

## CURRICULUM VITAE

**Jennifer F. Harrington, Ph.D.**  
**Postdoctoral Research Associate, Anita Zucker Center for Excellence in Early Childhood**  
**University of Florida**  
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### EDUCATION

#### *Graduate*

- |      |  |        |
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| 2021 | University of Florida<br>Major: Special Education<br>Concentration: Early Childhood Studies<br>2016-2021         | Ph.D.  |
| 2010 | University of South Carolina<br>Major: Special Education<br>Board Certified Behavior Analyst (BCBA)<br>2008-2010 | M.A.T. |

#### *Undergraduate*

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|------|---|------|
| 2008 | University of South Carolina<br>Major: Psychology<br>Minor: Speech and Communication Disorders<br>2004-2008 | B.A. |
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### RESEARCH INTERESTS

Professional development, practice-based coaching, home visiting practices, building the capacity of teachers, early intervention providers, and families to meet the needs of infants and toddlers with or at-risk for disabilities, and implementation and sustainability of professional development.

### PROFESSIONAL EXPERIENCES

- 2021-Present *Post-Doctoral Associate, Professional Development Project Manager and Internal Evaluation Coordinator for the Florida Department of Health, Children's Medical Services, Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development Project (P. Snyder, Principal Investigator, B. Reichow, Co-Principal Investigator), Practice-Based Coaching Specialist, and Site Coordinator for the Office of Special Education Programs Practice-Based Coaching Data-Informed Decision-Making Project (P. Snyder, Principal Investigator)*

*Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida*

Develop and implement data management procedures for data processing including developing completeness checking tracking sheets, conducting completeness checks of project data, entering workshop and intervention data. Assist in coding home visit sessions using the Home Visiting Fidelity Checklist and providing ongoing training to other project staff on the coding system and data processing procedures. Facilitate weekly data processing and entry calls. Observe and provide feedback on the facilitation of monthly cross-site coding calls. Assist with developing project materials including implementation and intervention fidelity checklists, Caregiver Social-Emotional Practices, Coach Manual, graphing tools, directions for data processing at sustainability sites. Attend weekly UF, UF/FSU (IHE), and cross-site meetings with all project partners. Prepare for, attend, and assist in facilitating Coach Training, Provider Workshops (i.e., Caregiver Coaching Workshops), cross-site calls, coach calls, quarterly cross-site meetings, and learning experiences for sustainability sites.

2017-2021 *Graduate Assistant, Early Steps Professional Development Project (P. Snyder, Principal Investigator, B. Reichow, Co-Principal Investigator)*  
*Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida*

Develop and implement data management procedures for data processing including developing completeness checking tracking sheets, conducting completeness checks of project data, imputing workshop and intervention data. Assist in coding home visit sessions using the home visiting fidelity checklist and providing ongoing training to other project staff on the coding system. Participate in weekly coding calls. Assist with developing project materials including implementation and intervention fidelity checklists, Caregiver Social-Emotional Practices, Coach Manual, Content Alignment between *Assessment Evaluation and Programming System (AEPS)* and *Battelle Developmental Inventory (2<sup>nd</sup> ed.)*. Attend weekly UF, UF/FSU (IHE), and cross-site meetings with all project partners. Prepare for, attend, and assist during LIC and Provider trainings and cross-site meetings.

2016-2017 *Coach, Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices: An Efficacy Trial of Tools for Teachers, Institute of Education Sciences Goal 3 Efficacy Project (P. Snyder, Principal Investigator, M. McLean, Co-PI, B. Reichow, Investigator)*  
*Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida*

Provided weekly on-site coaching to preschool teachers using practice-based coaching framework. Performed data processing tasks associated with project. Conducted weekly coaching with two teachers that included: action planning using strengths and needs assessments, focused observations in the classroom collecting teacher and child data, debrief meetings, and providing supportive and constructive feedback to teachers. Received ongoing professional development

and training in practice-based coaching during weekly coaching calls. Conducted ECERS-3 assessment within preschool classrooms. Completed weekly data processing tasks that included: data entry for teacher, coach, trainer, and student data into Excel spreadsheets, RedCap, and Noldus. Coded previous workshop videos using implementation questionnaires and rated embedded instruction learning targets submitted by teachers using the *Learning Targets Rating Scale*. Attended trainings for coaching. Attended teacher workshops for coaching condition teachers. Conducted focus group interview for self-coaching teacher. Providing ongoing sustainability visits to project teachers.

