

Dana Bleakney-Huebsch

The Research Institute
Western Oregon University
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EDUCATION

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| California State University, San Bernardino, San Bernardino, CA
Masters in Child Development | 2012 |
| Western Oregon University, Monmouth, OR
B.A. in Psychology, Minor Spanish | 2005 |
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EXPERIENCE

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| Project Coordinator/Supervisor
<i>The Research Institute at Western Oregon University</i>
Oversees the daily operations of Spark, Oregon's Quality Rating and Improvement System and Project Fund. Responsibilities include developing project related materials and publications, working collaboratively with partners, and supervising project staff. | 2013-Present |
| Teacher – Birth to Three
<i>Nike Child Development Center</i>
Responsibilities included building positive relationships with children and their families, developing and implementing curriculum, completing observations, and conferencing with families. | 2010-2013 |
| Manager
<i>Mt. Angel Developmental Programs</i>
Co-managed a day program for adults with developmental delays. Duties included: tracking and documenting behavioral and medical issues, working with clients and their team members to develop plans of support, developing protocols to direct staff in times of crisis, supervising and training staff, attending bi-weekly operations meetings, and providing direct care to clients. | 2010-2010 |
| Teaching Associate
<i>Department of Psychology, California State University, San Bernardino</i>
Independently taught the courses listed below. Duties included: maintaining grading records, developing course materials, holding weekly office hours, and collaborating with professors and fellow teaching associates to ensure that departmental objectives were met.
Introduction to experimental psychology: Lab
Observation and methods in child development: Early childhood
Observation and methods in child development: Middle childhood
Personal and social adjustment | 2006-2009 |
| Teaching Assistant
<i>Department of Psychology, California State University, San Bernardino</i>
Assisted university professors in the courses listed below by grading papers and exams, administering exams, and lecturing in the event of an instructor's absence.
Cognitive Development
Developmental Psychology
Health Psychology
Introduction to Psychology | 2006-2009 |
| Research Assistant
<i>Department of Psychology, California State University, San Bernardino</i>
Managed the cognition lab for Dr. Jason Reimer, duties included conducting experiments, training and monitoring research assistants. Research focused on exploring visual word recognition processes in adults. | 2005-2009 |

Teacher**2005-2006***Infant and Toddler Lab School, California State University, San Bernardino*

Developed and implemented curriculum for children 1½ to 3 years of age. Trained classroom aides and volunteers, attended monthly training sessions, and ensured classroom and care met state guidelines.

Research Assistant**2003-2005***Department of Psychology, Western Oregon University*

Led student research group for Dr. Chehalis Strapp on the effects of positive and negative evidence on children's and adults' learning of irregular nouns and verbs.

PUBLICATIONS

- Reimer, J. F., Lorsbach, T. C., Bleakney, D. M., & McKinney, S. P. (2013). Temporal-and stimulus-based constraints to interactive activation during visual word recognition in adult readers. *The American Journal of Psychology, 126* (1), 105-118.
- Strapp, C. M., Helmick, A. L., Tonkovich, H. M., & Bleakney, D. M. (2011). Effect of positive and negative evidence on adult word learning. *Language Learning, 61* (2), 506-532.
- Reimer, J. F., Lorsbach, T. C., & Bleakney, D. M. (2008). Automatic semantic feedback during visual word recognition. *Memory & Cognition, 36* (3), 641-658.
- Strapp, C. M., Bleakney, D. M., Helmick, A. L., & Tonkovich, H. M. (2008). Developmental differences in the effects of negative and positive evidence. *First Language, 28* (1), 35-53.

FUNDED GRANTS

Lead Author**2017 - Present***Project Fund, Ford Family Foundation*

Developed and implemented a program to award grant funds to family child care programs to support them in becoming licensed, increasing licensing capacity and/or participating in quality rating and improvement initiatives in Douglas, Coos, and Siskiyou counties.

Contributing Author**2018***National Association for Family Child Care Standard Revision, National Association for Family Child Care*

Completed an extensive literature review of standards for health and safety and business practices to inform the revision of National Association for Family Child Care's Quality Standards.

