

Shawna Harbin, PhD, BCBA
Clinical Assistant Professor
Department of Human Development and Family Science
Purdue University

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West Lafayette, IN 47907

EDUCATION AND CERTIFICATIONS

Doctor of Philosophy in Special Education December 2021
University of Washington, Seattle
Advisor: Dr. Angel Fettig

Board Certification in Behavior Analysis January 2013
Certificant #: 1-13-13087

Master of Education in Early Childhood Special Education June 2012
University of Washington, Seattle, WA

Bachelor of Arts in Psychology, Cum Laude June 2000
Bachelor of Arts in Music, Cum Laude
University of Washington, Seattle, WA
Dean's List: 1997-2000

PROFESSIONAL EXPERIENCE

Clinical Assistant Professor July 2023 - Present
Purdue University, West Lafayette

Consultant December 2021 – Present
The Pyramid Model Consortium

Postdoctoral Scholar December 2021 – June 2023
University of Washington, Seattle

Special Educator April 2012 - June 2017
Boyer Children's Clinic, Seattle, WA

Assistant Teacher and Educational Aide September 2010 - June 2012
Experimental Education Unit, Seattle, WA

Research Assistant January 2011 - July 2011
University of Washington, Seattle, WA

Special Education Para-professional November 2000 - September 2001
Lake Washington School District, Redmond, WA

PEER-REVIEWED PUBLICATIONS

- Harbin, S. G.,** Choi, G., & Fettig, A. (2024). Reconceptualizing Family-Centered Partnerships in Parent-Implemented Interventions. *Infants & Young Children*, 37(3), 256-269. <https://doi.org/10.1097/IYC.0000000000000271>
- Tagavi, D. M., Harbin, S. G., Hugh, M. L., Hernandez, A. M., Joshi, M., Pullmann, M. D., & Locke, J. (2024). Examining Professional Development for Special Education Teachers, General Education Teachers, and Paraeducators Who Support Autistic Elementary Students. *Evidence-Based Practice in Child and Adolescent Mental Health*, 1–18. <https://doi.org/10.1080/23794925.2024.2378419>
- Harbin, S. G.,** Fettig, A. & Kelly, B. (2023). Virtual practitioner training and coaching in a triadic approach: A mixed methods investigation. *Journal of Early Intervention*. Advance online publication. <https://doi.org/10.1177/10538151231200777>
- Kelly, E. M., **Harbin, S. G.,** & Schwartz, I. S. (2023). Families' experiences with online instruction and behavior support during COVID-19. *Topics in Early Childhood Special Education*. Advance online publication. <https://doi.org/10.1177/02711214231182023>
- Luna, A., Zulauf, C., **Harbin, S.,** & Fettig, A. (2022). Latinx mothers of young children with special needs: Personal narratives capturing the impact of the COVID-19 pandemic. *Topics in Early Childhood Education*. Advance OnlinePublication. <https://doi.org/10.1177/02711214221129240> [doi.org]
- Harbin, S. G.,** & Fettig, A. (2022). Equipping EI practitioners in using PBS strategies to support families with addressing challenging behaviors: A mixed methods pilot study. *Journal of Research in Childhood Education*. <https://doi.org/10.1080/02568543.2022.2075497>
- Harbin, S. G.,** Davis, C. A., Sandall, S. S., & Fettig, A. (2021). The effects of physical activity on engagement in young children with autism. *Early Childhood Education Journal*, 1-13. <https://doi.org/10.1007/s10643-021-01272-4>
- Kelly, E. M., **Harbin, S. G.,** Spaulding, S. A., Roberts, C. A., & Artman-Meeker, K. (2021). A qualitative examination of family and educator perspectives on early childhood behavior supports. *Topics in Early Childhood Education*, 1-13. <https://doi.org/10.1177/0271121420986868>
- Artman-Meeker, K., Fettig, A., Cunningham, J. E., Chang, H. C., Choi, G., & **Harbin, S.** (2021). Iterative design and pilot implementation of a Tiered Coaching Model to support socio-emotional teaching practices. *Topics in Early Childhood Special Education*, 42(2), 124-136. <https://doi.org/10.1177/02711214211050122>

MANUSCRIPTS UNDER REVIEW & IN PREPARATION

- Harbin, S. G.,** Hugh, M., Tagvani, D., Bravo, A., Joshi, M., Kiche, S., & Locke, J. (in press). In an imperfect world: Barriers and facilitators to educators' evidence-based practice use for elementary-aged autistic students in inclusive settings. *Journal of Autism and Developmental Disorders*.
- Harbin, S. G.** & Purcell, M. (under review). The Development of Program Identity in Blended Early Childhood Personnel Preparation. *HS Dialog*.

