

CHRISTINE C. HARRADINE, PhD

May 2022

Chapel Hill, North Carolina
christineharradine@yahoo.com
919-260-0302

EDUCATION

University of North Carolina at Chapel Hill

Digital Accessibility Liaison

Expertise remediating and creating digitally accessible products, February 2022

University of North Carolina at Chapel Hill

Doctor of Philosophy, Educational Psychology, May 1999

University of North Carolina at Chapel Hill

Master of Arts, Educational Psychology, May 1994

Bucknell University

Bachelor of Arts, Biology with a minor in Education, May 1988

EXPERIENCE

Research Scientist - Technical Assistance Professional Development Specialist

STEM Innovation for Inclusion in Early Education Center (STEMIE)

The Early Childhood Technical Assistance Center (ECTA)

The Learning Strategy Group at FPG

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

March 2020 to Present

Responsibilities: Online instructional module creation, design, and production; literature reviews; concept development; data management; report writing

Content Developer/Manager

Statewide Birth-5 Needs Assessment

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

March 2019 to March 2020

Responsibilities: Qualitative data analysis, report writing, focus group research, and data management

Content Developer/Manager

STEM Innovation for Inclusion in Early Education Center (STEMIE)

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

March 2019 to March 2020

Responsibilities: Literature reviews, concept development, data management, report writing, and survey research

Content Developer/Manager

The Early Childhood Technical Assistance Center

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
June 2017 to February 2019

Responsibilities: Online instructional module creation, design, and production

Investigator and Project Director

Advanced Online Course in Foundations Project

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
June 2015 to May 2017

Responsibilities: Project management, project evaluation, curriculum development, online instructional module creation and production, survey research, qualitative analysis, report writing

Investigator

FirstSchool Project

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
March 2013 to January 2016

Responsibilities: Project management of a multi-site project, data management, data production, literature reviews, survey research, quantitative analysis, qualitative analysis, report writing

Investigator - Evaluation Coordinator

PAS Project

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
February 2010 to March 2013

Responsibilities: Project evaluation, project management of a multi-state/multi-site project, data management, data production, literature reviews, survey research, quantitative analysis, qualitative analysis, extensive report writing, manuscript development

Research Associate

Building Bridges Project

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
September 2009 to February 2010

Responsibilities: Data management, literature reviews, qualitative analysis

Evaluation and Research Coordinator

Project U-STARS~PLUS

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
October 31, 2003 to August 2009

Responsibilities: Project evaluation, project management of a multi-site project, data management, data production, literature reviews, survey research, instrument development, quantitative analysis, qualitative analysis, extensive report writing, manuscript development

Research Associate

Project ACCESS

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
February 1, 2003 to October 30, 2003

Responsibilities: Project management, data management, data production

Independent Consultant Project

U-Stars

Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
June 2002 to August 2002

Research Assistant

Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill
Under the Direction of James J. Gallagher and Mary Ruth Coleman June 1995 to May 1997

Research Assistant

Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill
Under the Direction of Richard M. Clifford
May 1994 to June 1995

Instructor, Child Development Course (Education 55)

University of North Carolina at Chapel Hill
Spring Semester 1995

Teaching Assistant for Child Development Course (Education 55)

University of North Carolina at Chapel Hill August
1993 to May 1994

Teaching Assistant for Educational Psychology Course (Education 72)

University of North Carolina at Chapel Hill Fall
semesters, 1992-1995

General Assistant, Associate Dean's Office

University of North Carolina at Chapel Hill
August 1992 to May 1993

Teacher (4 year old class)

The Rainbow Place, Raleigh, North Carolina September
1990 to May 1992

RESEARCH

Dissertation: Predictors of Meaningfulness in the Elementary School Classroom

Book Chapters:

Iruka, I. U., Winn, D-M. C., & Harradine, C. (2014). High achieving African American boys: Factors that contribute to their excellence in the early years. In J. Moore III & C. Lewis (Eds.), *African American male students in PreK-12 schools: Informing research, policy, and practice* (pp. 27-59). Bingley, England: Emerald Group.

