



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Caley Schwartz Psychological Services, LLC

Doing Business As, if applicable:

Business Address: 137 Ethan Allen Hwy, Suite 1, Ridgefield, CT 06877

Business Phone: 203-464-9053

Business email: www.psychologistconnecticut.com

Funding Source & Acct # including location code: IDEA Handicapped
Special Funds Account, account # 2504-5034-56903, Location Code: 0490

Principal or Supervisor: Typhanie Jackson, Executive Director of Special
Education and Student Services Department.

Agreement Effective Dates: From February 22, 2024. To June 30, 2024.

Hourly rate or per session rate or per day rate. 3 days per week, 4 hours per day in
the clinic setting in Ridgefield, CT

- 2 days per week 3 hours each day at home.
 - Cost for Direct Services in the Clinic by Behavioral/Educational Staff:
 - \$185/hour Cost for Direct services in the Home by Behavioral Staff:
 - \$231/hour Program oversight and supervision: 2 hours per week at \$285/hour
- Approximate weekly cost: \$4176

Total amount: \$67,000

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

This Psychologist will provide the student with a full program to support in the
developmental of the following skills: core social, deficits-functional, life skills-self-care,
skills-functional use of language for a range of communicative, functions-language,

comprehension-thinking, and problem solving through response to declarative language-functional application of academic skills within life content. There will also be a strong component of parent involvement and training to provide consistency from home to school with behavioral management. New Haven Public Schools will provide transportation 3X per week, it will be paid and arranged for by the transportation department.

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, Executive Director of SPED and Student Services
Date: February 16, 2024
Re: Contract – Caley Schwartz

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:** Caley Schwartz Psychological Services, LLC
2. **Description of Service:** Provide BCBA services to address core social deficits, functional life skills, self-care skills, functional use of language and language comprehension.
3. **Amount of Agreement and hourly or session cost:** \$67,000

3 days per week, 4 hours per day in the clinic setting in Ridgefield, CT
2 days per week 3 hours each day at home.

Cost for Direct Services in the Clinic by Behavioral/Educational Staff:
\$185/hour Cost for Direct services in the Home by Behavioral Staff:
\$231/hour Program oversight and supervision: 2 hours per week at \$285/hour
Approximate weekly cost: \$4176
4. **Funding Source** and account number:

IDEA Handicapped Special Funds Account, account Number: 2504-5034-56903, Location Code: 0 4 9 0.
5. Approximate number of staff served through this program or service: 0 (Zero)
6. Approximate number of students served through this program or service: 1 (One)
7. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. If continuation/renewal, has the cost increased? If yes, by how much? NA New contract
 - b. What would an alternative contractor cost:

- c. If this is a continuation, when was the last time alternative quotes were requested?
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
Existing staff cannot provide this service as a BCBA credentials and certifications are different than that of a certified teacher.

8. 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?
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe)
1:1 BCBA services and parent training

9. Contractor Classification:

Answer all questions:

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

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company: See attached resume
- b. How was the Contractor selected? Contractor was selected through the PPT process.
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? NA
- d. Who were the members of the selection committee that scored bid applications?
NA
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. NA

11. 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?

Dr. Schwartz will provide BCBA services and parent training to provide consistency from home to school with behavioral management. Performance will be measured through the PPT process.

- b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness. NA
- c. How is this service aligned to the District Continuous Improvement Plan? NA

12. Why do you believe this Agreement is fiscally sound? Yes

13. What are the implications of not approving this Agreement? This contract is a recommendation of the PPT. Failure to implement these services would be a violation of the student's IEP.

Rev: 8/2021



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Caley Schwartz, PhD
Caley Schwartz Psychological Services, LLC
(203)464-9053
www.psychologistconnecticut.com

FOR DEPARTMENT/PROGRAM:

Special Education/Student Services Department

This Agreement entered into on the 22nd day of February, 2024 effective (*no sooner than the day after Board of Education Approval*), the 22nd day of Feb, 2024 by and between the New Haven Board of Education (herein referred to as the “Board” and, located at, 137 Ethan Allen Hwy, Suite 1, Ridgefield, CT 06877 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of: The maximum amount the contractor shall be paid under this agreement: **(Up to) \$67,000 Sixty-Seven Thousand Dollars.**

For services: 3 days per week, 4 hours per day in the clinic setting in Ridgefield, CT and 2 days per week 3 hours each day at home. Student could be bussed to and from the clinic in Ridgefield all 3 days. Parent-training would occur on the days at the home. Cost for Direct Services in the Clinic by Behavioral/Educational Staff: \$185/hour Cost for Direct services in the Home by Behavioral Staff: \$231/hour Program oversight and supervision: 2 hours per week at \$285/hour Approximate weekly cost: **up to \$4,176 per week.** New Haven Pubic Schools will provide transportation 3X per week, transportation will be paid for and arranged by the transportation department.

