

BRYN HARRIS

School of Education & Human Development and
Department of Pediatrics (Developmental Pediatrics)

University of Colorado Denver
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EDUCATION

Doctor of Philosophy in School Psychology Indiana University, APA accredited program, Bloomington, Indiana	August 2008
Master of Science in Educational Psychology Indiana University, Bloomington, Indiana	October 2004
Bachelor of Arts in Psychology and Spanish Kenyon College, Gambier, Ohio	May 2002

CERTIFICATION/LICENSURE

Certificate in Research Leadership University of Pittsburgh Medical School	2018
Licensed School Psychologist Colorado, #201965	2016 – present
Licensed Psychologist Colorado, #3414	2010 – present
Nationally Certified School Psychologist #38025	2008 – present

PROFESSIONAL EXPERIENCE

Professor School of Education and Human Development, Primary Appointment University of Colorado Denver Department of Pediatrics (Developmental Pediatrics), Secondary Appointment University of Colorado Anschutz Medical Campus	August 2022 – present
Bilingual (English/Spanish) School Psychologist (Part-time) Denver Public Schools	August 2016 – June 2023

Program Director Doctoral School Psychology Program University of Colorado Denver	August 2018 – August 2022
Associate Professor Department of Pediatrics (Developmental Pediatrics), Secondary Appointment University of Colorado Anschutz Medical Campus	September 2017 – July 2022
Associate Professor School of Education and Human Development, Primary Appointment University of Colorado Denver	July 2016 – July 2022
School Psychologist (Part-time, pro bono) Manual High School, Denver Public Schools	October 2008 – June 2011
Psychometrician, Neuropsychological Assessment Private Practice, Boulder, Colorado	October 2008 – Feb. 2010
Assistant Professor School of Education and Human Development University of Colorado Denver	August 2008 – June 2016
Pre-doctoral Intern Department of Psychiatry University of Tennessee Health Sciences Center, APA accredited internship	August 2007 – August 2008
Adjunct Faculty School of Education Indiana University, Purdue University Columbus	January 2006 – August 2007
Associate Instructor School of Education Indiana University Bloomington	August 2005 – July 2007
Consultant Center for Evaluation and Education Policy Indiana University Bloomington	October 2003 – May 2007

PEER-REVIEWED PUBLICATIONS

- 57 Golson, M., Brunson McClain, M., Schwartz, S., Harris, B., & Gabrielsen, T. (Submitted). Measuring autism symptomology in boys and girls: Investigating the ASRS: Measurement invariance of the autism spectrum rating scales across gender. *Journal of Psychoeducational Assessment*.
- 56 Bera, J., Brunson McClain, M., Pinkelman, S., & Harris, B. (Submitted). Predictors of special education inequity in rural rocky mountain west schools. *Rural Special Education Quarterly*.
- 55 Haverkamp, C., Roanhorse, T., McClain, M., Harris, B., Bakner, K., Benny, C., & Golson, M. (Submitted). How does culture impact school-based Autism evaluations? Perspectives from school psychologists.
- 54 Stewart, L., Fallin, D., Baio, J., Maenner, M., Rosenberg, S., Robinson, C., Durkin, M., Tsai, P., Kirby, R., Hall-Lande, J., Harris, B., Nikolaou, L., Christensen, D., & Lee, L. (Submitted). Socio-Demographic

characteristics and Autism Spectrum Disorder identification timing.

- 53 McClain, M., Golson, M., Haverkamp, C., Ryan, T., Harris, B., McMahon, C., Campbell, J., Ha, J., Bakner, K., & Bera, J. (Submitted). Autism knowledge publication trends.
- 52 Ritter, C., Harris, B., Shahidullah, J. D., McClain, M. (In press). School-clinic care coordination to improve equitable and efficient autism identification. *Journal of Educational and Psychological Consultation*.
- 51 Young, K., Harris, B., Hall-Lande, J., & Esler, A. (2023). The intersection of systemic, child, and evaluation factors in the prediction of autism special education eligibility: Examining the role of race and ethnicity. *Journal of Autism and Developmental Disorders*, 1-16. <https://doi.org/10.1007/s10803-023-06059-7>
- 50 McClain, M., Schwartz, S.E., Bera, J., Serang, S., Farmer, R., Harris, B., & Golson, M. (2023). Vineland-3 measurement non-invariance in children with and without intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 128(4), 334-343. <https://doi.org/10.1352/1944-7558-128.4.334>
- 49 McClain, M. B., Golson, M. E., Haverkamp, C. R., Harris, B., Ficklin, E., Schwartz, S. E., & Wynn, C. J. (2023). Caregiver Perceptions of Social Communication and Interaction: Development and Validation of the SCIPS. *Journal of Autism and Developmental Disorders*, 10.1007/s10803-022-05840-4. Advance online publication. <https://doi.org/10.1007/s10803-022-05840-4>
- 48 Huenergarde, M. C., Floyd, R. G., & Harris, B. (2023). Current nationwide practices in US test accommodations for active bilingual learners/users of English (ABLE) students. *Bilingual Research Journal*, 45(3-4), 380-400. <https://doi.org/10.1080/15235882.2022.2155885>
- 47 Harris, B., Kulkarni, T., & Sullivan, A. L. (2023). Review of State Policies and Guidance for the Identification of Culturally and Linguistically Minoritized Students With Specific Learning Disabilities. *Journal of Learning Disabilities*, 00222194231158070. Advance online publication. <https://doi.org/10.1177/00222194231158070>
- 46 Esler, A. N., Sample, J., Hall-Lande, J., Harris, B., Rice, C., Poynter, J., & Wiggins, L. (2023). Patterns of Special Education Eligibility and Age of First Autism Spectrum Disorder (ASD) Identification Among US Children with ASD. *Journal of Autism and Developmental Disorders*, 53, 1739-1754. <https://doi.org/10.1007/s10803-022-05475-5>
- 45 Golson, M. E., Benallie, K. J., Benney, C. M., Schwartz, S. E., McClain, M. B., & Harris, B. (2022). Current state of autism knowledge in the general population of the United States. *Research in Autism Spectrum Disorders*, 90, 101886. <https://doi.org/10.1016/j.rasd.2021.101886>
- 44 Harris, B., Sullivan, A. L., Embleton, P., Shaver, E., Nguyen, T., Kim, J., St. Clair, K. & Williams, S. (2022). Exploratory investigation of gender differences in school psychology publishing before and during the initial phase of COVID-19. *Canadian Journal of School Psychology*, 37(2), 204-211. <https://doi.org/10.1177/08295735221074473>
- 43 Harris, B., Brunson McClain, M., O'Leary, S., & Shahidullah, J. D. (2022). International perspectives on the educational impact of COVID-19 for children with disabilities [Invited Letter to the Editor]. *Journal of Developmental and Behavioral Pediatrics*, 43(3) e216-e217. <https://doi.org/10.1097/DBP.0000000000001018>
- 42 Golson, M. E., Ficklin, E., Haverkamp, C. R., McClain, M. B., & Harris, B. (2022). Cultural differences in social communication and interaction: A gap in autism research. *Autism Research*, 15(2), 208-214. <https://doi.org/10.1002/aur.2657>

