Presentation at the American Education Research Association, New Orleans, LA.

Aghayan, C., & **DiCarlo, C.** (December, 2006). *Planning transitions for young children*. Presentation at the National Association for the Education of Young Children Conference, Washington, D.C.

Benedict, J., **DiCarlo, C.F.,** Wayne, A., & Schellhas, A. (December, 2005). *Social interaction of children: Children with special needs enter a typically developing preschool*. Presentation at the National Association for the Education of Young Children Conference, Washington, D.C.

DiCarlo, C.F. (May, 2002). *The best and worst motivational practices in early intervention agencies: A national survey of supervisors*. 28th Annual Association for Behavior Analysis Convention, Toronto, Canada.

Stricklin, S., **DiCarlo, C.,** & Vagianos, L. (December, 2002). *NAEYC accreditation: One early intervention program's experience*. Presentation at the 17th Annual Division for Early Childhood Conference, Boston, MA.

DiCarlo, C., Stricklin, S., & Reid, D.H. (December, 2002). *Environmental Modifications and Toddlers*. Presentation at the 18th Annual Division for Early Childhood Conference. San Diego, Ca.

DiCarlo, C., Reid, D.H., & Stricklin, S. (December, 2002). *Increasing toy play among toddlers in an inclusive classroom*. Poster presentation at the 18th Annual Division for Early Childhood Conference. San Diego, Ca.

Banajee, M., & **DiCarlo, C.** (June, 2002). *Using augmentative and alternative communication systems with children who have Joubert syndrome*. Presentation at the International Joubert Syndrome Foundation Conference, Metairie, La.

DiCarlo, C.F., (May, 2002). *Increasing toy play among toddlers with disabilities using choices of preferred toys and prompting*. Presentation at the 28th Annual Association for Behavior Analysis Convention, Toronto, Canada.

DiCarlo, C., & Vagianos, L. (December, 2001). *Modifying activities for children with significant disabilities: A “template” activity model.* Presentation at the 17th Annual Division for Early Childhood Conference, Boston, MA.

Banajee, M., & **DiCarlo, C.** (October, 2001). *A multi-disciplinary assistive communication assessment for infants and toddlers.* Compressed video presentation sponsored by LSU Health Sciences Center School of Allied Health and Louisiana AHECs, New Orleans, La.

DiCarlo, C., & Vagianos, L. (August, 2001). *Modifying activities for children with special needs: A “template” activity model.* Presentation at the Louisiana Association for the Education of Young Children Conference, New Orleans, La.

DiCarlo, C., Banajee, M., Stricklin, S., & Reid, D.H. (May, 2001). *Effects of manual signing on communicative vocalizations by toddlers with and without disabilities in inclusive classrooms.* Presentation at the Association for Behavior Analysis Conference, New Orleans, La.

DiCarlo, C., Reid, D.H., Schepis, M.M., & Stricklin, S. (May, 2001). *Assessing toy-play preferences among toddlers and preschoolers with disabilities: Naturalistic observation versus staff opinion.* Presentation at the Association for Behavior Analysis Conference, New Orleans, La.

DiCarlo, C., Stricklin, S., Banajee, M., & Reid, D. (2001, March). *Integrating augmentative and alternative communication into inclusive early childhood classrooms: A synthesis of findings across three classroom-based research projects.* Presentation at CSUN’s 16th Annual International Conference, “Technology and Persons with Disabilities”, Los Angeles, California.

DiCarlo, C., & Vagianos, L. (2000, December). *A thematic unit approach to teaching toddlers with significant disabilities in inclusive settings.* Presentation at the 15th Annual Division for Early Childhood International Conference on Children with Special Needs, Albuquerque, New Mexico.

DiCarlo, C., Stricklin, S., Banajee, M. & Reid, D. (2000, December). *Effects of manual signing on communicative vocalizations by toddlers with and without disabilities in inclusive classrooms.* Presentation at the 15th Annual Division for Early Childhood International Conference on Children with Special Needs, Albuquerque, New Mexico.

DiCarlo, C., & Vagianos, L. (August 2000). *Circle time: Embedding augmentative communication into routine activities.* Region V Conference, Lake Charles, La.

Banajee, M., & **DiCarlo, C.** (July/August 2000). *AAC and young children (3-day institute)*. Assistive Technology Summer 2000 Workshop Series sponsored by the Louisiana State Department of Education, Baton Rouge, La.

DiCarlo, C., & Vagianos, L. (August 2000). *MAP to inclusive education: Louisiana's initiative*. Presentation at the Louisiana Association for the Education of Young Children Conference, New Orleans, La.

Banajee, M., **DiCarlo, C.**, & Abney B. (1999, October). *Using Core Vocabulary to Facilitate Transitions between environments*. Presentation at United States Society of Alternative and Augmentative Communication Conference, Orlando, Florida.