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 of the New Haven Board of Education, **IDEA Handicapped Special Funds Account, account Number: 2504-5034-56903, Location Code:0 4 9 0.**

This agreement shall remain in effect from February 22, 2024 to June 30, 2024.

SCOPE OF SERVICE:

The student requires a full program to support the development of the following skills:-core social deficits-functional life skills-self-care skills-functional use of language for a range of communicative functions-language comprehension-thinking and problem solving through response to declarative language-functional application of academic skills within life content There will also be a strong component of parent involvement and training.

The student requires a full program to support the development of the following skills:-core social deficits-functional life skills-self-care skills-functional use of language for a range of communicative functions-language comprehension-thinking and problem solving through response to declarative language-functional application of academic skills within life content There will also be a strong component of parent involvement and training.

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 Privacy - attached

Exhibit C: Contractor's Declaration Attesting to Compliance with Executive Order No. 13G – form must be completed by the contractor. See attached form for contractors who are working with students or staff in school or in after school programs, regardless of location.

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.



Member

Contractor Signature

President
New Haven Board of Education

2/16/24

Date

Date

Caley Schwartz, Ph.D., Member,
Caley Schwartz Psychological Services LLC
Contractor Printed Name & Title

Revised: 9-27-21



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

Caley B. Schwartz, Ph.D.

Licensed Psychologist

(203) 464-9053

EDUCATION

Doctor of Philosophy

June 2009

University of Miami, Coral Gables, FL

APA Accredited Program: Clinical Psychology

Specialization in Children and Families

Bachelor of Arts

May 2003

Case Western Reserve University, Cleveland, OH

Magna Cum Laude

LICENSURE

Licensed Psychologist, Connecticut Department of Public Health, 2010-Present (License Number 003056)

PROFESSIONAL EXPERIENCE

PRIVATE PRACTITIONER, Caley Schwartz Psychological Services, LLC, Ridgefield, CT, 9/2010-Present

- Conduct comprehensive psychological, psychoeducational, and diagnostic evaluations
- Provide individual and group treatment
- Provide support services for family members of children with special needs
- Consult to schools across the State of Connecticut
- Consult to clinics across the State of Connecticut

YALE UNIVERSITY, CHILD STUDY CENTER, Assistant Clinical Professor, 7/2021-Present

- Supervise fellows at the Yale Child Study Center on assessment during their fellowship
- Teach assessment instruments to psychology fellows

YALE UNIVERSITY, CHILD STUDY CENTER, Clinical Instructor, 1/2012-6/2021

- Supervise fellows at the Yale Child Study Center on assessment during their fellowship
- Teach assessment instruments to psychology fellows
- Conduct evaluations

YALE UNIVERSITY, CHILD STUDY CENTER, Associate Research Scientist, Autism Program, 7/2010-1/2012

- Conduct diagnostic evaluations for children between four and 17 years of age suspected of having an autism spectrum disorder
- Provide group social skills intervention for adolescents with autism spectrum disorders

- Participate in conducting research examining brain imaging and development in individuals with an autism spectrum disorder

**YALE UNIVERSITY, CHILD STUDY CENTER, Clinical Post-Doctoral Fellowship: Autism Track;
07/2009-6/2010**

Autism Specific Training:

- Conducted weekly comprehensive evaluations for children between 1 and 17 years of age suspected of being on the autism spectrum as part of a multidisciplinary clinical team
- Provided therapy to children with autism spectrum disorders
- Co-led a social skills group for adolescents with autism spectrum disorders
- Conducted research on children and adolescents with high-functioning autism

Generalist Training:

