

LIZ GLENN

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PROFESSIONAL SUMMARY

Quantitative clinical scientist and licensed clinical psychologist with specialized expertise in advanced statistical modeling and data-science using R programming. Committed to delivering high-quality, affirming care for neurodivergent individuals across a range of support needs. Skilled at bridging numbers and narratives to communicate complex findings across diverse audiences. Passionate about leveraging data to drive equitable, identity affirming, evidence-based mental health practices.

EDUCATION

Doctor of Philosophy (Ph.D.), School Psychology

University of Oregon, Eugene, OR, *September 2023*

Program Accreditation: APA-accredited, NASP-approved

Dissertation: *Pathways to Parenting Stress and Challenging Behaviors for Preschoolers with Developmental Delays: The Role of Emotion Regulation*

Advisor: Laura Lee McIntyre, PhD, BCBA-D

Clinical Internship: Clifford Beers Community Care Center – *APA-Accredited Site*

Bachelor of Science (B.S.), Psychology and Music, Cum Laude

Furman University, Greenville, SC, *May 2016*

Advisor: Erin Hahn, PhD

TECHNICAL SKILLS

Using R, I focus on reproducible data pipelines, from data cleaning to publication-ready figures and tables.

- **Statistics & Advanced Regression Modeling:** Mixed-effects models, SEM/CFA, LPA, GLMMs, meta-analysis
- **R packages:** tidyverse, lme4, lavaan, ggplot2, rvest, R Markdown
- **Data Science:** Visualization, web scraping, reproducible data-cleaning and statistics pipelines in R
- **Neuroimaging & Bio Data:** MRI preprocessing, EEG/EGT analysis

STATISTICAL CONSULTING EXPERIENCE

Independent Statistical Consultant — Remote

June 2024 – Present

- Provide R-based data science and statistical consulting for interdisciplinary research teams.
- Specializations include mixed-effects models, CFA/SEM, meta-analysis, and data visualization.
- Current projects: Latinx Mothers Study (UO/CU Boulder); FYF-IDD RCT (CU Anschutz).

RESEARCH EXPERIENCE

Clinical Postdoctoral Fellow — JFK Partners, University of Colorado Anschutz [\[Website\]](#)

Sept 2023 – Aug 2024

Supported implementation of a clinical trial of a group-based anxiety intervention adapted to promote access and support for autistic individuals with Intellectual Disability; published research on parent-teen discrepancies in anxiety measurement tools.

- **FYF:IDD** (Facing Your Fears: Intellectual & Developmental Disabilities; DoD W81XWH-21-1-0673): Investigate the efficacy of a CBT-based group intervention for anxiety (FYF) adapted for autistic individuals across a range of support needs using a RCT design. [\[Website\]](#)
- Co-led CBT therapy groups, cleaned longitudinal survey data, and supported data collection.
- Completed independent research project for LEND fellowship (Leadership Education in Neurodevelopmental Disabilities), including proposal, oral presentation, and publication.
- Co-wrote sections for future grants (methods, analytic plan, power analyses).

Graduate Researcher — McIntyre and Guiliani Research Labs, University of Oregon

2018 – 2022

Multiple studies in clinical trials and mixed-methods research focused on early child development and parenting-based interventions.

- **TOTS** (Tiered Online Support Training and Supports; NIDILRR 90DPHF0003): Developed web-based training modules for parents of children with developmental disabilities (DD). [\[Website\]](#)
- **Kid Brain Network Study** (NIMH R21 MH114075): Investigated the relationship between adaptive behavior development and functional brain connectivity in children with ASD/DD.
- **PRO-Parenting** (NICHD R01 HD093667): Examined the effectiveness of IY plus Mindfulness-Based Stress Reduction for parents of preschoolers with DD.
- **BRIDGES** (IES/NCSER R324A180037): Evaluate efficacy of Family Check Up on school engagement and positive behaviors.
- **Parent-Child Self-Regulation** (SSSP Early Career Research Award to Dr. Guiliani): Investigated how maternal and preschool child self-regulation contribute to school readiness using multi-modal methods, including neuroimaging (fMRI)
- Developed R pipelines for qualitative transcription, text analysis, data visualization.
- Contributed to study design (TOTS), data collection (TOTS, KBN, PRO-Parenting, BRIDGES, PCSR), conference presentations (KBN, Pro-Parenting, PCSR), and manuscript preparation (TOTS, PCSR).
- Supported data collection across modalities: EMA, fMRI, behavioral coding, qualitative interviews, standardized assessments, parent-report surveys.