- 41 Schmidt, J., Harris, B., McClain, M., Benallie, K. (2022). Evaluating psychometric properties of common Autism educational identification measures through a culturally and linguistically responsive lens. *Psychology in the Schools*, 60(2), 312-328. <https://doi.org/10.1002/pits.22686>
- 40 Golson, M., Haverkamp, C., McClain, M., Schwartz, S., Ha, J., Harris, B., Benallie, K. (2022). Influences of Student Race/Ethnicity and Gender on Autism Special Education Classification Considerations. *Autism*, 26(6), 1423-1435. <https://doi.org/10.1177/13623613211050440>
- 39 McClain, M., Roanhorse, T., Harris, B., Heyborne, M., Zemantic, P. K., & Azad, G. (2021). School-based autism evaluations in the COVID-19 era. *School Psychology*, 36(5), 377-387. <https://doi.org/10.1037/spq0000447>
- 38 McClain, M., Shahidullah, J., Harris, B., McIntyre, L., & Azad, G. (2021). Reconceptualizing educational contexts: The imperative for interprofessional and interagency collaboration in school psychology. *School Psychology Review*, 51(6), 742-754. <https://doi.org/10.1080/2372966X.2021.1949247>
- 37 Haverkamp, C., McClain, M., Harris, B. & Cavender, S. (2021). A review of national school psychology training pertaining to ASD assessment. *Research and Practice in the Schools*, 8(1), 51-61. https://www.txasp.org/assets/docs/tasp-journal/Vol%208%20Issue%201_Complete%20Issue.pdf
- 36 Sullivan, A. L., Harris, B., Miller, F. G., Fallon, L. M., Weeks, M. R., Malone, C. M., Kulkarni, T., Proctor, S. L., Johnson, A. H., Rossen, E., Nguyen, T., & Shaver, E. (2021). A call to action for school psychology to address COVID-19 health disparities to advance social justice. *School Psychology*, 36(5), 410-421. <https://doi.org/10.1037/spq0000463>
- 35 Harris, B., McClain, M., O'Leary, S. & Shahidullah, J. (2021). Implications of COVID-19 on school services for children with disabilities: Opportunities for interagency collaboration. *Journal of Developmental and Behavioral Pediatrics*, 42(3), 236-239. <https://doi.org/10.1097/DBP.0000000000000921>
- 34 Harris, B., Kilgus, S., Kilpatrick, K. & Jimerson, S. (2021). The school psychology research collaboration conference: Examination of scholarly outcomes. *Contemporary School Psychology*, 25(4), 515-525. <https://doi.org/10.1007/s40688-020-00275-z>
- 33 Ryan, T., McClain, M., Merrill, A., Dahir, N., Harris, B. & Irby, S. (2021). Preliminary investigation of interdisciplinary trainee's improvement in knowledge about autism spectrum disorder. *Advances in Autism*, 8(1), 14-26. <https://doi.org/10.1108/AIA-06-2020-0035>
- 32 McClain, M. B., Callan, G., Harris, B., Floyd, R. G., Golson, M. E., Haverkamp, C. R., Longhurst, D. N., Benallie, K. J. (2021). Methods for addressing publication bias in school psychology journals: A descriptive review of meta-analyses from 1980 to 2019. *Journal of School Psychology*, 84, 74-94. <https://doi.org/10.1016/j.jsp.2020.11.002>
- 31 Hill, T., White, T., Anthony, B., Reaven, J. Harris, B., Reyes, N. & Anthony, L. (2021). Disparities in ASD diagnoses among 8-year-old children in Colorado: Who are we missing? *Autism*, 25(1), 102-113. <https://doi.org/10.1177/1362361320950058>
- 30 Bosik, S.W., Harris, B., Alibrahim, N., & Donovan, C. (2021). Construct validity of the teacher version of the strengths and difficulties questionnaire in a sample of elementary-aged children in the united states. *Contemporary School Psychology*, 26(4), 518-534. <https://doi.org/10.1007/s40688-021-00371-8>
- 29 Harris, B., Vega, D., Peterson, L., & Newell, K. (2021). Critical issues in the training of bilingual school psychologists. *Contemporary School Psychology*, 25, 273-287. <https://doi.org/10.1007/s40688-020-00340-7>
- 28 McClain, M., Harris, B., Schwartz, S., Haverkamp, C., & Golson, M. (2020). Evaluation of the autism

- spectrum rating scales in a diverse, nonclinical sample. *Journal of Psychoeducational Assessment*, 38(6), 740-752. <https://doi.org/10.1177/0734282919880051>
- 27 McClain, M., Harris, B., Schwartz, S. & Golson, M. (2020). Differential item and test functioning of the Autism Spectrum Rating Scales: A follow-up evaluation in a diverse, nonclinical sample. *Journal of Psychoeducational Assessment*, 39(2), 247-257. <https://doi.org/10.1177/0734282920945529>
- 26 Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., Powell, S. L., Pynn, C., Smith-Kellen, S., Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). Teleassessment with children and adolescents during the Coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. *Professional Psychology: Research and Practice*, 51(5), 477-487. <https://doi.org/10.1037/pro0000349>
- 25 Harris, B., Barton, E., & McClain, M. (2020). Inclusion of racially and ethnically diverse populations in ASD intervention research. *Research in Autism Spectrum Disorders*, 73, 101551. <https://doi.org/10.1016/j.rasd.2020.101551>
- 24 Harris, B., McClain, M., Schwartz, S., & Haverkamp, C. (2020). Knowledge of autism spectrum disorder among school psychology graduate students. *Contemporary School Psychology*, 24(2), 239-247. <https://doi.org/10.1007/s40688-019-00266-9>
- 23 McClain, M.B., Harris, B., Haverkamp, C., Golson, M., & Schwartz, S. (2020). The ASKSP revised (ASKSP-R) as a measure of ASD knowledge for professional populations. *Journal of Autism and Developmental Disorders*, 50(3), 998-1006. <https://doi.org/10.1007/s10803-019-04321-5>
- 22 McClain, M. B., Harris, B., Schwartz, S. E., Benallie, K. J., Golson, M. E., & Benney, C. M. (2019). Brief report: Development and validation of the autism spectrum knowledge scale general population version: Preliminary analyses. *Journal of Autism and Developmental Disorders*, 49(7), 3007-3015. <https://doi.org/10.1007/s10803-019-04019-8>
- 21 Harris, B., McClain, M., Haverkamp, C., Benallie, K., Benny, K. & Cruz, R. (2019). School-based autism assessment of culturally and diverse children. *Professional Psychology: Research and Practice*, 50(5), 323-332. <https://doi.org/10.1037/pro0000256>
- 20 Moody, E., Harris, B., Zittleman, L., Nease, D., Westfall, J. (2019). It's time for a change!: The appreciative Inquiry/Bootcamp translation to address disparities in the latino community with autism spectrum disorders. *Cultural Diversity & Ethnic Minority Psychology*, 25(1), 113-122. <https://doi.org/10.1037/cdp0000242>
- 19 Harris, B. & Sullivan, A.L. (2017). A framework for bilingual school consultation to facilitate multitier systems of support for english language learners. *Journal of Educational and Psychological Consultation*, 27(3), 367-392. <https://doi.org/10.1080/10474412.2017.1307758>
- 18 Arora, P.G., Brown, J., Harris, B., & Sullivan, A. (2017). Professional development needs and training interests: A survey of early career school psychologists. *Contemporary School Psychology*, 21(1), 49-57. <https://doi.org/10.1007/s40688-016-0108-8>
- 17 Harris, B. & Barton, E. (2017). Autism services in mexico: A qualitative survey of education professionals. *International Journal of School & Educational Psychology*, 5(1), 1-13. <https://doi.org/10.1080/21683603.2016.1155514>
- 16 Harris, B., Ravert, R., & Sullivan, A.L. (2017). Adolescent racial identity: Self-identification of multiple and "Other" Race/Ethnicities. *Urban Education*, 52(6), 775-794. <https://doi.org/10.1177/0042085915574527>

- 15 Barton, E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2016). An analysis of state autism educational assessment practices and requirements. *Journal of Autism and Developmental Disorders*, 46(3), 737-748. <https://doi.org/10.1007/s10803-015-2589-0>
- 14 Barton, E., Harris, B., & Leech, N. (2016). Autism identification policies and practices in early childhood: A preliminary investigation from one state. *Infants and Young Children*, 29(4), 267-289. <https://doi.org/10.1097/IYC.0000000000000076>
- 13 Harris, B., Sullivan, A.L., Oades-Sese, G., & Sotelo-Dynega, M. (2015). Culturally and linguistically responsive practices in psychoeducational reports for English language learners. *Journal of Applied School Psychology*, 31(2), 141-166. <https://doi.org/10.1080/15377903.2014.1002144>
- 12 Harris, B. (2014). Creating communities of practice to improve the educational and mental health contexts of Bilingual/Bicultural youth: A case study from Colorado. *Contemporary School Psychology*, 18(3), 187-194. <https://doi.org/10.1007/s40688-014-0023-9>
- 11 Martinez, R. S., Harris, B., & McClain, M. (2014). Practices that promote English reading for English learners (ELs). *Journal of Educational and Psychological Consultation*, 24(2), 128-148. <https://doi.org/10.1080/10474412.2014.903192>
- 10 Bianco, M. & Harris, B. (2014). Strength-based RTI: Developing gifted potential in Spanish-speaking English language learners. *Gifted Child Today Magazine*, 37(3), 169-176. <https://doi.org/10.1177/1076217514530115>
- 9 Harris, B. & Plucker, J. (2014). Achieving equity and excellence: The role of school mental health providers in shrinking excellence gaps. *Gifted Child Today Magazine*, 37(2), 111-118. <https://doi.org/10.1177/1076217514520967>
- 8 Harris, B., Barton, E.E., & Albert, C. (2014). Evaluating autism diagnostic and screening tools for cultural and linguistic responsiveness. *Journal of Autism and Developmental Disorders*, 44(6), 1275-1287. <https://doi.org/10.1007/s10803-013-1991-8>
- 7 Harris, B. & Sanchez Lizardi, P. (2012). Gifted law, identification, and programming in Mexico: An overview for school professionals in the United States. *Journal for the Education of the Gifted*, 35(2), 188-203. <https://doi.org/10.1177/0162353212445235>
- 6 Harris, B., Coffee, G., Newell, M., Newton, J., Ogg, J., & Shriberg, D. (2011). Careers in academia: Perspectives and insights for junior school psychology faculty. *Trainers' Forum*, 11(1), 58-72. https://www.academia.edu/5787785/Trainers_forum_article_careers_in_academia
- 5 Bianco, M., Harris, B., Garrison-Wade, D., & Leech, N. (2011). Gifted girls: Gender bias in gifted referrals. *Roeper Review*, 33(3), 170-181. <https://doi.org/10.1080/02783193.2011.580500>
- 4 Kirk, J.W., Harris, B., Dinkins, J., Hutaff-Lee, C., & Koelemay, S.W. (2011). Performance on the test of memory malingering (TOMM) among a large clinic-referred pediatric sample. *Child Neuropsychology*, 17(3), 242-254. <https://doi.org/10.1080/09297049.2010.533166>
- 3 Harris, B., Plucker, J., Rapp, K., & Martinez, R. (2009). Identifying gifted and talented English language learners: A case study. *Journal for the Education of the Gifted*, 32(3), 368-393. <https://doi.org/10.4219/jeg-2009-858>
- 2 Harris, B., Plucker, J., Martinez, R., & Rapp, K. (2007). Identifying English language learners for gifted and talented programs: Current practices and recommendations for improvement. *Roeper Review*, 29(5), 26-29. <https://doi.org/10.1080/02783193.2007.11869221>

