

Education

- Ph.D. **Special Education - Mild to Moderate Disabilities.** Minor in Bilingual/ESL Education.
University of North Texas - August 2013
- M.S. **Special Education - Mild to Moderate Disabilities.**
University of North Texas - December 2008
- B.A. **Early Childhood through 4th grade General and Special Education.** Minor in Spanish.
University of North Texas - December 2006

Experience

- **Washington State University** 2013 - Present
Assistant Professor of Special Education
WSU ROAR Co-Founder & Interim Director (2018)
Alhadeff Future Teachers of Color Program Faculty Advisor
Department of Teaching and Learning - College of Education
- **University of North Texas** 2010 - 2013
Graduate Research Assistant & Teaching Fellow
Special Education Program - College of Education
- **Denton School District** 2008-2010
Bilingual Special Education Teacher - Grades K-5th
504 & Language Proficiency Assessment Committee Representative
- **University of North Texas** 2007-2008
Research Assistant
National Science Foundation and Institute of Education Sciences
Funded Projects. PI: Dr. Tandra Tyler-Wood

Publications/Presentations

Peer-Reviewed Journal Articles

(δ Indicates works with students)

20. Agrawal, J., **Barrio, B.L.**, Kressler, B., Hsiao, Y-J., & Shankland, R., (Accepted). Learning disabilities: A global perspective. *Learning Disabilities: A Contemporary Journal*.
19. Carbonneau, K.J., **Barrio, B.L.**, Marley, S. (Accepted). Manipulative-based imagery strategies: Connecting action to text. *Academic Quarterly Exchange*.
18. **Barrio, B.L.**, Carbonneau, K.J., Poppen, M., Miller, D., Dunn, M., & Hsiao, Y-J. (Accepted). Theory to practice: Implementation achievements and challenges of Response to Intervention in a rural district. *Journal of the American Academy of Special Education Professionals*
17. Owiny, R.L., Hollingshead, A., & **Barrio, B.L.** (2018). Engaging pre-service teachers in Universal Design for Learning lesson planning. *Inclusion*, 6(3).

16. Scheef, A.R. ^δ, **Barrio, B.L.**, Poppen, M., McMahon, D., & Miller, D. (In Press). Exploring barriers for facilitating work experience opportunities for students with Intellectual Disabilities enrolled in post-secondary education programs. *Journal of Postsecondary Education and Disability*.
15. Kelley, J.E., **Barrio, B.L.**, Cardon, T.A., Brando-Subis, C. ^δ, Lee, S. ^δ, & Overhauser, K.M. ^δ (2018). DSM-5 autism spectrum disorder symptomology in award winning narrative fiction. *Education and Training in Autism and Other Developmental Disabilities*, 53(2), 115-127.
14. **Barrio, B.L.**, Hsiao, Y-J., Prishker, N. ^δ & Terry, C. ^δ (2018). The impact of culture on parental perceptions about autism spectrum disorders: Striving for culturally competent practices. *Multicultural Learning and Teaching*. doi.org/10.1515/mlt-2016-0010
13. **Barrio, B.L.**, Miller, D., Tamakloe, D. & Ojeme, C.O. ^δ (2018). Teachers' and parents' knowledge about disabilities and inclusion in Nigeria. *Journal of International Special Needs Education*, 21(2). [doi: 10.9782/17-00010](https://doi.org/10.9782/17-00010)
12. **Barrio, B.L.**, & Peak, P.K. (2017). Culturally responsive practices in a Response to Intervention model when working with English language learners. *LD Forum*, August.
11. **Barrio, B.L.**, & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development aligned with Universal Design for Learning framework in rural communities. *Rural Special Education Quarterly*. doi: [10.1177/8756870517721693](https://doi.org/10.1177/8756870517721693)
10. Scheef, A.R. ^δ, Walker, Z.M., & **Barrio, B.L.** (2017). Salient employability skills for youth with intellectual and developmental disabilities in Singapore: the perspectives of job developers. *International Journal of Disability, Development and Education*. doi: 10.1080/20473869.2017.1335479
9. **Barrio, B. L.** (2017). Special education policy change: Addressing the disproportionality of English language learners in special education programs in rural communities. *Rural Special Education Quarterly*. doi: [10.1177/8756870517707217](https://doi.org/10.1177/8756870517707217)
8. **Barrio, B.L.**, Miller, D., Hsiao, Y-J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Designing culturally and relevant Individualized Educational Programs. *Intervention in School and Clinic*, 53(2), 114-119. doi: 10.1177/1053451217693364
7. Hovey, K.A., **Barrio, B.L.**, Peak, P.K., Peterson-Ahmad, M.B., & Darrah, T. (2016). To accommodate or not accommodate: A case study. *LD Forum*, December.
6. Dunn, M., **Barrio, B.L.**, & Hsiao-Y-J. (2016). Do iPad applications help students with developmental disabilities improve literacy and employability? *Canadian Journal of Action Research*, 17(1), 51-75.
5. Combes, B. H., Peak, P. W., **Barrio, B. L.**, Lindo, E., Hovey^δ, K., Lim, O., Peterson, M., Dorel, T., & Goran, L. (2016). Updating and disseminating the Council for Learning Disabilities' principles of ethical practice: Employing a case-base framework. *Intervention in School and Clinic*. Advance online publication. doi: 10.1177/1053451216636061
4. Scheef, A. ^δ, **Barrio, B. L.**, & Poppen, M. (2016). Developing partnerships with businesses to support job training for youth with disabilities in Singapore. *Career Development and Transition for Exceptional Individuals*. Advance online publication. doi: 10.1177/2165143416630242
3. **Barrio, B. L.**, Lindo, E. L., Combes, B. H., & Hovey, K. ^δ. (2015). Ten years of Response to Intervention: Implications for general education teacher preparation programs. *Action in Teacher Education*, 37, 190-204. doi: 10.1080/01626620.2015.1004603