2011-Present *Program Director, Owner*

*Everyday ABA, LLC*

Works as program director and program supervisor for staff providing behavioral analytic services for individuals with disabilities including autism spectrum disorders, ADHD, specific learning disabilities, and intellectual disabilities. Performs oversight of case scheduling of all providers. Conducts quarterly staff training. Provides Board Certified Behavior Analyst (BCBA) supervision to BCaBA and BCBA candidates. Provides consultative services to schools, providers, agencies, staff, and families of children with disabilities.

## PUBLICATIONS

1. **Harrington, J.**, Snyder, P., Reichow, B., & Sun, J. *Effects of job-embedded professional development on early intervention providers' implementation of home visiting practices for embedded intervention*. [in press]. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida.
2. Luo, Li., Reichow, B., Snyder, P., **Harrington, J.**, & Polignano, J. (2022). Systematic review and meta-analysis of classroom-wide social-emotional interventions for preschool children. *Topics in Early Childhood Special Education*, 42(1), 4-19.  
<https://doi.org/10.1177/0271121420935579>
3. Bishop, C., Shannon, D., & **Harrington, J.** (2019). Progress monitoring within the embedded instruction approach: Collecting, sharing, and interpreting data to inform instruction. In M. McLean, R. Banerjee, J. Squires, & K. Hebbeler (Eds.), *Assessment: Recommended Practices for young children and families: DEC Recommended Practices Monograph Series* (No. 7, pp. 135-148). Division for Early Childhood.

## MANUSCRIPTS IN PREPERATION

1. **Harrington, J.**, Grosser, J., & Snyder, P. *Embedded intervention framework: Caregivers' use of universal and targeted strategies to support social-emotional development and learning for infants and toddlers with or at-risk for disabilities*. [Manuscript in preparation]. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida.

2. Martin, M., Reichow, B., Snyder, P., **Harrington, J.**, & The DEC Evidence Synthesis Group. *Evidence synthesis of a DEC recommended practice: Instruction 9*. [Manuscript in preparation]. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida.
3. Shannon, D., **Harrington, J.**, Snyder, P., & Conroy, M. *Using an effort and effect cascade to make data-informed practice-based coaching decisions*. [Manuscript in preparation]. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida.

## **RELATED WORK EXPERIENCES**

- 2011-2016     *Florida Early Steps Provider*  
*Behavior Specialist for Early Steps Program*  
 Worked as a behavior specialist consultatively and as a primary service provider for Florida Early Steps program. Provided early intervention services to individuals under the age of 3-years-old with disabilities or at risk for developmental delays and their families. Performed formal and informal assessments and developed programs, implemented and monitored program progress by collecting and analyzing data. Collaborated with parents/caregivers, team members, and other professionals. Provided parent/caregiver and team member training.
- 2011-2016     *Applied Behavior Analysis Provider*  
*Board Certified Behavior Analyst*  
 Worked as an in-network provider for behavioral analytic services through various insurances and Medicaid. Served as the team supervisor and BCBA for individuals between the ages of 18-months old through 22-years-old with disabilities. Performed formal and informal assessments and developed programs, implemented and monitored program progress by collecting and analyzing data. Collaborated with caregivers, team members, and other professionals. Provided caregiver and team member training.
- 2010-2011     *Special Education Teacher, Board Certified Behavior Analyst*  
*Kelly Mill Middle School*  
 Worked as a special education teacher to students that were 11-15 years-old with autism spectrum disorders and intellectual disabilities. Performed formal and informal assessments and developed Individualized Education Program (IEP) goals and objectives, implemented and monitored goal progress by collecting and analyzing data. Trained assistants in behavior analytic techniques. Collaborated with caregivers, speech therapists, occupational therapists, and adapted PE teacher. Performed functional behavior assessments, developed behavior intervention plans, implemented plan, and monitored plan progress by collecting and analyzing data.