- 1 Smolak, L., Harris, B., Levine, M., & Shisslak, C. (2001). Teachers: The forgotten influence on the success of prevention programs. *Eating Disorders*, 9(3), 261-265.
<https://doi.org/10.1080/10640260127553>

PEER-REVIEWED BOOKS & BOOK CHAPTERS

- 8 Harris, B. & McClain, M. (2024). Best practices in school-based autism assessment and identification. In Harrison, P., Thomas, A., & Proctor, S. (Eds.) *Best Practices in School Psychology*: Bethesda, MD: National Association of School Psychologists.
- 7 Harris, B., Fallon, L., January, S., & Kilgus, S. (2021). Succeeding during your early career in university settings. In Floyd, R. & Eckert, T. (Eds). *Handbook of University and Professional Careers in School Psychology*. London, England: Routledge.
- 6 Carlson, J. Harris, B., & Malone, C. (2021). Career Paths in School Psychology. In Floyd, R. & Eckert, T. (Eds). *Handbook of University and Professional Careers in School Psychology*. London, England: Routledge.
- 5 Harris, B., Reyes, N., & Hill, T. (2020). Clinical and school identification and intervention for youth with ASD: Culturally and linguistically responsive interdisciplinary considerations. In McClain, M.B., Shahidullah, J.D., Mezher, K. (Eds.). *Interprofessional Care Coordination for Pediatric Autism Spectrum Disorder*. New York, New York: Springer. https://doi.org/10.1007/978-3-030-46295-6_13
- 4 Plucker, J. A. & Harris, B. (2015). Acceleration and economically vulnerable children. In S. G. Assouline, N. Colangelo, J. VanTassel-Baska, & A. E. Lupkowski-Shoplik (Eds.), *A nation empowered: Evidence trumps the excuses that hold back America's brightest students* (V. II). Iowa City, IA: The Belin-Blank Center for Gifted and Talented Education.
- 3 Harris, B. (2014). Cross-cultural Perspectives of Gifted Education. In Matthews, M. & Castellano, J. (Eds.), *Talent Development for English Language Learners in Inclusive Settings*. Austin, TX: Prufrock Press.
- 2 Harris, B., Barton, E. E., & Albert, C. (2012). Assessing young children who are dual language learners with or at-risk for autism. In R. M. Santos, G. A. Cheatham, & L. Duran (Eds.), *Young exceptional children, monograph #14: Supporting young children who are dual language learners with or at-risk for disabilities* (pp. 93-114). Missoula, MT: DEC.
- 1 Perez, B., Harris, B., & Martinez, R. (2010). Culturally competent assessment of English language learners. *Encyclopedia of Cross-Cultural School Psychology*. Springer: Boston, MA.

GRANTS AND CONTRACTS FUNDED

External

- | | |
|---|-------------|
| <i>Project ASPIRE: Advancing School Psychology Innovative Training to Recruit Equity-Focused Practitioners.</i> | 2023 – 2027 |
| PI: Rachel Stein. Co-PI: Bryn Harris. Key Personnel: Dr. Antwan Jefferson and Dr. Elizabeth Steed. United States Department of Education, REC: \$3.1 million, funded. | |
| <i>Improving Clinical and School-based Autism Identification Procedures for Culturally and Linguistically Diverse Children.</i> | 2020-2022 |
| PI: Bryn Harris. National Institutes of Health, National Institute of Child Health and Development, Loan Repayment Program. REC: \$31,673, funded. | |
| <i>Improving Culturally and Linguistically Responsive School-based Autism Assessment in Colorado.</i> | 2018-2019 |
| PI: Bryn Harris. Colorado Department of Education. REC: \$24,873, funded. | |

International Consortium for Multilingual Excellence in Education. CU Denver
 Subaward PI: Bryn Harris. Senior Personnel: Joan Barnatt, Chris Carson, Nancy
 Commins, Kelly Demers, Timo Ehmke, Margaret J. Freedson, Renée Greenfield,
 Svenja Hammer, Bryn Harris, Kim Hutchison, Joy Johnson, Nicole Joseph, Jung-In
 Kim, Nancy Leech, Amy Liebermann, Christine Montecillo Leider, Sharolyn
 Pollard-Durodola, Kathryn Strom, and Annela Teemant. Department of Education
 Office of English Language Acquisition National Professional Development
 Program. REC: \$487,543, funded.

2016-2021

International Consortium for Multilingual Excellence in Education.
 PI: Kara Mitchell Viesca. Senior Personnel: Joan Barnatt, Chris Carson, Nancy
 Commins, Kelly Demers, Timo Ehmke, Margaret J. Freedson, Renée Greenfield,
 Svenja Hammer, Bryn Harris, Kim Hutchison, Joy Johnson, Nicole Joseph, Jung-In
 Kim, Nancy Leech, Amy Liebermann, Christine Montecillo Leider, Sharolyn
 Pollard-Durodola, Kathryn Strom, and Annela Teemant. Department of Education
 Office of English Language Acquisition National Professional Development
 Program. REC: \$2.74 million, funded.

2016-2021

A Longitudinal Analysis of the Productivity of SPRCC Participants.
 Co-PIs: Bryn Harris & Steve Kilgus. Society for the Study of School Psychology.
 REC: \$8000, funded.

2015-2018

GRANTS AND CONTRACTS FUNDED

Internal

*Evaluating measurement invariance among African American and Latino parents
 completing the Gilliam Autism Rating Scales-Third Edition (GARS-3).*
 Co-PIs: Bryn Harris & Maryellen McClain-Verdoes. School of Education and
 Human Development, University of Colorado Denver. REC: \$1000, funded.

2019

*Evaluating measurement invariance among African American and Latino parents
 completing Rating Scales Specific to Autism Spectrum Disorder.*
 Co-PIs: Bryn Harris & Maryellen McClain-Verdoes. School of Education and
 Human Development, University of Colorado Denver. REC: \$1000, funded.

2018

*Evaluating measurement invariance among African American and Latino parents
 completing the Autism Spectrum Rating Scale (ASRS).*
 Co-PIs: Bryn Harris & Maryellen McClain-Verdoes. School of Education and
 Human Development, University of Colorado Denver. REC: \$800, funded.

2017

Spanish language curriculum based measurement usage among school psychologists.
 PI: Bryn Harris. School of Education and Human Development, University of
 Colorado Denver. REC: \$1000, funded.

2015

Autism Identification and Programming in Mexico.
 PI: Bryn Harris. School of Education and Human Development, University of
 Colorado Denver. REC: \$1000, funded.

2014

*Evaluating Autism Diagnostic Tools for Use with Culturally and Linguistically Diverse
 Populations.*

2011

Co-PI: Erin Barton, Co-PI: Bryn Harris. Center for Faculty Development, University of Colorado Denver. REC: \$5000, funded.

GRANTS UNFUNDED**External**

- Understanding policies for monitoring significant disproportionality in multiple contexts and during the COVID Pandemic. 2022
 PI: Alezen, J. Co-PIs: Harris, B., Imura, M., & Diaz-Bilello, E. Spencer Foundation. REC: \$398,564.00.
- Improving Behavioral Outcomes of Students with ASD in Rural Settings: The ECHO Model for Educators. 2020
 PIs: Eric Moody and Canyon Hardesty. Senior Personnel: Bryn Harris & Danielle Reed. Department of Education, Institute of Education Sciences. REQ: \$3.2 million, declined.
- Improving Behavioral Outcomes of Students with ASD in Rural Settings: The ECHO Model for Educators. 2019
 PIs: Eric Moody and Canyon Hardesty. Senior Personnel: Bryn Harris & Danielle Reed. Department of Education, Institute of Education Sciences. REQ: \$3.6 million, declined.
- Improving Behavioral Outcomes of Students with ASD in Rural Settings: The ECHO Model for Educators. 2018
 PIs: Eric Moody and Canyon Hardesty. Senior Personnel: Bryn Harris & Danielle Reed. Department of Education, Institute of Education Sciences. REQ: \$3.3 million, declined.
- Engaging Rural and Urban Latino Families of Children with Autism. 2017
 PI: Eric Moody. Senior Personnel: Evelinn Borrayo, Jeanette Cordova Carolyn DiGuseppi & Bryn Harris. Patient Centered Outcomes Research Institute Engagement Award. REQ: \$250,000, declined.
- Student engagement, school climate and victimization in Mexico. 2017
 Co-PIs: Shane Jimerson and Patricia Lizardi. Senior Personnel: Bryn Harris, Anita Sohn, and Chuyan Yang. UC Mexus Collaborative Award. REQ: \$24,978, declined. CU Denver School Psychology Bilingual Program Advancement Award. PI: Bryn Harris. The Denver Foundation. REQ: \$25,000, declined.
- Evidence-based identification practices in a diverse, community sample of children with autism. 2014
 Co-PI: Erin Barton, Co-PI: Bryn Harris. Child and Maternal Health Bureau, R40 Autism Intervention Proposal. REQ: \$820,059.96, declined.
- Evidence-based identification and treatment practices in a diverse, community sample of children with autism. 2014
 Co-PI: Erin Barton, Co-PI: Bryn Harris. Organization for Autism Research. REQ: \$30,000, declined.
- Evidence-based identification and treatment practices in a diverse, community sample of children with autism. 2013
 Co-PI: Erin Barton, Co-PI: Bryn Harris. Autism Speaks. REQ: \$60,000, declined.