Clinical Research Specialist, Sr. — Duke Center for Autism, Durham, NC

2016 – 2018

Multiple studies examining autism spectrum disorder, including early diagnostics, overlap with anxiety and sensory differences, and overlap of ASD and ADHD.

- **Harnessing Technology to Improve Screening for ASD** (Duke Internal Grant: PRiDe Program): Assisted in validating digital M-CHAT and computer vision analysis for ASD screening.
- **Sensory Processing and Anxiety** (DoD AR130128P2): Investigated sensory processing as a moderator between sensory issues and anxiety in preschool children with ASD.
- **Understanding the ASD-ADHD Combination** (NICHD P50HD093074): Supported implementation of methods for EEG and EGT biomarkers in children with ASD and ADHD.
- Co-managed recruitment, data collection and processing, IRB, supervision of trainees and volunteers
- Collected multi-modal participant data: standardized assessments, parent-report measures, behavioral coding, and neurophysiological measures (EEG, EGT, MRI).

Research Assistant — Furman University, Greenville, SC
2015 – 2016

Developmental (Hahn) and Clinical Psychology (Blomquist) Research Labs

- **Children's Moral Judgments** (Furman Advantage Award: \$3,000 to Elizabeth Glenn): Conducted independent and collaborative research focused on children's moral judgements and social perception; awarded summer research grant.
- **The Student Resilience and Well-Being Project** (Foundation Grant: Duke Endowment): Administered study measures on resilience and stress in college students.

PEER-REVIEWED PUBLICATIONS

Generally, my research is focused on 1) the application of advanced statistical techniques to promote measurement precision, 2) utilizing data science to support quantitative, qualitative and mixed-methods research, 3) promoting emotion regulation and anxiety management across the lifespan and support needs for neurodivergent individuals, 4) parent-mediated interventions.

1. Waters, D. K., Baranek, G. T., **Glenn, E.**, Riehl, H., DeMoss, L., Dawson, G., & Carpenter, K. (accepted May 2025; in press). Unique and shared influences of anxiety and ADHD on the behavioral profile of autism in early childhood. *Frontiers in Child and Adolescent Psychiatry*.
2. **Glenn, E.**, Meyer, A., & Blakeley-Smith, A. (2025). Anxiety self-report in autistic adolescents with intellectual disability: Predictors of parent-youth agreement. *American Journal on Intellectual and Developmental Disabilities*. [\[Advance online publication\]](#).
3. Kunze, M., Gomez, D., **Glenn, E.**, Todis, B., Riddle, I., Karns, C. M., & McIntyre, L. L. (2023). Parenting young children with developmental disabilities: Experiences during the COVID-19 pandemic in the U.S. *Journal of Childhood, Education & Society*, 4(2), 156–175. [\[Research Gate\]](#)

4. **Glenn, E.**, Taiwo, A., Riehl, H., Arbuckle, S., & McIntyre, L. L. (2022). Self-directed technology-based parent-mediated interventions for improving outcomes for children with autism: A systematic review. *Review Journal of Autism and Developmental Disorders*, 10(3), 505–519. [[Research Gate](#)]
5. Gomez, D., Kunze, M., **Glenn, E.**, Todis, B., Kelley, K., Karns, C. M., Glang, A., & McIntyre, L. L. (2022). Professionals' perspectives on service delivery: The impact of COVID-19 on early childhood special education providers. *Topics in Early Childhood Special Education*, 44(2), 115–125. [[Research Gate](#)]
6. Karns, C. M., Todis, B., **Glenn, E.**, Glang, A., Wade, S. L., Riddle, I., & McIntyre, L. L. (2022). Seeking out social learning: Online self-education in parents of children with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 60(4), 303–315. [[Research Gate](#)]

