Christa D. Haring, PhD
Assistant Professor
Department of Special Education and Rehabilitation
Utah State University

Home, school, and community-based language and literacy interventions for children at-risk for reading difficulties. Teacher preparation around differentiated instruction and using dynamic assessment to shape instruction. Impact of coaching on teacher and student outcomes. Vocabulary and reading assessment and intervention for young children with or at-risk for language and literacy difficulties. Using social network analysis to examine parent-supported language and literacy instruction in high poverty homes (home visiting), with children at-risk for or with identified disabilities. Fidelity of implementation.

Education

Ph.D. 2013 University of Texas at Austin

Special Education Learning Disabilities and Behavior Disorders
Emphasis on Reading and Assessment

M.S. 2007 Florida State University

Communication Sciences and Disorders Speech-Language Pathology
Emphasis on Language and Literacy

B. S. 2000 Brigham Young University

Communication Sciences and Disorders Speech-Language Pathology and Audiology
Additional certification: Special Education Teaching Certificate

Fellowships and Awards

. 2007 Language and Literacy Grant Scholarship – Florida State University

. 2008 Language and Literacy Grant Scholarship – Florida State University

. 2009 Graduate Recruitment Fellowship – University of Texas at Austin

. 2010 Joe R. Long Fellowship

. 2011 Elisa Costilla Endowed Scholarship in Education

Experience

1999-2007 Special Educator. Provo, UT; Barrow, GA; Clarke, GA; Reynoldsburg, OH; & Alachua, FL Schools.

2005-2007 Graduate Research Assistant. Florida State University. Tallahassee, FL

2007 – 2009 Speech-Language Pathologist. Hillsborough County Schools. Tampa, FL

2009 - 2011 Graduate Research Assistant. The Meadows Center for Preventing Educational Risk University of Texas at Austin. Austin, TX

2011-2013 Community Outreach Coordinator, Project Coordinator, Curriculum Writer. Children's Learning Institute, University of Texas Health Science Center. Houston, TX

2013- 2016 Research Assistant Professor, University of South Florida, Tampa, FL Research Associate, HIPPY FL, HIPPY USA, National Center for Education Evaluation Project Coordinator, Center for Response to Intervention in Early Childhood (CRTIEC)

2016-2017 Research Scientist II, Urban Child Study Center, Georgia State University Lead Content Developer, Atlanta Speech School, Atlanta, GA

2017 – 2018 Research Scientist II, Urban Child Study Center, Georgia State University Research Assistant Professor, University of South Florida

Courses Taught

Assessment in Special Education *(Graduate)* University of Texas at Austin, Spring 2011 Co-Instructor with Andrea Flower, Ph.D.

Clinical Methods in Speech-Language Pathology and Audiology *(Undergraduate)* University of South Florida, Fall 2014, Spring 2015

Research in Community Settings *(Undergraduate)* University of South Florida, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016

Directed Research in Language and Literacy *(Undergraduate)* University of South Florida, Spring 2015, Spring 2016 Georgia State University, Fall 2017

Literacy for Students with Disabilities *(Graduate)* Georgia State University, Spring 2018

Professional Memberships

American Speech-Language Hearing Association Council for Exceptional Children Division of Early Childhood – Parent Advocate, FL Bridging the Word Gap Network (HRSA) – Workgroup Co-Chair (2014-2017) Home Visiting Applied Research Collaborative (HARC)

Member, Early Childhood Workgroup, Sulfur Springs Neighborhood of Promise Grant

Published Articles

Bojczyk, K., Haverback, H. Hairston, M., **Haring, C.,** & Hye, P. (2017). Parenting Practices
    Centering on Literacy: A Study of Cultural Capital of Kindergarten and First Grade

Students from Low-Income Families. *Early Childhood Development and Care*.

Denton, C., York, M., Francis, D., **Haring, C.,** Bidulescu, A., (2017, in press). An Investigation of an Intervention Approach to Promote Inference Generation by Adolescent Poor Comprehenders. *Learning Disabilities Research and Practice*.

Goldstein, H., Olszewski, A., Greenwood, C., Carta, J., McCune, L., Atwater, J., Kelley, E., Guerrero, G., **Haring, C**.,

Schnieder, N. (2017). Efficacy of a Supplemental Phonemic Awareness Curriculum to Instruct Preschoolers with

Delays in Early Literacy Development. *Journal of Speech, Language, and Hearing Research*.

