

Curriculum Vita  
**Beth A. Harn**

**PERSONAL INFORMATION**

**Present Position:** **Associate Professor**, Special Education  
Department of Special Education & Clinical Sciences  
University of Oregon  
5261 University of Oregon  
Eugene, OR 97403-5261  
W: 541-346-4247; C: 541-543-5998  
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**EDUCATIONAL EXPERIENCE**

- Ph.D. University of Oregon, 2000  
School Psychology Program: Instructional Design and Consultation  
Dissertation: *Examining and Predicting Response to Instruction Based On Kindergarten Children's Early Literacy Profiles*
- M.S. California State University, Fresno, 1994  
Psychology with an emphasis in School Psychology  
MS Thesis: *Reducing Aggressive Behaviors in Elementary-Aged Children by Changing Cognitive Perceptions*
- B.A. California State University, Fresno,  
1991 Psychology and English Minor

**AREAS OF RESEARCH**

- *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*

**PROFESSIONAL EXPERIENCE**

*2012-Present*

**Associate Professor** -- Professor in the Department of Special Education teaching graduate classes in Instructional Design, History and Contemporary Issues in Special Education, and Introduction to Learning Disabilities

*2013-2016; 2007-2009*

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

2006-2012

**Assistant Professor** –Professor in the Department of Special Education and Clinical Sciences taught graduate classes in Design of Instruction, History and Contemporary Issues in Special Education, Educational Assessment, Introduction to Learning Disabilities, and Principles & Practices of School Psychology.

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*

### Professional Memberships

National Association of School Psychologists (1992-Present)  
 Council of Exceptional Children (2000-Present)  
 American Educational Research Association (2000-Present)  
 Society for Research on Educational Effectiveness (2007-Present)  
 Society for Prevention Research (2010-Present)

### Credentials Held (expired)

1994 California Pupil Personnel Services Credential in School Psychology  
 1995 Nationally Certified School Psychologist

### Awards

Liz Gullion Research Award for outstanding grant from the College of Education of the University of Oregon (2000)  
 College of Education Early Career Teaching Award (2012)

## UNIVERSITY TEACHING & MENTORING OF STUDENTS

### Teaching

#### *University of Oregon*

2003 – Current

#### Graduate Level Classes Taught:

Design of Instruction (F '07 - '19)  
 Historical and Contemporary Issues in Special Education (W '06; '07; Sp '08; F '09 - F '19)  
 Foundations of Disability (W '19)  
 Introduction to Learning Disabilities (W '10 - '15; Sp '14, Sp '19)  
 Special Education Doctoral Seminar (F '12-16, '18-'19)  
 Educational Assessment (W '03; '05; '06; Sp '09)  
 Foundations of Disability 1 (W '19)  
 Principles and Practices of School Psychology (F '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)  
 Foundations of Disability (W '19)

1998 - 2000

Graduate Level Class Taught:

Principles and Practices of School Psychology (F '98)

Practicum Supervisor:

Second year graduate school psychology students

**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

**Mentoring of Students**Doctoral Advisees:

- Current Advisees: McKenzie Meline, Tasia Bradford
- Completed Advisees (8): Eunju Jung, Elisa Jamgochian, Kimy Liu, Sanguen Lee, Caitlin Forbes Spear, Ronda Fritz, Tricia Berg

Master Advisees:

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

Dissertations:

- Completed as Chair or Co-Chair (9):
  - Tricia Berg (2018) -- *A Randomized Control Study of Attendance and Truancy Universal Procedures and Interventions in Elementary Schools* (current position: Educational Consultant, Safe & Civil Skills)