CERTIFICATIONS

- Certified Observer in the Infant, Toddler, and Pre-K Classroom Assessment and Scoring System (CLASS) Tools
- Oregon Registry Master Trainer, Step 11

PROFESSIONAL PRESENTATIONS

- Bleakney-Huebsch, D. M. (October, 2018). The power of yet: Using everyday experiences to instill a growth mindset. Presented at the 2018 Early Childhood Care and Education Conference, Roseburg, OR.
- Bleakney-Huebsch, D. M. (October, 2018). Keeping the lid on: Using mindfulness to teach children about their brains. Presented at the 2018 Early Childhood Care and Education Conference, Roseburg, OR.
- Peterson, L. & Bleakney-Huebsch, D. M. (June, 2018). Authentic alignment: Connecting the essential qualities of family child care and external rating systems. Presented at the 2018 National Association for Family Child Care Conference, Chicago, IL.
- Peterson, L. & Bleakney-Huebsch, D. M. (April, 2018). Creating a high-performing, inclusive organization. Presented at the annual Child Care Aware of America 2018 Symposium, Washington, D.C.
- Freedman, C. & Bleakney-Huebsch, D. M. (April, 2018). Equity first: Early learning systems to reduce disparities and increase access. Presented at the annual Child Care Aware of America 2018 Symposium, Washington, D.C.
- Bleakney-Huebsch, D. M. (October, 2017). Talking matters: Supporting children's development through adult-child interactions. Presented at the annual Teen Parent Program Conference, Wilsonville, OR.
- Bleakney-Huebsch, D. M., Gernetzke, E., Magnuson, K., Ochoa, N., Roberts, J., & Whitehead-Pleaux, A. (June, 2017). Moving beyond data: Using research and partnerships to revise QRIS. Presented at the QRIS National Meeting, Dallas, TX.
- Lopez Melton, R., Udell, T., Aldrich, P., & Bleakney-Huebsch, D. M. (November, 2015). Reinventing the I in QRIS: How Oregon has learned to use ratings, messaging, monitoring, and feedback to encourage continuous quality improvement in Oregon's quality rating and improvement system. Poster presented at the National Association for the Education of Young Children, Orlando, FL.
- Peterson, L. & Bleakney-Huebsch, D. M. (October, 2015). QRIS portfolio help. Presented at the fall meeting of the Oregon Association for the Education of Young Children, Portland, OR.