DiCarlo, C., & Vagianos, L. (August, 1999). *A thematic approach to teaching toddlers in inclusive settings*. Presentation at the 15th Annual Conference Yc2K: Young Children A2" Knowledge, Louisiana Association for the Education of Young Children, New Orleans, La.

DiCarlo, C., & Banajee, M. (February, 2000). *Circle time: Embedding augmentative communication into routine activities*. Presentation at the 20th Annual Super Conference on Special Education, Baton Rouge, La.

Banajee, M., **DiCarlo, C.**, Stricklin, S., Gerone, D., & Peterson, J. (April, 1999). *Using assistive technology with young children: A team approach*. Presentation at Beyond the Future: Trek III, the Third Annual Statewide Assistive Technology Conference, Alexandria, La.

Banajee, M., & **DiCarlo, C.** (November, 2000). *Selection of core & fringe vocabulary for communication devices*. Compressed video presentation sponsored by LSU Health Sciences Center School of Allied Health and Louisiana AHECs, New Orleans, La.

Vagianos, L. & **DiCarlo, C.** (May, 2000). *Families: The Heart of the Matter*. Presentation at the Region III Conference for Young Children, Thibodeaux, LA.

Vagianos, L. & **DiCarlo, C.** (May, 2000). *Developing IFSP's for the Real World*. Presentation at the Region III Conference for Young Children, Thibodeaux, LA.

Banajee, M., & **DiCarlo, C.** (February, 2000). *Integrating augmentative and alternative communication systems*. Compressed video presentation sponsored by LSU Health Sciences Center School of Allied Health and Louisiana AHECs, New Orleans, LA.

Banajee, M., & **DiCarlo, C.** (February, 2000). *Core vocabulary determination for toddlers*. Presentation at the 20th Annual SuperConference on Special Education, Baton Rouge, La.

DiCarlo, C., & Banajee, M. (1999, December). *Increasing communicative initiations among children with disabilities through use of voice output devices*. Poster presentation at the International Early Childhood Conference on Children with Special Needs, Washington, D.C.

Greenwood, C., Smith, J., Lifter, K., & **DiCarlo, C.** (1999, December). *Moving research to practice: Promises and pitfalls*. Presentation at the 15th Annual Division for Early Childhood International Conference on Children with Special Needs, Washington, D.C.

DiCarlo, C., & Vagianos, L. (February, 1999). *NAEYC accreditation: A process*. Presentation at the 19th Annual Super Conference on Special Education, Baton Rouge, La.

Invited Presentations

DiCarlo, C. & DuBoulay, E. (2021) Understanding the communicative function of problem behavior. *Teacher Leader Summit*, New Orleans, LA.

DiCarlo, C. (October, 2019). Incorporating the Reggio-inspired philosophy in early childhood programs. Auburn University.

DiCarlo, C. (July, 2019, 2018, 2016, 2014). Writing productivity panel. EDCI 7107. Louisiana State University.

DiCarlo, C.F. (September, 2012). *Using video presentations and digital portfolios in undergraduate programs*. Coffee Talk, LSU Faculty Technology Center.

DiCarlo, C. (October, 2011). *Promoting Positive Behavior in the Preschool Classroom*. Invited presentation at the Gulf Summit on Early Childhood Education, Biloxi, Ms.

DiCarlo, C. (July, 2006 - 2010). *Working with Children who have Special Needs*. Invited lecture for Louisiana Resource Center for Educators, Baton Rouge, La.

DiCarlo, C. (December, 2005). *Promoting Positive Behavior in the Early Childhood Classroom*. Invited lecture for East Baton Rouge Parish Preschool, Baton Rouge, La.

DiCarlo, C., & Vagianos, L. (July, 2005). *Curriculum and Lesson Planning in Early Intervention*. Invited lecture for the LEEP Institute, Shreveport, La.

Banajee, M., & **DiCarlo, C.** (July, 2002). *Transdisciplinary Approach to Assessment and Intervention Strategies for Infants and Toddlers with Pervasive Development Disorders*. Invited lecture at Southeastern Louisiana University, Hammond, La.

Banajee, M., & **DiCarlo, C.** (July, 2002). *Integrating augmentative and alternative communication systems*. Invited lecture at Southeastern Louisiana University, Hammond, La.

DiCarlo, C. (October, 2001). *Child-focused interventions: Ecological Approach*. Invited lecture for the Issues in Early Intervention and Teaming Course (AHSC 6431) in the Master's of Health Sciences Program at the LSUHSC School of Allied Health Professions, New Orleans, La.

DiCarlo, C. & Vagianos, L. (August, 2001). *Modifying activities for children with special needs: A template activity model*. Presentation at Newcomb Nursery School, New Orleans, La.

DiCarlo, C. & Vagianos, L. (August, 2001). *A Thematic approach to teaching toddlers*. Louisiana Association for the Education of Young Children (LAEYC) 17th Annual Conference, New Orleans, La.

