

CURRICULUM VITA

Beth A. Harn

Address: HEDCO 346
5261 University of Oregon
Eugene, OR 97403-5261

Telephone: (541) 346 - 4247

Email: bharn@uoregon.edu

TEACHING AND RESEARCH INTERESTS:

- *Preparing teachers to deploy evidenced-based practices*
- *Systems, Instructional Approaches and Assessment Devices, to Improve Schoolwide Decision Making*
- *Intervention Elements That Accelerate Learning for Students with Learning Disabilities*
- *Factors that Impact the Quality of Intervention Implementation in Schools*

EDUCATIONAL RECORD:

- 2000 Doctor of Philosophy completed at University of Oregon. Major area of study: School Psychology and Special Education. Dissertation: *Examining and Predicting Response to Instruction Based on Kindergarten Children's Early Literacy Profiles*. Dissertation Chair: Dr. Deborah Simmons
- 1994 Masters of Science completed at California State University, Fresno in Psychology. Major Specialization in School Psychology. Thesis Title: *Reducing Aggressive Behaviors in Elementary-Aged Children by Changing Cognitive Perceptions*. Thesis Chair: Dr. Karen Carey
- 1991 Bachelors of Science completed at California State University, Fresno in Psychology. Minor in English

EMPLOYMENT HISTORY:

2022-Present

Director of Graduate Studies/Program Director—Special Education Program. Typically teaching graduate classes in Instructional Design, History and Contemporary Issues in Special Education, and Introduction to Learning Disabilities.

2021-2022

Department Head—Department of Special Education and Clinical Sciences
Full Professor—Special Education.

2012-2021

Associate Professor -- Special Education

2013-2016; 2007-2009

Director of Graduate Studies/Program Director—for the Special Education Program in the College of Education

2006-2012

Assistant Professor –Special Education, *University of Oregon*.

2003-2006

Adjunct Assistant Professor & Research Associate – Co-Principal Investigator and Project Coordinator for the federally-funded research project entitled the Center for Improving Reading Competence Using Intensive Treatments Schoolwide (CIRCUITS) for students at-risk for reading difficulties in grades K-3. Also taught classes on Educational Assessment, System-level Academic Interventions, and Principles and Practices of School Psychology. – *University of Oregon*

2001-2003

Assistant Professor –Professor in the School Psychology Program taught graduate classes in Instructional Consultation/Intervention and Intellectual and Academic Assessment and undergraduate classes in Learning and Memory. – *California State University at Fresno*

2002-2003

Content Development & Materials Coordinator – Subcontract with the University of Oregon’s Center on Teaching and Learning to develop materials used for the Oregon Reading First *Institute on Beginning Reading: Schoolwide Reading Model*. Led the development and editing of 3, multi-day training sessions for initial, follow-up, and sustaining effective practices in teaching and monitoring early literacy development in grades K-3. Materials included Powerpoint materials (audio, video, and traditional text), interactive breakout activities, and evaluation resources. These materials were then used as a base for Reading First initiatives across the nation. – *Center on Teaching and Learning, University of Oregon*

2001-2002

Instructional Consultant – delivered part-time training with Pinedale Elementary School in Clovis, CA to assist in implementing and maximizing their reading program for linguistically, economically, culturally diverse students. – *Clovis Unified School District*

1998-2001

Research Associate - Reading Coordinator on the grant *Accelerating Children’s Competence in Early Reading and Literacy-Schoolwide: Project ACCEL-S*. Office of Special Education Programs. A joint project between the Department of Special Education and Community Resources at the University of Oregon and the Bethel School District, Eugene, OR. – *University of Oregon*

2000-2001

Research Associate - *Effective Schoolwide Behavioral and Academic Supports*. A joint project between the Department of Special Education and Community Resources at the University of Oregon and the Bethel School District, Eugene, OR. – *University of Oregon*

1998-1999

Assessment Coordinator - *Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability*. Office of Special Education Programs. – *University of Oregon*

1994-1997

School Psychologist - Panama-Buena Vista Union School District (K-8); Bakersfield City School District (K-8) Bakersfield, CA and Fresno County Office of Education (Severely Handicapped Population) – *Fresno, CA*

RESEARCH ACTIVITIES:

A. Refereed Journal Articles (* indicates student author):

35. *Meline, M., Harn, B., Jamgochian, E., Strickland-Cohen, K., Linan-Thompson, S., & Lucero, A. (accepted for publication). Examining the use of video analysis on teacher instruction and teacher outcomes: A meta-analysis. *Journal of Special Education*.
34. *Ascetta, K. E. & **Harn, B. A.** (2022). Understanding the impact of teachers' language skills on professional development. *Head Start Dialog*, 25, 69-72.
33. *Ascetta, K. E. & **Harn, B. A.** (2022). Teacher-level traits as moderating factors of professional development. *Head Start Dialog*, 25, 1-15.
32. Anderson, L. L., *Meline, M. & **Harn, B.** (2021). Student engagement within adolescent reading comprehension interventions: A synthesis of the research from 2000-2018. *Journal of Education*. <http://doi.org/10.1007/s10643-019-00934-8>
31. *Ascetta, K., **Harn, B. A.**, & Duran, L. (2019). Comparing self-reported and performance-based online feedback on early childhood teachers' implementation of language strategies. *Early Childhood Education Journal*, 47, 353-365. <http://doi.org/10.1007/s10643-019-00934-8>
30. *Fritz, R., **Harn, B.**, Biancarosa, G., Lucero, A., & Flannery, B. K. (2019). How much is enough? Increasing observation efficiency to improve intervention instruction. *Assessment for Effective Intervention*, 44, 135-144. <http://doi.org/10.1177/1534508418772909>
29. **Harn, B. A.** & *Meline, M. (2019). Developing critical thinking and reflection in teachers within teacher preparation. In G. J. Mariano & F. J. Figliano (Eds.), *Handbook of research on critical thinking strategies in pre-service learning environments* (pp. 126-45). IGI Global.
28. *Lee, J. B., Sohlberg, M. M., **Harn, B.**, Horner, R., & Cherney, L. R. (2018). Attention Process Training-3 to improve reading comprehension in mild aphasia: A single-case experimental design study, *Neuropsychological Rehabilitation*, 30, 430-

461. <http://doi.org/10.1080/09602011.2018.1477683>
27. **Harn, B. A.** (2017). Making RTI effective by coordinating the system of instructional supports. *Perspectives on Language and Literacy*, 43(4), 15-18. https://mydigitalpublication.com/publication/?i=445106&article_id=2908443&view=articleBrowser&ver=html5
26. **Harn, B. A.**, *Parisi Damico, D., & Stoolmiller, M. (2017). Examining the variation of fidelity across an intervention: Implications for measuring and evaluating student learning. *Preventing School Failure: Alternative Education for Children and Youth*, 61, 289-302. <http://doi.org/10.1080/1045988X.2016.1275504>
25. *Sinclair, J., *Bromley, K. W., Shogren, K. A., Murray, C., Unruh, D. K., & **Harn, B. A.** (2017). An analysis of motivation in three self-determination curricula. *Career Development and Transition for Exceptional Individuals*, 40, 175-185. <http://doi.org/10.1177/2165143416676081>
24. Yuan, W., Treble-Barana, A., Sohlberg, M. M., **Harn, B.**, & Wade, S. L. (2017). Changes in structural connectivity following a cognitive intervention in children with Traumatic Brain Injury: A pilot study. *Neurorehabilitation and Neural Repair*, 31, 190-201. <http://doi.org/10.1177/1545968316675430>
23. Treble-Barana, A., Sohlberg, M. M., **Harn, B.**, & Wade, S. L. (2015). Cognitive intervention for attention and executive function impairments in children with Traumatic Brain Injury: A pilot study. *Journal of Head Trauma Rehabilitation*, 31, 408-418. <http://doi.org/10.1097/HTR.000000000000200>
22. **Harn, B.**, Basaraba, D., Chard, D., & *Fritz, R. (2015). The impact of schoolwide prevention efforts: Lessons learned from implementing independent academic and behavior support systems. *Learning Disabilities: A Contemporary Journal*, 13(1), 3-20. <http://www.morningsideacademy.org/wp-content/uploads/2015/10/LDCJ-3-15-web.pdf#page=10>
21. Sohlberg, M. M., **Harn, B.**, McPherson, H., & Wade, S. L. (2014). A pilot study evaluating attention and strategy training following pediatric Traumatic Brain Injury. *Clinical Practice in Pediatric Psychology*, 2, 263-280. <http://doi.org/10.1037/cpp0000072>
20. **Harn, B. A.** & *Parisi, D. M. (2013). The role of fidelity in implementing evidenced-based practices in schools. *Savage Controversies*, 6(2), 2-7.
19. **Harn, B.**, *Parisi, D., & Stoolmiller, M. (2013). Balancing fidelity with flexibility and fit: What do we really know about fidelity of implementation in schools? *Exceptional Children*, 79, 181-194. <http://doi.org/10.1177/001440291307900204>
18. *Lee, J., **Harn, B.**, Sohlberg, M. M., & Wade, S. L. (2012). An overview of the Attention Improvement Management (AIM) program with outcomes for three pilot participants. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 22, 90-105. <http://doi.org/10.1044/nnsld22.3.90>
17. **Harn, B. A.**, Chard, D. J., Biancarosa, G., & Kame`enui, E. J. (2011). Coordinating instructional supports to accelerate at-risk first-grade readers' performance: An essential mechanism for effective RTI. *Elementary School Journal*, 112, 332-355. <http://doi.org/10.1086/661997>