- Worked as a primary clinician on the Children's Psychiatric Inpatient Service and Partial Hospital Program at Yale New Haven Hospital
- Worked as an on-call clinician in the Pediatric Emergency Department of Yale New Haven Hospital in order to determine children's immediate service needs
- Completed psychoeducational assessments of children and adolescents with a variety of psychological, developmental, and intellectual disorders

**YALE UNIVERSITY, CHILD STUDY CENTER, Clinical Internship: Autism Track;
07/2008-06/2009**

Autism Specific Training:

- Conducted weekly comprehensive evaluations for children between three and 17 years of age suspected of being on the autism spectrum as part of a multidisciplinary clinical team
- Conducted research on individuals with High-Functioning Autism
- Conducted individual therapy for children with autism spectrum disorders

Generalist Training:

- Conducted psychoeducational and developmental assessments as part of the Psychological Assessment Service for children and adolescents with a variety of psychological, developmental, and intellectual disorders
- Completed assessments of infants in the New Born Follow-up Clinic
- Conducted evaluations of children on the Children's Psychiatric Inpatient Service including cognitive, achievement, and projective testing
- Conducted individual and family therapy with children between the ages of 4 and 17 years of age with a variety of presenting concerns
- Served as a co-therapist for a social skills group for adolescents with autism, social anxiety, and attention deficit hyperactivity disorder

**CENTER FOR AUTISM AND RELATED DISABILITIES,
Department of Psychology, University of Miami (09/2004-05/2008)**

- Conducted intake interviews to register children and adults with recent Autism Spectrum Disorder diagnoses with the Center for Autism and Related Disabilities
- Responsible for interviewing families and providing them with referrals for schools, job placements, further assessments, and clinical interventions
- Co-facilitated support groups for adolescents and adults with Autism Spectrum Disorders

**PSYCHOLOGICAL SERVICES CENTER, OUTPATIENT THERAPY SERVICE,
Department of Psychology, University of Miami (08/2004-05/2008)**

- Conducted short- and long-term outpatient therapy and associated assessments with children, adolescents, adults, and families from a multiethnic population with varied presenting concerns
- Utilized varied treatment orientations including cognitive-behavioral, systems, interpersonal, humanistic, behavioral, and play therapy

AUTISM SPECTRUM ASSESSMENT CLINIC, Psychological Services Center; Center for Autism and Related Disabilities, University of Miami (09/2004-08/2005, 09/2006-04/2008)

- Assessed toddlers, children, adolescents, and adults referred for suspected Autism Spectrum Disorders
- Conducted parent interviews, cognitive, achievement, and adaptive behavior testing, the Autism Diagnostic Interview, and the Autism Diagnostic Observation Schedule
- Completed parent interviews, test administration, scoring, interpretation, report writing, and feedback to families
- Consulted with speech-language pathologists, psychiatrists, and neurologists

**PSYCHOLOGICAL SERVICES CENTER, ASSESSMENT SERVICE, Department of Psychology,
University of Miami (1/2004-5/2007)**

- Assessed children, adolescents, and young adults with varied referral concerns
- Completed psychoeducational batteries, personality testing, neuropsychological testing, projective testing, and autism symptom evaluations
- Conducted intake interviews, test administration, scoring, and interpretation, report writing, and formal feedback sessions with families

**EARLY STEPS, EARLY INTERVENTION PROJECT, Mailman Center for Child Development,
Department of Pediatrics, University of Miami Miller School of Medicine (03/2006-08/2006)**

- Conducted developmental assessments for children ages birth to three referred for neonatal complications, premature birth, medical concerns, general developmental delay, language delay, and behavioral difficulties

HEAD START, Mailman Center for Child Development, Department of Pediatrics, University of Miami Miller School of Medicine (08/2005-03/ 2006)

- Conducted individual and group therapy for children enrolled in Head Start Preschool Centers in Miami-Dade County, Florida. Presenting concerns included general delays in development, anxiety, developmental disabilities, and behavioral difficulties
- Conducted classroom observations, teacher and parent consultations, and shadowed students in the classroom
- Conducted therapeutic interventions using a Floor Time model, systems theory, behavior modification strategies, and techniques to promote language development
- Attended didactic trainings on therapeutic interventions including problem solving curriculum, language development interventions, developing an Individual Education Plan (IEP), autism identification and treatment, behavior management, Responsive Teaching, and birth-to-three diagnoses