Instructional Design:

An e-learning suite of materials for STEMIE titled **Suite of Activities: Patterns and Codes**. This product was designed, developed, and produced to serve as an e-learning suite of guided and scaffolded activities for early care and education practitioners working with children ages birth to 5 with and without disabilities. January 2022.

SPP/APR Basics: What You Need to Know Training Series. This articulated suite of 16 elearning modules was designed, developed, and produced as a training series for Part C and Part B Section 619 coordinators and data managers to use in completing the required State Performance Plan and Annual Performance Report

(SPP/APR). Synchronized calculation demonstrations are a particular highlight in this series.
<https://ectacenter.org/partc/partcapr.asp#resources> July 2020 – December 2021.

An e-learning suite of materials for STEMIE titled **Suite of Activities: Push and Pull**. This product was designed, developed, and produced to serve as an e-learning suite of guided and scaffolded activities for early care and education practitioners working with children ages birth to 5 with and without disabilities. December 2021.

Child Outcomes Summary – Practice Scenarios. This web-based product will serve as a set of case studies for early intervention professionals to practice assigning COS ratings. My role was to design and build a web-based product to allow individuals to engage in solo learning activities or in small facilitated groups, in collaboration with a content group responsible for authoring all content. February 2021 to present.

An e-learning suite of materials for STEMIE titled **Suite of Activities: Water**. This product was designed, developed, and produced to serve as an e-learning suite of guided and scaffolded activities for early care and education practitioners working with children ages birth to 5 with and without disabilities. September 2021.

An e-learning suite of materials for STEMIE titled **Suite of Activities: Bridges**. This product was designed, developed, and produced to serve as an e-learning suite of guided and scaffolded activities for early care and education practitioners working with children ages birth to 5 with and without disabilities. June 2021.

A web-based navigation guide decision tree for **North Carolina Navigating Care**. This product works as a flow chart for arriving at resources relevant to young children needing support and early intervention services for concerns about autism and developmental delays. November 2020 to May 2021.

A web-based e-learning suite of STEM storybooks with guided dialogic reading prompts, general and book-specific sets of adaptations, and enhanced follow-up activities for STEMIE **called STEM Storybook Reading for Infants, Toddlers, and Young Children**. This suite of self-guided storybook materials was designed and produced as a response to the COVID-19 pandemic and the need for families to have guided STEM reading materials and activities at the ready. September 2020 to February 2021.

An e-learning suite of materials for STEMIE titled **Engineering Suite of Activities: Bridges**. This product was designed, developed, and produced to serve as an e-learning suite of guided and scaffolded activities for early care and education practitioners working with children ages birth to 5 with and without disabilities. The COVID-19 pandemic required a project-level pivot to remote work and this product filled a gap in providing read access to quality and carefully developed materials for the incoming incubator sites. August 2020 to January 2021.

Implementation Capacity for Triple C Modules 1-8. This training series needed to be retrofitted with accessibility enhancements to allow seamless use for screen navigation readers.
<https://prototype.fpg.unc.edu/ICTPMod2/> (replace 'ICTPMod2' with 3, 4, 5, 6, 7, and 8 to see all modules). This work was accomplished from June 2020 through early July 2021.

The online module series titled, **Orientation to the North Carolina Infant Toddler Program**. This training consists of 2 content modules, a Welcome and Navigation module, a Pre-test, and a Post-test. They are designed to orient new Service Coordinators and Service providers to NC's Infant Toddler Program. The modules also serve as a review for existing Service Coordinators and Service Providers. January 2020 – June 2020. To be posted on NCITP website shortly.

The online module series titled, **Introduction to the Individualized Family Service Plan or IFSP**. This training consists of 5 content modules, a Welcome and Navigation module, a Pre-test, and a Post-test. They are designed to orient new Service Coordinators and Service providers to the IFSP, as both a document and a process. The modules also serve as a review for existing Service Coordinators and Service Providers. January 2020 – June 2020. To be posted on NCITP website shortly.