- Kate Ascetta (Co-Chair, 2017) -- *The Features of Effective Online Professional Development for Early Childhood Educators* (current position: Assistant Professor, University of South Carolina)
  - Ronda Fritz (Chair, 2016) -- *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)
  - Caitlin Forbes Spear (Chair, 2014) -- *Examining The Relationship Between Implementation and Student Outcomes: The Application of an Implementation Measurement Framework* (current position: Evaluation and Research Manager, University of Pittsburgh)
  - Sangeun Lee (Chair, 2010) – *The Relationship Between Morphological Awareness and Literacy Outcomes of Elementary Students: A Meta-Analysis Study* (current position: Lecturer at Kennesaw State University)
  - Billie Jo Rodriguez (Co-Chair, 2010) - *An Evaluation of the Good Behavior Game in Early Reading Intervention Groups* (current position: Instructor, University of Oregon and School Psychologist, Springfield School District)
  - Kimy Liu (Co-Chair, 2009) - *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)
  - Danielle Parisi (Co-Chair, 2008) - *Examining Multiple Dimensions of Fidelity and their Relation to Student Reading Outcomes: A Retrospective Analysis of Kindergarten Interventions* (current position: Research Scientist, Amplify Analytics)
  - Eunju Jung (Chair, 2008) - *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)
- Completed as Committee Member (11): Jaime Lee (2014); Shaheen Munir (2013), Kathleen Strickland Cohen (2012), Darci Burns (2011), Nancy Nelson (2010), Chanisa Apichatabutra (2009), Rik Lemoncello (2008), Jon Potter (2008), Nicole Nakayama (2008), Kristen MacConnell (2005), Kristin Orton (2005)
  - Completed as Institutional/Outside Member (10): Kraig Sproles (Education Methodology Policy and Leadership, 2018); Amala Shetty (Counseling Psychology, 2018); Elif Isbell (Psychology; 2015); Elizabeth Jankowski (EMPL; 2015); Patrick Kennedy (EMPL; 2014), Robert Caplinger (EMPL; 2013), Desiree Margo (EMPL; 2013), Mindy LeRoux (EMPL; 2012), Deni Basaraba (EMPL; 2011), Elisa Jamgochian (EMPL; 2010)

#### Master's Projects or Theses:

- Completed (3): *Relevant Features of Instruction with SmartBoards* (Elizabeth Beckett, Project, 2011); *Features of Effective Interventions for Non-Responders: A Synthesis of the Research* (Yu-Ling Lo, Thesis, 2009); *Instructional Barriers for Students with Learning Disabilities in Content Areas* (Megan Sullivan, Project, 2009)

Doctoral Comprehensive Examination & Competency Paper Reviewer:

- Completed (27):
  - Special Education: 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

**PUBLICATIONS**

Peer Reviewed (\* indicates student author):

35. \*Meline, M., Harn, B., Thompson, S., & Jamgochian, E. (under review). Evaluating state teacher preparation policies related to clinical expectations: Alignment to “best practices”. *Journal of Teacher Education*.
34. \*Brafford, T., Harn, B. A., & Clarke, B. (under review). Measures Utilized in Mathematics Intervention Research: A Systematic Literature Review. *Assessment for Effective Intervention*.
33. \*Ascetta, K. E. & Harn, B. A. (under review). Teacher-level traits as moderating factors of professional development. *Journal of School Administration and Research Development*.
32. Anderson, L. L., Simmons, D., Clemens, N., & Harn, B. (under review). Student engagement within adolescent reading comprehension interventions: A synthesis of the research from 2000-2018. *Journal of Research in Reading*.
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*, DOI: <https://doi.org/10.1007/s10643-019-00934-8>.
30. \*Fritz, R., Harn, B.A., Biancarosa, G., Flannery, B., & Lucero, A. (2018). How much is enough? Increasing observation efficiency to improve intervention instruction. *Assessment for Effective Intervention*, DOI:

<https://doi.org/10.1177/1534508418772909>.