CONFERENCE PRESENTATIONS

*Authorship Contribution: *Presenter, †Biostatistics, ‡ Data Science*

1. Soker-Elimaliah, S., Major, S., Bayazit, H., Riehl, H., DeMoss, L., **Glenn, E.**, Dawson, G., Carpenter, K. L. H., & Baranek, G. T. (2025). Differences in neurophysiological and behavioral habituation and sensory reactivity patterns in autistic children [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Seattle, WA. ‡
2. Blakeley-Smith, A., Reaven, J., Boles, R., Hayutin, L., Reyes, N., Middleton, C., Olson, L., Cosgrove, K., **Glenn, E.**, Sandercock, R., & Meyer, A. (2025). Facing Your Fears in autistic adolescents with intellectual disability and anxiety: A randomized controlled trial [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Seattle, WA, USA. ‡
3. Meyer, A., Reaven, J., Boles, R., Hayutin, L., Reyes, N., Middleton, C., Olson, L., Cosgrove, K., **Glenn, E.**, & Meyer, A. (2025). Predictors of treatment outcome for autistic teens with intellectual disability receiving CBT for anxiety [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Seattle, WA, USA. ‡
4. **Glenn, E.**, Meyer, A., & Blakeley-Smith, A. (2024). How do discrepancies between parent and self-report of anxiety relate to parental accommodation behaviors in autistic teens with ID? [Poster presentation]. *Association for Behavioral and Cognitive Therapies*, Philadelphia, PA, USA. *†‡
5. **Glenn, E.**, & Blakeley-Smith, A. (2024). Embedding neurodiversity affirming practices within interdisciplinary developmental and diagnostic evaluations [Virtual presentation]. *AIR-P LEND National Virtual Trainee Conference*. *
6. Courtland, J. L., Baranek, G., **Glenn, E.**, Riehl, H., DeMoss, L., Dawson, G., & Carpenter, K. (2024). The influence of sensory processing on executive function in young autistic children [Poster presentation]. *Society of Biological Psychiatry Annual Meeting*, Austin, TX, USA.
7. **Glenn, E.**, Neece, C., & McIntyre, L. L. (2023). Intergenerational pathways to emotional regulation: Implications for parenting stress and preschoolers' challenging behaviors [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Stockholm, Sweden. *†‡