- 2008-2010 *Applied Behavior Analysis Contractor  
ABX Solutions*  
Worked as a line therapist for individuals that were birth through 6-years-old with autism spectrum disorders and speech impairments. Performed formal and informal assessments and developed programs, implemented and monitored program progress by collecting and analyzing data. Collaborated with parents/caregivers, team members, and other professionals. Provided parent/caregiver and team member training.
- 2005-2010 *Senior Applied Behavior Analysis Therapist  
Early Autism Project*  
Worked as a senior therapist for individuals that were birth through 15-years-old with autism spectrum disorders and speech impairments. Performed formal and informal assessments and developed programs, implemented and monitored program progress by collecting and analyzing data. Collaborated with caregivers, team members, and other professionals. Provided caregiver and team member training.
- 2006-2009 *Applied Behavior Analysis Contractor  
South Carolina Babynet*  
Worked as an ABA contractor with the South Carolina Babynet program. Provided early intervention services to individuals, birth to 3-years-old with disabilities or at risk for developmental delays and their families. Implemented programs as written and monitored program progress by collecting and analyzing data. Collaborated with caregivers, supervisors, team members, and other professionals. Provided parent/caregiver training.

### PRESENTATIONS AND POSTER SESSIONS

1. Snyder, P., Shannon, D., & **Harrington, J.** (accepted). *Practice-based coaching data-informed decision making profile* [Poster presentation]. Office of Special Education Programs 2023 Combined Leadership and Project Directors Conference, Arlington, VA, United States.
2. **Harrington, J.**, Sharrar, B., Killingsworth, J., Grosser, J., Ramos, V., & Guill, R. (2023, June 22-23). *Practice-based coaching data-informed decision making: Coaching efforts and effects* [Session presentation]. Florida Early Steps Quarter 4 Cross-Site Meeting, Orlando, FL, United States.
3. **Harrington, J.**, MacNish, A., & Snyder, P. (2023, April 11-14). *What about us: Practice-based coaching with Part C early interventionists* [Session presentation]. National Training Institute on Effective Practices, Tampa, FL, United States.

4. Snyder, P., Hemmeter, M. L., Shannon, D., Conroy, M., Kinder, K., & **Harrington, J.** (2023, April 11-14). *Using effort and effect data to inform coaching supports* [Session presentation]. National Training Institute on Effective Practices, Tampa, FL, United States.
5. Snyder, P., Hemmeter, M. L., Conroy, M., Shannon, D., Kinder, K., **Harrington, J.**, & Basler, S. (2022, July). *Effort & effect cascade: Making data-informed decisions about coaching* [Presentation]. Office of Special Education Leadership and Project Directors virtual conference.
6. **Harrington, J.**, Grosser, J., & Snyder, P. (2022, April). *Embedded intervention framework: Caregivers' use of universal and targeted strategies to support social-emotional development and learning for infants and toddlers with or at-risk for disabilities* [Presentation]. National Training Institute on Effective Practices conference: Addressing challenging behavior, Tampa, FL, United States.
7. Shannon, D., Kinder, K., **Harrington, J.**, & Basler, S. (2022, April). *Practice-based coaching: Supporting practitioners' use of effective practices* [Presentation]. National Training Institute on Effective Practices conference: Addressing challenging behavior, Tampa, FL, United States.
8. Kinder, K., Shannon, D., Basler, S., **Harrington, J.**, Snyder, P., & Hemmeter, M. L. (2022, February). *Practice-based coaching in early intervention and early childhood settings: Tools for supporting coaches* [Presentation]. Council for Exceptional Children virtual conference.
9. Snyder, P., Hemmeter, M. L., Shannon, D., Conroy, M., & **Harrington, J.** (2022, February). *Building a model for making data-informed decisions about practice-based coaching in early intervention and early childhood settings* [Presentation]. Council for Exceptional Children virtual conference.
10. **Harrington, J.**, Shannon, D., Kinder, K., Basler, S., & Snyder, P. (2021, December). *Making data-informed decisions about coaching: An effort and effect tool* [Presentation]. Division for Early Childhood virtual conference.
11. Grosser, J., Ramos, V., & **Harrington, J.** (2021, March). *Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development: Provider workshop* [Presentation]. Southwest Early Steps virtual provider training, Gainesville, FL, United States.
12. Martin, L., Moss, K., McMahon, K., Bishop, C., & **Harrington, J.** (2020, October). *Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development: Provider workshop* [Presentation]. Treasure Coast Early Steps virtual provider training, Gainesville, FL, United States.
13. Rojas, C., & **Harrington, J.** (2020, October). *Florida Embedded Practices and*