2. Rinn, A., Boazmann, J., Jackson, A. ^δ & **Barrio, B.L.** (2014). Locus of control, academic self-concept, and academic dishonesty among high ability college students. *Journal of the Scholarship of Teaching and Learning*, 14(4), 88-114.
1. **Barrio, B. L.**, & Combes, B. H. (2014). General education pre-service teachers' levels of concern on Response to Intervention (RTI) Implementation. *Journal of Teacher Education and Special Education*. doi: 10.1177/0888406414546874

Non-Refereed Journal Articles

2. **Barrio, B. L.** (2015). Fueling disproportionality of culturally and linguistically diverse students in special education: Implications for teacher preparation programs. *Journal of Mestizo and Indigenous Voices*.
1. **Barrio, B.L.** (2011). Student committee recruitment. *CEC Today* [online journal].

In Review: Peer-Review Journal Articles

- Barrio, B.L.**, Kelley, J.E., Cardon, T.A. (Revised & Resubmitted). Pre-Service educators understanding and perceptions of ASD before and after reading ASD narrative fiction. *Reading Horizons*.
- McMahon, D.D., **Barrio, B.L.**, McMahon, A.K. ^δ, Tutt, K.M., & Firestore, J.B. (Revised and Resubmitted). Virtual reality exercise games for students with Intellectual and Developmental Disabilities. *Journal of Special Education Technology*.
- Barrio, B.L.** (In Review). Understanding pre-service teachers' culturally responsive practices in pre-referral models: Addressing disproportionality in special education. *Teacher Education and Special Education*
- Barrio, B.L.**, Carbonneau, K.J., Peak, P., Hovey, K., & Mahaffey, K. ^δ (In Review). Teacher education's preparation on culturally responsive practices and Response to Intervention: A multi-campus evaluation and exploration. *Journal of Teacher Education*
- Ferguson, S., **Barrio, B.L.**, Hovey, K., Scheef, A., Caniglia, C., & **Barrio, B.L.** (In Review). Disability as Diversity: The Perspectives of Institutions of Higher Education in the U.S. *Journal of Diversity in Higher Education*
- Barrio, B. L.** & Scheef, A. (In Review). Exploring pre-service teachers' concerns about the implementation of RTI during their practicum experience. *Studying Teacher Education*

Book Chapters

3. Hollingshead, A., & **Barrio, B. L.** (In Press). Working with paraprofessionals to support students with Intellectual Disability and Autism Spectrum Disorders. *Evidence-Based Practices and Instructional Information for Students with Intellectual Disability & Autism Spectrum Disorders*.
2. Morales, M. I. ^δ, & **Barrio, B. L.** (2017). Learning to understand Mexico from a nondeficit lens. In Egbert, J. & Ernst-Slavit, G. (Eds.) *Views from inside: Languages, cultures, and schooling for K-12 educators*. Information Age Publishing.
1. **Barrio, B.L.** Peak, P., & Murawski, W. W. (2017). English language learners in Special Education: Best Practices. In W.W. Murawski (Ed.). *What Really Works in Special Education*. Thousand Oaks, CA: Corwin.

Conference Proceedings

- Barrio, B.L.**, Ellison, A., Tyler-Wood, T. & Peak, P. (2011). A global alliance in distance learning: Heightening awareness of individuals with exceptionalities across cultures. *In M. Koehler & P. Mishra (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 130-132). Chesapeake, VA: AACE.
- Barrio, B.L.**, Tyler-Wood, T., Peak, P. (2009). Ecuador and the University of North Texas: A research study on a collaborative distance learning initiative in special education. *Proceedings of the American Education Research Association Annual Meeting*. San Diego, CA: AERA.
- Peak, P., McPherson, R., **Barrio, B.L.**, Knezek, G., Ellison, A. & Christensen, R. (2009). Perceptions of special education pre-service and in-service teachers. *In I. Gibson et al. (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 3976-3981). Chesapeake, VA: AACE.