Solari, E., Denton, C. & **Haring, C**. (2017). Examining the effects and feasibility of a teacher implemented tier 1 and tier 2 intervention in word reading, fluency, and comprehension. *Journal of Research on Educational Effectiveness*.

Flower, A., **Haring, C**. & McKenna, J.W. (2016). Behavior and classroom management content included in teacher preparation programs: Are teacher preparation programs really preparing our teachers? *Preventing School Failure*.

Solari, E. J., Denton, C. A., **Haring, C**. (2016). Supporting struggling first grade readers in the era of common core: Providing integrated instruction in foundational reading skills and reading comprehension. *Teaching Exceptional Children*.

Denton,C., Solari,E., Petrov,, J., **Haring, C**. (2016). Effects of First Grade Tier 1 and Tier 2 Intervention in Word Reading and Comprehension Implemented by Classroom Teachers. *Journal of Research on Educational Effectiveness*.

Flower, A., McKenna, J., **Haring, C**. & Pazey, B. (2015). School to life transition: Perceptions of Youth in Behavior Intervention Programs. *Preventing School Failure*, 59(4).

Swanson, E., Wanzek, J., **Haring, C**., Ciullo, S. & McCulley, E. (2011, August). Intervention fidelity in special and general education journals. *Journal of Special Education*. doi: 10.1177/0022466911419516

Book Chapters

Olzsewski, A., **Haring, C,** Soto, X., Peters, L. & Goldstein, H. (2018, in press). How do we design and implement tier 2 instructional support in early literacy and language. In Carta, J. and Miller-Young, R., Eds.: *Multi-Tiered Systems of Support: A Guide for Response to Intervention in Early Education*. Baltimore: Brookes.

Technical Assistance Manuals/Reports

Haring, C. (June, 2015). Research Ready Handbook: A guide for HIPPY Site Coordinators and

Home Visitors for creating and maintaining researchable and publishable data.

McKenna, J. W., Flower, A., Kyung Kim, M., Ciullo, S., & **Haring, C.** (2015). A Systematic Review of Function-Based Interventions for Students with Learning Disabilities. *Learning Disabilities Research & Practice*, *30*(1), 15-28.

Haring, C. (July, 2017). Coaching: State of the Evidence. Created for facilitators at the Atlanta Speech School for use in their support of educators in the lowest performing elementary schools in the Atlanta Public School System.

Haring, C. (August, 2017). Research Support for Ecological Systems. Created for facilitators at the Atlanta Speech School for use in their support of educators in the lowest performing elementary schools in the Atlanta Public School System.

Online Professional Development Modules

Haring, C. (March, 2017) K-3 *Phonological Awareness: Foundational Skills for Reading and Writing*. Can be viewed at readrightfromthestart.org (K-3 courses). Author, producer, editor.

Haring, C. (May, 2017) *Empowering Language*. Professional development script/filming for online module. Author.

Articles In Preparation

Haring, C., Brown, J., Kaczmarek, L., Gwin, R., Brown, J., Buzhardt, J., Romano, M., Pinto, C., Sandall, S., & Goldstein, H. (2017). Intervention implementation modalities for parents, caregivers, and school personnel: a synthesis. *part of the Bridging the Word Gap Research Network leadership team for 2014-2017 HRSA grant outcomes.

Haring, C., Denton, C., & Goldstein, H. (2018). Coaching effects on teacher knowledge and practice: Results from Tier 2 reading instruction with at-risk first graders.

Haring, C., Denton, C. & Goldstein, H. (2018). Effects of coaching support for first grade educators on reading achievement of students at risk for reading failure.

Bojczyk, K., Marty, A., **Haring, C**., Goldstein, H. (2018). The use of gesture to deepen vocabulary knowledge in elementary students at risk for reading difficulties.

Conference Presentations and Posters

Goldstein, H., **Haring, C**., Brown, C., Kaczmarek, C., Gwin, R., Romano, M., Windsor, K. Loria, C., Buzhardt, J., Sandall, S., Robertson, A. (2017). Caregivers as Interventionists: A Systematic Review of Training Methods and Associated Outcomes. Society for Research in Child Development, Bridging the Word Gap Research Initiative, April 6-8, 2017.

Kaminski, R., McConnell, S. & **Haring, C.** (2016). Monitoring Progress and Evaluating

Intervention Effects in Early Childhood: Challenges and Resolutions. Facilitator: Judy Carta. Panel Discussion at the Bi-enial Conference on Research Innovations in Early Intervention, February 12-13, San Deigo, CA.