16. Stevens, C., **Harn, B.**, Chard, D. J., Currin, J. *Parisi, D., & Neville, H. (2011). Examining the role of attention and instruction in at-risk kindergarteners: Electrophysiological measures of selective auditory attention before and after an early literacy intervention. *Journal of Learning Disabilities, 46*, 73-86.
<http://doi.org/10.1177/0022219411417877>
15. **Harn, B. A.**, Chard, D. J., & Kame`enui, E. J. (2011). Meeting societies' increased expectations through responsive instruction: The power and potential of systemwide approaches. *Preventing School Failure: Alternative Education for Children and Youth, 55*, 232-239. <http://doi.org/10.1080/1045988X.2010.548416>
14. *Lemoncello, R., Sohlberg, M. M., Fickas, S., Albin, R., & **Harn, B.** (2011). Phase I evaluation of the television assisted prompting system to increase completion of home exercises among stroke survivors. *Disability and Rehabilitation: Assistive Technology, 6*, 440-452. <http://doi.org/10.3109/17483107.2010.542571>
13. Yamada, Y., Stevens, C., Dow, M., **Harn, B. A.**, Chard, D. J., & Neville, H. J. (2011). Emergence of the neural network for reading in five-year-old beginning readers of different levels of pre-literacy abilities: An fMRI study. *NeuroImage, 57*, 704-713. <http://doi.org/10.1016/j.neuroimage.2010.10.057>
12. **Harn, B. A.**, Linan-Thompson, S., & Roberts, G. (2008). Intensifying instruction: Does additional instructional time make a difference for the most at-risk first graders? *Journal of Learning Disabilities, 41*, 115-125.
<http://doi.org/10.1177/0022219407313586>
11. **Harn, B. A.**, & Chard, D. J. (2008). Teaching tutorial 6: Repeated readings to promote fluency. *On-line series for the Council for Exceptional Children*.
http://bigfivereading.weebly.com/uploads/1/0/5/4/105410541/repeated_reading_tutorial.pdf
10. **Harn, B. A.**, Stoolmiller, M., & Chard, D. J. (2008). Measuring the dimensions of alphabetic principle on the reading development of first graders: The role of automaticity and unitization. *Journal of Learning Disabilities, 41*, 143-157.
<http://doi.org/10.1177/0022219407313585>
9. *Jamgochian, E., **Harn, B. A.**, & *Parisi, D. (2008). Characteristics of students who don't respond to research-based interventions. *CEC Today*.
http://www.cec.sped.org/AM/Template.cfm?Section=CEC_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=10645.
8. Chard, D. J., Stoolmiller, M., **Harn, B. A.**, Wanzek, J., Vaughn, S., Linan-Thompson, S., & Kame`enui, E. J. (2008). Predicting reading success in a multilevel schoolwide reading model: A retrospective analysis. *Journal of Learning Disabilities, 41*, 174-188.
<http://doi.org/10.1177/0022219407313588>
7. Simmons, D. C., Coyne, M. D., Kwok, O.-m., McDonagh, S., **Harn, B. A.**, & Kame`enui, E. J. (2008). Indexing response to intervention: A longitudinal study of reading risk from kindergarten through third grade. *Journal of Learning Disabilities, 41*, 158-173.
<http://doi.org/10.1177/0022219407313587>
6. *Jamgochian, E. M., **Harn, B. A.**, & *Parisi, D. M. (2008). Similarities and differences of students who don't respond to research-based interventions. *CEC Today*.

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=10675&CAT=none>

5. **Harn, B. A.** (2007). Considerations in fluency interventions and assessment. *The Utah Special Educator*, 28(2), 26-28.
4. Simmons, D. C., Kame`enui, E. J., **Harn, B.**, Coyne, M. D., Stoolmiller, M., Edwards, L., Smith, S. B., Thomas-Beck, C., & Kaufman, N. K. (2007). Attributes of effective and efficient kindergarten reading intervention: An examination of instructional time and design specificity. *Journal of Learning Disabilities*, 40, 331-347.
<http://doi.org/10.1177/00222194070400040401>
3. Coyne, M. & **Harn B. A.** (2006). Promoting beginning reading success through meaningful assessment of early literacy skills. *Psychology in the Schools*, 43, 33-43.
<http://doi.org/10.1002/pits.20127>
2. Coyne, M. D., Kame`enui, E. J., Simmons, D. C., & **Harn, B. A.** (2004). Beginning reading intervention as inoculation or insulin: First-grade reading performance of strong responders to kindergarten intervention. *Journal of Learning Disabilities*, 37, 90-104.
<http://doi.org/10.1177/00222194040370020101>
1. Simmons, D. C., Kame`enui, E. J., Good III, R. H., **Harn, B. A.**, Cole, C., & Braun, D. (2000). Building, implementing, and sustaining a beginning reading model: School by school and lessons learned. *Oregon School Study Council Bulletin*, 43(3), 3-30.
<https://files.eric.ed.gov/fulltext/ED443080.pdf>

B. Manuscripts Submitted for Publication:

2. *Meline, M., **Harn, B.**, Thompson, S., & Jamgochian, E. (under review; May 9, 2020). Evaluating state teacher preparation policies related to clinical expectations: Alignment to “best practices”. Manuscript submitted for publication.
1. *Brafford, T., **Harn, B. A.**, & Clarke, B. (under review; March 13, 2020). Measures utilized in mathematics intervention research: A methodological literature review. Manuscript submitted for publication.

C. Books

Barton, E. & **Harn, B.** (2012). *Educating Young Children with Autism Spectrum Disorders*. Corwin Press.