8. **Glenn, E.**, Cox, M., Taiwo, A., & Giuliani, N. (2022). Pathways to preschool social-emotional development: The role of maternal socialization and wellbeing [Poster presentation]. *American Psychological Association Convention*, Minneapolis, MN, USA. *†‡
9. Cox, M., **Glenn, E.**, Garcia, J., Calvez, S., & Giuliani, N. (2022). Spice of life: Parent–child emotion variability [Poster presentation]. *American Psychological Association Convention*, Minneapolis, MN, USA. ‡
10. **Glenn, E.**, Taiwo, A., & McIntyre, L. L. (2022). Differential and shared pathways to sensory over-responsivity and anxiety: The role of hot and cool self-regulation [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Austin, TX, USA. *†‡
11. Taiwo, A., **Glenn, E.**, McIntyre, L. L., & Neece, C. (2022). Associations between caregiver depression and social support among diverse caregivers of young children with autism [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Austin, TX, USA. †
12. Taiwo, A., **Glenn, E.**, & McIntyre, L. L. (2021). Clinical predictors of remote instruction engagement for students with disabilities [Poster presentation]. *National Association of School Psychologists Convention*, Virtual. †‡
13. Cox, M., **Glenn, E.**, & Giuliani, N. (2021). Facilitation of preschool social–emotional competence through maternal emotion regulation [Poster presentation]. *National Association of School Psychologists Convention*, Virtual. †‡
14. Lesner, T., **Glenn, E.**, Heller, N., & Clarke, B. (2021). Examining early mathematics trajectories of English language learners [Poster presentation]. *National Association of School Psychologists Convention*, Virtual. †
15. Taiwo, A., **Glenn, E.**, & McIntyre, L. L. (2021). Clinical predictors of remote instruction engagement for students with disabilities [Poster presentation]. *National Association of School Psychologists Convention*, Virtual. †
16. **Glenn, E.**, & Giuliani, N. (2020). The role of maternal sensitivity, SES, and child attentional control on school readiness in preschoolers [Poster presentation]. *American Psychological Association Convention*, Virtual. *†‡
17. **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 presentation]. *International Society for Autism Research (INSAR) Conference*, Virtual. *†
18. 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 presentation]. *International Society for Autism Research (INSAR) Conference*, Virtual.
19. Harrington, E., Barton, H., Leuhning, M., **Glenn, E.**, & McIntyre, L. L. (2019). Impact of the student–teacher relationship for students with developmental delay [Poster presentation]. *American Psychological Association Convention*, Chicago, IL, USA.

20. **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 presentation]. *International Society for Autism Research (INSAR) Conference*, Montreal, Quebec, Canada. *
21. 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 presentation]. *International Society for Autism Research (INSAR) Conference*, Montreal, Quebec, Canada.
22. 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 presentation]. *International Society for Autism Research (INSAR) Conference*, Montreal, Quebec, Canada. ‡
23. 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 [Poster presentation]. *International Society for Autism Research (INSAR) Conference*, Rotterdam, Netherlands.
24. 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 presentation]. *International Society for Autism Research (INSAR) Conference*, San Francisco, CA, USA.
25. **Glenn, E.**, Duer, J. K., Garrett, M., & Hahn, E. R. (2015). Preschoolers' moral evaluations of environmentally harmful actions [Poster presentation]. *Southeastern Social Psychologists Annual Meeting*, Winston-Salem, NC. *†

CLINICAL EXPERIENCE

Licensed Clinical Psychologist — Elevated Insights Assessment, Denver, CO
2024–Present

- Conduct comprehensive neurodevelopmental evaluations for children and adolescents across a range of socio-economic and linguistic backgrounds in a group practice setting, with an emphasis on culturally-informed and neurodiversity affirming assessment practices.

CLINICAL FELLOWSHIPS AND INTERNSHIPS

Postdoctoral Fellow — JFK Partners, CU Anschutz / Developmental Pediatrics, Children's Hospital Colorado, Aurora, CO
2023–2024

- Provided interdisciplinary diagnostic evaluations and evidence-based therapy for neurodivergent individuals across a range of support and developmental needs (birth – young adult) within an academic medical setting.
- Provided care within a multidisciplinary team-based approach (e.g., psychology, psychiatry, developmental behavioral pediatrics, speech language, occupational therapy)

- Participated in LEND (Leadership Education in Neurodevelopmental Disabilities) training and improved awareness of Colorado-based disability policy, advocacy, and clinical and community services.

Psychology Intern — Clifford Beers Community Care Center, New Haven, CT
2022–2023

- Provided outpatient therapy and comprehensive diagnostic assessments for youth with developmental disabilities and/or mental health needs
- Provided a trauma-informed, family-centered approach within a community mental health setting.

GRADUATE TRAINING

Assessment Extern — Comprehensive Diagnostic Assessment Center, HEDCO Clinic, Eugene, OR
2021–2022

- Conducted comprehensive psychoeducational evaluations focused on ADHD and LD profiles within a university clinic setting.