- Intervention with Caregivers Early Steps Professional Development: Provider workshop* [Presentation]. North Central Early Steps virtual provider training, Gainesville, FL, United States.
14. **Harrington, J.**, Snyder, P., & Reichow, B. (2020, February). *Systematic review of caregiver-implemented embedded intervention in early intervention* [Poster session presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
  15. Snyder, P., Reichow, B., Bishop, C., Romano, M., & **Harrington, J.** (2019, December). *Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development: Cross-site meeting* [Presentation]. Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development quarterly cross-site meeting, Orlando, FL, United States.
  16. Snyder, P., Reichow, B., Bishop, C., Romano, M., & **Harrington, J.** (2019, October). *Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development: Provider workshop* [Presentation]. Space Coast Early Steps provider training, Viera, FL, United States.
  17. Snyder, P., Woods, J., Clark, C., Reichow, B., Porter, K., Romano, M., & **Harrington, J.** (2019, April). *Early Steps Professional Development project: Collaborations among Early Steps state office, demonstration sites, and two institutions of higher education* [Poster session presentation]. National Training Institute on Effective Practices Conference, St. Petersburg, FL, United States.
  18. Clark, C., Guill, R., Reichow, B., & **Harrington, J.** (2019, March). *Caregiver coaching and embedded intervention: An approach to professional development for early intervention providers in Florida* [Presentation]. Florida Physical Therapist Association Conference, Orlando, FL, United States.
  19. **Harrington, J.** (2018, November). *Effects of training and caregiver coaching on caregivers' implementation of embedded instruction* [Presentation]. Anita Zucker Center for Excellence Early Childhood Studies Early Childhood Seminar, Gainesville, FL, United States.
  20. Clark, C., Romano, M., **Harrington, J.**, Stoerger A., Winningham, N., & Guzman, C. (2018, October). *Collaborative early intervention professional development project: Supporting caregiver coaching and embedded intervention* [Presentation]. Division for Early Childhood Conference, Orlando, FL, United States.
  21. **Harrington, J.**, Snyder, P., Reichow, B., Martin, M., & DEC Synthesis Group. (2018, October). *Evidence synthesis of DEC recommended practice: Instruction 5* [Poster session presentation]. Division for Early Childhood Conference, Orlando, FL, United States.

22. Reichow, B., Snyder, P., Woods, J., Clark, C., Romano, M., & **Harrington, J.** (2018, October). *Model demonstration project collaboration between state and local Part C and IHE* [Poster session presentation]. Division for Early Childhood Conference, Orlando, FL, United States.
23. **Harrington, J.**, Snyder, P., Reichow, B., Martin, M., & DEC Synthesis Group. (2018, March). *Evidence synthesis of DEC recommended practice: Instruction 5* [Poster session presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
24. Martin, M., Reichow, B., Snyder, P., **Harrington, J.**, & The DEC Evidence Synthesis Group. (2018, March). *Evidence synthesis of DEC recommended practice: Instruction 9* [Poster session presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
25. Jaramillo, J., **Harrington, J.**, Shannon, D., Snyder, P., McLean, M., & Reichow, B. (2017, October). *Pilot of the practitioner reflection observational coding system: Implications for facilitating quality professional development* [Poster session presentation]. International Division for Early Childhood Conference, Portland, OR, United States.