Harbin, S. G., Jackson, E., & Fettig, A. (under review). Questions, comments, and suggestions: Breaking down reflective EI caregiver coaching conversations. *Journal of Early Intervention*.

Fettig, A., **Harbin, S. G.**, and Choi, G. (in preparation). Utilizing single case design and qualitative approaches in mixed methods research. *Journal of Mixed Methods Research*.

Artman-Meeker, K., Fettig, A., Steed, E., & **Harbin, S. G.** (in preparation). Using practice-based coaching to promote young children's social-emotional development. *Journal of Educational and Psychological Consultation*.

Fettig, A., Fung, J., **Harbin, S. G.**, Choi, G., & Greeny, K. (in preparation). Tackling uncomfortable conversations: Sharing young children's developmental and ASD concerns with families.

BOOK CHAPTERS & OTHER PUBLICATIONS

Harbin, S. G., Fettig, A., & Fleury, V. (2023). Early intervention services for children with autism. In D. Zager, D. Cihak, & Stone-MacDonald. (Eds.), *Autism Spectrum Disorders: Identification, Education, and Treatment* (5th edition). Routledge Taylor & Francis Group.

Barton, E. E., Fettig, A., Pokorski, E., & **Harbin, S.** (2020). Effective teaching strategies for facilitating social emotional competence for all children. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. Brookes Publishing.

TECHNICAL REPORTS & MANUALS

Purcell, M., **Harbin, S.**, Eiland, M., & Robinson-Rucker, C. (2024). *Initiation and Continuation of Inclusive Early Childhood Programs*. Purdue University.

Bearss, K., **Harbin, S.**, Locke, J., & Research Unit in Behavioral Intervention (RUBI) Consortium. (2022). *The RUBIES program for autistic students with challenging behaviors*. University of Washington.

Bearss, K., **Harbin, S.**, Locke, J., & Research Unit in Behavioral Intervention (RUBI) Consortium. (2022). *The RUBIES program for autistic students with challenging behaviors paraeducator workbook*. University of Washington.

PRESENTATIONS

Referred

Harbin, S. (2024, June). *Using Caregiver Coaching Strategies to Build Caregivers' Confidence and Capacity*. Poster presented at the annual conference of the Indiana Early Intervention Conference. Bloomington, IN.

Harbin, S., Passmore, A., & Mihai, A. (2024, April). *The What, Why, and How of Inclusion*. Session presented at the annual conference of the Indiana Early Childhood Conference. Indianapolis, IN.

Cunningham, J., Taylor, A., Rogers, M., **Harbin, S.**, Cui, Q., Artman-Meeker, K., Hemmeter, M. L., & Kaiser, A. (2023, November). *Coaching Teaching Teams to Use ToddlerTalk Strategies in Toddler Classrooms*. Research poster presented at the Division for Early Childhood's 39th Annual

International Conference on Young Children with Special Needs and Their Families. Minneapolis, MN.

Fettig, A., Love, H., **Harbin, S.** & Steed, E. (2023, November). *Conducting Mixed Methods Dissertation Research - Lessons Learned*. Research session presented at the Division for Early Childhood's 39th Annual International Conference on Young Children with Special Needs and Their Families. Minneapolis, MN.

Harbin, S., Kuo, Y., Fettig, A., Canning, G., Bearss, K., & Locke, J. (2022, September). *RUBIES for paraeducators supporting autistic students with challenging behaviors*. Research session presented at the Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families. Chicago, Illinois.

Harbin, S., Choi, G., & Fettig, A. (2022, September). *Re-Imaging Parent-Practitioner Partnerships for Effective PII*. Research poster presented at the Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families. Chicago, Illinois.

Harbin, S. & Fettig, A. (2022, September). *Using the Triadic Strategies in Early Intervention*. Research session presented at the Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families. Chicago, Illinois.

Cunningham, J., Taylor, A., **Harbin, S.** Rogers, M., Bailey, K., Kaiser, A., Hemmeter, M. L., & Artman-Meeker, K. (2022, September). *Connect. Communicate. Teach. Supporting Language and Social-Emotional Development in ECE*. Research session presented at the Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families. Chicago, Illinois.

Luna, A., Fettig, A., **Harbin, S.**, & Zulauf-McCurdy, C. (2022, September). *Providing Culturally Responsive Supports to Latino Families*. Research session presented at the Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families. Chicago, Illinois.

Cunningham, J. & **Harbin, S.** (2022, May). *Supporting Play, Language, and Social-Emotional Skills in Toddler Classrooms using ToddlerTalk Strategies*. Session presented at the Infant and Early Childhood Conference in Tacoma, Washington.

Harbin, S. & Fettig, A. (2022, February). *A Mixed Methods Investigation of Virtual Practitioner Training and Coaching in a Triadic Approach in Early Intervention*. Research poster presented at Conference on Research Innovations in Early Intervention in San Diego, CA.

