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West Lafayette, IN 47907

EDUCATION AND CERTIFICATIONS

Doctor of Philosophy in Special Education University of Washington, Seattle Advisor: Dr. Angel Fettig	December 2021
Board Certification in Behavior Analysis Certificant #: 1-13-13087	January 2013
Master of Education in Early Childhood Special Education University of Washington, Seattle, WA	June 2012
Bachelor of Arts in Psychology, Cum Laude Bachelor of Arts in Music, Cum Laude University of Washington, Seattle, WA Dean's List: 1997-2000	June 2000

PROFESSIONAL EXPERIENCE

Clinical Assistant Professor Purdue University, West Lafayette	July 2023 - Present
Postdoctoral Scholar University of Washington, Seattle	December 2021 – June 2023
Consultant The Pyramid Model Consortium	December 2021 – Present
Special Educator Boyer Children's Clinic, Seattle, WA	April 2012 - June 2017
Assistant Teacher and Educational Aide Experimental Education Unit, Seattle, WA	September 2010 - June 2012
Research Assistant University of Washington, Seattle, WA	January 2011 - July 2011
Special Education Para-professional Lake Washington School District, Redmond, WA	November 2000 - September 2001

PEER-REVIEWED PUBLICATIONS

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., Choi, G, & Fettig, A. (under review). Reconceptualizing family-centered partnerships in parent-implemented interventions. *Topics in Early Childhood Education*.

Harbin, S. G., Fettig., A. & Kelly, B. (in press). Virtual practitioner praining and poaching in a triadic approach: A mixed methods investigation. *Journal of Early Intervention*.

Zimmerman, K. N., Fettig, A., McManus, M. S., & **Harbin, S. G.** (under review). Reimagining family collaboration. *Inclusive Practices*.

Fettig, A. & **Harbin, S.** (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.** (under review). 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. (in press). 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

- 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.**, 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.** (May 2015). *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. (May 2013). *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

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 - Present
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 - Present
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 Winter 2019/2020
 EDSPE 564 Infants and Toddlers with Disabilities

Instructor/Teaching Assistant Winter 2021; Fall 2020; Spring 2018/2019
 EDSPE 435 Introduction to Autism Spectrum Disorders

Coach and Field Supervisor Fall 2017 - Spring 2021
 M.Ed. Teaching Candidates in Special Education

PROFESSIONAL AFFILIATIONS

American Educational Research Association 2019 - Present
 Council for Exceptional Children 2017 - Present
 Division for Early Childhood 2017 - Present

SERVICE

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 2021/2022
 American Educational Research Association 2021/2022
 Conference on Research Innovations in Early Intervention 2020

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

Journal Guest Reviewer

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

US National Clearinghouse on Autism Evidence & Practice	May 2018
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FELLOWSHIPS AND AWARDS

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