

ELIZABETH GLENN

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EDUCATION

University of Oregon, Eugene, OR

Sept 2018 – present

Doctor of Philosophy Candidate (Fall 2020)

Program: School Psychology, APA-accredited, NASP-approved

Advisor: Laura Lee McIntyre, PhD, BCBA

Furman University, Greenville, SC

May 2016

Bachelor of Science, Cum Laude

Majors: Psychology and Music

Advisor: Erin Hahn, PhD

AWARDS

APA Convention Division 16 Top 25 Student Posters, 2020

University of Oregon Graduate Teaching Fellow, 2019-present

College of Education Travel Award, 2019

University of Oregon First Year Fellow, 2018

Psi Chi Psychology Honors Society, 2015-2016

Furman University Dean's List, 2012-2016

Furman Advantage Research Fellowship, 2015

Furman Advantage Internship Fellowship, 2014

Palmetto Fellows Scholarship, 2012-2016

Vocal and Paladin Scholarship, 2012-2016

PROFESSIONAL INTERESTS

- ❖ Facilitation of mental health support for children with developmental disabilities and their caregivers
- ❖ Implementation of school partnerships with families and community agencies
- ❖ Dissemination of evidence-based practices through technology
- ❖ Bridging basic science to intervention research with neuroscientific methodology in students with academic, behavioral, or socio-emotional challenges

RESEARCH EXPERIENCE

University of Oregon, Center for Brain Injury and Prevention, Eugene, OR

Graduate Employee – TOTS Tier 1 Content Development

Sept 2019 – present

TOTS: Tiered Online Support Training and Supports

- PIs: Laura Lee McIntyre, PhD, Ann Glang, PhD

- Aims: Develop a web-based parent mediated training for parents of children with DD adapted from the Incredible Years (IY) intervention, with tiered levels of support

Responsibilities:

- Assist with adaptation of IY-DD parent group modules to an online format
- Development of a parent advocacy module (social support, tracking milestones, accessing professional services, general advocacy), and review module
- Development of vignettes for online content
- Coordination of video and audio content for website deployment
- Conduct interviews with service providers and families on experiences with remote service delivery during COVID-19

University of Oregon, Prevention Science Institute, Eugene, OR

Graduate Student – McIntyre Research Team

Sept 2018 – present

Projects:

Kid Brain Network Study

- PIs: Laura Lee McIntyre, PhD, Fred Sabb, PhD
- Aims: Investigate relationship between development of adaptive behaviors and functional connectivity in sample of 6-12-year olds with ASD and DD

TOTS (see description above under “Graduate Employee”)

PRO-Parenting

- PIs: Laura Lee McIntyre, PhD, Cameron Neece, PhD
- Aims: RCT to compare the effects of IY (parent training) + mindfulness-based stress reduction versus IY + psychoeducation in monolingual English, bilingual and monolingual Spanish speaking populations for parents of children with developmental delays

Responsibilities:

- Serve as a “scanner buddy” to children with DD and ASD getting functional magnetic resonance imaging (fMRI) scans, administer neuropsychological assessments
- Conduct interviews with parents on adaptive behaviors (VABS), demographic information, and experience with COVID-19
- Code parent-child interaction videos on IY parent fidelity and child behaviors
- Code global impressions of school, supervision, and health behavior discussions in middle childhood
- Attend meetings, provide peer consultation, lead article discussions
- Lead parent focus groups for initial development phase of an online parent mediated intervention, create qualitative coding schemes, qualitative coding for young adult, medical provider, and parent interviews

- Introduction for manuscript on qualitative themes from parents of children with disabilities regarding online service delivery

Graduate Student – Giuliani Research Team

Sept 2018 – present

Projects:

Parent-child self-regulation study

- PI: Nicole Giuliani, PhD
- Aims: Investigate relationship between maternal and child self-regulation in relation to school readiness, and the extent of mediation effect of parenting style, and moderating effect of environmental stressors, as well as neural indices measured through task-based fMRI

SEAL: Supporting EARly Learning

- PIs: Phil Fischer, PhD, Nicole Giuliani, PhD, Eliot Berkman, PhD
- Aims: Evaluate efficacy of the FIND intervention on caregiver and child outcomes, identify neural mechanisms underlying intervention effects, and determine moderators of intervention impacts

Responsibilities:

- Attend meetings, provide feedback to peers on research projects, discuss current literature
- Administer MSELs to children 12-36mos, attend group supervision meetings

Duke Center for Autism and Brain Development, Durham, NC

Clinical Research Specialist, Sr.