Luna, A., Zulauf-McCurdy, C., **Harbin, S.**, & Fettig, A. (2022, February). *Personal Narratives of Latina Mothers on the Impact of the Pandemic*. Research poster presented at Conference on Research Innovations in Early Intervention in San Diego, CA.

Harbin, S. & Fettig, A. (2021, September). *Virtual Training and Coaching for EI Practitioners in Triadic Strategies*. Research poster presented at the Division for Early Childhood's 37th Annual International Conference on Young Children with Special Needs and Their Families.

Harbin, S. & Hobson, K. (2021, May). *Using Triadic Strategies in Early Intervention*. Session presented at the Infant and Early Childhood Conference in Tacoma, Washington.

- Kelly, E. M., & **Harbin, S.** (2021, January). *Culturally Sustaining Family Partnerships and Family-Centered Communication*. Research session presented at the Division for Early Childhood's 36th Annual International Conference on Young Children with Special Needs and Their Families.
- Fettig, A., Artman-Meeker, K., Cunningham, J., Choi, G., Chang H., **Harbin, S.**, Horbanczuk, S. (2021, January). *Using a Tiered Approach to Coaching on the Pyramid Model*. Research session presented at the Division for Early Childhood's 36th Annual International Conference on Young Children with Special Needs and Their Families.
- Harbin, S.**, Fettig, A., & Poole, M. (2020, February). *Using Mixed-Methods to Examine Feasibility of Family-Centered and Culturally Responsive PBS-EI*. Research poster presented at Conference on Research Innovations in Early Intervention in San Diego, CA.
- Spaulding, S. A., Artman-Meeker, K., Kelly, E., Davis, C. A., Sierschynski, J. A., Roberts, C. A., & **Harbin, S.** (2020, January). *An Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings*. Poster presented at the Institute of Education Sciences Annual Principal Investigators Meeting. Washington, DC.
- Harbin, S.** & Fettig, A. (2019, October). *Practitioner Experiences in Early Intervention: Are we Engaging Families in Culturally Responsive Partnerships?* Research poster presented at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families. Dallas, TX.
- Fettig, A. & **Harbin, S.** (2019, October). *PBS-EI Intervention Study: Family-Centered Approaches to Addressing Children's Challenging Behaviors in EI*. Research poster presented at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families. Dallas, Texas.
- Fettig, A., Chazen-Cohen, R., **Harbin, S.**, Price, Z., & Silva, S. (2019, March). *Evaluation of Early Intervention Strategies to Support Parent-Child Interaction*. Poster presented at the Society for Research in Child Development Conference in Baltimore, Maryland.
- Spaulding, S. A., Kelly, E. M., Roberts, C. A., **Harbin, S.**, Artman-Meeker, K., Davis, C. A., & Sierschynski, J. A. (2019, March). *Leveraging Family-Educator Partnerships to Implement Effective Behavior Supports for Young Children*. Poster presented at the 17th International Conference on Positive Behavior Support. Miami, FL.
- Fettig, A. & **Harbin, S.** (2018, October). *Examining Implementation Fidelity of PIWI Triadic Strategies in Early Intervention Practices*. Research poster presented at the annual conference of The Division for Early Childhood. Orlando, FL.
- Fettig, A., & **Harbin, S.** (2018, May). *Promoting Family-Centered Practices: Evidence-based Strategies for Early Intervention Services*. Session presented at the Infant and Early Childhood Conference in Tacoma, Washington.
- Artman-Meeker, K., White, W., & **Harbin, S.** (2018, March). *Promoting Social-Emotional Learning for Young Children with Disabilities*. Session presented at the annual conference of The 2018 General and Special Education Conference. Seattle, WA.

Fettig, A., Cohen, R. C., Price Z., Silva, & S., **Harbin, S.** (2018, February). *State Part C implementation of PIWI to support family-centered practices in early intervention*. Research poster presented at Conference on Research Innovations in Early Intervention in San Diego, CA.

McGee, C & **Harbin, S.** (2015, May). *Smartphones, & tablets, & apps- oh my! Navigating Mobile technology in early childhood education*. Session presented at the annual conference of the Infants and Early Childhood Conference. Tacoma, WA

Harbin, S. (2013, May). *The Effects of Physical Activity on Engagement in Young Children with Autism*. Session presented at the annual conference of the Association for Behavior Analysts International. Minneapolis, MN.

Invited

Spence, C., Szocik, K., **Harbin, S.** Mickelson, A., Kimble-Cusano, A., Walter, H., Sexton, S., Hill, C., Kilgo, J., & Holliday, E. (2023, November). *Two Truths and a Tall Tale: Common Misperceptions About EI/ECSE Standards*. Research session presented at the Division for Early Childhood's 39th Annual International Conference on Young Children with Special Needs and Their Families. Minneapolis, MN.