D. Book Chapters (* indicates student author):

12. *Fritz, R. & **Harn, B. A.** (2021). Effective literacy in inclusive classrooms. In J. McLeskey, F. Spooner, B. Algozzine & N. Waldron (Eds.), *Handbook of research and practice for effective inclusive schools: Research and Practice* (pp. 229-246). Routledge. DOI: <https://doi.org/10.4324/9781003043874>
11. **Harn, B. A.** & *Meline, M. (2021). Developing critical thinking and reflection in teachers within teacher preparation. In M. Khosrow-Pour (Ed.), *Research Anthologies: Critical explorations* (pp. 232-52). IGI Global. DOI: 10.4018/978-1-7998-3022-1.ch014

10. *McCroskey, C., *Brafford, T., *Reardon, K., *Meline, M., & **Harn, B.** (2020). Special education IDEA: History and legal issues. In L. Jung & D. Fisher (Eds.), *Encyclopedia of education*. Routledge.
9. **Harn, B. A.**, *Fritz, R., & *Berg, T. (2014). How do we deliver high quality literacy and reading instruction in inclusive schools? In J. McLeskey, N. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 229-246). Routledge.
8. **Harn, B.** & Chard, D. (2012). *Fluency Strategies*. In D. J. Chard, B. Cook, & M. Tankersley (Eds.), *Research-based practices in special education*. (pp. 75-96) Pearson.
7. Chard, D. & **Harn, B.** (2008). Project CIRCUITS: Center for improving reading competence using intensive treatments schoolwide. In C. Greenwood, T. Kratochwill, & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 70-83). Guilford Publications.
6. Chard, D. J., **Harn, B. A.**, Sugai, G., Horner, R. H., Simmons, D. C., & Kame`enui, E. J. (2008). Core features of multi-tiered systems of reading and behavioral support. In C. Greenwood, T. Kratochwill, & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 18-26). Guilford Publications.
5. **Harn, B. A.**, Kame`enui, E. K., & Simmons, D. C. (2007). Essential features of interventions for kindergarten students most in need of accelerated learning: The nature and role of the third tier in a primary prevention model. In D. Haager, S. Vaughn, & J. Klingner (Eds.), *Evidenced-based reading practices for response to intervention* (pp. 161-184). Brookes Publishing.
4. Kame`enui, E. J., Good, R. H., & **Harn, B. A.** (2005). Beginning reading failure and the quantification of risk: Reading behavior as the supreme index. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, I. Gardner, R., L. D. Peterson, S. B. Hersh, & J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, and opportunities* (pp. 69-89). Prentice Hall.
3. Simmons, D. C., Kame`enui, E. J., Stoolmiller, M., Coyne, M. D., & **Harn, B.** (2004). Accelerating growth and maintaining proficiency: A two-year intervention study of kindergarten and first-grade children at risk for reading difficulties. In B. Foorman (Ed.), *Preventing and remediating reading difficulties: Bringing science to scale* (pp. 197-228). York Press.
2. Simmons, D. C., Kame`enui, E. J., Good, R. H., **Harn, B. A.**, Cole, C., & Braun, D. (2002). Building, implementing, and sustaining a beginning reading improvement model: Lessons learned school by school. In M. Shinn, G. Stoner, & H. M. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 537-570). National Association of School Psychologists.
1. Kame`enui, E. J., Simmons, D. C., Good, R. H., & **Harn, B. A.** (2001). The use of fluency-based measures in early identification and evaluation of intervention efficacy in schools. In M. Wolf (Ed.), *Time, fluency, and dyslexia* (pp. 117-144). York Press.

E. Technical Reports & Educational Training Materials

8. **Harn, B.** (2008). *Science & innovation effort: Intensive interventions boost at-risk first-graders' reading development*. *Science Daily*, March 2008 (article cited in multiple papers and on-line resources across the country).
<http://www.sciencedaily.com/releases/2008/03/080306091133.htm>
7. **Harn, B. A.** (2007). *Updating the Reading/Language Arts Framework for California Public Schools*, updated the references, citations, and provided elaboration on critical findings from the research to support the *California Reading/Language Arts Framework* for the California Department of Education.
6. Simmons, D. C., **Harn, B. A.**, & Kame`enui, E. (2002). *Comprehensive Assessment and Placement Test for the Early Reading Intervention*. Scott Foresman Publishers.
5. **Harn, B. A.** (2000). Approaches and considerations of collecting schoolwide early literacy and reading performance data. https://dibels.uoregon.edu/docs/data_collection.pdf
4. **Harn, B.**, one of many unordered authors (1998). *Administration and scoring of Curriculum-Based Measurement Module*. (Available from the University of Oregon, CBM Leadership and Training Grant, Eugene, OR). Edited by Mark Shinn, Ph.D.
3. **Harn, B.** & Whalen, A. (1999). *General education applications of Curriculum-Based Measurement Module*. (Available from the University of Oregon, CBM Leadership and Training Grant, Eugene, OR). Edited by Mark Shinn, Ph.D.
2. **Harn, B.**, one of many unordered authors (1998). *Administration and scoring of Curriculum-Based Measurement Module*. (Available from the University of Oregon, CBM Leadership and Training Grant, Eugene, OR). Edited by Mark Shinn, Ph.D.
1. **Harn, B.** (1994). *Reducing aggressive behaviors in elementary-aged children by changing cognitive perceptions*. Unpublished master's thesis, California State University at Fresno, Fresno, CA.

F. Presentations (+Invited/Keynote Presentation; *Presented with Student):

National Presentations (all peer reviewed)

- *Brafford, T. & Harn, B. (accepted for March 3, 2023). *Intervention implementation: Dimensions and relations to student mathematics achievement* [Poster presentation]. Council for Exceptional Children Conference.
- Pain, P., Biancarosa, G., & Harn, B. (2020, February 20-22). *Getting more from your literacy screener using DIBELS 8th edition* [Panel presentation]. Pacific Coast Research Conference, San Diego, CA.
- Harn, B., *Brafford, T., *Meline, M., & *Reardon, K. (2020, February 5-8). *Identifying the essential instructional behaviors of small group intervention related to student learning* [Paper presentation]. Council for Exceptional Children Conference, Portland, OR.
- *Meline, M., *Reardon, K., Jamgochian, E. *Brafford, T., & Harn, B. (2020, February 5-8). *UDL and SIOP: Strategies to support all learners* [Paper presentation]. Council for Exceptional Children Conference, Portland OR.

- *Brafford, T., *Fritz, R., & Harn, B. (2019, October 3-4). *Examining instructional quality of small group intervention across time: A replication study* [Poster presentation]. Council for Learning Disabilities Conference, San Antonio, TX.
- Harn, B. (2019, October). *Moving from research to the group: The challenges of improving small group intervention* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA
- Harn, B., Fritz, R. *Meline, M., *Brafford, T., & *Rochelle, J. (2018, October). *Utility of an implementation tool for small group instruction* [Poster presentation]. Council for Learning Disabilities Conference, Portland, OR.
- *Meline, M., *Reardon, K., *Dragger, A., & Harn, B. (2018, October). *UDL and SIOP: Strategies to support all learners* [Poster presentation]. Council for Learning Disabilities Conference, Portland OR.
- *Brafford, T., *McCroskey, C., Clark, B., & Harn, B. (2018, October). *Utility of mathematics RTI progress monitoring measures* [Paper presentation]. Council for Learning Disabilities Conference, Portland OR.
- *McCroskey, C. & Harn, B. (2018, November). *Reliably collecting observational data* [Paper presentation]. Teacher Education Conference in Las Vegas, NV.
- *Meline, M. & Harn, B. (2018, November). *Evaluating clinical practice state policies: Implications for teacher preparation* [Paper presentation]. Teacher Education Conference in Las Vegas, NV.
- *McCroskey, C., *Arbuckle, S. & Harn, B. (2018, November). *Teacher perceptions, attitudes, and knowledge of individualized education plan (IEP) development and implementation* [Poster presentation]. Teacher Education Conference in Las Vegas, NV.
- *Brafford, T. & Harn, B. (2018, November). *Teachers' perceptions of student behavior an analysis of the relationship between student characteristics and teacher ratings using structural equation modeling* [Poster presentation]. Teacher Education Conference in Las Vegas, NV.
- +Fritz, R. & Harn, B. (2018). *Effective and efficient observation techniques* [Paper presentation] Council for Exceptional Children Conference, Tampa, FL.
- Harn, B. & Fritz, R. (2017). *How much is enough? Observing small group interventions to improve outcomes* [Poster presentation]. Council for Exceptional Children's Conference, Boston, MA.
- +Harn, B. A., Biancarosa, G., Linan Thompson, S., Duran, L., & Wackerle-Hollman, A. (2017). *Innovations in assessment: From the assessment of ELLs, reading comprehension, to implementation* [Lead panel discussant]. Pacific Coast Research Conference, San Diego, CA.
- *Fritz, R. & Harn, B. (2016). *Increasing observation and feedback efficiency to improve instructional quality in small group intervention settings* [Roundtable presentation]. Council for Learning Disabilities Conference, San Antonio, TX.
- Harn, B. A. (2016). *The AIM Program: Considerations in designing & implementing technology-delivered interventions* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- *Berg, T. & Harn, B. (2015). *Absenteeism* [Poster presented]. Council for Learning Disabilities Conference, Las Vegas, NV.