June 2016 – Aug 2018

Projects:

Harnessing Technology to Improve Screening for Autism Spectrum Disorder

- PI: Geraldine Dawson, PhD
- Funding: Psychiatry Research Incentive & Development (PRIDe)
- Aims: Improve screening through implementation of digitalized M-CHAT, validate CVA automated coding of visual attention and emotion through use of a tablet, establish convergent validity of these measures for ASD dx

Sensory Processing and Anxiety in preschool children with and without autism spectrum disorder

- PIs: Geraldine Dawson, PhD, Kimberly Carpenter, PhD, Grace Baranek, PhD/OTR
- Funding: Department of Defense Autism research grant and NARSAD Brain and Behavior award
- Aims: Examine attention as a moderator between sensory issues and the development of anxiety in preschool children, the specific role of ASD, and effects on related outcomes (parental stress, GI issues, sleep, problem behaviors, adaptive behaviors).

Understanding the ASD-ADHD combination

- PIs: Geraldine Dawson, PhD, Scott Kollins, PhD
- Funding: NIH ACE Center Grant (P50)
- Aims: Examine the relationship between individual differences in EEG and EGT biomarkers and behavioral characteristics of preschoolers with and without comorbid ASD and ADHD

Phase 1 Safety trial: Autologous Cord blood infusion in children with Autism Spectrum Disorder

- PIs: Geraldine Dawson, PhD, Joanne Kurtzburg, MD
- Funding: Marcus Foundation
- Aims: Examine safety of cord blood infusion in children with ASD and relation to behavior and brain (MRI, EEG) data

Responsibilities:

- Set-up, recording, administration, and scoring of behavioral, cognitive, neurophysiological, and psychiatric assessments
- Clinical report writing
- Recruitment, IRB correspondence, regulatory and data management, literature reviews
- Buccal swab collection, EEG and EGT data collection and analysis
- Supervision of students and volunteers on study
- Assistance with the initial planning stages of a pediatric neuroimaging initiative
- Pre-processing of pediatric structural neuroimaging (MRI) data of over 300 scans
- EEG literature review, methods creation for study

Furman University, Greenville, SC

Research Assistant – Blomquist Lab

Sept 2015 – May 2016

Project:

The Fourtitude Project

- PIs: Kerstin Blomquist, PhD, Beth Pontari, PhD, and Cinnamon Stetler, PhD
- Funding: Duke Endowment
- Aims: Multi-site, 4-year longitudinal study on resiliency and stress factors related to social, academic and health related outcomes in college students

Responsibilities:

- Administration of SCIDs (Structured Clinical Interview for DSM disorders) via phone interview, consent and debriefing

Research Assistant- Furman Learning Lab

May 2015 – Aug 2015

Projects:

Children's perceptions of environmentally harmful actions

- PI: Erin Hahn, PhD
- Funding: Furman Advantage

- Aims: test perspective taking task and storybook intervention on preschoolers' perceptions of environmental harm

Effects of shape on children's moral judgment

- PI: Erin Hahn, PhD
- Funding: Furman Advantage
- Aims: test effect of haptic interaction with shape on preschoolers' social perceptions

Responsibilities:

- Data collection, data entry and analysis, research proposal, design, IRB, and study piloting
- Participant recruitment and correspondence, database entry

CLINICAL EXPERIENCE

Child and Family Center, HEDCO Clinic, Eugene, OR

Child and Family Therapist

Sept 2020 – present

- Conduct family intakes using the Family Check Up Model
- Provide evidence-based intervention to parents and children with a co-therapy team
- Attend group and individual supervision, didactic trainings, and case presentations

Oregon Social Learning Center, Eugene, OR

TeleKEEP Group Leader

July 2020 – present

- Lead telehealth support group(s) for foster and kinship parents to promote positive parenting strategies in residential settings
- Collect data on child behavior and parent stress to inform group content and monitor intervention efficacy
- Attend and contribute to group supervision, individual supervision and coaching