Building High-Quality Finance Systems for Early Intervention/Early Childhood Special Education. The Early Childhood TA Center, along with the DaSy Center, has developed a System Framework that describes a high-quality system. It can be used by states to self-assess and improve their early intervention and preschool special education systems. This module reviews the content of the finance component of the ECTA System Framework. You will learn how to use the self-assessment tool to evaluate the finance component of your state system. And finally, you will learn how to use the self-assessment results as the basis and on-going measure for improvement planning. <http://ectacenter.org/topics/finance/financemodules.asp> August 2018 - December 2018

Evidence-Based Professional Development Procedures. This module describes procedures to be used with early childhood providers to help them use any type of early childhood intervention practice. The module is split into 2 parts to give time to reflect on this process. This first part sets the stage and discusses steps 1, 2, and 3. Part 2 will discuss the remaining 4 steps of the procedure. <http://ectacenter.org/decrp/ebpdp.asp> November 2018 – December 2018.

Developing a Network for Engagement and Collective Impact. This module discusses developing a network for engagement and collective impact. In this module, you will learn the importance of identifying and mapping interpersonal connections to influence daily activities, accomplish goals, and ultimately leverage collective impact for systems change to improve outcomes for young children and their families. <http://ectacenter.org/topics/finance/developinganetwork/> June 2018 – October 2018.

Family Capacity-Building Online Module. A five-part module that introduces family capacity-building to practitioners and service providers, explains the steps of introducing new practices to parents and families, includes short video excerpts demonstrating family capacity-building, checks a learner's knowledge understanding through a variety of interactive formats, and includes a family capacity-building checklist for self-assessment or planning home visits. <http://ectacenter.org/decrp/fcb.asp> February 2018 – October 2018.

Fiscal 101 Series. These 10 modules have been developed to help Part C lead agency staff understand the federal fiscal requirements that accompany the acceptance of Part C funding--to have a working knowledge of the requirements related to IDEA Part C as well as requirements that apply to all federal funding. Each module addresses a specific component of fiscal requirements, providing an overview of each topic. <http://ectacenter.org/topics/finance/fiscal101.asp> May 2018 – September 2018.

Division of Early Childhood Recommended Practices Modules. Part of a multi-organizational design and production team for a series of 7+ online self-paced instructional e-modules. <http://rpm.fpg.unc.edu/> June 2016 – September 2018.

Advanced Course on Emotional and Social Development and Family Engagement. Designed and produced a series of 11 self-paced instructional e-modules, introduction, and Facilitators' Guidebook. <http://modules.nceln.fpg.unc.edu/self-paced-modules> June 2016 – December 2016.

Early Childhood Mental Health. Designed and produced a set of three self-paced instructional e-modules plus an introduction. <http://modules.ncei.n.fpg.unc.edu/early-childhood-mental-health-modules> April 2016 – December 2016.

Publications:

Waters, V., Harradine, C., & Lim, C. (November 1, 2021). *A Guide to Child-Level Processes*. Chapel Hill, NC: The STEMIE Innovation for Inclusion in Early Education Center.

Yang, H.-W., Waters, V, Lim, C., Pedonti, & Harradine, C. (June 21, 2021). *A Guide to Addressing STEM Myths*. Chapel Hill, NC: The STEMIE Innovation for Inclusion in Early Education Center.

Franco, X., Yazejian, N., LaForett, D., Peisner-Feinberg, E., Kasprzak, C.K., Bryant, D.M., Williams, S.B., Loza, S., DeMarco, A., Hong, S.S., Bratsch-Hines, M., Harradine, C., & Reid, K. (September 2019). *North Carolina Statewide Birth-5 Needs Assessment Report*.

Harradine, C.C. (March 2017). *NC Early Learning Network Three Year Evaluation Report 2013-14 through 2015-16*. Harradine, C.C. (March 2017). *NC Early Learning Network 2015-16 Annual Report*.