Work In Progress: Peer-Reviewed Journals

- Carbonneau, K.J., **Barrio, B.L.**, Newcomer, S., & Ardasheva, Y. (In Progress). Case-based instruction for culturally responsive teaching. *Contemporary Journal of Educational Psychology*.
- Barrio, B.L.**, Hsiao, Y-J, Kelley, J.E., & Cardon, T. (In Progress). Exploring the tv series Atypical: ASD symptoms according to the DSM-V. *Journal of Special Education*.
- Hernandez Farias, D., Boyd, A., & **Barrio, B.L.** (In Progress). Tribal education: Examining teacher perception and implementation in Washington State. *Journal of Multicultural Education*.
- Cardon, T., **Barrio, B.L.**, Kelley, J.E., Hsiao, Y-J. (In Progress). How typical is Atypical? Exploring young adult with disabilities and other tv viewers' perceptions of the portrayal of ASD on TV. *Focus on Autism and Other Developmental Disabilities*.
- Kelley, J.E., Cardon, T., **Barrio, B.L.**, Hsiao, Y-J. , & Mahaffey, K. ^δ (In Progress). Multicultural representation of ASD in young adult literature. *Reading Horizons*.
- Hsiao, Y.J., **Barrio, B.L.**, & Dunn, M. (In Progress). Use of evidence-based practices by teachers working with students with autism spectrum disorder. *Teacher Education and Special Education*.

Grants and Other Funding

External: Federal Funding

- Barrio, B.L.**, Carbonneau, K., Scheef, A., Trevisan, M., & McMahon, D. (2018, In Review). *WSU ROAR: Postsecondary Education Program for the Improvement of Community Living and Participation* (Research). National Institute on Disability, Independent Living, and Rehabilitation Research: DRRP. Award \$1,989,110. Role: PI.
- Austin, E., **Barrio, B.L.**, Edwards, Z., & French, B. (2018, In Review). *A Spanish-Language Adaptation of A Family-Based Media Literacy Approach to Improving Youth and Family Nutrition*. National Institute of Health (NIH). Award \$3,104,172 Role: Co-PI.
- Barrio, B.L.** Carbonneau, K.J., Roth McDuffie, A., & Gotch, C. (2017, Not Funded). *PRIMME: Pre-Referral Intervention Models in Mathematics Education*. Institute for Education Sciences: NCSER. Award \$1,171,328/4 years. Role: PI.
- Austin, E., **Barrio, B.L.**, Edwards, Z., & French, B. (2017, Not Funded). *A Spanish-Language Adaptation of A Family-Based Media Literacy Approach to Improving Youth and Family Nutrition*. U.S. Department of Agriculture: AFRI. Award \$2,500,000. Role: Co-PI.

- Barrio, B.L.**, Scheef, A., & McMahon, D. (2017, Not Funded). *WSU ROAR: Postsecondary Education Program for the Improvement of Community Living and Participation* (Research). National Institute on Disability, Independent Living, and Rehabilitation Research: DRRP. Award \$2,124, 619. Role: PI.
- Barrio, B.L.** Carbonneau, K.J., & Roth-McDuffie, A. (2016, Not Funded). *PRIMME: Pre-Referral Intervention Models in Mathematics Education*. Institute for Education Sciences: NCSER. Award \$1,171,328/4 years. Role: PI.
- Barrio, B.L.** & McMahon, D. (2015, Not Funded). Assistive Technology –Leadership Enhancing Access, Design, Education, and Research. *U.S. Department of Education, Office of Special Education*. Award \$1,215,756/5 years. Role: PI.
- McMahon, D. & **Barrio, B.L.** (2015, Not Funded). U.S. Department of Education, Office of Post Secondary Education. *Washington State University ROAR Program Responsibility Opportunities Advocacy and Respect Vocational Certificate Program for Students with Intellectual Disabilities*. Award \$1,200,559/5 years. Role: Co-PI.
- McMahon, D., **Barrio, B.**, Poppen, M., & Lamb, R., (2015, Not Funded). *Which Read Aloud Project: An Efficacy Comparison of Teacher Read Aloud, Podcast Based Read Aloud, and Electronic Text to Speech in STEM Assessments for Students with Disabilities*. Institute for Education Sciences: NCSER. Award \$3,266,908/4 years. CFDA: 84.324. Role: Co-PI.
- McMahon, D., **Barrio, B.L.**, Crandall, A. Ghasemzadeh, H., Poppen, M., & Lamb, R., (2015, Not Funded). *Beyond Four Walls: Context Aware Assistive Technology Interventions to Increase Independent Living Skills for Individuals with Intellectual Disabilities*. Institute of Education Sciences submitted. Award \$1,416,000/5 years. Role: Co-PI.
- McMahon, D., Crandall, A., **Barrio, B.L.**, Ghasemzadeh, H., Poppen, M., & Lamb, R., (2015, Not Funded). *Beyond Four Walls: Context Aware Assistive Technology Interventions to Increase Independent Living Skills for Individuals with Intellectual Disabilities*. The National Institute On Disability, Independent Living, And Rehabilitation Research, Disability and Rehabilitation Research Projects (DRRP) submitted. Award \$2,372,558/5 years. Role: Co-PI.
- McMahon, D. & **Barrio, B.L.** (2014, Not Funded). U.S. Department of Education, Office of Special Education. *Assistive Technology –Leadership Enhancing Access, Design, Education, and Research*. Award \$1,215,756/5 years. Role: Co-PI.