29. Harn, B. A. & \*Meline, M. (2018). Teacher preparation program practices: Promoting critical thinking and reflection in candidates. In G. Mariano & F. Figliano (Eds.) *Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments*. New York, IGI Global.
28. \*Lee, J. L., Sohlberg, M., Harn, B., Horner, R., & Cherney, L. (2018). Attention Process Training-3 to improve reading comprehension in mild aphasia: A single-case experimental design study, *Neuropsychological Rehabilitation*, DOI: [10.1080/09602011.2018.1477683](https://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*, 44(4), 15-18.
26. Harn, B. A., \*Parisi, D., & Stoolmiller, M. (2017). Examining the variation of fidelity across an intervention: Implications for measuring and evaluating student learning. *Preventing School Failure*, DOI: <http://dx.doi.org/10.1080/1045988X.2016.1275504>
25. \*Sinclair, J., Wagner Bromley, K., Shogren, K. A., Murray, C., Unruh, D. K., & Harn, B. A. (2017). Motivation and self-determination: A curriculum analysis. *Career Development and Transition for Exceptional Individuals*, 40, 175-185. doi:10.1177/2165143416676081.
24. Yuan, W., Treble-Barana, A., Sohlberg, M., Harn, B., & Wade, S. (2016). Changes in structural connectivity following a cognitive intervention in children with Traumatic Brain Injury: A pilot study. *Neurorehabilitation and Neural Repair*, 31(2), 190-201.
23. Treble-Barana, A., Sohlberg, M., Harn, B. & Wade, S. (2015). Cognitive intervention for attention and executive function impairments in children with Traumatic Brain Injury: A pilot study. *Journal of Head Trauma Rehabilitation*, DOI: 10.1097/HTR.0000000000000200
22. Harn, B. A., 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.
21. Sohlberg, M., Harn, B., McPherson, H., & Wade, S. (2014). A pilot study evaluating attention and strategy training following pediatric TBI. *Clinical Practice in Pediatric Psychology*, 2(3), 263-280.
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. A., \*Parisi, D., & Stoolmiller, M. (2013). Balancing fit and flexibility with fidelity: What do we really know about “fidelity of implementation” in schools? *Exceptional Children*, 79, 181-194.
18. \*Lee, J. B., Harn, B., Sohlberg, M. M. & Wade, S. (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. DOI: 10.1044/nnsld22.3.90
17. Harn, B. A., Biancarosa, G., Chard, D. J., & 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*. Retrieved from

<http://www.jstor.org/stable/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*. DOI: <https://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*, 55, 232-239.
14. \*Lemoncello, R., Sohlberg, M.M., Fickas, S., Albin, R., & Harn, B. A. (2011). Phase I evaluation of the television assisted prompting system to increase completion of home exercises among stroke survivors. *Disability & Rehabilitation: Assistive Technology*, 6, 440-452.
13. Yamadaa, Y., Stevens, C., Dowa, M., Harn, B., Chard, D. J., & Neville, H. J. (2010). Emergence of the neural network for reading in five-year old beginning readers of different levels of pre-literacy abilities: An fMRI study. *NeuroImage* <http://dx.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.
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*.
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.
9. \*Jamgochian, E., Harn, B. A., & \*Parisi, D. (2008). Characteristics of students who don't respond to research-based interventions. *CEC Today* retrieved from [http://www.cec.sped.org/AM/Template.cfm?Section=CEC\\_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=10645](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. K. (2008). Predicting reading success in a multilevel schoolwide reading model: A retrospective analysis. *Journal of Learning Disabilities*, 41, 174-188.
7. Simmons, D. S., Coyne, M., Kwok, O., 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.
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*. Available from: <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. Thomas-Beck, C., & Kaufman, N. (2007). Attributes of effective and economic kindergarten reading intervention: An examination of instructional time and design specificity. *Journal of Learning Disabilities, 40*, 331-347.
3. Coyne, M. & Harn B. A. (2006). Promoting reading success through meaningful assessment of early literacy skills. *Psychology in the Schools, 43*, 33-43.
2. Coyne, M., 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.
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.