- *Forbes-Spear, C. & Harn, B. (2015). *Sustaining the use of evidenced-based practices: The role of implementation measurement* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Harn, B. *Berg, T., *Fritz, R., & *Spear, F., C. (2015). *Examining the relation of implementation to student outcomes* [Paper presentation]. Council for Exceptional Children Conference, San Diego, CA.
- Harn, B., *Forbes Spear, C., *Fritz, R., *Berg, T., & Basaraba, D. (2014). *Examining the relation of features of implementation to student outcomes* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- +Harn, B. (2013). *Does pre-service preparation matter? Lessons learned from intentional redesign* [Panel presentation]. Office of Special Education Program Leadership Conference, Washington DC.
- Sohlberg, M., Wade, S., Harn, B., & Prideaux, J. (2013). *Cognitive support via attention training combined with strategy instruction: The AIM program* [Paper presentation]. American Psychological Association, Honolulu, HI.
- Harn, B., *Berg, T., *Fritz, R., & *Forbes-Spear, C. (2013). *Self-regulation: Identifying & instructing students at-risk for not responding to EBPs* [Paper presentation]. Council for Exceptional Children Conference, San Antonio, TX.
- Harn, B. (2013). *Balancing fidelity with flexibility and fit: What do we really know about fidelity of implementation in schools?* [Paper presentation]. Pacific Coast Research Conference, San Diego, CA.
- Raj, S., Antonini, T., MacPherson, H., Taylor, J., Sohlberg, M., Harn, B., Prideaux, J., & Wade, S. (2012). *Cognitive training targeting TBI Related attention problems in adolescents* [Poster presentation]. North American Brain Injury Society Conference, Miami, FL.
- +Harn, B., *Parisi, D., Whalen, A., & Stoolmiller, M. (2011). *Balancing fit and flexibility with fidelity: What do we really know about "fidelity of implementation" in schools?* [Presentation]. Council for Exceptional Children, Washington, DC.
- Sohlberg, M. M., Harn, B. & Prideaux, J. (2011). *Empirically-based interventions to improve cognitive, behavioral, and academic outcomes following pediatric TBI: Project AIM*. [Presentation]. Federal Interagency Conference on Traumatic Brain Injury, Washington, DC.
- Harn, B. A. & Biancarosa, G. (2011). *Coordinating instructional supports to accelerate at-risk first grade readers' performance: An essential mechanism for effective RTI* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- *Rodriguez, B. J. & Harn, B. (2011). *The Good Behavior Game: Integrating behavior and academic supports* [Poster presentation]. National Association of School Psychologists Conference, San Francisco, CA.
- +Harn, B., & Lane, K. L. (2010). *Preparing teachers and school personnel to analyze, develop, and effectively deliver tertiary level interventions* [Invited presentation]. Office of Special Education Program Leadership Conference, Washington DC.
- +Harn, B. (2010). *Measurement and Oral Reading Fluency* [Lead discussant]. American Educational Research Association, Denver, CO.
- Harn, B. & Chard, D. J. (2010). *Building fluent, competent readers: A systematic approach* [Presentation]. International Reading Association, Chicago, IL.

- +Harn, B. (2010). *Project SOLVE: Restructuring Personnel Preparation for Teachers of Students with High Incidence Disabilities Improving Course Content & Syllabi Revision* [Webinar]. Office of Special Education Programs 325T Personnel Preparation Training Programs.
- +Harn, B., & Lane, K. L. (2010). *Preparing teachers and school personnel to analyze, develop, and effectively deliver tertiary level interventions* [Invited presentation]. Council for Exceptional Children, Nashville, TN.
- *Rodriguez, B. J. & Harn, B. (2010). *The Good Behavior Game: Integrating behavior and academic supports* [Paper presentation]. Council for Exceptional Children Conference, Nashville, TN.
- +Harn, B. (2009). *Evidenced-based practices: Considerations in selecting a practice that fits your setting and needs* [Invited presentation]. Project Directors Conference for the Office of Special Education Programs, Washington DC.
- Harn, B. & Stevens, C. (2009). *Examining the neurocognitive impact of the early reading intervention on kindergarteners at-risk for reading difficulties: The role of instruction on attention development* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- Harn, B., *Jamgochian, E., & *Parisi, D. (2008). *Examining profiles of nonresponders: A retrospective analysis*. [Paper presentation]. Council for Exceptional Children Conference, Boston, MA.
- *Parisi, D. & Harn, B. (2008). *Fidelity of implementation: An expanded definition and collaborative measurement in schools* [Poster presentation]. Council for Exceptional Children Conference, Boston, MA.
- Stevens, C., Currin, J., Paulsen, D., Harn, B., Chard, D. Larsen, D., *Parisi, D., & Neville, H. (2008). *Kindergarten children at-risk for reading failure: Electrophysiological measures of selective auditory attention before and after the Early Reading Intervention* [Poster presentation]. Cognitive Neuroscience Society Conference, Boston, MA.
- Harn, B. & Linan-Thompson, S. (2008). *Intensifying instruction: Does additional time make a difference for the most at-risk first graders* [Paper presented]. American Educational Research Association Conference, New York, NY.
- Harn, B. A. (2008). *Project CIRCUITS: The power of coordinated instructional supports* [Paper presentation]. National Association of School Psychology Conference, New Orleans, LA.
- Harn, B. & *Parisi, D. (2008). *Fidelity: An expanded definition and collaborative measurement in schools* [Paper presentation]. National Association of School Psychology Conference, New Orleans, LA.
- Harn, B., Chard, D., Neville, H., & Stevens, C. (2008). *The role of attention training in early literacy interventions with kindergarteners* [Paper presentation]. National Association of School Psychology Conference, New Orleans, LA.
- Harn, B. (2007). *Intensifying instruction: Does additional instructional time make a difference for the most at-risk first graders?* [Paper presentation]. National Association of School Psychology Conference, New York, NY.

- Harn, B. & *Parisi, D. (2007). *Examining qualitative and quantitative differences of NWF Performance on ORF* [Paper presentation]. National Association of School Psychology Conference, New York City, NY.
- +Harn, B. (2007). *Enhancing RTI practices: The power of coordinating instructional supports* [Invited keynote presentation]. Michigan Integrated Behavior and Learning Support Initiative State-Level Conference, Lansing, MI.
- Harn, B., Chard, D. & Neville, H. (2007). *The role of attention in early literacy intervention with kindergarteners: The impact of explicit instruction, preliminary results* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- +Harn, B. (2006). *Reviewing the core components of response to intervention: Taking stock of what's in place and planning for next steps* [Invited keynote presentation]. Colorado Society of School Psychology Conference, Vail, CO.
- +Harn, B. (2006). *Talking about instruction: Thinking about programs, scheduling, and grouping* [Invited keynote presentation]. Colorado Society of School Psychology Conference, Vail, CO.
- Harn, B. (2006). *Accelerating reading: Features of intensive interventions for at risk second graders* [Paper presentation]. International Reading Association Conference, Chicago, IL.
- McDonagh, S. & Harn, B. (2006). *Fluency with connected text: Planning instruction for struggling readers* [Paper presentation]. Council for Exceptional Children, Salt Lake City, UT.
- *MacConnell, K. & Harn, B. (2006). *Focus and features of a secondary intervention with second grade students at risk for reading difficulties* [Paper presentation]. Council for Exceptional Children, Salt Lake City, UT.
- Harn, B. & *Smith, J. (2006). *Accelerating learning rates: Features of intensive reading intervention with second graders* [Paper presentation]. Council for Exceptional Children, Salt Lake City, UT.
- Harn, B. (2006). *Increasing instructional efficiency for at-risk first graders: Aligning instructional supports within a three-tiered approach to reading instruction* [Paper presentation]. Council for Exceptional Children, Salt Lake City, UT.
- MacConnell, K. & Harn, B. (2006). *Focus and features of a secondary intervention with second grade students at risk for reading difficulties* [Paper presentation]. Council for Exceptional Children, Salt Lake City, UT.
- Harn, B., Chard, D. & Stoolmiller, M. (2006). *Explaining the non-linear relation of nonsense word fluency to oral reading fluency: A dynamic systems perspective* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.
- +Harn, B. (2005). *Approaches, considerations, & methods for implementing a RTI approach: The role & practice of a problem-solving school psychologist* [Invited presentation]. Colorado Society of School Psychologists Conference, Vail, CO.
- +Harn, B. & Kuhn, L. (2005). *Colorado reading first: Components, current progress, and how school psychologists can get involved* [Invited presentation]. Colorado Society of School Psychologists Conference, Vail, CO.
- +Harn, B. & Chard, D. (2005). *Accelerating learning rates: Instructional and curricular features of intensive third tier intervention efforts with second graders* [Invited presentation].