External: Foundation and/or Donor Funding

- Farmer, A., **Barrio, B.L.**, McMahon, D. (Ongoing Donor Funding). *WSU ROAR Post-Secondary Education Program*. \$95,000 (total combined of \$250,000). Role: Co-Founder.
- Carbonneau, K.J., **Barrio, B.L.**, Ardasheva, Y., & Newcomer, S. (2017, Funded). *Case-based instruction for Culturally Responsive Teaching*. Berry Family Fellowship. \$20,000. Role: Co-PI.
- Barrio, B.L.** (2017, Not Funded). Washington Women's Foundation. *WSU ROAR: Responsibility, Opportunity, Advocacy, and Respect*. \$100,000. Role: PI.
- Egbert, J., **Barrio, B.L.**, Lamb, R., Skavdahl, S. (2014, Funded). J.L. Stubblefield Trust. *Helping teachers create resource-rich, student-centered flipped learning: Focus on video production*. \$5,000. Role: Co-PI.

External: State/Regional

Groves-Price, P. & **Barrio, B.L.** (2016-2107, Funded). Professional Educator Standards Board of the State of Washington. *Culturally Responsive Educators and Community Engagement*. Role: Co-PI. **\$5,000**

Internal Funding

Adesope, O., **Barrio, B.L.**, Frost, J.H., Girardeau, L.E., Matthew, S., & Roth McDuffie, A., (2016, Funded). *Multi-Disciplinary Research to Advance Opportunity and Equity in Health Science Education: College of Education and Health Sciences Colleges*. Proposal submitted to Washington State University, Grand Challenges Reallocation Funding Program. Funding Requested: \$2,975,413. Role: Co-PI. Awarded \$600,000 (In conjunction with the College of Arts and Sciences Research Project).

Barrio, B.L., & Hollingshead, A. (2014, Funded). *Reaching Out to Paraprofessionals: Engaging Professional Development in Rural Communities*. Washington State University College of Education Faculty Funding Award. Role: PI. **\$5,000.**

Hollingshead, A., & **Barrio, B.L.**, (2014, Funded). *Reaching Out to Paraprofessionals: Engaging Professional Development in Rural Communities*. Role: Co-PI. University of Idaho College of Education Faculty Funding Award. **\$5,000.**

Skavdahl, S., Lamb, R., **Barrio, B.L.**, & Egbert, J. (2014, Funded). *Exploring the role of technology use in developing resource-rich, student-centered instruction*. Washington State University College of Education Faculty Funding Award. Role: Co-PI. **\$9,000.**

Baldwin, K., Watson, F., & **Barrio, B.L.** (2014, Funded). *Project TREES: Teachers in Rural Education Enhancing Science*. Role: Co-PI. Department of Teaching and Learning, Washington State University. **\$3,000.**

Egbert, J., **Barrio, B.L.**, Lamb, R., Skavdahl, S. (2014, Funded). *Flipping all the way: Enhancing teacher learning through innovative resource-rich-student centered pedagogy*. Washington State University E-Learning Grant from the Office of the Provost. Role: Co-PI. **\$3,583.**

Barrio, B.L., & Miller, D. (2014, Funded). *Assessment and Curriculum for Students with Disabilities*. Role: PI. Washington State University E-Learning Grant from the Office of the Provost. **\$4,965.50.**

Egbert, J., Lamb, R., **Barrio, B.L.**, Skavdahl, S. (2014, Funded). *Helping teachers create resource-rich, student-centered flipped learning: Focus on video production*. Role: Co-PI. Department of Teaching and Learning, Washington State University. **\$3,000.**

Professional Presentations

International/National

(δ Indicates works with students)

Barrio, B.L. (2018, November). *Tecnología de asistencia: Selección, aplicación, y evaluación*. Paper presentation at the Jornada Pedagógica 2018 del Centro de Innovación y Tecnologías para el Aprendizaje de la Universidad Casa Grande in Guayaquil, Ecuador.

Barrio, B.L., Carbonneau, K.J., Peak, P., Hovey, K., & Mahaffey, K. (2018, October). *Preparing culturally responsive pre-service teachers: Alleviating disproportionality in special education*. Structured poster presentation at the Council for Learning Disabilities Conference in Portland, OR.

Caniglia, C., Scheef, A., & **Barrio, B.L.** (2018, October). *Disability as Diversity: Perspectives of Institutions of Higher Education*. Roundtable presentation at the Council for Learning Disabilities Conference in Portland, OR.