SIB-SHOPS: WORKSHOPS FOR SIBLINGS OF CHILDREN WITH AUTISM SPECTRUM DISORDERS, Center for Autism and Related Disabilities, University of Miami (09/2003-01/2005)

- Served as co-therapist for workshops designed to educate siblings of children with an Autism Spectrum Disorder about their sibling's disability
- Provided structured environment where children could discuss their sibling's behavior and reach a better understanding of the disorder through fun and educational activities

SOCIAL SKILLS GROUP FOR CHILDREN WITH ASPERGER DISORDER, Center for Autism and Related Disabilities, University of Miami (05-08/2004)

- Served as a co-therapist for a group therapy intervention program designed to develop social skills in higher-functioning children with Autism Spectrum Disorders
- Designed intervention to develop social relatedness skills and employed cognitive-behavioral interventions emphasizing social referencing, skill building, and problem solving via in-session tasks

CONSULTATION THROUGH CALEY SCHWARTZ PSYCHOLOGICAL SERVICES, LLC

WEST HAVEN MENTAL HEALTH CENTER (April 2012-May 2018). Consult to programs affiliated with Yale University School of Medicine and State of CT Department of Mental Health and Addiction Services. Provide consultation to clinicians and residential staff to support treatment of children and adults with Autism Spectrum Disorders.

SACRED HEART UNIVERSITY, WELLNESS CENTER (2013-2014 Academic Year). Consulted with staff to develop and co-facilitate a support group for students with social difficulties, including social anxiety and Autism Spectrum Disorders.

CLINICAL SUPERVISION EXPERIENCE

POSTDOCTORAL FELLOWSHIP, Children's Psychiatric Inpatient Service, Yale New Haven Hospital (07-12/2009) Supervised psychology interns on cognitive and projective assessments of children with severe psychiatric disorders. Supervised medical students from Yale University on psychiatric assessment, treatment, case conceptualization, and written documentation of children and adolescents with psychiatric disorders who were hospitalized in an acute care inpatient unit and a partial hospital program

ADVANCED ASSESSMENT PRACTICUM, Psychological Services Center, University of Miami, Department of Psychology (8/2007-05/2008) Supervised first and second year graduate students on assessment process, including intake interviews, test administration, scoring, and interpretation, report writing, and case conceptualization

RESEARCH EXPERIENCE

Graduate Student Researcher (09/2003- 06/2008), TEMPERAMENT OVER TIME STUDY Department of Psychology, University of Miami in collaboration with the Child Development Laboratory, University of Maryland, Principal Investigators: Nathan Fox, Ph.D.; Heather Henderson, Ph.D.

Graduate Student Researcher (05/2007-06/2008), SOCIAL-EMOTIONAL HETEROGENEITY AND AUTISM SPECTRUM DISORDERS, Department of Psychology, University of Miami, Principle Investigators: Heather Henderson, Ph.D.; Peter Mundy, Ph.D.

Graduate Student Researcher (02/2004-12/2005), DEVELOPMENTAL AND PERSONALITY DIFFERENCES IN SELF-MONITORING, Social Brain and Behavior Lab, Department of Psychology, University of Miami, Principal Investigator: Heather Henderson, Ph.D.

Graduate Student Researcher (08/2003-05/2005), MOTIVATION, SELF-MONITORING, AND FAMILY PROCESS IN HIGHER FUNCTIONING CHILDREN WITH AUTISM, Department of Psychology, University of Miami. Principal Investigators: Peter Mundy, Ph.D.; Heather Henderson, Ph.D.

Research Assistant (05/2002- 07/2003), ENVIRONMENTAL INFLUENCES ON EARLY READING: A TWIN STUDY. Department of Psychology, Case Western Reserve University. Principal Investigators: Stephen A. Petrill, Ph.D.; Lee Anne Thompson, Ph.D.