Stayton, V., Spence, C., Hill, C., Lang, K., Mickelson, A., Wiegand, S., Williams, C., & **Harbin, S.** (2022, September). *Bringing EI/ECSE Standards to Life: Application Across Ages and Settings*. Research session presented at the Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families. Chicago, Illinois.

Fettig, A. & **Harbin, S.** (2019, April). *Promoting Authentic Family Partnership in Early Childhood PBIS Frameworks*. Session presented at the National Training Institute on Effective Practices: Address Challenging Behaviors. St. Petersburg, Florida.

Fettig, A. & **Harbin, S.** (2019, May). *Examining PIWI Implementation Fidelity in Part C Services*. Poster presented at the National Training Institute on Effective Practices: Address Challenging Behaviors in St. Petersburg, Florida.

RESEARCH EXPERIENCE

Graduate Research Assistant - Institute of Education Sciences (R324A200193) 2021 - 2023
Developing and Testing a Blended Behavior and Language Intervention for Toddlers at High Risk for Persistent Developmental Language Disorders

- Developed intervention training materials
- Conducted intervention and implementation fidelity and SALT transcription

Graduate Research Assistant - National Institute of Mental Health (R324A160086) 2021 - 2023
Exploring Mechanisms of Change in a Pilot Trial of the RUBI Program in Educational Settings

- Developed recruitment and paraeducator training materials
- Delivered virtual paraeducator training

Graduate Research Assistant - Institute of Education Sciences (R324A170019) 2019 - 2022
Development of a Tiered Coaching Model to Support the Professional Development of Inclusive Early Childhood Educators

- Conducted CLASS and TPOT assessments
- Provided individualized and small group coaching

Graduate Research Assistant - MA DPH PIWI Project 2018 - 2021
Evaluation of the fidelity of PIWI implementation in the Massachusetts' EI system.

- Coordinated triadic strategies data coding and data analysis
- Trained data coders

Graduate Research Assistant - Institute of Education Sciences (R324A160086) 2018 - 2020
Development and Testing of the Family Behavior Support App

- Conducted family intakes, coordinated UW data collection, managed family communication

TEACHING AND SUPERVISION

Instructor – Purdue University

HDFS 318 Developmental Assessment	Fall 2023/2024
HDFS 390 Special Topics in HDFS: Advanced practicum in early childhood education / early childhood special education settings	Fall 2023/2024
HDFS 314 Atypical Child Development	Fall 2024
HDFS 450 Supervised Teaching In Inclusive Programs For Young Children	Spring 2024
HDFS 341 Working with Parents	Spring 2024
HDFS 310 Guidance in Early Childhood	Spring 2024

Instructor – University of Washington

EDSPE 564 Infants and Toddlers with Disabilities	Winter 2019/2020
EDSPE 435 Introduction to Autism Spectrum Disorders	Winter 2021/Fall 2020

Coach and Field Supervisor

M.Ed. Teaching Candidates in Special Education	Fall 2017 - Spring 2021
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PROFESSIONAL AFFILIATIONS

Indiana Division for Early Childhood	2023 - Present
National Association for the Education of Young Children	2023 - Present
Indiana National Association for the Education of Young Children	2023 - Present
Council for Exceptional Children	2017 - Present
Division for Early Childhood	2017 - Present

SERVICE

Indiana Division for Early Childhood

Vice President	July 2024 - Present
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Right Steps Child Development Centers

Board member	February 2024 - Present
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Division of Early Childhood Personnel Preparation Committee

DECIDE liaison	July 2022 - Present
EI/ECSE Product Development Workgroup	2021 - Present
Cross-disciplinary Competencies and Resources Workgroup	2021 - Present
Report/Recommendation of Roles in EI/ECSE Workgroup	2021 - Present

Conference Proposal Reviewer

Division for Early Childhood Shawna Harbin	2021 - Present
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American Educational Research Association 2021/2022
Conference on Research Innovations in Early Intervention 2020/2024

Conference Committee Student Representative 2020
Conference on Research Innovations in Early Intervention

Journal Guest Reviewer
Remedial and Special Education 2023 - Present
Early Childhood Education Journal 2021 - Present
Infants and Young Children 2020 - Present
Journal of Early Intervention 2020 - Present
Young Exceptional Children 2018 - Present

Guest Reviewer May 2018
US National Clearinghouse on Autism Evidence & Practice

FELLOWSHIPS AND AWARDS

Project IMPACT Fall 2024
Ventura Autism Fellowship Fall 2022
Haring Center Research Award (\$1,000) 2022
Doi Doctoral Research Award 2021
Haring Center Endowed Fellowship 2020 - 2021
Alice Hayden Scholarship 2018 - 2019
Teachers Beyond Classrooms Fellowship 2011 - 2012