- Miller, D., **Barrio, B.L.**, Carbonneau, K.J., Poppen, M., Hsiao, Y-J., & Dunn, M. (2018, October). *Implementation achievements and challenges of Response to Intervention in schools*. Poster presentation at the Council for Learning Disabilities Conference in Portland, OR.
- Barrio, B.L.**, Miller, D., Hsiao, Y-J., Hollingshead, A., Dunn, M., Peterson, S., & Banks, S. (2018, July). *Designing culturally responsive and relevant IEPs: A tool to guide teachers, parents, and administrators*. Panel presentation at the Division of International Special Education and Services (DISES) International Conference in Cape Town, South Africa.
- Barrio, B.L.**, Kelley, J., Cardon, T., & Hsiao, Y-J. (2018, July). *Implementing culturally responsive practices through narrative fiction when working with students with autism and their families*. Panel presentation at the Division of International Special Education and Services (DISES) International Conference in Cape Town, South Africa.
- Barrio, B.L.**, Tamakloe, D., Ojeme, C. ^δ, & Miller, D. (2018, July). *Teachers' and parents' knowledge about disabilities and inclusion in Nigeria*. Panel presentation at the Division of International Special Education and Services (DISES) International Conference in Cape Town, South Africa.
- Cardon, T.A., Kelley, J.E., **Barrio, B.**, Brando-Subis, C. ^δ, Lee, S. ^δ, & Smith, K. ^δ (2017, November). *Autism spectrum disorder symptomology in award-winning narrative fiction*. Paper accepted at the American Speech-Language-Hearing Association (ASHA) Annual Convention, Los Angeles, CA.
- Barrio, B.L.**, Peak, P., & Hovey, K. (2017, October). *Pre-service Teachers' Beliefs About Culturally Responsive RTI: A Multi-university Comparison*. Roundtable presentation at the Council for Learning Disabilities Conference in Baltimore, MD.
- Hsiao, Y., Agrawal, J., Kressler, B.; **Barrio, B.** & Shankland, R. (2017, October). *A Global Perspective of Learning Disabilities: Recommendations for Practitioners*. Roundtable presentation at the Council for Learning Disabilities Conference in Baltimore, MD.
- Barrio, B.L.**, & Scheef, A. (2017, April). *Exploring Pre-Service Teachers' Concerns about the Implementation of RTI During Their Practicum Experience*. Paper presentation at the Annual Conference of the American Educational Research Association.
- Barrio, B.L.**, Kelley, J., & Cardon, T. (2017, April). *Pre-service teachers' understanding and perceptions of autism spectrum disorder (ASD) before and after reading ASD narrative fiction*. Paper presentation at the Annual Conference of the American Educational Research Association.
- Barrio, B.L.**, Moua, M., & Petrie, K. (2017, April). *Addressing disproportionality by understanding pre-service teachers' beliefs about cultural responsive practices in an RTI Model: A mixed-methods study*. Paper presentation at the Council for Exceptional Children Annual Convention.
- Hollingshead, A., & **Barrio, B.L.** (2017, April). *Reaching Out: Engaging Paraprofessionals in Rural Communities*. Paper presentation at the Council for Exceptional Children Annual Convention.
- Barrio, B.L.**, Miller, D., & Hsiao, Y-J. (2016, October). *Designing culturally responsive and relevant IEPs: A guide for practitioners*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.
- Barrio, B.L.**, & Peak, P. (2016, October). *Understanding ELL students with/out disabilities through culturally responsive practices*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.
- Agrawal, J., **Barrio, B.L.**, Hsiao, Y-J., Shankland, R., & Kressler, B. (2016, October). *Learning disabilities: A global perspective*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.