Child and Family Therapist — Child and Family Center, HEDCO Clinic, Eugene, OR
2020–2022

- Delivered evidence-based, family-centered therapy for children and parents in university clinic and school-based settings.
- Focused on enhancing family dynamics, improving emotional regulation, and providing evidence-based, tailored interventions for families from diverse socioeconomic backgrounds.

KEEP Group Leader — Oregon Social Learning Center, Eugene, OR [\[Website\]](#)
2020–2021

- Led parenting groups for foster and kinship caregivers using evidence-based programming (KEEP) designed to promote positive parenting strategies and positive youth development and adjustment via telehealth.
- Supported families across rural Oregon; implemented programming adaptations for LGBTQ+ teens.

School Psychology Practicum Student — Springfield Public Schools, Springfield, OR
2019–2020

- Provided academic and behavioral consultations for students with specialized learning needs; participated within multidisciplinary teams to promote student learning and positive social-emotional adjustment.
- Conducted school-based evaluations to determine IEP eligibility and recommendations.

Academic Interventionist — Center for Teaching and Learning, Eugene, OR
2019

- Delivered small-group academic interventions in reading and math, utilizing evidence-based strategies for school-age children with specialized learning needs.

UNDERGRADUATE TRAINING & EXPERIENCE

ABA Therapist — Early Autism Project, Greenville, SC
2014–2016

Data Intern — Pendleton Place, Greenville, SC
2015–2016

Summer Intern — Safe Harbor, Greenville, SC
2014

TEACHING & SUPERVISION

- Clinical Supervisor, Graduate Externship, JFK Partners – 2023 – 2024
- Coding Supervisor, Guiliani Lab, Summer 2022
- Clinical Teaching Assistant, School Psychology Practicum, UO School Psychology Program — 2021–2022
- Teaching Assistant, Professional Ethics – Spring 2022
- Teaching Assistant, Intellectual Assessment, UO School Psychology Program — Spring 2021
- Teaching Assistant, Research Methods and Statistics, Furman University — 2015

PROFESSIONAL SERVICE

- **Peer Reviewer:** PLOS ONE, Journal of Autism and Developmental Disorders, SASP Student Corner, NASP Conference Abstracts
- **Conference Moderator:** NW Regional & Hawai'i School Psychologist Conference; UO Undergraduate Research Symposium
- **Science Communication:** Writer and Editor, CogBites blog [[Articles](#)]
- **Mentorship:** Mentor, UO School Psychology Program; Panelist, Duke Research Assistant Coffee Hour
- **Leadership Roles:** Treasurer, UO Association of School Psychology Students; Student Representative, UO Graduate School Financial Assistance Committee; Graduate Program Representative, GTFF – UO Graduate Student Union; APA Program Representative, APA Campus Ambassador; UO School Psychology Program Admissions Committee Member

PROFESSIONAL CERTIFICATIONS AND MEMBERSHIPS

Licensed Psychologist – Colorado (PSY.0006559)

Member, Association of Cognitive Behavioral Therapies

Member, APA Div 53 (Society of Clinical Child and Adolescent Psychology)

AWARDS AND HONORS

UNIVERSITY OF OREGON (PH.D.)

- Graduate Fellowships: First-Year Fellow (2018), Research Fellow (2019–2021), Teaching Fellow (2021–2022)
- Conference and Training Awards: College of Education Conference Awards (2019, 2021, 2022, 2023), INSAR Student/Trainee Award (2023), Graduate School Professional Development Scholarship (2023)
- Other Recognition: APA Division 16 Top Poster Award (2020)

FURMAN UNIVERSITY (B.S.)

- Academic Scholarships: Palmetto Fellows, Vocal, and Paladin Scholarships (2012–2016; State and University Merit and Arts Scholarships)
- Fellowships: Furman Advantage Research (2015) and Internship (2014) Fellowships
- Honors: Dean's List (2012–2016), Psi Chi Psychology Honors Society (2015–2016)