Harradine, C., Iruka, I., Winn, D.-M. & Morgan, J. (July 2014). *Teacher Perceptions and Student Connectedness to School for High Achieving Boys of Color in the PAS Project*. <http://rpp.fpg.unc.edu/resources>

Harradine, C., Winn, D.-M., Iruka, I. & Morgan, J. (July 2014). *Family Characteristics of PAS High Achieving Boys of Color*. <http://rpp.fpg.unc.edu/resources>

Harradine, C.C., Coleman, M.R.B., & Winn, D-M.C. *Recognizing Academic Potential in Students of Color: Findings of U-STARs~PLUS Gifted Child Quarterly 0016986213506040, first published on October 21, 2013 as doi:10.1177/0016986213506040*

Barbarin, O., Iruka, I. U., Harradine, C., Winn, D.-M. C., McKinney, M. K. and Taylor, L. C. (2013), *Development of Social-Emotional Competence in Boys of Color: A Cross-Sectional Cohort Analysis from Pre-K to Second Grade*. *American Journal of Orthopsychiatry*, 83: 145–155. doi: 10.1111/ajop.12023

Sterrett, E., Winn, D.M.C., Buansi, A., Harradine, C.C. & McKinney, M.H. *Increasing Positive Adult Male Presence in the Lives of Young African American and Latino Boys: Innovations in School-based Mentoring*. Submitted to *Cultural Diversity & Ethnic Minority Psychology*, January 2013.

Harradine, C.C., Winn, D.M.C., Field, S.H., Iruka, I.U., & McKinney, M.H. *High Achieving Boys of Color in the PAS Project: Demographics, Teacher perceptions, and Student Connectedness to School*. Submitted to *The Urban Review*, December 2012.

Winn, D-M., Iruka, I., Stevenson, H., McKinney, M., Harradine, C., & Buansi, A. (2012). *Providing Opportunities despite the Obstacles: Countering the Adverse Conditions that Undermine the Educational Success of Many African American Boys*. *Insight*, Grantmakers for Children Youth and Families Press.

Coleman, M.R., Winn, D-M. C. & Harradine, C.C. (2012). *Expanding Educational Excellence: The Power of Schools*. Chapel Hill, NC: The University of North Carolina, FPG, PAS.

Barbarin, O., Taylor, L.C., Iruka, I.U., Winn, D-M. C., Harradine, C.C., and McKinney, M.K. Psychosocial Competence in African-American and Latino Boys: Status, Development and Relation to Academic Functioning. Submitted to Journal of Applied Development, January 2013.

Coleman, M. R., Shah-Coltrane, S., Harradine, C., & Timmons, L. (2007). Impact of poverty on promising learners, their teachers, and their schools. In J. VanTassel-Baska & T. Stambaugh (Eds.), *Overlooked gems: A national perspective on low-income promising learners* (pp. 59-61). Washington, DC: National Association for Gifted Children.

Coleman, M.R., Harradine, C.C., and King, E.W. (2005). Meeting the needs of children who are twice exceptional. *Teaching Exceptional Children*, 38(1), 5.

Gallagher, J.J., Harradine, C.C., & Coleman, M.R. (March, 1997). Challenge or Boredom? Gifted Students' Views on Their Schooling. Roeper Review, 19 (3), 132- 136

Harradine, C.C. and Winn, D-M. C. Final Report: PAS Child Outcomes – Lansing, MI.

Harradine, C.C. and Winn, D-M. C. Final Report: PAS Child Outcomes – Peoria, IL.

Harradine, C.C. and Winn, D-M. C. Final Report: PAS Child Outcomes – Polk, FL.

Harradine, C.C. and Winn, D-M. C. Final Report: Teacher Outcomes and Reflections – Lansing, MI.

Harradine, C.C. and Winn, D-M. C. Final Report: Teacher Outcomes and Reflections – Peoria, IL.

Harradine, C.C. and Winn, D-M. C. Final Report: Teacher Outcomes and Reflections – Polk, FL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (May 2011). PAS Project: Teacher-Child Relationships – Polk County, FL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (May 2011). PAS Project: Teacher-Child Relationships – Lansing, MI.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (May 2011). PAS Project: Teacher-Child Relationships – Peoria, IL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (April 2011). PAS Project: Child Outcomes – Polk County, FL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (April 2011). PAS Project: Child Outcomes – Lansing, MI.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (April 2011). PAS Project: Child Outcomes – Peoria, IL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (March 2011). PAS Project: Parenting Practices – Polk County, FL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (March 2011). PAS Project: Parenting Practices – Lansing, MI.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (March 2011). PAS Project: Parenting Practices – Peoria, IL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (March 2011). PAS Project: Parenting Practices – Chicago, IL.