Banajee, M., & **DiCarlo, C.** (July, 2001). *Transdisciplinary Approach to Assessment and Intervention Strategies for Infants and Toddlers with Pervasive Development Disorders*. Invited lecture at Southeastern Louisiana University, Hammond, La.

Banajee, M., & **DiCarlo, C.** (July, 2001). *Integrating augmentative and alternative communication systems*. Invited lecture at Southeastern Louisiana University, Hammond, La.

DiCarlo, C. (April, 2001). *Template activity model for teaching toddlers with special needs*. Invited lecture in Introduction to Early Childhood, Delgado Community College, New Orleans, La.

Banajee, M., Gerone, D., & **DiCarlo, C.** (March, 2001). *Selecting and incorporating alternative and augmentative communication strategies within daily routines and activities*. Presentation at ASSET Parent Group, Metairie, La.

Banajee, M., & **DiCarlo, C.** (July, 2000). *Transdisciplinary Approach to Assessment and Intervention Strategies for Infants and Toddlers with Pervasive Development Disorders*. Invited lecture at Southeastern Louisiana University, Hammond, La.

Banajee, M., & **DiCarlo, C.** (July, 2000). *Integrating augmentative and alternative communication systems*. Invited lecture at Southeastern Louisiana University, Hammond, La.

Banajee, M., Breath, D., & **DiCarlo, C.** (March, 2000). *Multidisciplinary approach to language-related assistive technology*. Invited lecture at Tulane University (Psychology 321-01), New Orleans, La.

Banajee, M., **DiCarlo, C.**, & Peterson, J. (April, 1999). *Working with children with Down syndrome*. Presentation at Lakeview Presbyterian Weekday School, New Orleans, La.

Banajee, M., Breath, D., & **DiCarlo, C.** (November, 1999). *Multidisciplinary approach to language-related assistive technology*. Invited lecture at Tulane University (Psychology 321-01), New Orleans, La.

Local instructional activities (teachers' names are *; student names are underlined)

DiCarlo, C.F., & Bankston, J. (August, 2019). Understanding the communicative function of problem behavior. *Inspiration Institute*, LSU Early Childhood Education Laboratory Preschool, Baton Rouge, La.

Grantham-Caston, M., **DiCarlo, C.F.**, & *Weishar, L. (February, 2019). Beyond the basic art center: Creating a maker space in preschool classrooms. *Inspiration Institute*, LSU Early Childhood Education Laboratory Preschool, Baton Rouge, La.

DiCarlo, C.F., & *West S. (October, 2018) Child leadership in action. *Inspiration Institute*, LSU Early Childhood Education Laboratory Preschool, Baton Rouge, La.

DiCarlo, C.F. (September, 2012). Using video presentations and digital portfolios in undergraduate programs. *Coffee Talk*, LSU Faculty Technology Center.

DiCarlo, C. (Spring, 2010). Language Development Birth to Five Years (EDSP 6560). University of New Orleans, New Orleans, La. Online course.

DiCarlo, C. (Summer, 2009). Assessment in Early Intervention (EDSP 6990). LEEP Institute (Alexandria, La.) - University of New Orleans, New Orleans, La.

DiCarlo, C. (Summer, 2009). Language Development Birth to Five Years (EDSP 6560). LEEP Institute - University of New Orleans, New Orleans, La. Online course.

DiCarlo, C. (Summer, 2008). Language Development Birth to Five Years (EDSP 6560). LEEP Institute (Shreveport, La.) - University of New Orleans, New Orleans, La.

DiCarlo, C. (Summer, 2007). Foundations of Reading Concept Development (HUEC 4056). LEEP Institute (Baton Rouge, La.) – University of New Orleans, New Orleans, La.

McDermott, L. & **DiCarlo, C.** (May, 2001). *Introduction to early intervention*. Invited lecture to Introduction to Special Education (EDSP 4000). University of New Orleans, New Orleans, La.

DiCarlo, C. & Banajee, M. (June, 2000). *Augmentative and alternative communication in the early childhood classroom*. Invited lecture at the University of New Orleans (EDSP 6500), New Orleans, La.

DiCarlo, C., & Banajee, M. (October, 1999). *Augmentative and alternative communication in the early childhood classroom*. Invited lecture at the University of New Orleans (EDSP 6560), New Orleans, La.

Banajee, M., & **DiCarlo, C.** (July, 1999). *Integrating augmentative and alternative communication within an early intervention program*. Invited lecture, Southeastern Louisiana University, Hammond, La.

Banajee, M., & **DiCarlo, C.** (July, 1999). *Integrating augmentative and alternative communication within an early intervention program*. Invited lecture, Southeastern Louisiana University, Hammond, La.

Banajee, M., & **DiCarlo, C.** (June, 1999). *Integrating augmentative and alternative communication systems within an early intervention program*. Invited lecture at the University of New Orleans (EDSP 6560), New Orleans, La.