- Evidence-based identification and treatment practices in a diverse, community sample of children with autism. 2012
Co-PI: Erin Barton, Co-PI: Bryn Harris. Organization for Autism Research. REQ: \$30,000, declined.
- Evidence-based identification and treatment practices in a diverse, community sample of children with autism. 2012
Co-PI: Erin Barton, Co-PI: Bryn Harris. Autism Speaks Trailblazer Award. Letter of Intent Submitted 9/25/2011.
- Evidence-based identification and treatment practices in a diverse, community sample of children with autism. 2011
Co-PI: Erin Barton, Co-PI: Bryn Harris. Colorado Clinical and Translational Sciences Institute. REQ: \$20,000, declined.
- Evidence-based identification and treatment practices in a diverse, community sample of children with autism. 2011
Co-PI: Erin Barton, Co-PI: Bryn Harris. Autism Speaks Trailblazer Award. Letter of Intent Submitted 9/25/2011.
- A Synthesis and Empirical Analysis of Psychoeducational Assessment Practices with English Language Learners. 2011
Co-PI: Bryn Harris, Co-PI: Amanda L. Sullivan, Mentor: Craig A. Albers, Society for the Study of School Psychology. REQ: \$15,353, declined.
- Increasing multicultural competencies among school psychologists in-training: School psychology training improvement and evaluation grant. 2009
PI: Bryn Harris, Mentor: Jack Cummings, Mentor: Jon Sandoval. Society for the Study of School Psychology. REQ: \$15,847, declined.
- Typical or Troubled? School Mental Health Education Grant. 2009
PI: Bryn Harris. American Psychiatric Foundation. REQ: \$2,500, declined.

GRANTS UNFUNDED**Internal**

- Increasing multicultural competencies among school psychologists in-training: School psychology training improvement and evaluation grant. 2009
PI: Bryn Harris. Center for Faculty Development, University of Colorado Denver. REQ: \$10,000, declined.

OTHER INDICATORS OF SCHOLARLY ACTIVITY**SELECTED MEDIA APPEARANCES**

- Culturally and Linguistically Responsive Psychological Assessment The Testing Psychologist Podcast, June 12th 2017

NON-PEER-REVIEWED PUBLICATIONS

- 17 Maki, K. & Harris, B. (2021, March 9). Systematic reviews and meta-analyses: Opportunities for

- pivoting research during COVID-19. *The Early Career Forum*, Society for the Study of School Psychology. <https://www.sssp-research.org/systematic-reviews-and-meta-analyses-opportunities-for-pivoting-research-during-covid-19/>
- 16 Harris, B., Farmer, R., & Grapin, S. (2019, December 2). Publishing open access research as early career scholars. *The Early Career Forum*, Society for the Study of School Psychology. <https://www.sssp-research.org/publishing-open-access-research-as-early-career-scholars/>
 - 15 McClain, M., Harris, B., Schwartz, S., Haverkamp, C., & Golson, M. (2019, September 6). Development and validation of the Autism Spectrum Knowledge Scale – Professional Version: Preliminary analyses. <https://doi.org/10.17605/OSF.IO/8M9UB>
 - 14 Gadke, D. & Harris, B. (2019, January 10). Avoiding common writing mistakes. *The Early Career Forum*, Society for the Study of School Psychology. <https://www.sssp-research.org/avoiding-common-writing-mistakes/>
 - 13 Harris, B. (2018, October 9). Strategies for optimizing your sabbatical for personal and professional growth. *The Early Career Forum*, Society for the Study of School Psychology. <https://www.sssp-research.org/strategies-for-optimizing-your-sabbatical-for-professional-and-personal-growth/>
 - 12 Harris, B. & Sullivan, A. (2017, May 2). On linguistic difference and disability: Basic considerations when engaging bilingual students with academic or social- emotional challenges. *Equity Alliance*, Stanford Graduate School of Education. <https://equityalliance.stanford.edu/content/linguistic-difference-and-disability-basic-considerations-when-engaging-bilingual-students>
 - 11 Harris, B. (2014, September 8). The Colorado bilingual school mental health network: An overview and invitation to join. *Ed Prep Post*, Colorado Department of Higher Education.
 - 10 Harris, B. & Sullivan, A. (2013). Work-life balance in academic careers. *The School Psychologist*, 67(2), 23-26. <https://apadivision16.org/wp-content/uploads/2017/04/WorkLifeBalance.pdf>
 - 9 Plucker, J. & Harris, B. (2013, February 22). International tests highlight achievement gap. *Education News Colorado*.
 - 8 Sullivan, A. L. & Harris, B. (2013). So you want to be a professor? Perspectives on the academic job search process. *The School Psychologist*, 66(3), 23-28. <https://apadivision16.org/wp-content/uploads/2015/12/TSP-Vol.-66-No.-3-July-2012.pdf>
 - 7 Harris, B., Steensen, B., Klotz, M. B., Skalski, S., & Bieber, B. (2012). Establishing Communities of Practice: Creating the bilingual school mental health network in Colorado. *NASP Communiqué*, 40(6), 22-23. <https://www.nasponline.org/publications/periodicals/communiqué/issues/volume-40-issue-6/communities-of-practice-creating-the-bilingual-school-mental-health-network-in-colorado>
 - 6 Harris, B., & Sullivan, A. L. (2012). Faculty roles: A primer for students and professionals interested in careers in academia. *NASP Communiqué*, 41(2), 20-21. <https://www.nasponline.org/publications/periodicals/communiqué/issues/volume-41-issue-2/faculty-roles-a-primer-for-students-and-professionals-interested-in-careers-in-academia>
 - 5 Sullivan, A. L. & Harris, B. (2012). Perspectives of early career scholars: APA session on the opportunities for prospective faculty. *The School Psychologist*, 66(2), 26-27. <https://apadivision16.org/wp-content/uploads/2015/12/TSP-Vol.-66-No.-2-April-2012.pdf>
 - 4 Sullivan, A. L. & Harris, B. (2012). Professional development for graduate students and school psychologists interested in faculty careers. *NASP Communiqué*, 40(5), 32. <https://www.nasponline.org/publications/periodicals/communiqué/issues/volume-40-issue->

5/professional-development-for-graduate-students

- 3 Harris, B. & Sullivan, A. L. (2012). Professional development opportunities for future faculty and early career scholars at the upcoming 2012 NASP conference. *The School Psychologist*, 66(1), 21-23.
<https://apadivision16.org/wp-content/uploads/2015/12/TSP-Vol.-66-No.-1-January-2012.pdf>
- 2 Harris, B. (2011). Creating a bilingual school mental health worker network in Colorado. *Colorado Society of School Psychologists Newsletter*. (Winter)
- 1 Harris, B. (2011). How prepared are we to meet the needs of today's diverse gifted learners? Denver, Colorado. *Colorado Department of Education Gifted and Talented Unit Newsletter*.

TECHNICAL REPORTS AND MANUALS

- 8 National Association of School Psychologists. (Submitted). *Recruitment and retention of culturally and linguistically minoritized school psychologists in graduate education programs* [Position statement]. Bethesda, MD: Author.
- 7 National Association of School Psychologists. (In press). *The Provision of School Psychological Services to Bilingual Students* [Revised position statement]. Bethesda, MD: Author.
- 6 National Association of School Psychologists. (2016). *Recruitment and retention of culturally and linguistically diverse school psychologists in graduate education programs* [Position statement]. Bethesda, MD: Author.
https://www.nasponline.org/assets/Documents/Research%20and%20Policy/Position%20Statements/CLD_School_Psych.pdf
- 5 National Association of School Psychologists. (2015). *The Provision of School Psychological Services to Bilingual Students* [Position statement]. Bethesda, MD. <https://www.nasponline.org/x32086.xml>
- 4 National Association of School Psychologists. (2014). *Prevention and wellness promotion* (position statement). Bethesda, MD: Author. <https://www.nasponline.org/x32094.xml>
- 3 Harris, B., Crawford, S., Rothenberg, D., & Watson, J. (2012). *Underrepresented gifted and talented populations*. In Colorado Department of Education Gifted Education Guidelines Handbook. Colorado Department of Education.
- 2 Levinson, B. A., Bucher, K., Harvey, L., Martínez, R., Pérez, B., Skiba, R., Harris, B., Cowan, P., & Chung, C-G. (2012). Latino language minority students in Indiana: Trends, conditions, and challenges. *Center for Evaluation & Education Policy: Special Report*, 8(2007), 1-20.
<https://files.eric.ed.gov/fulltext/ED504583.pdf>
- 1 Plucker, J., Martinez, R., Harris, B., & Rapp, K. (2005) *Identification of Students who are Limited English Proficient as Gifted*. Bloomington, Indiana: Center for Evaluation and Education Policy.