Harradine, C.C., Winn, D-M.C., McKinney, M.H. (March 2011). PAS Project: School Context.

Harradine, CC. (May 2009). *TOPS Profiles Final Summary*. Chapel Hill, NC: Project USTARS~PLUS, Frank Porter Graham Child Development Institute.

Harradine, C.C., Coleman, M.R., & Shah-Coltrane, S. (January 2009). *Trends in Access and Identification of K-3 Students with High Potential*. Chapel Hill, NC: Project U-STAR~PLUS, Frank Porter Graham Child Development Institute.

Harradine, C.C. (October 2008). NC U-STAR~PLUS ~ Emerging Findings from The TOPS Form. Frank Porter Graham Child Development Institute.

Harradine, C.C. (January 2008). U-STAR~PLUS Closing Surveys Report. Frank Porter Graham Child Development Institute.

Harradine, C.C., Coleman, M.R., and Shah-Coltrane. (October 2008). Annual Report to Jacob K. Javits Program, US Department of Education. Frank Porter Graham Child Development Institute.

Harradine, C.C., Coleman, M.R., and Shah-Coltrane. (October 2007). Annual Report to Jacob K. Javits Program, US Department of Education. Frank Porter Graham Child Development Institute.

Harradine, C.C., Coleman, M.R., and Shah-Coltrane. (October 2006). Annual Report to Jacob K. Javits Program, US Department of Education. Frank Porter Graham Child Development Institute.

Harradine, C.C. (June 2006). NC U-STAR~PLUS Trends in Access and Identification of K-3 Students with High Potential. Frank Porter Graham Child Development Institute.

Harradine, C.C., Coleman, M.R., and Shah-Coltrane. (October 2005). Annual Report to Jacob K. Javits Program, US Department of Education. Frank Porter Graham Child Development Institute.

Coleman, M.R. and Harradine, C.C. (August 2002). *Continuing the Growth: Appropriate Identification Practices for Gifted Education*. Evaluation Report. Frank Porter Graham Child Development Institute.

Coleman, M.R. and Harradine, C.C. (May 1997). Norfolk Schools Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (May 1997). Asheville City Schools Self Assessment Report. Frank Porter Graham Child Development Center.

Harradine, C.C. and Godwin, C. (May 1997). Stanly County Self Assessment Report. Frank Porter Graham Child Development Center.

Harradine, C.C. and Godwin, C. (May 1997). Shelby City Schools Self Assessment Report. Frank Porter Graham Child Development Center.

Harradine, C.C. and McDowell, D. (April 1997). Iredell County Self Assessment Report. Frank Porter Graham Child Development Center.

Harradine, C.C. and Godwin, C. (March 1997). Hoke County Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (February 1997). Asheboro City Schools Self Assessment Report. Frank Porter Graham Child Development Center.

Harradine, C.C. and McDowell, D. (February 1997). Craven County Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (January 1997). Newton-Conover Schools Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (January 1997). Davie County Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (December 1996). Watauga County Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (November 1996). Elizabeth City Schools Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R., Harradine, C.C., and Gallagher, J.J. (August 1996). Camden CT-TEAM Year II Formative Evaluation Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (June 1996). Dare County Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (June 1996). Onslow County Self Assessment Report. Frank Porter Graham Child Development Center.

Coleman, M.R. and Harradine, C.C. (July 1996). Wilkes County Self Assessment Report. Frank Porter Graham Child Development Center.

Masters Thesis: (May 1994). What It Means to Be Gifted: A Critical Analysis.

PRESENTATIONS

2022 PBS NC's Impact Early Childhood Education Summit, June 18, 2022

On-demand in-person sessions and recording for hybrid experience: Computational Thinking for All Children: Embedded Foundational Concepts to Empower Future Coders. With Jessica Amsbary and Megan Vinh.

On-demand in-person sessions and recording for hybrid experience: Playful, Inclusive, and All Day Long: STEM for Each and Every Child. With Megan Vinh and Jessica Amsbary.