Springfield Public Schools, Springfield, OR

School Psychology Practicum Student

Sept 2019 – June 2020

- Supported academic and socio-emotional learning for elementary school students
- Academic and behavioral consultation: created individualized academic intervention based on multi-informant assessment, completed FBAs and BSPs for students with behavioral challenges in both general ed and SPED settings
- Direct service delivery: Assessments for evaluations and consultation such as file reviews, CBM measures, standardized behavioral rating scales, student observation, permanent product review, parent and teacher interview; behavior skills coaching
- Comprehensive initial SPED evaluations, SPED triennial re-evaluations, report writing, results interpretation to teachers, parents, and paraprofessionals, including remote
- Attended IEP meetings, PBIS Tier 1, 2, 3 meetings, RTI data meetings

- Attended group supervision meetings, individual supervision, didactic training, case presentations

Center for Teaching and Learning, Eugene, OR

Academic Interventionist

June 2019 – Aug 2019

- Delivered ECRI and Precision Math interventions in a small group setting to 1st-2nd grade children with below-grade level reading and math skills
- Attended individual and group supervision, delivered assessments to inform intervention, report writing, parent consultation

Early Autism Project, Greenville, SC

Advanced Line Therapist

Sept 2014 – May 2016

- 1:1 delivery of ABA therapy to school-age children with autism spectrum disorder

OTHER APPLIED EXPERIENCE

Pendleton Place, Greenville, SC

Data Intern

Sept 2015 – Mar 2016

- Created coding system in Excel to measure relationship between child welfare risk factors and center recommendations for well-being for grant reporting and center improvement

Safe Harbor, Greenville, SC

Summer Intern

May 2014 – Aug 2014

- Domestic violence crisis calls, administered client intakes, provided career search assistance, clerical office work, planned activities for children in the shelter
- Created data entry system for dating violence prevention program's pre- and post-tests

TALKS AND PRESENTATIONS

Lesner, T., **Glenn, E.**, Heller, N., Clarke, B. (2021) Examining Early Mathematics Trajectories of English Language Learners. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.

Taiwo, A., **Glenn, E.**, McIntyre, L.L. (2021) Clinical Predictors of Remote Instruction Engagement for Students with Disabilities. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.

Cox, M., **Glenn, E.**, Giuliani, N. (2021) Facilitation of Preschool Social-Emotional Competence Through Maternal Emotion Regulation. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.

Glenn, E., Giuliani, N. (2020) The Role of Maternal Sensitivity, SES, and Child Attentional Control on School Readiness in Preschoolers. Poster accepted for the American Psychological Association: Washington, D.C., USA. Presented virtually due to COVID-19.

Glenn, E., Sabb, F., & McIntyre, L.L. (2020) Anxiety but not Sensory Over-Responsivity is Associated with Attrition in Resting State fMRI Research in School Age Children with Autism and Developmental Delay. Poster presented at The International Society for Autism Research: Seattle, WA, USA.

Carpenter, K., Baranek, G.T., Compton, S., Davis, N., DeMoss, L., Egger, H., **Glenn, E.,** Kollins, S., Howard, J., Rabinovitz, E., Ramseur, K., Riehl, H., Sikich, L., Sipe, S., Spanos, M., Summers, J., Welch, A., & Dawson, G. (2020) Anxiety and ADHD in Young Children with ASD Are Associated with Distinct Patterns of Executive Function Deficits and Core ASD Symptoms. Poster accepted for The International Society for Autism Research: Seattle, WA, USA.

Harrington, E., Barton, H., Leuhning, M., **Glenn, E.,** & McIntyre, L.L. (2019) Impact of the Student-Teacher Relationship for Students with Developmental Delay. Poster accepted for the American Psychological Association: Chicago, IL, USA.

Glenn, E., Riehl, H., Taiwo, A., & McIntyre, L.L. (2019) Systematic Review of Web- and Smartphone-Based ASD Parent Trainings: Increasing Access and Improving Outcomes. Poster presented at The International Society for Autism Research: Montreal, Quebec, Canada.

Carpenter, K., Davis, N., Lorenzi, J., Sabatos-Devito, M., **Glenn, E.,** Riehl, H., Williams, K. L., Smith, V., Egger, H., Baranek, G.T., & Dawson, G. (2019) Comorbid Anxiety and ADHD Differentially Impact Core Symptoms and Associated Behaviors in Preschoolers with Autism. Poster accepted at The International Society for Autism Research: Montreal, Quebec, Canada.