- Project Directors Conference for the Office of Special Education Programs, Washington, DC.
- +Harn, B. (2005). *Supporting system-wide reading programs: What school psychologists need to know* [Invited presentation]. Wyoming School Psychology Association, Jackson Hole, WY.
- +Harn, B. (2005). *Approaches, considerations, & methods for implementing a RTI approach: The role & practice of a problem-solving school psychologist* [Invited presentation]. Kern County Association of School Psychologists Conference, Bakersfield, CA.
- +Harn, B. (2005). *A general overview of using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Utilizing assessment data to improve reading outcomes for students in grades K-3* [Invited presentation]. Courage to Risk Conference, Colorado Springs, CO.
- Kame`enui, E. & +Harn, B. (2005). *Supporting system-wide reading programs: What school psychologists need to know* [Invited presentation]. National Association of School Psychologists, Atlanta, GA.
- Kame`enui, E., Harn, B., Chard, D., Good, R. (2004). *Center to improve reading competence using intensive treatments schoolwide descriptive analyses of year 1 study* [Paper presentation]. Council for Exceptional Children, New Orleans, LA.
- Simmons, D., Cole, C., Braun, D., Wolter, R., & Harn, B. (2004). *A prevention model for districtwide reading reform: Transferring content into contexts* [Paper presentation]. Council for Exceptional Children, New Orleans, LA.
- Harn, B., Simmons, D., Coyne, M., & Kame`enui, E. (2002). *Critical elements and effects: Prevention research with kindergarten children at risk for reading difficulties* [Paper presentation]. Council for Exceptional Children, New York, NY.
- Simmons, D., Kame`enui, E., Harn, B., & Chard, D. (2002). *Closing the gap and beating the odds with instruction: A two-year study of the bottom 25%* [Paper presentation]. Council for Exceptional Children, New York, NY.
- Causey, J., Barker, Z., & Harn, B. (2002). *A beginning reading model: Developing schools as host environments* [Paper presentation]. Council for Exceptional Children, New York, NY.
- Proctor, B., Harn, B., & Canter, A. (2002). *Strategies for improving academic and social-emotional functioning for all children* [Presentation of summary to colleagues]. Future of School Psychology Conference, Indianapolis, IN.
- Barker, N. & Harn, B. (2001). *A beginning reading model: Developing schools as host environments* [Paper presentation]. International Dyslexia Association, Albuquerque, NM.
- Harn, B. & Good, R. (2001). *The Power of instruction: Optimizing the early literacy skills of kindergarteners at-risk for reading difficulties* [Paper presentation]. National Association of School Psychologists, Washington, DC.
- Simmons, D. & Harn, B. (2000). *Optimizing and sustaining early reading and vocabulary growth* [Paper presentation]. Council for Exceptional Children, Vancouver, BC.
- Simmons, D. & Harn, B. (2000). *The role of assessment in the schoolwide reading model: Knowing whether children are learning enough* [Paper presentation]. Council for Exceptional Children, Vancouver, BC.

- Kame`enui, E. J., Simmons, D. C., Good III, R. H., & Harn, B. A. (2000). *The use of fluency-based measures in early identification and evaluation of intervention efficacy in schools* [Paper presentation]. National Dyslexia Research Foundation: The Extraordinary Brain Series, Crete.
- Harn, B. & Whalen, A. (1999). *Utilizing a common metric in education: Practical applications of curriculum-based measurement data in general and special education classrooms* [Paper presentation]. National Association of School Psychology Conference, Las Vegas, NV.
- Matthew, B. & Harn, B. (1997). *Utilizing CBM for program evaluation decisions* [Paper presentation]. National Association of School Psychology Conference, Los Angeles, CA.
- Harn, B. (1994). *Reducing aggressive behaviors in elementary-aged children by changing cognitive perceptions* [Paper presentation]. California School Psychology Association Conference, Irvine, CA.

Regional Presentations

- *Fritz, R. & Harn, B. (2017). *Observing small group interventions to improve outcomes* [Presentation]. Oregon RTI Conference, Eugene, OR.
- +Harn, B. (2015). *Balancing the changes of special education teacher preparation with the needs in the schools* [Panel presentation]. Council for Special Education Administrators, Eugene, OR.
- +Harn, B. (2012). *Maximizing intervention minutes: Instructional quality to maximize student engagement* [Invited presentation]. Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- +Harn, B. (2012). *Considerations in measuring and evaluating fidelity of implementation* [Invited presentation]. Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- +Harn, B. & *Forbes-Spear, C. (2011). *Tier 1: Maximizing Learning for All—The Role and Importance of Classroom Management & Routines* [Invited presentation]. Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- +Harn, B. (2011). *Tiers 1-3: Coordinating Instructional Supports* [Invited presentation]. Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- +Harn, B. (2011). *Integrating Positive Behavioral and Reading Supports* [Strand coordinator and facilitator]. Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- Chard, D. & +Harn, B. (2007). *Reading success in a multi-tiered reading model* [Invited presentation]. Oregon Conference, Eugene, OR.
- Harn, B. & Smith, J. (2007). *Accelerating learning rates: Features of intensive reading intervention with second graders* [Invited presentation]. Oregon Conference, Eugene, OR.
- +Harn, B. (2006). *Reviewing the core components of response to intervention: Taking stock of what's in place and planning for next steps* [Invited keynote presentation]. Oregon RTI Summit, Eugene, OR.

- Harn, B. (2006). *Response to intervention: The importance of coordinated instructional supports* [Paper presentation]. Confederation of Oregon School Administrators Conference, Seaside, OR.
- Harn, B. (2006). *Understanding the core components of response to intervention: Taking stock of what's in place and planning for next steps* [Paper presentation]. Confederation of Oregon School Administrators Conference, Salem and Eugene, OR.
- Simmons, D. C., Kame`enui, E. J., & Harn, B. A. (2001). *Project OPTIMIZE: A summary of critical features and effects* [Paper presentation]. Oregon Conference, Eugene, OR.
- Kaminski, R., Laimon, D., Davis, S., & Harn, B. (1998). *Assessment to promote school success: Dynamic Indicators of Basic Early Literacy Skills* [Presentation]. Oregon School Psychology Association Conference, Timberline, OR.
- Harn, B. (1998). *Utilizing CBM reading achievement data: Making schoolwide, classwide, and individual level decisions* [Poster presentation]. Oregon School Psychology Association Conference, Timberline, OR.

G. External Funding (Total Dollars Managed: \$7,680,381)

Present - 2024

Co-Principal Investigator

Title: *Project I LEAD: Innovative Leadership Education Advancing Diversity*
 Agency: Office of Special Education Programs/ \$1,250,000
 Description: Personnel Preparation Grant for doctoral student preparation as leaders in supporting Dual Language Learners literacy development and enhancing school-level practices. Co-Principal investigator with Dr. Duran and Dr. Linan Thompson as key personnel.

Present-2013

Principal Investigator

Title: *Supporting Schools to Maximize Instructional Resources to Promote Literacy Development*
 Agency: Internal -- Fairway Competition within the College of Education, University of Oregon/\$27,000
 Description: Research grant investigating variables related to students who do not respond to evidenced-based reading interventions.

Completed Grants

2019 - 2021

Co-Principal Investigator

Title: *Project Hi-TEKS: Highly-qualified Interventionists with Transition Evidence-based Knowledge and Skills*
 Agency: Office of Special Education Programs/ \$1,250,000
 Description: Leadership Preparation Grant for licensure student preparation in working with students with low-incidence disabilities. Co-Principal investigator with Dr. Dawn Rowe (initial awardee).