TEACHING AND LECTURING EXPERIENCE

The Scoop on Understanding Psych Testing: What do all these numbers really mean? Presented to SpEdConnecticut, Hartford, CT (10/2016; 10/2017; 12/2021)

Autism: From Diagnosis to Educational Planning. Presented to Newtown, CT Sped PTA (1/2020)

Autism: From Diagnosis to Educational Planning. Presented to SpEd Connecticut, Hartford, CT (1/2020)

You Mean that was Due Today???: Helping Children with Executive Functioning Deficits. Presented to SPED Partners, Norwalk, CT (11/2016)

Declarative Language and Patterned Activities: Teaching Engagement through Competence. Presented to staff of Darien Public Schools, Darien CT (11/2015)

You Mean that was Due Today???: How to support students with executive function deficits in the classroom. Presented to staff of Regional School District 13, Durham, CT (8/2015)

Mental Health in the Classroom. Presented to staff of Regional School District 13, Durham, CT (8/2014)

The Scoop on Understanding Psych Testing: What do all these numbers really mean? Presented to SPED*NET, Wilton, CT (11/2013; 1/2019; 11/2019)

Preparing For Life After High School. Presented to parents of adolescents and adults on the Autism Spectrum, Easton, CT (10/2013)

Autism: From Diagnosis to Understanding and Coping. Westbrook Early Childhood Council, Westbrook, CT (5/2012)

Counseling issues with adults on the autism spectrum. Connecticut Counseling Association's Annual Conference, Danbury, CT (4/2011)

The scoop on understanding psychoeducational testing. South Central Connecticut ASCONN Meeting, North Haven, CT (2/2011)

Autism: What does it mean and how can we cope? KidSteps Birth to Three, Madison, CT (11/2010)

Autism diagnosis and available services at the Yale Child Study Center. Bristol/Farmington Valley Community Collaborative (3/2010)

Predicting variability in outcome among individuals with high-functioning autism. Yale University Child Study Center, Autism Science Meeting (10/2009)

Current trends in Autism Spectrum Disorders. Yale University, Department of Psychiatry, Special Topics in Clinical Psychology Seminar (11/2009)

A case presentation using the Floor Time Model. Children's Psychiatric Center, Miami, Florida (06/2006)

Instructor on Record: Introduction to Biobehavioral Statistics, University of Miami; Faculty Mentor: Biing Shen, Ph.D; Rod Gillis, Ph.D. (Fall 2006, Fall 2007)

Teaching Assistantships, University of Miami:

Introduction to Psychological Evaluation (Fall 2007 and Spring 2008); Psychology of Thinking and Learning (Fall 2003); Psychology of Gender (Fall 2003); Introduction to Cognition (Fall 2003, Spring 2004); Abnormal Psychology (Spring 2004)

ACADEMIC HONORS AND AWARDS

2008-2010 Zigler Fellowship, Yale University
2008 Peter Mundy Award, University of Miami
2007 Kriloff Travel Award, University of Miami
2007 Provost Travel Award, University of Miami
2007 Research and Creativity Forum, 3rd place, University of Miami
2007 Student Travel Award, Society for Research in Child Development
2006 Nominated for Outstanding Undergraduate Teacher of the Year, University of Miami
2004- 2008 NIH/NICHD Training Grant Recipient in Mental Retardation/Developmental Disabilities
2004 National Science Foundation Graduate Student Research Fellowship Honorable Mention
2003-2008 Commendations for excellence in clinical work, research, teaching, and academics, University of Miami Psychology Department
2003 Outstanding Senior in Psychology Award, Case Western Reserve University

PUBLICATIONS

Usher, L. V., Burrows, C. A., **Schwartz, C. B.**, & Henderson, H.A. (in press). Social competence with an unfamiliar peer in children and adolescents with high functioning autism: Measurement and individual differences. *Research in Autism Spectrum Disorders*.

Henderson, H. A., Ono, K. E., McMahon, C., **Schwartz, C. B.**, & Mundy, P. C. (under review). The costs and benefits of self-monitoring for higher functioning children and adolescents with autism.

Henderson, H. A., Ono, K. E., & **Schwartz, C. B.** (2012). Temperament. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New York: Springer.