PEER-REVIEWED PRESENTATIONS AT MEETINGS/CONFERENCES

- 77 McClain, M., Harris, B., & Campbell, J. (2023). Best practices in school-based autism assessment and identification. Workshop presented at the annual convention of the National Association of School Psychologists, Denver, CO.
- 76 Harris, B., Aspiranti, K., Eklund, K., Fallon, L., Hendricker, E., Jenkins, L., Kaiser, L., & Shriberg, D. (2023). From Surviving to Thriving in Academia. Symposium presented at the annual convention of the National Association of School Psychologists, Denver, CO.

- 75 McClain, M., Harris, B., & Campbell, J. (2022). Best practices in school-based autism assessment and identification. Workshop presented at the annual convention of the National Association of School Psychologists, Boston, MA.
- 74 Harris, B., Aspiranti, K., Ecklund, E., Hendricker, E., Kaiser, L., Ormiston, H., & Jenkins, L. (2022). Alternate pathways to academia: Practitioner to trainer. Symposium presented at the annual convention of the National Association of School Psychologists, Boston, MA.
- 73 Harris, B., Fallon, L., Van Norman, E., & Maki, K. (2022). Navigating job searches for academic positions. Symposium presented at the annual convention of the National Association of School Psychologists, Boston, MA.
- 72 Smith, T., Hill, T., White, T., Reaven, J., Harris, B., Reyes, N., Anthony, B., & Anthony, L. (2020). Missed diagnoses of Autism Spectrum Disorder after initial negative developmental evaluation. Poster presented at the International Society for Autism Research annual meeting - virtual.
- 71 Sullivan, A. L., Harris, B., Kulkarni, T., & Weeks, M. (2020). Demystifying disproportionality in autism identification: Prevalence, policy, and best practice. Symposium at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- 70 Weeks, M., Kulkarni, T., Proctor, S., Harris, B., & Sullivan, A. L. (2020). MTSS is not enough: Preventing disproportionality through nondiscriminatory tiered services. Symposium at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- 69 Harris, B., Kulkarni, T., & Sullivan, A. L. (2020). State guidelines regarding culture and language exclusionary factors for SLD. Paper at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- 68 Begay, K., Gabrielsen, T., McClain, M.B., Otero, T.L., & Harris, B. (2020). Assessing autism in school settings: Meeting underserved, diverse population needs. Miniskills presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.
- 67 Trowbridge, R. & Harris, B. (2019). School-Based autism assessment practices: A Survey of Colorado school psychologist practices when assessing for autism. Paper presented at the Colorado Society for School Psychologists annual conference, Vail, CO.
- 66 Lizardi, P., Harris, B., & Jimerson, S. (2019). School psychology in Mexico. Paper presented at the International School Psychology Association annual conference, Basal, Switzerland.
- 65 Benallie, K., Golson, M., McClain, M., & Harris, B. (2019). The current state of ASD knowledge of the general population. Poster presented at the International Society for Autism Research annual meeting, Montreal, Canada.
- 64 Golson, M., McClain, M., & Harris, B. (2019). Construct validity of the ASRS in a non-clinical, diverse sample. Poster presented at the International Society for Autism Research annual meeting, Montreal, Canada.
- 63 Hill, T., White, T., Harris, B., & Rosenberg, C. (2019). Factors associated with missed ASD identification among children in Colorado. Poster presented at the International Society for Autism Research annual meeting, Montreal, Canada.
- 62 Olson, K., Benney, C., McClain, M.B., Schwartz, S., Peacock, G., & Harris, B. (2019). Autism Spectrum Knowledge Scale (ASKS): General Population Version: Development and preliminary validation. Poster presented at the Rocky Mountain Psychological Association annual conference, Denver, CO.

- 61 Harris, B., White, T., & Rosenberg, C. (2019). Linguistically diverse 8-year-old children with autism spectrum disorder in the Denver Metropolitan Area: Findings from ADDM 2012. Paper presented at the Rocky Mountain Early Childhood Conference, Denver, CO.
- 60 McClain, M.B., & Harris, B. (2019). Assessing graduate training on ASD assessment through syllabi content analysis. Poster presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.
- 59 Gabrielsen, T., McClain, M.B., Harris, B., Begay, K., & Otero, T.L. (2019). Assessing autism in school settings: Meeting underserved, diverse population needs. Mini skills presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.
- 58 Sullivan, A. L. Harris, B., & Osher, D. (2019). IDEA's double bind: Disproportionality policy interpretations and practice implications. Paper presentation at the Annual Meeting of the National Association of School Psychologists, Atlanta, GA.
- 57 Harris, B., Sanchez-Lizardi, P., & Jimerson, S. (2018). School psychology practice in Mexico. Paper presented at the National Association of School Psychologists Conference, Chicago, IL.
- 56 Harris, B., Sullivan, A., & Gournic, H. (2018). State guidelines regarding culture and language exclusionary factors for SLD. Paper presented at the National Association of School Psychologists Conference, Chicago, IL.
- 55 Harris, B. & Kelty, E. (2018). Improving multitiered support systems for bilingual learners. Paper presented at the Courage to Risk Conference, Colorado Springs, CO.
- 54 Harris, B., Woundy, C., & Carson, B. (2017). Examining and reducing Autism disparities among diverse groups in Colorado. Paper presented at the Colorado School Psychologists Annual Conference, Vail, CO.
- 53 Kast, K., Harris, B., Hall, T., LeVesser, P., White, T. & Wells, C.(2017). Age of earliest evaluation among linguistically diverse 8-year-old children with autism spectrum disorder, Denver metropolitan area, 2010 and 2012. Poster presented at the International Meeting for Autism Research, San Francisco, CA.
- 52 Terrazas-Carillo, E., Harris, B., Hernandez, M., & Hasan, N. (2016). Perspectives and Implications of Training Bilingual Practitioners. Symposium presented at the American Psychological Association Annual Convention, Denver, CO.
- 51 Harris, B., Sullivan, A., Arora, P., & Briesch, A. (2016). Straight talk about faculty careers: Perspectives from Early Career Trainers. Symposium presented at the American Psychological Association Annual Convention, Denver, CO.
- 50 Harris, B., Ortiz, S., Sotelo-Dynega, M., Li, C., Lopez, E. Klotz, M., & Oganer, M. (2016). The Provision of school psychological services to bilingual students. Symposium presented at the National Association of School Psychologists annual convention, New Orleans, LA.
- 49 Vega, D., Harris, B., Barrett, C., & Oganer, M. (2016). You're bilingual, does that make you a bilingual school psychologist? Paper presented at the National Association of School Psychologists annual convention. New Orleans, LA.
- 48 Harris, B. & Kast, K. (2015). Crossing the cultural divide: Linguistic and cultural considerations in autism diagnosis and assessment. Paper presented at the Autism Society National Conference and Exposition, Denver, CO.
- 47 Harris, B., Hoffman, J., Suldo, S., Doll, B., & Mercer, S. (2015). Academic parenthood: Perspectives

- from early, mid, and senior faculty members. Paper presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- 46 Harris, B., Hoffman, J., Suldo, S., & Doll, B. (2014). Academic motherhood: Perspectives from early, mid, and senior faculty members. Paper presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
- 45 Harris, B. Sullivan, A.L., Jones, J., & Zibulsky, J. (2014). Straight talk about faculty careers. Symposium presented at the annual convention of the National Association of School Psychologists, Washington D.C.
- 44 Soderberg, S., Harris, B., Cordero, M., & Restrepo, A. (2013). Special education considerations for evaluation of English language learners by monolingual school psychologists. Paper presented at the Colorado Society for School Psychologists conferences, Vail, CO.
- 43 Harris, B. & Sullivan, A. L. , Oades-Sese, G., & Sotelo-Dynega, M. (2013). Evaluating psychoeducational assessments for their cultural and linguistic responsiveness. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- 42 Harris, B., Barton, E., & Albert, C. (2013). Evaluating autism diagnostic and screening tools for cultural and linguistic responsiveness. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- 41 Zibulsky, J., Sullivan, A.L., & Harris, B. (2013). Straight talk about faculty careers: Perspectives and advice from early career trainers. Symposium presented at the annual convention of the American Psychological Association, Honolulu, HI.
- 40 Sullivan, A.L., Reinke, W., Sanetti, L., & Harris, B. (2013). Successfully pursuing research funding: Perspectives from early and mid-career faculty. Symposium presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- 39 Harris, B., Sullivan, A.L., & Zibulsky, J. (2013). Straight talk about faculty careers: Perspectives and advice from early career trainers. Symposium presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- 38 Sullivan, A. L., Harris, B., Newton, J., Ogg, J., & Shriberg, D. (2012). Preparing for faculty careers in school psychology: Perspectives of early career scholars. Symposium presented at the annual convention of the American Psychological Association, Orlando, FL.
- 37 Harris, B., Shriberg, D., Ogg, J., Newton, J., & Sullivan, A. L. (2012). Straight Talk: Perspectives from early career trainers. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- 36 Proctor, S., Sullivan, A. L., Clemens, N., Shriberg, D., & Harris, B. (2012). Understanding and undertaking successful academic job searches. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- 35 Sullivan A. L., Christ, T., Wodrich, D., Dempsey, A., & Harris, B. (2012). Developing a program of research: Tools for success in academe. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- 34 Sullivan A. L., Christ, T., Shapiro, E. Bolt, S., & Harris, B. (2012). Dollars and sense: Understanding funding opportunities for research and training. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