- Peterson, L. & Bleakney-Huebsch, D. M. (October, 2015). Continuing your QRIS journey. Presented at the fall meeting of the Oregon Association for the Education of Young Children, Portland, OR.
- Bleakney-Huebsch, D. M., & Peterson, L. (October, 2015). QRIS & adult interactions: What is the QRIS and how do I build it into my program?. Presented at the fall meeting of the Oregon Association for the Education of Young Children, Portland, OR.
- Aldrich, P., Bleakney-Huebsch, D. M., Friese, S., & Smith, S. (July, 2015). Unpacking the quality improvement box: Using data on technical assistance to strengthen impact. Presented at the QRIS National Meeting, Washington, DC.
- Bleakney-Huebsch, D. M., Lopez Melton, R., & Udell, T. (June, 2015). Articulation of national standards with Oregon's QRIS: Balancing intent and integrity. Presented at the National Institute for Early Childhood Professional Development, New Orleans, LA.
- Bleakney-Huebsch, D. M. (March, 2015). QRIS: What are they really looking for in first portfolio submission and resubmission?. Presented at the annual Oregon Association for Child Care Directors, Newport, OR.
- Bleakney-Huebsch, D. M. (March, 2015). QRIS & Adult Interactions: What is the QRIS and how do I build it into my program?. Presented at the annual Oregon Association for Child Care Directors, Newport, OR.
- Lopez Melton, R., Bleakney-Huebsch, D. M., Aldrich, P., & Udell, T. (November, 2014). Balancing intent and integrity: Results from Oregon's field-tested articulation of national standards and Oregon's quality rating and improvement system. Presented at the National Association for the Education of Young Children, Dallas, TX.
- Udell, T., Aldrich, P., Lopez Melton, R., & Bleakney-Huebsch, D. M. (November, 2014). Portfolio systems: A cost- effective approach for measuring the quality of care and education programs in a statewide quality rating and improvement system. Presented at the National Association for the Education of Young Children, Dallas, TX.
- Udell, T., & Bleakney-Huebsch, D. M. (October, 2013). Are you ready?: Preparing for Oregon's QRIS. Lecture presented at the fall meeting of the Oregon Association for the Education of Young Children, Portland, OR
- Lopez Melton, R., Glasenapp, G., & Bleakney-Huebsch, D. M. (April, 2013). National standards articulation: Oregon's quality rating and improvement system. Presented to the National Standards Advisory Council, Wilsonville, OR.
- Rekow, K., Bleakney-Huebsch, D. M., & Sanderson, E. (April, 2013). Calming down in the midst of chaos: Introducing mindfulness. Lecture presented at the spring meeting of the Oregon Association for the Education of Young Children, Eugene, OR.
- Rekow, K., Bleakney-Huebsch, D. M., & Sanderson, E. (October, 2012). Calming down in the midst of chaos: Introducing mindfulness. Lecture presented at the fall meeting of the Oregon Association for the Education of Young Children, Portland, OR.
- Bleakney, D. M., Pearson, D. K., McKinney, S. P., & Reimer, J. F. (April, 2008). Semantic feedback during visual word recognition in adults. Poster presented at the annual meeting of the Western Psychological Association, Irvine, CA.
- Reimer, J. F., Lorsbach, T. C., & Bleakney, D. M. (November, 2006). Automatic semantic feedback during visual word recognition: When tulip primes flowed. Poster presented at the annual meeting of the Psychonomic Society, Houston, TX.
- Bleakney, D. M., Reimer, J. F., Lorsbach, T. C., & Oftelie, L. (April, 2006). Automatic semantic feedback during visual word recognition in adults. Poster presented at the annual meeting of the Western Psychological Association, Palm Springs, CA.
- Strapp, C. M., Tonkovich, H. M., Helmick, A. L., & Bleakney, D. M. (April, 2005). Adult word learning under conditions of positive and negative evidence. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Strapp, C. M., Bleakney, D. M., Tonkovich, H. M., & Helmick, A. L. (April, 2005). This is a wug, now there is another wug, there are two...? Effects of feedback on learning irregular nouns and verbs. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Strapp, C. M., Helmick, A. L., Bleakney, D. M., & Tonkovich, H. M. (February, 2005). Here is a wug, now there are two...? Negative evidence and adult word learning. Paper presented at the annual meeting of the Oregon Academy of Sciences, Corvallis, OR.
- Strapp, C. M., Bleakney, D. M., Tonkovich, H. M., & Helmick, A. L. (February, 2005). Age moderates the effects of negative evidence in children's word learning. Paper presented at the annual meeting of the Oregon Academy of Sciences, Corvallis, OR.
- Strapp, C. M., Helmick, A. L., Tonkovich, H. M., Bleakney, D. M., & Young, T. J. (June, 2004). Long-term effects of positive and negative evidence on children's word learning. Paper presented at the annual meeting of The Western Oregon University Psychological Association, Monmouth, OR.
- Strapp, C. M., Bleakney, D. M., Helmick, A. L., Tonkovich, H. M., & Young, T. J. (April, 2004). Effects of positive and negative feedback on children's word learning. Poster presented at the annual meeting of the Western Psychological Association, Phoenix, AZ.
- Strapp, C. M., Young, T. J., Tonkovich, H. M., Helmick, A. L., & Bleakney, D. M. (February, 2004). This is a wug, now there are two weeg: Effects of feedback on learning irregular nouns and verbs. Paper presented at the annual meeting of the Oregon Academy of Sciences, Portland, OR.