2022 STEM For All Video Showcase, May 10-17, 2022.

Video: Unfolding Understanding of Force and Motion. [URL:](#)

<https://stemforall2022.videohall.com/presentations/2362> With Jessica Amsbary, Julie Chin, Douglas Clements, Chih-Ing Lim, Toni Miguel, Julie Sarama, Elica Sharifnia, Megan Vinh, and Hsiu-Wen Yang.

National Association for the Education of Young Children (NAEYC) 2021 Annual Conference, November 7-9, 2021

On-demand Session: STEM for One, STEM for All: Developmentally Appropriate and Equitable STEM Learning Opportunities. With Megan Vinh and Chih-Ing Lim.

STEMIEFest 2021, October 4-9, 2021

Virtual conference

- Poster: STEM Scoping Review Update: STEM for Young Children with Disabilities: What Does the Literature Say?
- Poster: Developing Progression Steps for Science, Technology, and Engineering
- Moderator:

DEC - Division for Exceptional Children 37th Annual International Conference on Young Children with Special Needs and Their Families, September 20-24, 2021.

- Session: Daily STEM: Adaptations for Infants and Toddlers with Disabilities. With Pip Campbell, Hsiu-wen Yang, and Jessica Amsbary.
- Session: Storytime STEM for Each and Every Child. With Chih-Ing Lim, Hsiu-wen Yang, Sarah Pedonti, and Jessica Amsbary.
- Session: Including All Young Children in Computational Thinking Activities. With Jessica Amsbary, Hsiu-wen Yang, Chih-Ing Lim, Megan Vinh, and Lisa Wadors.

What is STEM? July 29, 2021

Blogpost: <https://stem4ec.ning.com/blog/what-is-stem?edited=1>

With Chih-Ing Lim.

The 2021 ED Games Expo, May 25-31, 2021.

Video: STEM is Everywhere! Making STEM Happen for All Young Children.

<https://ies.ed.gov/sbir/2021EdGamesExpoVideos.asp>

With Jessica Amsbary, Julie Chin, Chih-Ing Lim, and Hsiu-wen Yang.

2021 STEM For All Video Showcase. COVID, Equity & Social Justice. May 11-18, 2021.

Video: Cultivating Inclusive STEM for Young Children. With Jessica Amsbary, Julie Chin, Chih-Ing Lim, Megan Vinh, and Hsiu-wen Yang.

2021 STEMIE Professional Development Webinar Series. March 30, 2021.

Adaptations to Routines and Activities Make STEM Happen for Infants and Toddlers. Philippa Campbell and Christine Harradine

March 28, 2021 STEMSEC Blog post.

Introducing STEMIE's Storybook Conversations Series. With Chih-Ing Lim.

ECSTEM 2021 Conference. February 26, 2021.

Session presentation, STEM Learning for Infants and Toddlers. With Phillipa Campbell

Early Childhood Technical Assistance Center Staff Meeting. February 4, 2021 (part 1) and February 18, 2021 (part 2). Considerations for Creating Web-based Products.

DEC - Division for Exceptional Children 36th Annual International Conference on Young Children with Special Needs and Their Families. January 21-29, 2021.

- Poster: Developing an Early STEM Model: Preliminary Results from a Delphi Process. Chih-Ing Lim, Megan Vinh, Hsiu-wen Yang, Jessica Amsbary, and Christine Harradine
- Poster: Examining the State of STEM and Inclusion in Early Education. Jessica Amsbary, Chih-Ing Lim, Hsiu-wen Yang, Christine Harradine, and Megan Vinh
- Poster: STEM for Young Children with Disabilities: What Does the Literature Say? Christine Harradine, Hsiu-wen Yang, Jessica Amsbary, Chih-Ing Lim, and Megan Vinh

STEMIEFest 2020

Virtual Conference , September 14-18, 2020

- Minichat: Learning trajectories for science, technology, and engineering
With Doug Clements, Megan Vinh, Chih-Ing Lim, and Julie Sarama
- Minichat: Scoping out the research on STEM for young children with disabilities
- Listening Session
With Hsiu-wen Yang