- 33 Scott, A., Brown-Chidsey, R., Harris, B., Noltemeyer, A., Soto-Dynega, M., Sullivan A. L., & Zibulsky, J. (2012). Effective teaching and mentoring for graduate education. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- 32 Kucera, M., Harris, B., Sullivan, A. L., Brown-Chidsey, R., Shriberg, D., Zibulsky, J., & Soto-Dynega, M. (2012). Developing and sustaining healthy work-life balance. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- 31 Harris, B., Sanchez-Marble, K., Gorton, S., & Jackson, M. (2011). Mental health services for culturally and linguistically diverse populations. Paper presented at the Colorado Society of School Psychologists Conference, Beaver Creek, CO.
- 30 Harris, B., Clark, R., & Coyne, J. (2011). Engaging Students in International School Psychology Field Placement Settings. Paper presented at the National Association of School Psychologists Conference, San Francisco, CA.
- 29 Jones, J. Carper, A., Indart, E., & Harris, B. (2011). Increasing competencies with children and families of Mexican descent. Paper presented at the National Association of School Psychologists Conference, San Francisco, CA.
- 28 Harris, B., Coffee, G., Newell, M., Newton, J., Ogg, J., & Shriberg, D. (2011). Careers in academia: Perspectives and insights from junior faculty. Paper presented at the National Association of School Psychologists Conference, San Francisco, CA.
- 27 Harris, B. & Gurzick, D. (2010). Best practice when providing psychoeducational services to culturally and linguistically diverse students. Paper presented at the Colorado Society for School Psychologists Conference, Beaver Creek, CO.
- 26 Harris, B., Rothenberg, D., & Samuels, S. (2010). Lessons learned from project USTARS: Strategies for your school. Paper presented at the Colorado Association of Gifted and Talented Conference, Denver, CO.
- 25 Harris, B. & Gurzick, D. (2010). Best practice when providing psychoeducational services to culturally and linguistically diverse students. Paper presented at the Conference on Advancing School Mental Health, Albuquerque, NM.
- 24 Harris, B., Allen, K., Ambroso, B., Carper, A., & Eckoff, C. (2010). Developing bilingual and multicultural training experiences for school psychology graduate students at the University of Colorado Denver. Poster presented at the National Association of School Psychologists Conference, Chicago, IL.
- 23 Harris, B., Reid, R.M., Dejud, C., & Cook-Morales, V. (2010). Increasing cultural competency through international school psychology experiences. Paper presented at the National Association of School Psychologists Conference, Chicago, IL.
- 22 Harris, B., Coffee, G., Newell, M., Newton, J., Ogg, J., & Shriberg, D. (2010). Careers in academia: Perspectives and insights from junior faculty. Paper presented at the National Association of School Psychologists Conference, Chicago, IL.
- 21 Harris, B. & Bianco, M. (2009). Gifted English language learners: What do we know? What do we need to know? Poster presented at the National Association of Gifted Children Conference, St. Louis, MO.
- 20 Harris, B. & Bianco, M. (2009). Gifted ELL: Improving referral, assessment, and programming. Paper presented at the Colorado Association for the Gifted and Talented conference, Denver, CO.

- 19 Bianco, M. & Harris, B. (2009). Examining teacher bias: GateKeepers with a key. Paper presented at the Colorado Association for the Gifted and Talented conference, Denver, CO.
- 18 Kirk, J.W., Dinkins, J.P., Harris, B., & Koelemay, S.W. (2009). Performance on the Test of Memory Malingering (TOMM) among a large clinical-referred pediatric sample. Poster presented at the American Academy of Clinical Neuropsychology Conference, San Diego, CA.
- 17 Harris, B. & Martinez, R. (2009). Increasing cultural competency through international school psychology experiences. Poster presented at the Trainers of School Psychology conference, Boston, MA.
- 16 Harris, B. (2007). Defining giftedness in the English language learner population: Implications for assessment and identification. Workshop presented at the Tennessee School Psychologist Annual Conference, Pickwick Landing, TN.
- 15 Harris, B., Rapp, K., & Plucker, J. (2007). Defining giftedness in the Mexican culture: Implications for assessment. Poster presented at the National Association of School Psychologists Annual Conference, New York, NY.
- 14 Harris, B. & Plucker, J. (2006). Giftedness in the Mexican culture: Analysis, comparison, and implications. Poster presented at the American Psychological Annual Conference, New Orleans, LA.
- 13 Rapp, K., Plucker, J., Gentry, M., & Harris, B. (2006). Under-identification of minority, poor, and English language learners as gifted: A state-wide evaluation study. Paper presented at the American Education Research Association Annual Conference, San Francisco, CA.
- 12 Harris, B., Plucker, J., Martinez, R., Rapp, K., & Perez, B. (2005). Best practices in working with gifted English language learners. Poster presented at the American Psychological Association Annual Conference, Washington, DC.
- 11 Watson, C. & Harris, B. (2005). Increasing engagement in high schools: Guiding school improvement. Paul Munger Conference, Bloomington, IN.
- 10 Harris, B., Watson, C., Claypool, D., Leathem, P., & Gelb, R. (2005). High school student engagement: Data to guide school improvement. North Central Association - Commission on Accreditation and School Improvement Annual Convention, Chicago: IL.
- 9 Watson, C. & Harris, B. (2005). High school student engagement: Using HSSSE data. Indiana Student Achievement Institute. Indianapolis, IN.
- 8 Harris, B., Bollinger, L., Martinez, R., & Delgado-Romero, E. (2004). The relationship of acculturation to depression and self-concept among urban adolescent Latina(o)s. National Latina/o Psychological Association, Scottsdale, AZ.
- 7 Gibb, A., Benton, S., Edl, H., Harris, B., & Martinez, R. S. (2004). The dynamics of peer tutoring: Roles and differential effects. Indiana Association of School Psychologists, Indianapolis, IN.
- 6 Harris, B. & McCarthy, M. (2004). Student engagement among high school students: Results from the high school survey of student engagement. Poster presented at the American Psychological Association Annual Conference, Honolulu, HI.
- 5 Harris, B., Prairie, C., Hyland, T., & McHugh, T. (2004). High school student engagement: Increasing student learning and achievement. North Central Association - Commission on Accreditation and School Improvement Annual Convention, Chicago, IL.

- 4 Harris, B. & McCarthy, M. (2003). Student engagement: Using HSSSE for school improvement initiatives. Urban School Superintendents Meeting, Indianapolis, IN.
- 3 Harris, B., Shrank, K., & Miller, P. (2003). Promoting best practices in cultural awareness, Assessment and intervention of hispanic youth. Indiana Association of School Psychologists Annual Convention, Indianapolis, IN.
- 2 Harris, B. & Schrank, K. (2003). What is a school psychologist? A career that makes a difference. Psi-Chi meeting, Indiana University, Bloomington, IN.
- 1 Harris, B. (2003). The national survey of student engagement: A NSSE primer. Indiana Pathways to College Network, Indianapolis, IN

NON-PEER-REVIEWED PRESENTATIONS AT MEETINGS/CONFERENCES

- 5 Sullivan, A. L., Harris, B., Kauffman, J., & Valley-Gray, S. (2012). Hitting the ground running: Maximizing your early years in academia. Special session at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- 4 Harris, B., Ambroso, B., & Indart, E. (2010). Bilingual school psychologist network meeting. Special Interest Group established at the Colorado Society for School Psychologists Conference, Beaver Creek, CO.
- 3 Harris, B., Lillich, C., & Norris, H. (2010). Mental health in adolescence. In-service training provided to school staff at Manual High School, Denver, CO.
- 2 Harris, B. (2009). Mental Health in Adolescence. In-service training provided to school staff at Manual High School, Denver, CO.
- 1 Harris, B. (2006). Acculturation, language acquisition, and improving instruction for English language learners. An in-service training presented at Clifty Creek Elementary School, Columbus, IN.

INVITED PRESENTATIONS AT MEETINGS/CONFERENCES

- 24 Harris, B. (2023). Examining the context of multilingual learners in Colorado: Contributing diverse assets to our educational system. Keynote Presentation provided to the Supporting Multilingual Learners Conference: Colorado Department of Education. Grand Junction, CO.
- 23 Harris, B. (2023). Improving interprofessional collaboration across clinical and school contexts for children with neurodevelopmental disorders. Invited presentation for The Rosenberry Conference, University of Colorado Denver Anschutz Medical Campus. Aurora, CO.
- 22 Harris, B. (2022). Culturally and linguistically responsive Autism identification. Workshop to be presented at the Mid-South Spring Virtual Convention, Tennessee Association of School Psychologists.
- 21 Harris, B. (2022). Cultural and Linguistic Considerations for Improving Accurate and Responsive AU Identification. Workshop presented to HEB ISD School District, Dallas, Texas - virtual.
- 20 Harris, B. (2021). Improving culturally and linguistically responsive educational identification practices for children with Autism. Presented at the Temple University School Psychology, Counseling, and ABA Conference - virtual.
- 19 Harris, B. (2021). Culturally and linguistically responsive ASD identification. Workshop presented to University of California - Riverside, School Psychology Graduate Student Organization. Riverside, CA

- virtual.