2016-2017

Key Personnel

Title: *Project Estrella*
Agency: Office of Special Education Programs
Description: Model demonstration project completed by PIs on examining essential MTSS practices to support English Learners in multiple schools in Texas. I am supporting PI in disseminating key findings and outcomes by assisting in designing the format and content of a website (anticipated full launch December 2016: <http://estrella.obaverse.net/>). Principal Investigators Drs. Sylvia Linan Thompson & Alba Ortiz

2011 - 2016

Co-Principal Investigator

Title: *Project BASES: Behavior & Academic Special Education Specialists*
Agency: Office of Special Education Programs/ \$1,028,000
Description: Leadership Personnel Preparation Grant for doctoral student preparation for leaders with expertise in both academic and behavioral supports. Co-Principal investigator with Dr. Rob Horner.

2014-2016

Key Personnel

Title: *Collaborative Research: Delivery of Personalized Reading Strategies for People with Cognitive Impairments in Post-Secondary Settings*
Agency: National Science Foundation
Description: Research grant investigating methods for improving reading comprehension via technology supports for students with cognitive difficulties. Co-Principal Investigators with Drs. McKay Sohlberg and Steve Fikas. More information available at: <http://www.campusreader.org/>

2013-2015

Co-Principal Investigator

Title: *Project AIM: Attention Improvement Management*
Agency: National Institutes of Health/ \$1,125,000
Description: Research grant investigating and developing interventions for adolescents with Traumatic Brain Injury to improve executive control of attention. Co-Principal Investigator with Dr. McKay Sohlberg. More information available here: <http://tbifocus.org/>

2013-2014

Co-Principal Investigator

Title: *Neurophysiological Assessment and Training to Optimize Engagement and Learning*
Agency: (Internal) Office for Research, Innovation, and Graduate Education, University of Oregon/ \$6,700
Description: Research grant investigating variables related to students who do not respond through multi-disciplinary collaboration with cognitive neuroscience. Co-Principal Investigators with Drs. Gina Biancarosa, Cathy

Poulsen & Kristina Hiatt Racer.

2008-2012

Co-Principal Investigator

Title: *Project SOLVE*

Agency: Office of Special Education Programs / \$487,886

Description: Personnel preparation grant to improve the pre-service development of special education teachers. Co-Principal investigator with Dr. Brigid Flannery.

2009-2011

Key Personnel

Title: *Summer School and Summer Learning: An Examination of Selection, Implementation, and Program Effects in a Multiyear Randomized Trial*

Agency: Institute of Educational Sciences

Description: Research project investigating the additional benefits of an academically oriented summer school program on early elementary-aged students at-risk for reading disabilities. Co-Principal Investigators Drs. Keith Zvoch and Joseph Stevens.

2004-2008

Co-Principal Investigator and Project Director

Title: *Center for Improving Reading Competence Using Intensive Treatments Schoolwide*

Agency: Office of Special Education Programs / \$4,649,995

Description: Longitudinal research project investigating the effect of coordinating and intensifying instructional supports at the systems-level to improve reading development for all students. Co-Principal investigator with Dr. David Chard and previously Drs. Edward Kame`enui and Deborah Simmons (initial awardees).

2003-2008

Co-Principal Investigator

Title: *Vanguard Project: Leadership Training in Positive Behavior Support and Literacy*

Agency: Office of Special Education Programs

Description: Leadership training in literacy and positive behavior support expertise. Co-Principal investigator with Dr. Rob Horner (initial awardee).

Recent Non-Funded Submissions

Title: NSF Convergence Accelerator Track F: A Decision-making Education Approach for Meeting the Challenges of Inauthentic Information

Agency: National Science Foundation

Description: We proposed to develop a scalable and adaptable prototype educational program to help individuals learn how to evaluate information and make appropriate decisions in a world replete with inauthentic information. Co-PI with Paul Slovic and Robert Mauro as PI

INSTRUCTIONAL AND ADVISING ACTIVITIES

A. Courses Taught

University of Oregon

Graduate Level Classes Taught:

Design of Instruction (F '07 - '20)
Historical and Contemporary Issues in Special Education (W '06; '07; Sp '08; F '09 - F '21)
Foundations of Disability (W '19, '20)
Introduction to Learning Disabilities (W '10 - '15; Sp '14, Sp '19-21)
Special Education Doctoral Seminar (F '12-16, '18-'21)
Educational Assessment (W '03; '05; '06; Sp '09)
Foundations of Disability 1 (W '19-'20)
Principles and Practices of School Psychology (F: '98; '05; '07)
System-Level Academic Interventions (Sp '06)
Seminar in Research and Understanding in Reading Comprehension (Sp '06)
Instructional Response Research Team (Each quarter 2011-Present)
Various Reading and Conferences across most years

Undergraduate Level Class Taught:

Introduction to Learning Disabilities (W '10 – '13, '15; Sp '14, Sp '19-21)
Foundations of Disability (W '19-21)

California State University, Fresno

2001- 2003

Graduate Level Classes Taught:

Instructional Consultation & Intervention (Spr '02, '03)
Seminar on Instructional Consultation (Spr '03)
Assessment of Learning Disabilities and Developmental Disabilities (F '01, '02)

Undergraduate Level Classes Taught:

Learning and Memory (F '01; Spr '02; F '02, F '03)

University of La Verne

1996

Graduate Level Class Taught in Administrative Licensure: Educational Psychology

B. Service on Graduate Student Committees

Dissertations:

- Completed as **Committee Member** (12):
 - 2021: Katie Conley
 - 2014: Jaime Lee
 - 2013: Shaheen Munir

- 2012: Kathleen Strickland Cohen
 - 2011: Darci Burns
 - 2010: Nancy Nelson
 - 2009: Chanisa Apichatabutra
 - 2008: Rik Lemoncello; Jon Potter; Nicole Nakayama
 - 2005: Kristen MacConnell; Kristin Orton
- Completed as **Institutional/Outside Member (10)**:
 - 2018: Kraig Sproles (Education Methodology Policy and Leadership); Amala Shetty (Counseling Psychology, 2018)
 - 2015: Elif Isbell (Psychology); Elizabeth Jankowski (EMPL; 2015)
 - 2014: Patrick Kennedy (Education Methodology Policy and Leadership)
 - 2013: Robert Caplinger (Education Methodology Policy and Leadership); Desiree Margo (Education Methodology Policy and Leadership)
 - 2012: Mindy LeRoux (Education Methodology Policy and Leadership)
 - 2011: Deni Basaraba (Education Methodology Policy and Leadership)
 - 2010: Elisa Jamgochian (Education Methodology Policy and Leadership)

Master's Projects or Theses (3):

- 2011: Elizabeth Beckett - *Relevant Features of Instruction with SmartBoards* (Project)
- 2009: Yu-Ling Lo - *Features of Effective Interventions for Non-Responders: A Synthesis of the Research* (Thesis)
- 2009: Megan Sullivan - *Instructional Barriers for Students with Learning Disabilities in Content Areas* (Project)

Doctoral Comprehensive Examination & Competency Paper Reviewer (28):

- **Special Education:** Aaron Mowrey, Tasia Brafford, McKenzie Meline, Paul Meng, Cody Gion, Manuel Monzalve, James Sinclair, Tricia Berg, Ronda Fritz, Sarah Pinkelman, Chris Doabler, Caitlin Forbes-Spear, Virginia Reece, Kimy Liu, Sangeun Lee, Kathleen Strickland-Cohen, Jaime Lee, Gina Griffiths
- **School Psychology:** Danielle Parisi, Billie Jo Rodriguez, Rebecca Briggs, Cynthia Heywood, Verity Levitt, Shaheen Munir-McHill, Katie Ravitch, Oanh Tran
- **Psychology:** Robbie Ross

College Teaching Supervision of Doctoral Students (15):