Carpenter, K., **Glenn, E.,** Major, S., Tallman, C., Chen, L., Franz, L., Sun, J., Kurtzberg, J., & Dawson, G. (2019) Neurobiological Correlates Associated with Clinical Improvement in an Open Label Trial Assessing Autologous Umbilical Cord Blood for Treatment of Young Children with Autism. Poster accepted at The International Society for Autism Research: Montreal, Quebec, Canada.

Carpenter, K., Lorenzi, J., DeMoss, L., Riehl, H., **Glenn, E.**, Beyer, L. N., Emerson, J. Williams, K. L., Smith, V. Egger, H., Baranek, G.T., & Dawson, G. (2018) Sensory over-responsivity increases the odds for comorbid anxiety in preschoolers with autism. Oral presentation accepted for The International Society for Autism Research: Rotterdam, Netherlands.

Carpenter, K., DeMoss, L., Lorenzi, J., Williams, K. L., Beyer, L. N., Riehl, H., **Glenn, E.**, Egger, H., Baranek, G.T., & Dawson, G. (2017) The relationship between sensory challenges and executive function differs by patterns of sensory responses in preschoolers with autism. Poster accepted at The International Meeting for Autism Research: San Francisco, California, USA.

Glenn, E., & Tapp, A. (2016). Sharp judgments: The effects of haptic interaction with shape on preschoolers' social perceptions. Poster presented at Furman Engaged: Greenville, South Carolina.

Glenn, E., Duer, J. K., Garrett, M., & Hahn, E. R. (2015). Preschoolers' moral evaluations of environmentally- harmful actions. Poster presented at the annual meeting of the Southeastern Social Psychologists: Winston- Salem, North Carolina.

Glenn, E. (2015). Shape shifted judgments: The potential effects of shape on preschoolers' social judgments. Poster presented at Furman-Davidson Summer Research Conference: Greenville, South Carolina.

Glenn, E., "Safe Harbor" (2015). Talk delivered at Furman Engaged: Greenville, South Carolina. <http://scholarexchange.furman.edu/furmanengaged/2015/all/157>

PUBLICATIONS

Gomez, D., Kunze, M., **Glenn, E.**, Todis B., Kelley, K., Karns, C.M., Glang, A., McIntyre, L.L. Professionals' Perspectives on Service Delivery: The impact of COVID-19 on early childhood special education providers. *Manuscript under review.*

Glenn, E., Taiwo, A., Riehl, H., Arbuckle, S., McIntyre, L.L. Self-Directed Technology-Based Parent-Mediated Interventions for Improving Outcomes for Children with Autism: A systematic review. *Manuscript under revision.*

Karns C.M., Todis, B., **Glenn E.**, Glang A., Wade S.L., Riddle, I., McIntyre, L.L. Seeking out social learning: Online self-education in parents of children with intellectual and developmental disabilities. *Manuscript under revision.*

Carpenter, K., DeMoss, L., Riehl, H., **Glenn, E.**, Howard, J., Carson, T., Beyer, L., Emerson, J., Erkanli, A., Egger, H., Baranek, G.T., & Dawson, G. Sensory over-responsivity is associated with increased anxiety symptoms, repetitive behaviors, and sleep difficulties in young children with autism spectrum disorder. *Manuscript under review.*

TEACHING EXPERIENCE

Furman University, Greenville, SC

Teaching Assistant

Research Methods and Statistics, I & II

Aug 2015- Dec 2015

- Trained undergraduate students for preschool data collection project, assisted with statistics and APA format and grading APA style research papers

Furman Summer Scholars

Summer 2015

- Assisted with developmental psychology course, "Brilliant Babies" designed for high school students; including lectures, guided discussions and student research assignment

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Graduate Student Member

National Association of School Psychologists, Student Member

International Society for Autism Research, Student Member

Council for Exceptional Children, Student Member

CLINICAL SKILLS

Assessments:

Differential Abilities Scales – DAS-II

Mullen Scales of Early Learning – MSEL

Wechsler Intelligence Scale for Children – WISC-IV

Woodcock-Johnson Tests IV Test of Cognitive Abilities – WJ-IV-COG

Lieter International Performance Scale, Revised

Dynamic Indicators of Basic Early Literacy Skills – DIBELS

Woodcock-Johnson Tests IV Test of Academic Achievement – WJ-IV-ACH

Preschool Age Psychiatric Assessment – PAPA

Structured Clinical Interview for DSM-V Disorders, Axis I Disorders – SCID

Vineland Adaptive Behavior Scales, Interview Form, III – VABS-III

Functional Assessment Checklist for Teachers and Staff – FACTS

Family Check Up – FCU

Sensory Processing Assessment – SPA

Tactile Defensiveness and Discrimination Test, Revised – TDDT-R

Interventions:

First Step Next

Enhanced Core Reading Instruction
 Precision Math
 Whole Number Foundations
 Behavior Support Plans (Function-based behavior interventions)
 Teacher Consultation (academics and behavior)
 KEEP (based on MTFC)
 Unstuck and On Target
 Coping Cats
 Incredible Years
 Everyday Parenting (Parent Management Training)

TECHNICAL SKILLS

- Statistics and Visualization: SPSS, Excel, SAS, R
- R data science: Web scraping, data-cleaning, text-analysis, regex
- EEG data acquisition: E-prime, MATLAB, and NetStation programs
- EGT data acquisition: Tobii Studio
- EEG and EGT processing: MATLAB, EEGLab, ERPLab
- Programming: MATLAB, R, Python, bash (shell) scripts
- Neuroimaging analysis: FSL, ANTs, FreeSurfer

RELEVANT GRADUATE COURSEWORK

SPED 540 Early Literacy for Diverse Learners	Fall 2018
SPSY 617 Tests and Measurement in Education	Fall 2018
SPSY 661 Principles and Practices in School Psychology	Fall 2018
SPSY 671 Behavioral Assessment	Fall 2018
SPED 510 Law and Special Education	Winter 2019
SPSY 606 Field Studies	Winter 2019
EDUC 610 Single-Subject Research Methods I	Winter 2019
CPSY 615 Counseling Diverse Populations	Winter 2019
SPSY 674 Educational Assessment	Winter 2019
SPSY 606 Field Studies	Spring 2019
SPSY 610 Academic and Behavioral Interventions	Spring 2019
SPSY 630 Introduction to Consultation	Spring 2019
SPSY 672 Intellectual Assessment	Spring 2019
SPSY 609 Practicum Field Experience	Fall 2019
CPSY 617 Lifespan Developmental Psychology	Fall 2019
SPED 660 Design of Instruction	Fall 2019
SPSY 663 Professional Ethics	Fall 2019
SPSY 609 Practicum Field Experience	Winter 2020
EDUC 614 Educational Statistics	Winter 2020

SPSY 632 Advanced Consultation	Winter 2020
SPED 652 Biological Aspects of Behavior	Winter 2020
SPSY 626 Final Field Experience	Spring 2020
CPSY 635 Social Aspects of Behavior	Spring 2020
EDUC 640 Applied Descriptive Statistical Analysis	Spring 2020
SPSY 650 Developmental Psychopathology	Spring 2020
SPED 626 Grant Writing	Fall 2020
EDUC 642 Multiple Regression in Educational Research	Fall 2020
CFT 609 Micro-Counseling Skills	Fall 2020

ACADEMIC ENGAGEMENT AND SERVICE

NW Regional + Hawai'i School Psychologist Conference Host	Oct 2020
Graduate School Financial Assistance Committee Representative	2020 – 2021
School Psychology Program Admissions Committee	2020 – 2021
SASP Student Corner Peer Reviewer	2020 – 2021
NASP Conference Abstract Reviewer	June 2020
Program GTFF (Graduate union) Representative	2019 – 2020
UO Undergraduate Research Symposium Oral Presentation Moderator	May 2019
CogBites Blog Contributor/Peer Editor	2018 – present
APA Program Representative	2018 – 2019
APA Campus Ambassador Program	2018 – 2019
Duke Vertical Integration Program (VIP)	2017 – 2018
Brain Imaging and Analysis Center (BIAC) Seminars	2016 – 2018
Duke Center for Autism Seminars	2016 – 2018
Duke Psychiatry Grand Rounds	2016 – 2018
Furman University Psychology Colloquium	2013 – 2016

COMMUNITY ENGAGEMENT AND SERVICE

Duke Center for Autism and Brain Development	2016 – 2018
<ul style="list-style-type: none"> Sensory friendly events, walks, work aide 	
East Durham Children's Initiative	2016
<ul style="list-style-type: none"> STEM Saturday workshops 	