- Hollingshead A., & **Barrio, B.L.** (2015, November). *Reaching out to paraprofessionals: Engaging professional development in rural communities*. Paper presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children.
- Barrio, B.L.**, Moua, M.^δ, & Anguiano, C.^δ. (2015, October). *Understanding pre-service teachers' beliefs about cultural responsiveness in an RTI model*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.
- Peak, P., **Barrio, B.L.**, Combes, B., & Aldridge, P. (2015, October). *A conversation about standards for teaching students with LD*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.
- Agrawal, J., Juniel, P.^δ, Hsiao, Y-J, Watson, S., **Barrio, B.L.**, & Castillo, W. (2015, October). *Preparing culturally responsive teachers*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.
- Melton, K.^δ, & **Barrio, B.L.** (2015, October). *Student voice in the Individualized Education Plan*. Paper presentation at the Annual Conference of the Council of Learning Disabilities.
- Barrio, B.L.** & Sedano, L. (2015, May). *Teacher preparation: Cultural responsiveness and awareness*. Invited webinar presentation for the Council for Learning Disabilities.
- Barrio, B.L.**, (2015, April). *Pre-Service teachers' concerns regarding the implementation of Response to Intervention: A mixed-methods study*. Poster presentation for the annual meeting of the American Educational Research Association.
- Barrio, B.L.** (2015, April). *The impact of RTI on teacher education programs: Pre-service teachers' concerns*. Poster presentation at the Council for Exceptional Children Annual Convention.
- Barrio, B.L.**, Hsiao, Y-J., Dunn, M., Petersen, S., Banks, S., & Miller, D. (2015, April). *Cultural considerations in Individualized Educational Programming*. Panel presentation at the Council for Exceptional Children Annual Convention.
- Barrio, B.L.** & Moua, M.^δ (2014, November). *Exploring pre-service teacher development of culturally responsive teaching in a Response to Intervention framework to address disproportionality in special education*. Paper presentation at the American Educational Studies Association.
- Barrio, B. L.**, Combes, B. H., & Hovey, K. (2014, November). *Teacher candidates' levels of concerns regarding RTI: Implications for teacher preparation programs*. Paper presentation at the Annual Conference of the Council for Exceptional Children, Teacher Education Division.
- Barrio, B.L.** (2014, October). *Fueling disproportionality of Latino/Hispanic students in the learning disabilities category*. Paper presentation at the Annual Conference on Learning Disabilities.
- Combes, B. H., Peak, P. W., **Barrio, B.L.**, Lindo, E., Hovey, K.^δ, Lim, O., Peterson, M., Dorel, T., & Goran, L. (2014, October). *Updating and disseminating the Council for Learning Disabilities' principles of ethical practice: Employing a case-base framework*. Paper presentation at the Annual Conference on Learning Disabilities.
- Lupinacci, J. J., **Barrio, B.L.**, Ward, M. J.^δ, & Graves, D.^δ (2014, June). *(Re)Claiming inclusion from exclusion and (re)imagining conceptions of socially just and sustainable communities*. Panel presentation Submitted for the annual meeting of the Society for Disability Studies.

Regional/Local

- Carbonneau, K.J., **Barrio, B.L.**, Newcomer, S., & Ardasheva, Y. (In Progress). *Case-based instruction for*

culturally responsive teaching. Poster presentation at the Washington State University Showcase.

Barrio, B.L., Carbonneau, K.J., Peak, P., Hovey, K., & Mahaffey, K.S.^δ. (2018). *Pre-service teachers' beliefs about culturally responsive RtI: A multi-university comparison*. Poster presentation at the Washington State University Showcase.

Barrio, B.L. (2018). *Examining the Intersect of Culture, DisAbility, and Social Justice in Education*. Invited Workshop facilitated at the Disability Awareness Symposium, Washington State University.

Mahaffey, K.S.^δ, **Barrio, B.L.**, Carbonneau, K.J., Peak, P., & Hovey, K., (2018). *Pre-service teachers' beliefs about culturally responsive RtI: A multi-university comparison*. Poster presentation at the Globalization, Diversity, and Education Conference in Spokane, WA.

Barrio, B.L. (2017). *Examining the Intersect of Culture, DisAbility, and Social Justice in Education*. Workshop presented at the UndocuQueer Conference at Washington State University.

Brando-Subis, C.^δ, Smith, K.^δ, Lee, S.^δ, Kelley, J. E., **Barrio, B.**, & Cardon, T. A. (2017). *Autism spectrum disorder symptoms in award winning narrative fiction*. Poster presented at the WSU Showcase, Pullman, Washington.

Barrio B.L., Miller, D., Dunn, M., & Banks, S. (2015, February). *International perspectives of inclusion*. Paper presented at the Globalization, Diversity, and Education Conference.

Barrio, B.L. (2014, June). *Accommodations for students with disabilities: Strategies for making teaching and learning more efficient*. Workshop presentation at the Northwest Association of Teacher Educators (NWATE) Conference.

Miller, D., Banks, S., Dunn, M., & **Barrio, B.L.** (2014, February). *Examining elements of special education: The intersect of culture, disability, and social Justice*. Paper presented at the Globalization, Diversity, and Education Conference.

Barrio, B.L., & Becerra, L.^δ (2014, February). *"All we are talking about is race!": Racing to teacher within a culturally responsive teaching course*. Paper presented at the Globalization, Diversity, and Education Conference.

Barrio, B.L., & Moua, M.^δ (2014, February) *Labeling disabilities using a colorblind perspective: Discussing disproportionality, culturally responsive teaching, and the injustices in special education*. Paper presented at the Globalization, Diversity, and Education Conference.

Teaching Experience

Doctorate Degree

- Mixed Methods Research
- Diversity in Special Education
- Prevention & Intervention of Emotional/Behavioral Disorders
- Seminar in Quality Indicators for Research in Special Education
- Seminar in Disability Studies

Master's Degree, Endorsement, and/or Undergraduate

- Assessment & Curriculum for Students with Disabilities (Online)
- Teaching in Inclusive Classrooms (Master's in Teaching)
- Inclusion for Special Education Teachers (Online)
- Students with Disabilities (Online)

- Education of Exceptional Children (Online)
- Special Education, Transition, and Classroom Management for Secondary General Education Teachers (Undergraduate)
- Teaching in Inclusive Classrooms (Undergraduate & Supervision of Teaching Assistant)
- Strategies for Students with Mild to Moderate Disabilities (Undergraduate - University of North Texas)