- Annie Dragger, Dana Lissman Cohen, Qi Wei, McKenzie Meline, Cody Gion, James Sinclair, Ronda Fritz, Tricia Berg, Darci Burns, Christopher Pinkney, Ajay Singh, Chanisa Apichatabutra, Christopher Vatland, Billie Jo Rodriguez, Jessica Tutura

C. Advisees

Doctoral Advisees:

- Current Advisees (1): Arron Mowery

- Completed Advisees (9): Tasia Brafford, McKenzie Meline, Eunju Jung, Elisa Jamgochian, Kimy Liu, Sanguen Lee, Caitlin Forbes Spear, Ronda Fritz, Tricia Berg

Dissertations:

- Completed as Chair or Co-Chair (11):
 - 2021: Tasia Brafford (Chair) - *Measuring Intervention Implementation: Examining the Relation of Dimensions of Implementation to Student Outcomes in a Kindergarten Mathematics Intervention* (current position: Post-Doctoral Position, University of Texas at Austin)
 - 2020: McKenzie Meline (Chair) - *Examining the use of Video Analysis on Teacher Instruction and Teacher Outcomes: A Meta-Analysis* (current position: Curriculum Developer for Ancora Publishing)
 - 2018: Tricia Berg (Chair) - *A Randomized Control Study of Attendance and Truancy Universal Procedures and Interventions in Elementary Schools* (current position: Educational Consultant, Safe & Civil Skills)
 - 2017: Kate Ascetta (Co-Chair) - *The Features of Effective Online Professional Development for Early Childhood Educators* (current position: Assistant Professor, University of South Carolina)
 - 2016: Ronda Fritz (Chair) - *Examining Reliability and Validity of Instructional Observations: Contrasting the Whole with Time Segments* (*Selected as the *Dissertation of the Year Award* by the *Division of Learning Disabilities* of the Council of Exceptional Children. Current position: Associate Professor, Eastern Oregon University)
 - 2014: Caitlin Forbes Spear (Chair) - *Examining The Relationship Between Implementation and Student Outcomes: The Application of an Implementation Measurement Framework* (current position: Evaluation and Research Manager, University of Pittsburgh)
 - 2010: Sangeun Lee (Chair) – *The Relationship Between Morphological Awareness and Literacy Outcomes of Elementary Students: A Meta-Analysis Study* (current position: Lecturer at Kennesaw State University)
 - 2010: Billie Jo Rodriguez (Co-Chair) - *An Evaluation of the Good Behavior Game in Early Reading Intervention Groups* (current position: Instructor, University of Oregon and School Psychologist, Springfield School District)
 - 2009: Kimy Liu (Co-Chair) - *Development of an Assessment Rubric for the Implementation of Response to Intervention (RTI) at Elementary Schools* (current position: Associate Professor, California State University at Stanislaus)
 - 2008: Danielle Parisi (Co-Chair) - *Examining Multiple Dimensions of Fidelity and their Relation to Student Reading Outcomes: A Retrospective Analysis of Kindergarten Interventions* (current position: Research Scientist, Amplify Analytics)
 - 2008: Eunju Jung (Chair) - *Methods in Creating Alternate Assessments: Calibrating a Mathematics Alternate Assessment Designed for Students with*

Disabilities Using General Education Student Data (current position: Research Associate, Korea Institute on Curriculum and Evaluation)

Master Advisees (17):

- Caitlin Andersen, Holly Albone, Rachel Astrella, Stephanie Barber, Jessica Baril Elizabeth Beckett, Sherri Clark, Kayla Eckoff, Josh Geller, Elizabeth Johnson, Elise McCormick Aaron Mowrey, Kathryn Porada, Kristen Grattakue, Yo-Lin Lo, Catherine Lucas, Kaitlan McGuinness

SERVICE ACTIVITIES

A. National

- 2021: External Reviewer for Promotion, University of Virginia; Oregon Health Science University
- 2020: Reviewer, National Institute of Health
- 2019-2020: Member of Special Education Technical Development Committee— External evaluation team for Special Education Programs, Texas Department of Education
- 2019: Member of the 3+2 evaluation team with the Office of Special Education Program for the IRIS Center
- 2018: External Reviewer for Promotion, University of Idaho
- 2018: Member of the 3+2 evaluation team with the Office of Special Education Program for the National Center for Intensive Interventions
- 2014; 2016: Reviewer for Council for Exceptional Children Conference
- 2015: Reviewer for Society for Research on Educational Effectiveness Conference
- 2015: Michigan Integrated Behavior and Learning Support Initiative. External consultant in validating the Elementary Reading Tiered Fidelity Inventory
- 2021; 2018; 2014-13; 2009: Participant on the Higher Education Consortium for Special Education
- 2013: Member of the 3+2 evaluation team with the Office of Special Education Program for the National Center for Intensive Interventions
- 2011; 2008: Member of the Planning Committee for the Department of Education, Office of Special Education Programs National Leadership Conference
- 2013; 2010; 2008; 2005: Invited Keynote for the Office of Special Education Programs National Leadership Conference
- 2010; 2008: Grant Reviewer: *Office of Special Education Programs*
- Editorial Boards & Service:
 - *Assessment for Effective Intervention* (14)
 - *Exceptional Children* (16)
 - *Education & Treatment of Children* (1)
 - *Elementary School Journal* (13)
 - *Journal of Educational Psychology* (3)
 - *Journal of Reading Research* (5)
 - *Journal of Special Education* (13)

- *Learning Disability Quarterly (9)*
- *Preventing School Failure (24)*
- *Remedial and Special Education (13)*
- *Reading and Writing Quarterly (24)*
- *School Psychology Review (12)*

B. State

- 2019-2018: Member - Oregon Special Education Licensure, Endorsement and Assignment Summit between Oregon Department of Education, Teacher Standards and Practices Commission, and University Representatives
- 2018-2016: Oregon Department of Education - Oregon Dyslexia Advisory Council to work on implementation issues related to teacher preparation and implementation of state-bill related to the early identification and support for students with Dyslexia in public school settings.
 - Member of the Assessment Work Group to identify valid screening assessments
 - Reviewer of professional development opportunities
- 2019-2015: Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), University of Oregon Site Administrator, Office of Special Education Programs
 - Collaborative effort with the UOTeach/General Education teacher preparation program. Completely redesigned one class, consulted with faculty on use of high leverage practices, and provided training and support on Universal Design for Learning. Consulted with program faculty on how to integrate UDL with their SIOP model to support English Learners.
- 2019; 2016-14: Higher Education Consortium on Special Education in Oregon
- 2017-2014: TeachOregon Chalkboard Cooperating Teacher Workgroup. Developer and reviewer of content to be used in statewide cooperative teacher training.
- 2012-2009: Advisory Member to Friends of the Children of Portland, OR (Non-Profit)
- 2007-2005: Oregon Department of Education – Keynote Presenter and Consultant on implementing Response to Intervention efforts during their initial implementation efforts.
- 2007-2005: Eugene/4J School District:
 - Keynote Presenter to all elementary schools on why and how to deliver a core reading program.
 - Keynote Presenter and Consultant for Spring Creek Elementary School on how to use student performance data to improve educational decision making at the class and school level.
- 2018-2013: Springfield School District
 - Participant on the TeachOregon Initiative. Collaborator in developing a coordinated and reciprocal clinical supervision model.
 - Recruitment presenter for the Teacher Cadet classrooms at Springfield and

Thurston High schools at least annually.