- 18 Garbacz, A., Harris, B., Klabo, K., Garvin, K., Medina, K., & Zimprich, L. (2021). Building strong collaborations with culturally and linguistically minoritized families during COVID-19. Webinar presented for the Colorado Department of Education - virtual.
- 17 Harris, B. (2021). Culturally and linguistically responsive ASD identification. Workshop to be presented to Salud Family Health Centers, Denver, Colorado - virtual.
- 16 Harris, B. & Carson, B. (2021). Educational identification of ASD in Colorado. Workshop presented for the Colorado Department of Education - virtual.
- 15 Barton, E. & Harris, B. (2020). Delayed identification and misdiagnosis of ASD among minoritized populations. Webinar presented to Vanderbilt University - virtual.
- 14 Harris, B. & Carson, B. (2020). Educational identification of ASD in Colorado. Workshop presented for the Colorado Department of Education - virtual.
- 13 Harris, B. & Barton, E. (2020). Delayed identification and misdiagnosis of ASD among minoritized populations. Webinar presented to UncomfortableX, Social Justice Professional Association for Applied Behavior Analysis Providers - virtual.
- 12 Harris, B., Costello, L., & Klabo, K. (2020). Improving interprofessional collaboration for students with exceptional needs during COVID-19 and beyond. Webinar presented to PMHI Grand Rounds, University of Colorado Denver Anschutz Medical Campus - virtual.
- 11 Harris, B. (2020). Culturally and Linguistically Responsive ASD Identification. Workshop presented at the Statewide Evaluation Personnel Conference, San Antonio, TX.
- 10 Harris, B. (2020). Culturally and Linguistically Responsive ASD Identification. Workshop presented to Salud Family Health Centers, Denver, CO.
- 9 Harris, B. (2019). Culturally and linguistically responsive ASD evaluation. Workshop presented at the Colorado Autism Conference, Fort Collins, CO.
- 8 Harris, B. (2019). Advanced training: Educational identification of ASD within culturally and linguistically diverse populations. Workshop presented for Colorado Department of Education
- 7 Harris, B. & Carson, B. (2018). Educational identification of ASD in Colorado. Workshop presented for the Colorado Department of Education.
- 6 Harris, B. (2018). Reducing Autism disparities among diverse groups in Colorado educational settings. Paper presented to the ADDM Network of the Centers for Disease Control and Prevention.
- 5 Harris, B. (2017). Examining and reducing Autism Disparities among diverse groups in Colorado public schools. Presented to the Center for Disease Control's Autism and Developmental Disabilities Monitoring Network.
- 4 Harris, B. (2017). Best practices in Cognitive Assessment for Gifted and Talented Identification among Culturally and Linguistically Diverse Children. Keynote presented at the Denver Public Schools Conference entitled "Supporting and Nurturing Gifted and Talented Students." Denver, CO
- 3 Harris, B. (2016). Acceleration and economically vulnerable students: A review of the research. Presented at the Beyond Giftedness XXIII Conference, Denver, CO.

- 2 Harris, B. (2014). Crossing the divide: Cultural and linguistic perspectives in evaluation and treatment of Autism Spectrum Disorder and other developmental disabilities. Presented at the Colorado CANDO meeting, University of Colorado School of Medicine, Denver, CO.
- 1 Harris, B. (2009). Gifted ELL Learners. Northwest Gifted Network, Edwards, CO.

SEMINARS/WORKSHOPS PRESENTED

- 19 Harris, B. (2023). Research productivity strategies for early career faculty. Workshop presented for the CU Denver Center for Faculty Development and Advancement – virtual.
- 18 Harris, B. (2020). Research productivity strategies for early career faculty. Workshop presented for the CU Denver Center for Faculty Development and Advancement – virtual.
- 17 Harris, B. (2020). Research productivity strategies for early career faculty and graduate students. Workshop presented for the CU Denver Center for Faculty Development and Advancement. Denver, CO.
- 16 Harris, B. (2019). Research productivity strategies for early career faculty and graduate students. Workshop presented to the CU Denver School of Education and Human Development. Denver, CO.
- 15 Harris, B. (2019). Culturally and linguistically responsive ASD evaluation. Workshop presented to the University of Denver Latinx Psychology Program. Denver, CO.
- 14 Harris, B. (2019). Diversity in autism spectrum disorder. Webinar provided to the Association of University Centers on Disabilities.
- 13 Harris, B. (2018). Culturally and linguistically responsive cognitive assessment. Presentation presented to the High Plains APPIC Internship Consortium. Greeley, CO.
- 12 Harris, B. (2018). Research productivity strategies for junior faculty. Workshop presented to junior faculty of the CU Denver School of Education and Human Development. Denver, CO
- 11 Harris, B., Aurora, P., & Sullivan, A.L. (2016). Demystifying academia: Faculty roles and opportunities. Webinar presented to Division 16 of the American Psychological Association.
- 10 Harris, B. (2016). Increasing cultural and linguistic responsiveness within school systems. Workshop presented to the Denver Public Schools OSEP Partners. Denver, CO
- 9 Harris, B. (2016). Best practices in the psychoeducational assessment of English language learners: Considerations for monolingual school psychologists. Workshop presented to the Washington State School Psychology Association.
- 8 Harris, B. (2015). Increasing cultural and linguistic responsiveness within mental health services. Workshop presented to Denver Public Schools Mental Health Team. Denver, CO.
- 7 Harris, B. (2015). Best practices in the psychoeducational assessment of English language learners. Workshop presented to the Denver Public Schools Mental Health Team. Denver, CO.
- 6 Harris, B. (2011). Important considerations when selecting assessments for gifted and talented populations. Workshop presented at the Centennial BOCES, Greeley, CO.
- 5 Harris, B. (2011). Important considerations when selecting assessments for gifted and talented populations. Workshop presented at Jefferson County School District, Lakewood, CO.
- 4 Harris, B. (2011). Important considerations when selecting assessments for gifted and talented populations. Workshop presented at the Colorado Department of Education Metro Gifted and

Talented Coordinators Network Meeting, Denver, CO.

- 3 Harris, B. & Butzon, C. (2008). ADD/ADHD: Instructional strategies for the classroom teacher. Workshop presented at Memphis City Schools Mental Health Center, Memphis, TN.
- 2 Harris, B. & Upchurch, R. (2008). Functional family therapy. Workshop presented at the Veterans Affairs Hospital, Memphis, TN.
- 1 Harris, B. (2006). Giftedness: Implications for classroom instruction. Workshop presented in Spanish at Agua Viva Children's Home, Chimaltenango, Guatemala.

PROFESSIONAL ORGANIZATIONS

American Psychological Association – Division 16 (School Psychology)

Colorado Society of School Psychologists

National Association of School Psychologists

National Latinx Psychological Association

Counsel of Directors of School Psychology Programs

Trainers of School Psychologists

COURSES TAUGHT

School of Education and Human Development, University of Colorado, Denver

- Clinical Externship, SPSY 6918, Graduate
- Clinical Supervision and Administration of Psychological Services, SPSY 7980, Graduate
- Consultation and Collaboration, SPSY 6450, Graduate
- Counseling Techniques, CPCE 5010, Graduate
- Early Childhood Assessment and Intervention: Birth to Three, SPSY 6170, Graduate
- Practicum with Culturally and Linguistically Diverse Students, SPSY 5840, Graduate
- Psychoeducational Assessment of Culturally and Linguistically Diverse Students, SPSY 6140, Graduate
- School-based Interventions: Children, Youth, & Families, SPSY 6350, Graduate
- School-based Interventions: Groups, Families & Systems, SPSY 6400, Graduate
- School-based Multicultural Interventions, SPSY 5900, Graduate

School of Education, Indiana University, Bloomington

- Educational Psychology for Elementary Teachers, EDUC 240, Undergraduate
- Educational Psychology for Elementary Teachers: Lab, EDUC 240, Undergraduate