How Do We Measure Words Like 'Measurement'? Lessons Learned and Proposed Innovations in Vocabulary Assessment. **Haring, C.** (2016). Poster presentation at the Biennial Conference on Research Innovations in Early Intervention. February 12-13, San Diego, CA.

Haring, C., Goldstein, H., Buzhardt, J., & **Roberston, A.** (2016). The Relationship between Training Delivery Mode, Recipient, and Function among Language Interventions in Early Childhood. Administration for Children and Families National Research Conference on Early Childhood, July 11-13, 2016, Washington, D.C..

Bojczyk, K., Ziolkowski, R., Marty, A., **Haring, C**., & Goldstein, H. (2015, November). Comparing the contributions of motor and verbal prompts to vocabulary learning in children at risk. Poster presentation at the American Speech Language Hearing Association Annual Convention, Denver, CO.

Goldstein, H., Kelley, E., **Haring, C.,** & Olszewski, A. (2014, November). Pioneering development of multi-tiered systems of support for early childhood. Seminar presented at the American Speech Language Hearing Association Annual Convention, Orlando, FL.

McKenna, J., Kim, M., Flower, A. & **Haring, C.** (October, 2012). Function-based Interventions for Students with Learning Disabilities. 34th Annual Conference of the Council for Learning Disabilities, Austin, TX.

Haring, C., Ciullo, S. McCulley, L. (April, 2012). Poster presentation: Reporting of Intervention Fidelity in High Impact Journals CEC 2012 Convention and Expo, April 11-14 in Denver, Colorado.

Ciullo, S., **Haring, C.** Cortez, V. (April, 2012). Collaborative Strategic Reading: A Demonstration of a Research-Based Comprehension Strategy. Council for Exceptional Children 2012 Convention and Expo, April 11-14 in Denver, Colorado.

McKenna, J., Flower, A., & **Haring, C.** (September, 2011). Personal Strengths, Interests, Educational Programming, and Transition Goals of Secondary Students with Behavioral Challenges: Student, Teacher, and Caregiver Perceptions. Conference session presented at 9th Biennial International Conference on Children and Youth with Behavioral Disorders: Facing the Future- Building on the Past Celebrating CCBD's 50th Anniversary, New Orleans, LA.

Flower, A., McKenna, J., & **Haring, C.** (September, 2011). Perceptions of Schooling from Students with Challenging Behavior. Conference session presented at 9th Biennial International Conference on Children and Youth with Behavioral Disorders: Facing the Future- Building on the Past Celebrating CCBD's 50th Anniversary, New Orleans, LA.

Haring, C., Flower, A., & McKenna, J. (September, 2011). Teacher Preparation in Classroom and Behavior Management. Poster session presented at 9th Biennial International Conference on Children and Youth with Behavioral Disorders: Facing the Future- Building on the Past Celebrating CCBD's 50th Anniversary, New Orleans, LA.

Flower, A., McKenna, J. & **Haring, C.** (June, 2011). Perceptions of Students with Emotional and Behavioral Disorders: Strengths and School Experiences. Conference session presented at 2011 Council for Exceptional Children-Texas State Conference: Meeting the Needs of all Students in a Diverse World, San Antonio, Texas.

Reutebuch, C., **Haring, C**. & Ciullo, S. (June, 2011). Collaborative Strategic Reading: Reading Interventions. Conference Workshop Session presented at 2011 Council for Exceptional Children-Texas State Conference: Meeting the Needs of all Students in a Diverse World, San Antonio, Texas.

Solis, M., **Haring, C**. & McCulley, L. (April, 2011). Demonstration of evidence-based Reading Comprehension Strategies Associated with Collaborative Strategic Reading, for the 2011 Council for Exceptional Children Convention and Expo, April 25-28, 2011 in National Harbor, MD.

Flower, A., McKenna, J, & **Haring, C.** (March, 2011). Perceptions of Students with Emotional and Behavioral Disorders: Strengths and School Experiences. Conference session presented at the 8th International Conference on Positive Behavior Support: The Expanding World of PBS, Denver, CO.

Invited Guest Lectures

Haring, C. (Spring, 2017). Creating online professional development content: Collaborations across disciplines. University of Georgia. Athens, GA.

Haring, C. (Spring, 2015). Invited Lecture: Incorporating Language and Literacy into Daily Life. Bay Area Early Steps Provider Training. Tampa, FL.

Haring, C. (Spring, 2011) Lecture on Related Services. For ALD 322, Introduction to Special Education. Instructed by Dr. Jim Patton. University of Texas at Austin.