- Present-2000: Bethel School District – Keynote Presenter and Consultant across a range of district and school efforts related to improving educational practice and decision making including:
 - District level Literacy Leadership Teams: provided multiple district-wide training sessions as well as assisted in content development and coordination. Efforts are ongoing.
 - Educational Measurement: Consultant in selecting and interpreting student performance data
 - Response to Intervention: Consultant in developing district policy and procedures in implementation for Reading and Math.
- Present- 2017: Marist Summer School Project:
 - Collaborated with Bill Ferrari on delivering a summer school program that focused on teaching early literacy to at-risk students in grades K-3. Assisted in identifying a program, implementation, and evaluation of efforts. Six-week program ran in summers of 2018 and 2019, primarily taught by special education master and doctoral students.
 - Report on KEZI: <https://www.kezi.com/content/news/Summer-program-seeks-to-give-at-risk-kids-a-boost-in-Eugene-489810961.html>
- 2021 - 2019: United Way Campaign Cabinet Member (Non-Profit)
- Present - 2019: Direction Services Board Member (Non-Profit)

C. University

- Present-2022; 2021-2019; 2016-2018: University Senate Member
- Present-2020: Member of the Academic Council
- Present-2019: Member of the Graduate Council
- Present-2020: Member, Continuous Improvement and Evaluation of Teaching Committee
- 2021: Search Committee Member for the University Fellows Program
- 2020: Search Committee Member for the Vice Provost of Graduate Education
- 2020: Member, Task Force: Undergraduate Testing Requirement
- 2021-2019: Member, University Library Committee
- 2020-2018: Chair, Career/Nontenure-Track Faculty (NTTF) Committee
- 2021-2019: Member, Senate Sub-Committee on Open Access
- 2018: Search Committee Member, Associate Vice Provost, Online and Distance Education
- 2019-2016: University Scholarship Committee
- 2015: Faculty Personnel Committee
- 2015-2014: Member/Reviewer International Cultural Service Program
- 2014: Participated on University-Level LMS team in piloting new LMS and review process
- 2014: Participant in the University-level LMS selection process, piloted a new

LMS for instruction and participated on focus groups

- 2014: Presenter at the Promising Scholars event
- 2008: Interviewed by Barbara Altman for *UO Today* (Show #377) aired May 7, 2008, available at <http://www.youtube.com/watch?v=RfKcRbcgTb4>

D. College of Education

- 2020 – 2019: COE Internal Governance Committee
- 2019 – 2011: Member of the College of Education Community Consortium
- 2019 – 2015: CEEDAR Workgroup to Enhance Teacher Preparation
- 2017 – 2015: Member on the Tenure-Track Workload and Promotion Policy Workgroup
- 2017-2012; 2010-2008: Department representative for the College-Level Technology Committee
- 2016-2012; Chair of the College of Education Community Consortium
- 2016-2007: Search Committee for 11 Assistant/Associate Professors in Special Education
- 2015 -2011: Department Representative to the College of Education Curriculum Committee
- 2014: Search Committee Member for Director of Assessment for the Dean's Office
- 2013 – 2009: Presenter at the COE Orientation Day
- 2011-2010: Search Committee for 2 Assistant/Associate Professor position in Education Studies
- 2008: Search Committee for Assistant/Associate Professor position in Communication Disorders and Sciences
- 2008: Curriculum Committee for developing the college-wide Master's-Level Research Courses

E. Department & Program

- Present: Special Education Program Director
- Present-2020: Reading Endorsement Coordinator
- 2018-2020-Undergraduate Major Planning Committee
- Present- 2006: Special Education Admissions Committee: Doctoral and Masters
- Present – 2006: Masters Committee in Special Education
- Present – 2006: Special Education Doctoral Committee
- 2022 – 2021: Department Head of Special Education and Clinical Sciences
- 2018-2019: Coordinated the course redesign for SPED 4/511 Foundations of Disability (completely online)
- 2017: K-12 Program & SPED Minor Coordinator (interim)
- 2017: K-12 Admissions Coordinator (interim)
- 2016-2012; 2009-2007: Director of Graduate Studies for the Department of Special Education and Clinical Sciences
- 2016-2015: Led the approval of a new Undergraduate Certificate in Special Education by the University of Oregon

- 2015: Coordinated International Visiting Scholar efforts for Dr. Emilio Rodriguez Macayo, Department Head from Silvia Henriquez Catholic University, Chile.
- 2016 – 2014: Chair of the Department-Level Governance Ad-hoc Committee
- 2016 – 2013: Chair of Mater’s Committee
- 2014- 2009: Diversity Committee in Special Education
- 2009: Participant within the CODAC Diversity Workshop (voluntary multi-day training)
- 2011-2010; 2008-2006: School Psychology Comprehensive Examination Committee Member
- 2006: School Psychology Admissions Committee
- Teaching Peer Reviews (15): Geovana Rodriguez (2021); Angela Whalen (2019) Jessica Cronce (2018); Lauren Csycck (2018); Elisa Jamgochian (2018); Stephanie Shire (2018); Samantha Shune (2018); Angela Whalen (2016); Val Mazzoti (2015); Kim Condon (2015); Andy Garbacz (2014); Kathy Jungjohann (2012; 2014); Wendy Machalicek (2013); Cecilia Kirk (2013); Karen MacLauchlan (2012)

F. Research Unit: Center on Teaching & Learning

- 2013 - 2007: Search Committees for the following positions (national searches): Director of Professional Development; Director of Information Technology; 2 Research Associates; Associate in Professional Development
- 2013 - 2006: Leadership Team Member
- 2010 - 2008: Professional Development Planning Group
- 2010 - 2006: DIBELS Redesign Group

G. Educational Consultation & Schoolwide Professional Development & Service:

- 2009 – 2005: Harn, B. *Implementing Response to Intervention*. Provided technical assistance and consultation for implementing Response to Intervention using the presentation *Understanding the Core Components of RTI: Taking Stock of What’s in Place & Planning for Next Steps, Implementing Responsive Instructional Practices* as the foundation as well as consultant on issues around assessment, program selection, and evaluation. Provided services to Oregon Department of Education, Colorado Department of Education, Utah Department of Education and various regional agencies and school districts
- Districts in Oregon: Bethel, Eugene-4J, Lebanon, Corvallis, North Clackamas, Sherwood, Tigard-Tualatin, Lane Educational Service District
- Districts in California: Bakersfield City, Greenfield, Rosedale, Sanger, Standard
- Districts/Regions in Colorado: Berthoud School District, and the North Central, Southwest, West Central Regional Professional Development Centers
- 2005-2000: Kame`enui, E. J. & Simmons, D. C. *Institute on Beginning Reading: A Schoolwide Reading Model* presented for the Oregon Department of Education, Alabama Department of Education, Southeast Regional Resource Center (SERRC), South Carolina Department of Education, Hawaii Department of

Education and Institute for the Development of Educational Achievement, University of Oregon, Co-directed with Edward Kame`enui and Deborah Simmons.

- Key presenter and coordinator of multi-day team training efforts as well as follow-up support.
 - Developer of professional development materials regarding schoolwide early reading practices utilized across the national Reading First efforts.
 - 2004: Harn, B. Reviewed the document entitled *Focus on Reading Diagnostics and Lesson Design* as part of the State Institutes for Reading Instruction (SIRI) of Ohio.
 - 2010 – 2002: Harn, B. *Administering and Scoring the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Presentation provided for the following Reading First State Departments of Education: AZ, MS, OR, SC, WY, CA, WA, HI, AL, DC, UT, CO.
 - 2006 – 2004: Harn, B. *Consultant for the Western Regional Reading First Technical Assistance Center* on topics ranging from scheduling and planning reading instructional time, evaluating schoolwide reading reform efforts, linking assessment and instruction, and the selection of core, supplemental, and intervention programs. Performed for various states (i.e., CO, CA, OR, WY, AZ, UT) in the western United States.
 - 2004 – 2002: Harn, B. *Gleaning Instructional Implications from DIBELS Assessment Data*. A presentation provided to the Western Regional Reading First Center, Arizona Department of Education, University of Kansas, and University of North Carolina-Charlotte.
- Harn, B. *Interpreting DIBELS Student Performance Reports*. A presentation provided to the Western Regional Reading First Center, Arizona Department of Education, University of Kansas, and University of North Carolina-Charlotte.

AWARDS AND PROFESSIONAL ACTIVITIES

Awards

2012: College of Education Early Career Teaching Award

2000: Liz Gullion Research Award for outstanding grant from the College of Education of the University of Oregon

Professional Memberships

Present – 1992: National Association of School Psychologists

Present – 2000: Council of Exceptional Children

Present – 2000: American Educational Research Association

Present – 2007: Society for Research on Educational Effectiveness

Present – 2010: Society for Prevention Research

Credentials Held (expired)

1994 California Pupil Personnel Services Credential in School Psychology

1995 Nationally Certified School Psychologist