Books:

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

Book Chapters (\* indicates student author):

10. \*McCroskey, C., \*Bradford, T., \*Reardon, K., \*Meline, M., & Harn, B, (in press). Special education IDEA: History and legal issues. In L. Jung & D. Fisher (Eds.). *Encyclopedia of Education*. New York, 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). New York: Routledge.
8. Harn, B. & Chard, D. (2012). *Fluency Strategies*. In D. J. Chard, B. Cook, & M. Tankersley (Eds.) *Research-Based Practices in Special Education*. New York: 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). New York: Guilford Publications.
6. Chard, D. J., Harn, B. A., Horner, R., & Sugai, G. (2008). Core features of multi-tier 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). New York: 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). Baltimore, MD: 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). Upper Saddle River, NJ: 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). Timonium, MD: 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 by school and lessons learned. In M. Shinn, G. Stoner, & H. M. Walker (Eds.), *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches* (pp. 537-570). Washington, DC: 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). New York: York Press.

Technical Reports, Practitioner Assessments/Tools & Other Educational Products:

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). Available from: <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*. New York: Scott Foresman Publishers.
5. Harn, B. A. (2000). Approaches and considerations of collecting schoolwide early literacy and reading performance data. Available from: [https://dibels.uoregon.edu/logistics/data\\_collection.pdf](https://dibels.uoregon.edu/logistics/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.

**EXTERNAL FUNDING** (Total Dollars Managed: \$7,680,381)

*Present - 2019*

**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. Lillian Duran and Dr. Linan Thompson as key personnel.

*Present - 2024*

**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 (primary awardee).

*Present-2013*

**Principal Investigator**

Title: *Supporting Schools to Maximize Instructional Resources to Promote Literacy Development*  
 Agency: 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. (no FTE associated)

*Completed Grants*

*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/> (no FTE associated)

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).

*Submissions Under Review*

2019 *Unleashing Approximate Dependencies for Big Data Analyses: Evaluating and Extending Promising Approaches*. Goal 1 Exploratory grant in Cognition and Student Learning by Institute of Education Sciences, Dr. Kathleen Scalisce is Principal Investigator. Dr. Harn is key personnel.

*Unfunded Submissions*

- 2016 *Project CLASP (Training Leaders in Cultural & Linguistic Adaptations for Systems & Practices)*. Leadership Personnel Preparation Grant for doctoral student preparation for leaders with expertise implementing and adapting instructional practices for English Language Learners. Principal investigator with Drs. Linan-Thompson and Duran as Co-Principal Investigators.
- 2015 *Leveraging Interdisciplinary Knowledge to Accelerate EL's Learning in Language, Literacy, and Science*. University of Oregon, I-3 Initiative. Investigating effective and efficient professional development practices to improve teacher's instructional practices in teaching science to English Language Learners. An interdisciplinary effort with SPED Faculty (Drs. Harn, Duran, & Linan-Thompson) and CAS Faculty (Drs. Fikas, Livelybrooks, & Underriner).
- 2013 *Understanding and Enhancing the Interaction of Instructional Practices and Self-Regulation On Learning: A Neuro-Educational Approach*. Goal 1 Exploratory grant

- in *Cognition and Student Learning* by Institute of Education Sciences. Principal Investigator: Dr. Beth Harn.
- 2012 *Cyberlearning: Neurophysiological Assessment and Training for Optimal Engagement during Learning*. Cyberlearning initiative with the National Science Foundation. Co- Principal Instigator with Dr. Cathy Paulson with Electrical Geodesics Institute.
- 2008 *The Influence of a School-Based & Technology-Supported Professional Development Model on Educators' Implementation of Response to Intervention Practices*. Teacher Quality Grant in Reading and Writing sponsored by the Institute of Education Sciences. Principal Investigator: Dr. Beth Harn.
- 2008 *Project LEAD in Reading and Math: Leadership in Education for Academic Decision-making in Reading and Math*. Leadership Personnel Preparation Grant with the Office of Special Education Programs. Principal Investigators: Drs. Beth Harn & Leanne Ketterlin-Geller.
- 2007 *Project Attend: Enhancing Literacy by Supporting Attention Development*. Research grant investigating the instructional features of attention development grant sponsored by the Institute of Education Sciences Research in Special Education. Principal Investigators: Drs. Beth Harn, David Chard, & Helen Neville.
- 2007 *National RTI Center: Building on the Foundations—Getting Better by Design*. National Center grant with the Office of Special Education Programs. Principal Investigators: Drs. Scott Baker & Beth Harn.
- 2006 *Project Link: Linking Evidenced-based Practices Across Special Education and General Education Contexts*. Teacher Quality Grant in Reading and Writing sponsored by the Institute of Education Sciences. Principal Investigators: Drs. Beth Harn & David Chard.
- 2006 *Project Unit: Measuring Word Reading Development to Inform Targeted Instruction*. Measurement development grant sponsored by the Institute of Education Sciences Research in Special Education. Principal Investigators: Drs. Beth Harn & Scott Baker