Haring, C. (Spring, 2011). Guest Lecture on Collaborative Strategic Reading. For ALD 322, Reading Difficulties: Elementary Emphasis. Instructed by Dr. Stephen Ciullo. University of Texas at Austin.

Haring, C. (Spring, 2010) Guest Lecture on Hearing Impairment. For ALD 322: Individual Differences. Instructed by Dr. Andrea Flower. University of Texas at Austin.

Haring, C. (Summer, 2010). Guest Lecture on Communication Disorders. For ALD 322: Individual Differences. Instructed by Dr. Andrea Flower. University of Texas at Austin.

Service

Clinical Director, Special Olympics Florida, Healthy Athletes Layla's House, Sulfur Springs, FL Early Childhood Workgroup, Neighborhood of Promise Grant, Sulfur Springs, FL Talk with Me Baby – Grady Hospital Implementation, Atlanta, GA

Invited Journal Reviews

Journal of Early Childhood Literacy Journal of Speech, Language and Hearing Research Journal of Early Intervention Early Childhood Research Quarterly

Grant Applications and Funding

Applications for Funding

Dobbs Foundation Grant Funding for the production of online professional development modules to serve as free resources for teachers of students at-risk for language and literacy difficulties. *Role: Co-author* Submitted: July, 2017

Annie E. Casey Foundation Grant: Coalition for the Research on Engagement and Wellbeing ON-PARR: Observing Networks: Parents' Associations with Resources, Relationships and Retention This project proposes to use social network analysis to discover the number, type and strength of relationships parents enrolled in home visiting program form with resource agencies and support networks. Researchers aim to compare results across three agencies: Healthy Families America, Nurse-Family Partnership and Home Instruction for Parents of Preschool Youngsters. *Role: PI* Submitted: August, 2015

U.S. Department of Education, Institute of Education Sciences Submitted: August, 2015

Supplemental Preschool Phonological Awareness Instruction to Prevent Reading Disabilities
This project proposes to develop a supplemental phonological awareness curriculum for young children at-risk for reading difficulties. This curriculum is designed to fit into a multi-tiered system of support with a focus on children with limited oral language skills. *Role: Co-Investigator/Project Coordinator*

Institute of Education Sciences Goal Two Funded: March 2017 Goldstein (PI)/Haring Co-Author The development of professional development modules using problem-based learning around Multi-tiered Systems of Support (MTSS) for early childhood educators. *(Co-investigator prior to relocation)*

National Institutes of Health Submitted: November 2015 Loan Repayment Grant for Researchers

Home Visiting Applied Research Collaborative Submitted: March 2016 Research Proposal for Funding: Social Network Analysis of Home Visiting Programs. Investigation recruitment, retention and resources for families that continue services.

Prior/Current Research Support

R324A150132 (Goldstein, PI) 7/01/2015 – 6/30/2018 U.S. Department of Education, Institute of Education Sciences $1,500,000 *Explicit Vocabulary Instruction in Automated Listening Centers for Young Children with Language Delays* This project proposes to develop a supplemental vocabulary and comprehension curriculum for young children at-risk for reading difficulties. This curriculum is designed to fit into a multi-tiered system of support with a focus on children with limited oral language skills. *Role: Co-Investigator/Project Coordinator*

Phillips, Beth and Wood, Carla (PI) 11/1/2016-11/1/2019 Lyle Spencer Foundation Grant $1,000,000 Investigation of at-risk children and associated preschool language environments. Evaluating the language environments of one hundred preschools across Florida, investigators aim to identify predictive factors, relations and associations with other factors and identify valid ways of measuring ability and environment of children raised in low income households and/or with parents with little education. *Role: Consultant*

Patton-Terry, Nicole (PI) 9/1/2016-7/30/2017 Atlanta Speech School/Cox Foundation $125,000 Development of online professional development modules for K-3 teachers focused on language and literacy improvement in high poverty schools. Live coaching support for Douglass Cluster elementary schools in GA. *Role: Sole Personnel/Investigator*

R324C080011 (Greenwood, Prime PI; Goldstein, Site PI) 07/01/2013 – 06/30/2014 U.S. Department of Education *Center for Response to Intervention in Early Childhood (CRTIEC)* The major goals of this project were the development and validation of assessment measures and Tier 2 and Tier 3 interventions for teaching language and early literacy skills of preschool students at risk for developmental disabilities. *Role: Project Coordinator*