### COURSE TEACHING EXPERIENCE

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| Fall 2019 | LIN 3710 Language Acquisition<br>Supervised Teaching Instructor<br><i>University of Florida</i><br><i>Instructor of Record: Patricia Snyder</i>   |
| Fall 2018 | EEX 4064 Educational Programming for Infants and Toddlers with Disabilities<br>Supervised Teaching Instructor<br><i>University of Florida</i><br><i>Instructor of Record: Brian Reichow</i> |

### SERVICE

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| December 2019 | Young Exceptional Children guest doctoral reviewer             |
| June 2019     | Young Exceptional Children guest doctoral reviewer             |
| May 2019      | Division for Early Childhood Monograph guest doctoral reviewer |
| November 2017 | Division for Early Childhood Monograph guest doctoral reviewer |



## SCHOLARSHIP EVENTS

- September 2018 Invited graduate student participant and note taker for *Starting Ahead. Staying Ahead*. Professionalizing the Early Childhood Workforce event.
- April 2018 Invited graduate student participant and note take for the Levin College of Law Center on Children and Family & Anita Zucker Center for Excellence in Early Childhood Studies Early Childhood: Critical Legal Issues and Strategies event.
- January 2018 Invited graduate student participant and note taker for *Starting Ahead. Staying Ahead*. Core Concepts in Early Childhood Disability Policy and Law & Beyond Family Engagement to Family-Professional Partnerships: Rud Turnbull and Ann Turnbull event.
- February 2017 Invited graduate student participant and note taker for *Starting Ahead. Staying Ahead*. University of Florida Early Childhood Inaugural Summit.

## HONORS AND AWARDS

- 2016-2021 Doctoral Stipend Recipient, *Preparing Leaders in Early Childhood Studies-Implementation Science* (PLECSIS). Doctoral leadership training project funded by the Office of Special Education Programs, US Department of Education University of Florida, College of Education, Grinter Scholarship University of Florida, College of Education, Hendricks Scholarship
- 2015 Ted Carr Achievement Award
- 2010 Praxis Recognition of Excellence

## PROFESSIONAL MEMBERSHIPS

- 2019-Present Association for Behavior Analysis International
- 2017-Present Council for Exceptional Children – Division for Early Childhood and Division for Research
- 2017-Present Florida Council for Exceptional Children
- 2011-Present Florida Association of Behavior Analysts

## CERTIFICATIONS

- 2011-Present Board Certified Behavior Analyst Certificiant – Doctoral (BCBA-D) #1-11-7943

## PROFESSIONAL SKILLS

- Designing websites for dissemination of research using Wix
- Designing courses for dissemination of research using Articulate 360 (Articulate Rise)
- Operating iSkysoft Video Converter video clipping software
- Direct behavioral observation system coding skills
- Operating TORSH Talent online platform for data management
- Operating Endnote 20 for data management
- Creating graphs on Microsoft Word and Microsoft Excel
- Providing caregiver, provider, and teacher training
- Coaching preschool teachers using practice-based coaching
- Conducting preference assessments
- Conducting functional behavior assessments
- Developing behavior intervention plans
- Developing functional curriculums for individualized education programs (IEPs)
- Developing data tracking systems using Google Sheets
- Developing data tracking systems using Microsoft Excel
- Extensive experience with Microsoft Word, Excel, and PowerPoint
- Managing employees and staff supervision and scheduling

## REFERENCES

### **Dr. Patricia Snyder**

*Director, Anita Zucker Center for Excellence in Early Childhood Studies*

*David Lawrence Jr. Endowed Chair in Early Childhood Studies*

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