### **PRESENTATIONS** (all peer-reviewed or invited)

- **Conferences** (+Invited/Keynote Presentation; \*Presented with Student):

- Harn, B. (2019). *Moving from research to the group: The challenges of improving small group intervention*. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
- Harn, B., Fritz, R. \*Meline, M., \*Brafford, T., & \*Rochelle, J. (2018). *Utility of an implementation tool for small group instruction*. Poster presentation at the Council for Learning Disabilities Conference, Portland OR.
- \*Meline, M., \*Reardon, K., \*Dragger, A., & Harn, B. (2018). *UDL and SIOP: Strategies to support all learners*. Poster presentation at the Council for Learning Disabilities Conference, Portland OR.
- \*Brafford, T., \*McCroskey, C., Clark, B., & Harn, B. (2018). *Utility of mathematics RTI*

- progress monitoring measures*. Paper presentation at the Council for Learning Disabilities Conference, Portland OR.
- \*McCroskey, C. & Harn, B. (2018). *Reliably collecting observational data*. Paper presentation at the Teacher Education Conference in Las Vegas, NV.
- \*Meline, M. & Harn, B. (2018). *Evaluating clinical practice state policies: Implications for teacher preparation*. Paper presentation at the Teacher Education Conference in Las Vegas, NV.
- \*McCroskey, C., \*Arbuckle, S. & Harn, B. (2018). *Teacher perceptions, attitudes, and knowledge of individualized education plan (IEP) development and implementation*. Poster presentation at the Teacher Education Conference in Las Vegas, NV.
- \*Brafford, T. & Harn, B. (2018). *Teachers' perceptions of student behavior an analysis of the relationship between student characteristics and teacher ratings using structural equation modeling*. Poster presentation at the Teacher Education Conference in Las Vegas, NV.
- +Fritz, R. & Harn, B. (2018). *Effective and efficient observation techniques*. Paper presented at the 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 at Council for Exceptional Children's Conference, Boston, MA.
- Fritz, R. & Harn, B. (2017). *Observing small group interventions to improve outcomes*. Presentation at the Oregon RTI Conference, Eugene, OR.
- +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 at the 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 at the Council for Learning Disabilities Conference, San Antonio, TX.
- Harn, B. A. (2016). *The AIM Program: Considerations in designing & implementing technology-delivered interventions*. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
- +Harn, B., Hellem, L., & Martin, E. (2015). *Balancing the changes of special education teacher preparation with the needs in the schools*. Panel presentation at the Council for Special Education Administrators, Eugene, OR.
- \*Berg, T. & Harn, B. (2015). *Absenteeism*. Poster presented at the 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 at the 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 presented at the 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 at