- Burnette, C. P., Henderson, H. A., Inge, A. P., Zahka, N. E., **Schwartz, C. B.**, & Mundy, P. C. (2011). Anterior EEG asymmetry and the modifier model of autism. *Journal of Autism and Developmental Disorders*, 41, 1113-1124.
- Schwartz, C. B.**, Henderson, H. A., Inge, A. P., Zahka, N. E., Coman, D. C., Kojkowski, N. M., Hileman, C. M., & Mundy, P. C. (2009). Temperament as a predictor of symptomatology and adaptive functioning in adolescents with high functioning autism. *Journal of Autism and Developmental Disorders*, 39, 842-855.
- Henderson, H. A., Zahka, N. E., Kojkowski, N. M., Inge, A. P., **Schwartz, C. B.**, Hileman, C. M., Coman, D. C., & Mundy, P. C. (2009). Self-referenced memory, social cognition, and symptom presentation in autism. *Journal of Child Psychology and Psychiatry*, 50(7), 853-61.
- Henderson, H.A., **Schwartz, C. B.**, Mundy, P.C., Burnette, C.P., Sutton, S.K., Zahka, N.E., Pradella, A.G. (2006). Response monitoring, the error-related negativity, and differences in social behavior in Autism. *Brain and Cognition*, 61(1), 96-109.
- Henderson, H. A., & **Schwartz, C. B.** (2005). Prosocial behavior. In N. J. Salkind (Ed.), *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage.

POSTER PRESENTATIONS

- Burrows, C., Usher, L., Ono, K. E., **Schwartz, C.**, & Henderson, H. (2013, April). *Relations between self-esteem and observed social competence in children and adolescents with high functioning autism*. Poster session presented at the 2013 Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
- Usher, L., Ono, K. E., Burrows, C., **Schwartz, C.**, & Henderson, H. A. (2013, April). *Relations between social anxiety and friendship quality in higher-functioning children and adolescents with autism*. Poster session presented at the 2013 Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
- Inge, A. P., **Schwartz, C.**, Zahka, N., Kojkowski, N., Coman, D., Mohapatra, L., Hileman, C., Henderson, H. A., & Mundy, P. C. (2009, May). *Activation/Inhibition and autism versus asperger disorder*. Poster presented at the International Meeting for Autism Research, Chicago, IL.
- Ono, K. E., Henderson, H. A., Mohapatra, L., Hileman, C., Jaime, M., Kojkowski, N., **Schwartz, C.**, & Mundy, P. C. (2009, May). *The effects of task demands on self-monitoring for higher functioning children with autism*. Poster presented at the International Meeting for Autism Research, Chicago, IL.
- Schwartz, C.**, Henderson, H. A., & Mundy, P. C. (2009, May). *The use of social observation in predicting variation in outcome among adolescents with high-functioning autism*. Poster presented at the International Meeting for Autism Research, Chicago, IL.

- Hileman, C., **Schwartz, C.**, Jaime, M., Newell, L. C., Mundy, P. C., & Henderson, H. A. (2009, May). *Response monitoring on a face processing task and its relation to the ERN*. Poster presented at the International Meeting for Autism Research, Chicago, IL.
- Hileman, C. M., **Schwartz, C. B.**, Jaime, M., Newell, L. C., Mundy, P. C., & Henderson, H. A. (2009, April). *Response monitoring in autism: A face processing task and its relation to ERN*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Mohapatra, L., Henderson, H. A., **Schwartz, C. B.**, Kojkowski, N. M., Hileman, C. M., & Mundy, P. C. (2009, April). *Attention control and social competence: Relations between N2, P3, and social deficits in children with high functioning autism*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Schwartz, C. B.**, Henderson, H. A., & Mundy, P. C. (2009, April). *The use of social observation in predicting variation in outcome among adolescents with high-functioning autism*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Hileman, C., Jaime, M., **Schwartz, C.**, Zahka, N., Inge, A., Kojkowski, N., Coman, D., Henderson, H., & Mundy, P. (2007, May). *Motivation and self-monitoring as predictors of symptom severity in autism*. Poster presented at the International Meeting for Autism Research, Seattle, WA.
- Inge, A., Kojkowski, N., Zahka, N., **Schwartz, C.**, Hileman, C., Coman, D., Burnette, C., Dainer-Best, J., Henderson, H., & Mundy, P. (2007, May). *Anterior EEG asymmetry and social symptoms in HFA children*. Poster presented at the International Meeting for Autism Research, Seattle, WA.
- Schwartz, C.**, Inge, A., Kojkowski, N., Zahka, N., Hileman, C., Coman, D., Dainer-Best, J., Mundy, P., & Henderson, H. (2007, May). *Temperament and self-monitoring in high-functioning children with autism*. Poster presented at the International Meeting for Autism Research, Seattle, WA.
- Zahka, N., Coman, D., Inge, A., Kojkowski, N., Hileman, C., **Schwartz, C.**, Dainer-Best, J., Weisman, A., Henderson, H., & Mundy, P. (2007, May). *Parental attitudes and the role of attribution in the social-emotional development of higher functioning children with autism*. Poster presented at the International Meeting for Autism Research, Seattle, WA.
- Coman, D., Zahka, N., Inge, A., Burnette, C., Hileman, C., Kojkowski, N., **Schwartz, C.**, Henderson, H., & Mundy, P. (2007, March). *Parental attributions and social-emotional development in higher functioning children with autism*. Poster presented at the Society for Research in Child Development Conference, Boston, MA.
- Mundy, P., Henderson, H., Zahka, N., **Schwartz, C.**, Kojkowski, N., Pradella, A., Hileman, C. (2006, June). *Moderators of development in autism*. Poster presented at the International Meeting for Autism Research, Montreal, Canada.