NCAEYC 63rd Annual Conference

Raleigh, NC September 15, 2016

- Risk and Resilience Preconference Session
With Betty Rintoul, Lanier DeGrella, & Robin Rooney
- Raleigh, NC September 17, 2016
Preview! NC Foundations Advanced Online Course on Emotional and Social Development & Family Engagement, Invited Session
With Robin Rooney

39th Annual National Head Start Association Conference

Nashville, TN, April 2012

Promoting Positive Youth Development in Boys of Color, Paper Presentation
With Donna-Marie Winn, Iheoma Iruka, Allen Buansi & Marvin McKinney

FPG Brown Bag Lunch Series

Chapel Hill, NC, February 20, 2012

Lens on Race and Culture: Design and Implementation with Dore LaForrett and Iheoma Iruka

FPG Brown Bag Lunch Series

Chapel Hill, NC, October 24, 2011

Expanding Educational Excellence: The Futures of Children of Color and Low-income Children

With Mary Ruth Coleman, Iheoma Iruka, Sharon Ritchie and Donna-Marie Winn

Society for Research in Child Development North Carolina Association for Gifted and Talented Annual Convention

Montreal, Quebec, Canada, March 2011

Paper symposium: High Achieving Boys of Color in the PAS Project: Demographics, Teacher perceptions, and Student Connectedness to School

National Association for Gifted Children 55th Annual Convention

Tampa, FL, October 2008

Research and Evaluation Division Session, Early Childhood Division Session, Poster Presentation

Teacher Identification of Students of Color with Academic Potential: Findings of the U-STARS~PLUS Project.

North Carolina Association for Gifted Children

Winston Salem, NC, March 2009

Research and Evaluation Division Session

Paper symposium: Teacher Identification of Students of Color with Academic Potential: Findings of the U-STARS~PLUS Project

National Association for Gifted Children 53rd Annual Convention

Charlotte, NC, November 2006 3 Poster Presentations

American Educational Research Association Annual Meeting

New York, NY, April 1996 Poster Presentation

North Carolina Association for Research in Education Annual Meeting

Greensboro, North Carolina, March 1995 Paper Presentation

University of North Carolina at Chapel Hill, Special Education Course (EDSP 130)

Chapel Hill, North Carolina, June 1994

Guest Lecturer: Identification and Education of Gifted Children in North Carolina

University of North Carolina at Chapel Hill, Educational Psychology Professional Development Seminar

Chapel Hill, North Carolina, March 1994 Presentation of Masters Thesis

North Carolina Association for Research in Education Annual Meeting

Greensboro, North Carolina, March 1994 Paper Presentation

AWARDS

2015 Outstanding Author Contribution Award: Advances in Race and Ethnicity in Education.

Emerald Literati Network

Iruka, I. U., Winn, D-M. C., & Harradine, C. (2014). High achieving African American boys: Factors that contribute to their excellence in the early years. In J. Moore III & C. Lewis (Eds.), *African American male*

students in PreK-12 schools: Informing research, policy, and practice (pp. 27-59). Bingley, England: Emerald Group.

Frank Porter Graham Child Development Center Dissertation Fellowship Awarded:
November 1995 through June 1996

TECHNOLOGY

Advanced: Articulate 360 Suite; Microsoft Office Suite (including Access , OneNote, Word, Excel, PowerPoint, and Outlook); Qualtrics; Adobe Acrobat; Adobe Presenter; Adobe Captivate Version 9; Audacity. Intermediate: NVivo, Camtasia, Drupal, and Wordpress. Working familiarity: SAS, Javascript Html/CSS, Vyond.

PROFESSIONAL ASSOCIATIONS

Council for Exceptional Children

Member, February 2011-2015 and 2020- Present

Society for Research in Child Development

Member, January 2011-2015

National Association for Gifted Children

Member, March 2006- 2015 and August 2019 to 2020

American Educational Research Association

Student Affiliate Member, Fall 1992 to December 1999

American Psychological Association

Student Affiliate Member, Fall 1992 to December 1999

North Carolina Association for Research in Education

Member, January 1994 to December 1999 References provided upon request.