- the Pacific Coast Research Conference, San Diego, CA.
- +Harn, B. (2013). *Does pre-service preparation matter? Lessons learned from intentional redesign*. Panel presentation at the Office of Special Education Program Leadership Conference, Washington DC.
- Sohlberg, M., Wade, S., Harn, B., & Jason Prideaux, J. (2013). *Cognitive support via attention training combined with strategy instruction: The AIM program*. Paper presentation at the 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 at the 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 at the Pacific Coast Research Conference, San Diego, CA.
- +Harn, B. (2012). *Maximizing intervention minutes: Instructional quality to maximize student engagement*. Invited presentation for the Center on Teaching and Learning, Research- to-Practice Conference, Portland, OR.
- +Harn, B. (2012). *Considerations in measuring and evaluating fidelity of implementation*. Invited presentation for the Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- 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 at the North American Brain Injury Society Conference, Miami, FL.
- +Harn, B. (2011). *Integrating Positive Behavioral and Reading Supports*. Strand coordinator and facilitator for the 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 for the Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- +Harn, B. (2011). *Tiers 1-3: Coordinating Instructional Supports*. Invited presentation for the Center on Teaching and Learning, Research-to-Practice Conference, Portland, OR.
- +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?* 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 at the 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 accepted at the Pacific Coast Research Conference, San Diego, CA.
- \*Rodriguez, B. J. & Harn, B. (2011). *The Good Behavior Game: Integrating behavior and academic supports*. Poster presentation accepted for the 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 at the Office of Special Education Program Leadership Conference, Washington DC.
- +Harn, B. (2010). *Measurement and Oral Reading Fluency.* Lead discussant at the American Educational Research Association, Denver, CO.
- Harn, B. & Chard, D. J. (2010). *Building fluent, competent readers: A systematic approach.* Presentation at the 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 for the 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 at the Council for Exceptional Children, Nashville, TN.
- \*Rodriguez, B. J. & Harn, B. (2010). *The Good Behavior Game: Integrating behavior and academic supports.* Paper presented at the 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 at the 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 at the Pacific Coast Research Conference, San Diego, CA.
- Harn, B., \*Jamgochian, E., & \*Parisi, D. (2008). *Examining profiles of nonresponders: A retrospective analysis.* Paper presented at the Council for Exceptional Children Conference, Boston, MA.
- \*Parisi, D. & Harn, B. (2008). *Fidelity of implementation: An expanded definition and collaborative measurement in schools.* Poster presented at the 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 presented at the 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 at the American Educational Research Association Conference, New York, NY.
- Harn, B. A. (2008). *Project CIRCUITS: The power of coordinated instructional supports.* Paper presented at the National Association of School Psychology Conference, New Orleans, LA.
- Harn, B. & \*Parisi, D. (2008). *Fidelity: An expanded definition and collaborative measurement in schools.* Paper presented at the 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 presented at the 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 presented at the 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 presented at the 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 at the Michigan Integrated Behavior and Learning Support Initiative State-Level Conference.
- Chard, D. & +Harn, B. (2007). *Reading success in a multi-tiered reading model.* Invited presenter at the Oregon Conference, Eugene, OR.
- Harn, B. & Smith, J. (2007). *Accelerating learning rates: Features of intensive reading intervention with second graders.* Invited presenter at the Oregon Conference, Eugene, OR.
- 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 at the Pacific Coast Research Conference.
- +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 Presenter at the Colorado Society of School Psychology Conference, Vail, CO.
- +Harn, B. (2006). *Talking about instruction: Thinking about programs, scheduling, and grouping.* Invited Keynote Presenter at the Colorado Society of School Psychology Conference, Vail, CO.
- +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 Presenter at the Oregon RTI Summit, Eugene, OR.
- Harn, B. (2006). *Response to intervention: The importance of coordinated instructional supports.* Paper presented at the 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 presented at the Confederation of Oregon School Administrators Conference, Salem and Eugene, OR.
- Harn, B. (2006). *Accelerating reading: Features of intensive interventions for at risk second graders.* Paper presented at the International Reading Association Conference, Chicago, IL.
- McDonagh, S. & Harn, B. (2006). *Fluency with connected text: Planning instruction for struggling readers.* Paper presented at the 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 presented at the 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 presented at the 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 presented at the 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 presented at the 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 at the Pacific Coast Research Conference.
- +Harn, B. (2005). *Approaches, considerations, & methods for implementing a RTI approach: The role & practice of a problem-solving school psychologist*. Invited presentation at the 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 at the 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 at the 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 at the 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 at the 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 at the 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 at the 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 presented at the 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 presented at the 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 presented at the 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 presented at the Council