- Pradella, A., Burnette, C., Zahka, N., **Schwartz, C.**, Hileman, C., Henderson, H., Mundy, P. (2006, June). *Age, electroencephalograph asymmetry and social-emotional status in children*. Poster presented at the 2006 Annual Convention of the American Psychological Society, New York, NY.
- Schwartz, C.**, Henderson, H., Zahka, N., Pradella, A., Mundy, P., Kojkowski, N., Hileman, C., Buchman, A. (2006, June). *Examining a "Goodness-of-Fit" model between children with high-functioning autism and their parent*. Poster presented at the International meeting for Autism Research, Montreal, Canada.
- Burnette, C.P., Zahka, N.E., **Schwartz, C.B.**, Sutton, S.K., Henderson, H.A., Pradella, A.G., Mundy, P.C. (2005, May). *EEG asymmetry and social-emotional behaviors in high functioning autism: A replication study*. Poster presented at the International Meeting for Autism Research, Boston, MA.
- Schwartz, C.B.**, Henderson, H.A., Burnette, C.P., Zahka, N.E., Sutton, S.K., Pradella, A.G., Mundy, P.C. (2005, May). *Physiological variations in self-monitoring and affective presentation in higher functioning children with autism*. Poster presented at the International Meeting for Autism Research, Boston, MA.
- Zahka, N.E., Weisman, A., Burnette, C.P., **Schwartz, C.B.**, Pradella, A.G., Henderson, H.A., Sutton, S.K., Mundy, P.C. (2005, May). *Parental Attitude and Social-Emotional Development in Higher Functioning Children with Autism*. Poster presented at the International Meeting for Autism Research, Boston, MA.
- Burnette, C., Sutton, S., Mundy, P., Henderson, H., **Schwartz, C. B.**, Zahka, N. (2005, April). *Frontal asymmetry subgroups and cognitive processes in autism*. Poster presented at the Society for Research in Child Development, Atlanta, GA.
- Henderson, H., **Schwartz, C.**, Mejia, E., Moas, O. (2005, April). *Attentional control and the regulation of approach/withdrawal tendencies in children*. Poster presented at the Temperament/Personality Preconference at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Schwartz, C. B.**, Henderson, H., Burnette, C., Sutton, S., Zahka, N., Weisman, A., Mundy, P. (2005, April). *Variations in error-monitoring and anxiety in high-functioning children with autism*. Poster presented at the Society for Research in Child Development, Atlanta, GA.
- Zahka, N., Burnette, C., Weisman, A., **Schwartz, C. B.**, Mundy, P. (2005, April). *Family factors and social-emotional development in autism*. Poster presented at the Society for Research in Child Development, Atlanta, GA.

PROFESSIONAL MEMBERSHIPS

2010-Present	Connecticut Psychological Association
2003- Present	American Psychological Association
2003- 2010	Society for Research in Child Development
2004-2010	International Society for Autism Research
2004-2008	Psychology Graduate Student Association Secretary/Treasurer, University of Miami

CONTRACTOR ASSESSMENT

Vendor Name: Caley Schwartz Psychological Services, LLC

Project Description: to conduct psychological evaluations

Evaluator: Typhanie Jackson

Date: 03/05/24

	Unacceptable			Excellent		Not applicable
	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		