Guest Lectures

- Culturally Responsive Individualized Education Plans Kent State University
- Cultural-Historical View into Special Education University of Idaho
- Culturally Responsive Pedagogies - Next Steps Secondary Education WSU
- English Language Learners in Special Education ESL Program WSU
- Theoretical Frameworks in Research Ronald E. McNair Program WSU
- UDL & Accommodations in Assessment Teaching & Learning Program WSU
- Thematic Analysis Educational Psychology Program WSU
- Pre-Service Teachers' Concerns with RTI Educational Psychology Program WSU
- Immigration and Teaching Counseling Psychology Program WSU

Advising and Student Research Supervision

Doctorate Degree: Chair

- Kelsey McKaffey (Special Education) Spring 2021
- Areej Alsalamah (Special Education) Fall 2019
- Lauralea Edwards (Cultural Studies & Social Thought in Education) Spring 2019
- Tamara Bush (Cultural Studies & Social Thought in Education) Spring 2019
- Andrew Scheef (Special Education) Spring 2016

Doctorate Degree: Committee Member

- Jacqueline Hidalgo (Prevention Science) Fall 2019
- Adnan Althobaiti (Special Education) Spring 2019
- Guadalupe Ramos (Prevention Science) Spring 2019
- Julie Lopez (Counseling Psychology) Spring 2019
- Ashley Vaughan (Educational Psychology) Spring 2019
- Yousef Busaad (Special Education) Spring 2018
- Karina Silva (Prevention Science) Fall 2018
- Mashonda Smith (Prevention Science) Spring 2018
- David Herman (ESL/Learning Technologies) Spring 2018
- Edmundo Aguilar (Cultural Studies & Social Thought in Education) Summer 2017
- Manee Moua (Cultural Studies & Social Thought in Education) Spring 2017
- Laura Preciado (Counseling Psychology) Spring 2017
- Cindy Caniglia (Special Education) Spring 2016
- Hawaa Alshemari (Special Education) Spring 2016
- Norah Alkhateeb (Special Education) Fall 2014

Master's Degree: Chair

- Maria Kidder (Master's in Teaching) Summer 2018
- Holly Matteson (Master's in Teaching) Summer 2018
- Claire Welch (Special Education) Spring 2018
- Heather Franklin (Special Education) Fall 2018
- Chelsea Travis (Special Education) Fall 2018
- Sierra Briedenbach (Special Education) Summer 2017
- Sarah Wike (Master's in Teaching) Fall 2017
- Robert Johnson (Special Education) Summer 2016
- Sarah Timm (Master's in Teaching) Summer 2016
- Travis Rider (Master's in Teaching) Summer 2016
- Bryant Kester (Master's in Teaching) Summer 2016
- Kara Fisher (Special Education) Spring 2015

Master's Degree: Committee Member

- Kassandra Stebner (Special Education) Fall 2018
- Natalie Hendry (Special Education) Fall 2018
- Gustavo Guerrero (Master's in Teaching) Summer 2018
- Brian Chapman (Master's in Teaching) Summer 2018
- Valerie Ebbay (Master's in Teaching) Summer 2018
- Christina McSwain (Special Education) Fall 2017
- Kelsey Cunningham (Special Education) Summer 2017
- Brittany Phelan (Special Education) Spring 2017
- Karina Silva (Prevention Science) Spring 2017
- Maria Stigney (Special Education) Summer 2016
- Travis Rider (Master's in Teaching) Summer 2016
- Bryant Kester (Master's in Teaching) Summer 2016
- Megan Bennet (Master's in Teaching) Summer 2016
- Alyssa Bauermeister (Master's in Teaching) Summer 2016
- Megan Scales (ELL) Spring 2016
- Kimberly Knudsen (Special Education) Summer 2015
- Jennifer Jones (Special Education) Spring 2015
- Andrea DeLaney (Special Education) Spring 2015
- Felica Soderstrom (Special Education) Spring 2015
- Carlos Anguiano (Educational Psychology) Fall 2014

Research Supervision: International

- Andrew Scheef (Fulbright Fellowship) Summer 2014

Research Supervision: Undergraduate

- Crystal Dueñas (McNair Scholar) Spring 2019
- Dalia Martinez (McNair Scholar) Fall 2018
- Christine Mars (McNair Scholar) Summer 2015

- Colleen Chalmers (Honor's College -Committee)