School of Education, Indiana University-Purdue University, Columbus

- Teaching All Learners, EDUC 680, Undergraduate

SERVICE

UNIVERSITY OF COLORADO DENVER – SCHOOL PSYCHOLOGY PROGRAM

Director and Founder

Bilingual School Psychologist Concentration

School of Education and Human Development

University of Colorado Denver

2008 – present

Program Director School Psychology Doctoral Program School of Education and Human Development University of Colorado Denver	2018 – 2022
UNIVERSITY OF COLORADO DENVER – SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT	
Member Reappointment, Tenure and Promotion Committee School of Education and Human Development University of Colorado Denver	2018 – present
Member Merit Committee School of Education and Human Development University of Colorado Denver	2018 – present
Chair Merit Committee School of Education and Human Development University of Colorado Denver	2019
Member Search Committee School Psychology School of Education and Human Development University of Colorado Denver	2016 – 2017
Member Student Committee School of Education and Human Development University of Colorado Denver	2014 – 2018
Member Search Committee, Special Education School of Education and Human Development University of Colorado Denver	2013 – 2014
Chair Student Committee School of Education and Human Development University of Colorado Denver	2013 – 2014
Member Teaching Merit Evaluation Committee School of Education and Human Development University of Colorado Denver	2010 – 2011
Member Green Team Committee School of Education and Human Development University of Colorado Denver	2010 – 2011

Member Student Committee School of Education and Human Development University of Colorado Denver	2009 – 2013
Member Counseling Search Committee School of Education and Human Development University of Colorado Denver	2009 – 2010
Member Diversity Committee School of Education and Human Development University of Colorado Denver	2008 – 2009
Member Faculty Mentorship Meeting Planning Committee School of Education and Human Development University of Colorado Denver	2008 – 2009
Member Counseling Search Committee School of Education and Human Development University of Colorado Denver	2008 – 2009
UNIVERSITY OF COLORADO DENVER	
Co-Chair University of Colorado Denver Women's Issues Committee University of Colorado Denver	2011 – 2012
Member University of Colorado Denver Women's Issues Committee University of Colorado Denver	2011 – 2012
COMMUNITY	
Psychologist and Supervisor Mental Health America	2010 – 2011
Pro Bono Volunteer Manual High School, Denver, CO Psychologist-In Training Mental Health America	2008 – 2010
Coordinator F.L.A.M.E. Literacy and Language Project Indiana University - Bloomington, Bloomington, IA	2005 – 2006
STATE	

Member Autism Stakeholders Workgroup Colorado Department of Education	2019 – present
Invited Stakeholder Disproportionality Taskforce Colorado Department of Education	2017 – present
Founder and President Bilingual School Mental Health Network State of Colorado	2010 – present
Member Task Force on Improving Gifted Education, Intervention, and Training State of Colorado	2010 – 2012
University Liaison Executive Board Colorado Association of the Gifted and Talented	2008 – 2017
NATIONAL	
Principal Grant Peer Review Panel Member Special Education Research Peer Review Panel Institute of Education Sciences	2022 – present
Co-Chair Early Career Forum Society for the Study of School Psychology	2022 – present
Coordinator Graduate Education Committee, Faculty Recruitment, Retention & Support National Association of School Psychologists	2021 – present
Site Visitor Duquesne University Commission on Accreditation American Psychological Association	2022
Invited Grant Review Panel Member Racial Equity Panel Spencer Foundation	2021 – 2022
Invited Grant Peer Review Panel Member Special Education Research Peer Review Panel Institute of Education Sciences	2019 – 2022
Conference Presentation Reviewer National Association of School Psychologists	2018
Member Child and Professions Committee National Association of School Psychologists	2017 – present

Member Graduate Education Committee National Association of School Psychologists	2015 – 2020
Chair School Psychology Research Collaboration Conference Society for the Study of School Psychology	2015 – 2017
Co-Chair Child and Professions Committee National Association of School Psychologists	2015 – 2016
Committee Member and Conference Chair Early Career Forum Society for the Study of School Psychology	2013 – 2021
Co-Coordinator Bilingual School Psychology Interest Group National Association of School Psychologists	2012 – 2016
Co-Chair School Psychology Research Collaboration Conference Society for the Study of School Psychology	2013 – 2015
Member Paul E. Henkin Student Travel Grant Awards Committee American Psychological Foundation	2013
Member Bilingual Interest Group Steering Committee National Association of School Psychologists	2011 – present
Co-Chair Junior Faculty Committee Trainers of School Psychologists	2011 – 2015
Planning Committee School Psychology Research Collaboration Conference Society for the Study of School Psychology	2011 – 2013
Co-Coordinator Prevention and Promotion of Psychological Wellness Interest Group National Association of School Psychologists	2011 – 2014
Proposal Reviewer American Psychological Association Conference	2008
Assistant Treasurer National Latina/o Psychological Association	2005 – 2006

JOURNAL EDITORSHIP

Guest Editor, *School Psychology* 2023 – 2024

Guest Associate Editor, *School Psychology Review* 2013

JOURNAL EDITORIAL BOARDS

School Psychology Review 2019 – present

Journal of International School and Educational Psychology 2013 – 2021

Journal of Advanced Academics 2012 – 2020

Psychology in the Schools 2011 – 2020

JOURNAL/BOOK REVIEWER

The Educational and Developmental Psychologist (Ad Hoc) 2021

Exceptionality (Ad Hoc) 2020

Teaching of Psychology (Ad Hoc) 2020

Journal of Applied School Psychology (Ad Hoc) 2020

Journal of Autism and Developmental Disabilities (Ad Hoc) 2010

Autism (Ad Hoc) 2019

Exceptionality (Ad Hoc) 2019

Journal of Applied School Psychology (Ad Hoc) 2019

Journal of Autism and Developmental Disabilities (Ad Hoc) 2019

Journal of School Psychology (Ad Hoc) 2019

Journal for the Education of the Gifted (Ad Hoc) 2019

Journal of Early Intervention (Ad Hoc) 2019

Exceptionality (Ad Hoc) 2018

Gifted Child Today (Ad Hoc) 2018

School Mental Health (Ad Hoc) 2018

Developmental Psychology (Ad Hoc) 2017

Routledge Book Reviewer, Invited 2017

Publishing in School Psychology and Related Fields

Pearson Book Reviewer, Invited 2017

Very Young Children with Special Needs

Gifted Child Today (Ad Hoc) 2017

Journal of School Psychology (Ad Hoc) 2016

School Psychology Forum (Ad Hoc) 2016

Book Reviewer, Invited 2015

Guilford

Journal of Adolescent Research (Ad Hoc) 2014

TEACHING Exceptional Children (Ad Hoc) 2014

Book Reviewer 2013

American Psychological Association

Developmental Psychology (Ad Hoc) 2011

Journal of Advanced Academics (Ad Hoc) 2011

School Psychology Review (Ad Hoc) 2010

Journal for Educational and Psychological Consultation (Ad Hoc) 2009 – 2012

Roeper Review (Ad Hoc) 2008 – 2012

REAPPOINTMENT, TENURE & PROMOTION REVIEWS

Montclair State University	2019
University of Georgia	2018

RELEVANT CONSULTING ACTIVITIES

Colorado Department of Education	2019-present
<ul style="list-style-type: none"> Collaborate with various state leaders to improve equity and systemic change regarding school and family practices pertaining to reducing significant disproportionality in special education, placement, and discipline across the state. Collaborate with districts flagged for significant disproportionality by providing resources and coaching to improve equitable practices across district and community settings. Facilitate needs assessments and other processes to tailor consultation and coaching to the needs of the district Created a menu of consultative offerings for districts flagged with significant disproportionality based on a tiered approach 	
Durango Public Schools, Colorado	2020-2023
<ul style="list-style-type: none"> Selected by the Superintendent and key district stakeholders to conduct a comprehensive review of special education practices across the district. Created a report and provided a presentation to the school board and key district stakeholders based on findings. Evaluation included obtaining information on nine strategic areas through survey, interview, and observational methods with a focus on advancing equitable special education practices that are family centered and strengths-based. 	
Denver Public Schools	2020-2021
<ul style="list-style-type: none"> Provide consultation pertaining to pivoting psychoeducational service delivery to remote formats given COVID-19. Assist with building capacity for Autism identification practices in culturally and linguistically minoritized youth, and improve early childhood identification and transition practices, particularly in culturally and linguistically minoritized populations. 	
Denver Public Schools	2016 - 2017
<ul style="list-style-type: none"> Provided professional development workshops and coaching for mental health providers pertaining to advancing equitable psychoeducational assessment practices. 	2016 - 2017

AWARDS/HONORS

Fellow HERS Leadership Institute	2023
Research Pivot Award University of Colorado Denver	2022
Fellow, Selected	2021

Colorado Immersion Training, CCTSI
University of Colorado Anschutz Medical Center

Fellow, Selected 2017 – 2018
Professional Mentoring Skills Enhancing Diversity (PROMISED Program)
University of Pittsburgh Medical School

Research Award 2017 – 2018
School of Education and Human Development
University of Colorado Denver

President's Award 2015
National Association of School Psychologists

Service Award 2015
School of Education and Human Development
University of Colorado Denver

Early Career Scholar Award 2011
The Society for the Study of School Psychology

Member, Selected 2011
Colorado Academy of Educators for the Gifted, Talented, and Creative

Early Career Scholar, Selected 2010
Society for the Study of School Psychology

The Mensa Award, Nominated 2010
Journal for the Education of the Gifted

Frieda Alice Renfro Dissertation Fellowship 2006 – 2007
Indiana University Bloomington

Outstanding Associate Instructor Award 2006 – 2007
Indiana University, Bloomington

David Pilon Scholarship for Training in Professional Psychology 2005
American Psychological Association

Outstanding Contribution Award 2004
National Latina/o Psychological Association