- for Exceptional Children, New York, NY.
- Causey, J., Barker, Z., & Harn, B. (2002). *A beginning reading model: Developing schools as host environments*. Paper presented at the 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 of the Future of School Psychology Conference, Indianapolis, IN.
- Barker, N. & Harn, B. (2001). *A beginning reading model: Developing schools as host environments*. Paper presented at the International Dyslexia Association, Albuquerque, NM.
- Simmons, D. C., Kame`enui, E. J., & Harn, B. A. (2001). *Project OPTIMIZE: A summary of critical features and effects*. Paper presented at The Oregon Conference, Eugene, OR.
- Harn, B. & Good, R. (2001). *The Power of instruction: Optimizing the early literacy skills of kindergarteners at-risk for reading difficulties*. Paper presented at the National Association of School Psychologists, Washington, DC.
- Simmons, D. & Harn, B. (2000). *Optimizing and sustaining early reading and vocabulary growth*. Paper presented at the 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 presented at the 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 presented at The National Dyslexia Research Foundation: The Extraordinary Brain Series, Crete.
- Kaminski, R., Laimon, D., Davis, S., & Harn, B. (1998). *Assessment to promote school success: Dynamic Indicators of Basic Early Literacy Skills*. Presentation at the Oregon School Psychology Association Conference, Timberline, OR.
- Harn, B. (1998). *Utilizing CBM reading achievement data: Making schoolwide, classwide, and individual level decisions*. Poster presented at the Oregon School Psychology Association Conference, Timberline, OR.
- 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 presented at the National Association of School Psychology Conference, Las Vegas, NV.
- Matthew, B. & Harn, B. (1997). *Utilizing CBM for program evaluation decisions*. Paper presented at the National Association of School Psychology Conference, Los Angeles, CA.
- Harn, B. (1994). *Reducing aggressive behaviors in elementary-aged children by changing cognitive perceptions*. Paper presented at the California School Psychology Association Conference, Irvine, CA.

## **SERVICE**

### **National Level**

- 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 (2019)
- 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 (2018)
- Reviewer for Council for Exceptional Children Conference (2016; 2014)
- 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 (2015)
- Member of the 3+2 evaluation team with the Office of Special Education Program for the National Center for Intensive Interventions (2013)
- Member of the Planning Committee for the Department of Education, Office of Special Education Programs National Leadership Conference (2008; 2011)
- Invited Keynote for the Office of Special Education Programs National Leadership Conference (2005, 2008, 2010, 2013)
- Grant Reviewer: *Office of Special Education Programs* (2008, 2010)
- Participant on the Higher Education Consortium for Special Education (2009; 2013; 2014)
- Editorial Boards & Service:
  - *Assessment for Effective Intervention* (12)
  - *Exceptional Children* (13)
  - *Journal of Educational Psychology* (3)
  - *School Psychology Review* (11)
  - *Remedial and Special Education* (12)
  - *Reading and Writing Quarterly* (22)
  - *Journal of Special Education* (12)
  - *Journal of Reading Research* (4)
  - *Education & Treatment of Children* (1)
  - *Preventing School Failure* (22)
  - *Learning Disability Quarterly* (9)
  - *Elementary School Journal* (11)

### ***State & Regional Level***

- Member - Oregon Special Education Licensure, Endorsement and Assignment Summit between Oregon Department of Education, Teacher Standards and Practices Commission, and University Representatives (2018)
- 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 (2016-2018).
- Reviewer of professional development opportunities (April-August, 2017)
- Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), University of Oregon Site Administrator, Office of Special Education Programs (2015-2019)
  - 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.
- Higher Education Consortium on Special Education in Oregon (2014-2016; 2019)
- TeachOregon Chalkboard Cooperating Teacher Workgroup. Developer and reviewer of content to be used in statewide cooperative teacher training (2014-2017).
- Oregon Department of Education – Keynote Presenter and Consultant on implementing Response to Intervention efforts during their initial implementation efforts (2005-2007).
- United Way Campaign Cabinet Member (Non-Profit) (2019-Current)
- Advisory Member to Friends of the Children of Portland, OR (Non-Profit): 2009-2012
- Eugene/4J School District
  - Keynote Presenter to all elementary schools on why and how to deliver a core reading program, 2005-2006.
  - 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, 2006-2007.
- Springfield School District (2013-2018)
  - 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 (2015-2017).
- Bethel School District – Keynote Presenter and Consultant across a range of district and school efforts related to improving educational practice and decision making including (2000-present):
  - 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.
  - Assisting in developing Math RTI policies and procedures.
- Marist Summer School Project (2017-Current):