Spring 2015

Program Development and Implementation

WSU ROAR (Responsibility, Opportunity, Advocacy, Respect) Program

Spring 2015 – Current

- Developed a two-year fully inclusive post-secondary education (PSE) program for students with intellectual and developmental disabilities at Washington State University.
 - First fully-inclusive PSE in the Northwest and 8th in the United States
 - Self-sustaining program (i.e., financially) through donations and financial infrastructure
 - Development and management of the program prior to hiring a director (e.g., curricula, admissions process, staffing, connections across campus, registration, student campus access, housing, finances, communication with potential students and stakeholders, etc.).
 - Tied program development to research and federal funding opportunities.
 - Outreach engagement through presentations at community organizations, regional conferences, and informational sessions.
 - Collaborate with campus partners (e.g., graduate assistants, ROAR allies (volunteers), parents/families/guardians, principal investigators, faculty, Assistive Living Advisors, Residence Life staff, Office of the Registrar, Student Affairs staff, communications, Office of Undergraduate Education) and off-campus at the local, regional, and national level (e.g., Think College) to ensure effective and timely implementation of all aspects of the program.
 - Provide oversight for communication between the WSU ROAR Program, constituents, and stakeholders (e.g., dissemination of information through social media, website).
 - Participate in meetings related to WSU ROAR and represent the program at university and external events.
 - Plan and participate in fundraising efforts for the program (e.g., travel to meet donors, present at development events)

Service

International

- Council for Exceptional Children - Division of International Special Education: Member at Large - Board of Directors 2017-2019
- Council for Learning Disabilities: Diversity Committee Chair: Board of Trustees 2017-2020
- Revista de Lenguaje y Cultura (Colombia) - Review 1 manuscript per year in Spanish 2016-Present
- Council for Exceptional Children Conference Proposal Reviewer 2013-Present
- Division of International Special Education and Services Conference Proposal Review 2016-Present

National

- *Intervention in School and Clinic* - Editorial Board Member - Review at least 3 manuscripts per year 2017-2020
- *Journal of Educational Research* - Consulting Editor - Review 2-3 2013-Present

manuscripts per year

- *Journal of Special Education* - Review 1-2 manuscripts per year 2016-Present
- *Journal of Teacher Education* - Review 1-2 manuscripts per year 2015-Present
- *Rural Special Education Quarterly* - Review 2-3 manuscripts per year 2013-Present
 - *Special Issue Editor* - English Learners in Rural Special Education 2018
- National Institute on Disability, Independent Living, and Rehabilitation research (NIDDLR) Grant Reviewer 2017-Present

Regional/Local

- Whitman County Developmental Services Board of Directors 2014-2019

University

- Student Success Council - Office of the Provost 2018-Present
- Chicanx/Latinx Faculty Staff Association - Washington State University: Co-Chair 2015-2017
- Association of Faculty Women - Washington State University 2013-2015

College of Education

- Center for Mestizo and Indigenous Research and Engagement Advisory Board - Washington State University 2014- Present
- Diversity and International Affairs Committee- Washington State University 2015 - 2018
- Grant and Research Advisory Committee - Washington State University 2014 - 2018
- Scholarship Committee 2014-2015

Teaching and Learning Department

- Special Education Program 2013-Present
- Elementary Education Program 2013-Present
- Secondary Education Program 2013-2015
- Master's in Teaching Program 2013-Present

Professional Membership and Affiliations

- Council for Exceptional Children 2004 - Present
 - Division of International Special Education
 - Division of Culturally and Linguistically Diverse Exceptional Learners
 - Division of Research
 - Teacher Education Division
- Council for Learning Disabilities 2010 - Present
- American Educational Research Association 2007 - Present
- Society for Disabilities Studies 2014-2015

Awards

- 2017-2018 Faculty Excellence Award for Research - Washington State University - College of Education
- 2017-2018 Faculty Excellence Award for Diversity (Nominee)- Washington State University - College of Education
- 2017-2018 Faculty Excellence Award for Service (Nominee) - Washington State University - College of Education
- 2017 Berry Family Fellow - Washington State University - College of Education
- 2015 Outstanding Doctoral Research Award - Council for Exceptional Children - Division of International Special Education Services
- 2015 Outstanding Doctoral Research Award (Nominee) - Council for Exceptional Children - Division of Learning Disabilities
- 2015 Outstanding Research Award (Nominee) - Council for Learning Disabilities
- 2013 Graduate Student Excellence Award - University of North Texas
- 2010 Toulouse Graduate School Fellowship (3 years) - University of North Texas
- 2010 International Student of the Year Award (Nominee) - University of North Texas
- 2007, 2008, 2009, 2010, 2011, 2013 Multicultural Scholastic Award - University of North Texas
- 2005, 2006, 2006, 2007 International Education Committee Award - University of North Texas

Partnerships

- Universidad Casa Grande - College of Education - Guayaquil, Ecuador
- Eastmont School District - East Wenatchee, Washington
- Pullman School District - Pullman, Washington
- Tekoa School District - Tekoa, Washington

Consultation

- Professional Development for Educators - Working with students with disabilities
- Professional Development for Paraprofessionals - Working with students with disabilities
- Assistive Technology Evaluation

Teaching Certification and Professional Development

- Special Education - Early Childhood through 12th grade - State of Texas
- General Education - Early Childhood through 4th grade - State of Texas
- Bilingual/ESL Education - Early Childhood through 6th grade - State of Texas
- Government to Government Training - Washington State Governor's Office of Indian Affairs
- Cultural Competency Training - Washington State University