- 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 summer of 2018-2019.
- Report on KEZI: <https://www.kezi.com/content/news/Summer-program-seeks-to-give-at-risk-kids-a-boost-in-Eugene-489810961.html>

### **University and College Level**

#### **• University**

- Chair, Nontenure-Track Faculty (NTTF) Committee (2018-Present)
- Member, University Library Committee (2019)
- Search Committee Member, Associate Vice Provost, Online and Distance Education (2018)
- University Senate Member (2016-2018; 2019-Current)
- University Scholarship Committee (2016-2019)
- Faculty Personnel Committee (January-June-2015)
- Member/Reviewer International Cultural Service Program (2014-15)
- Participated on University-Level LMS team in piloting new LMS and review process (2014)
- Interviewed by Barbara Altman for *UO Today* (Show #377) aired May 7, 2008, available at <http://www.youtube.com/watch?v=RfKcRbcgTb4>
- 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 (2014)

#### **• College of Education**

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

## Courses (2008)

- **Department & Program**

- Special Education Admissions Committee: Doctoral and Masters (2006-present)
- K-12 Program & SPED Minor Coordinator (interim) February-May 2017
- K-12 Admissions Coordinator (interim) February-May 2017
- Masters Committee in Special Education (2006-present)
- Coordinated the course redesign for SPED 4/511 Foundations of Disability (completely online)
- Director of Graduate Studies for the Department of Special Education and Clinical Sciences (2007-2009; 2012-2016)
- Led the approval of a new Undergraduate Certificate in Special Education by the University of Oregon (2015-16)
- Coordinated International Visiting Scholar efforts for Dr. Emilio Rodriguez Macayo, Department Head from Silvia Henriquez Catholic University, Chile. (2015)
- Chair of the Department-Level Governance Ad-hoc Committee (2014-2016)
- Chair of Mater's Committee (2013-2016)
- Special Education Doctoral Committee (2006-present)
- Diversity Committee in Special Education (2009-2014)
- Participant within the CODAC Diversity Workshop (voluntary multi-day training, 2009)
- School Psychology Comprehensive Examination Committee Member (2006-08, 2010-2011)
- School Psychology Admissions Committee (2006)
- Teaching Peer Reviews (14): Jessica Cronce (2018); Lauren Cyscek (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)

- **Research Unit: Center on Teaching & Learning**

- Leadership Team Member (2006-2013)
- Search Committees for the following positions (national searches): Director of Professional Development (2010), Director of Information Technology (2011), 2 Research Associates (2007), Associate in Professional Development (2007)
- Professional Development Planning Group (2008-2010)
- DIBELS Redesign Group (2006-2010)

### **Educational Consultation & Schoolwide Professional Development & Service:**

Harn, B. (2005-2009). *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

Kame`enui, E. J. & Simmons, D. C. (2000-2005). *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 C. 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.

Harn, B. (2004). Reviewed the document entitled *Focus on Reading Diagnostics and Lesson Design* as part of the State Institutes for Reading Instruction (SIRI) of Ohio.

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. December 2002 - 2010.

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 - 2006.

Harn, B. *Gleaning Instructional Implications from DIBELS Assessment Data*. A presentation provided to the Western Regional Reading First Center, Arizona Department of Education Read First Group, University of Kansas, and University of North Carolina-Charlotte. December 2002 - 2004.

Harn, B. *Interpreting DIBELS Student Performance Reports*. A presentation provided to the Western Regional Reading First Center, Arizona Department of Education Read First Group, University of Kansas, and University of North Carolina-Charlotte. December 2002 - 2004.