Sarah N. Douglas

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**AREAS OF SPECIALIZATION**

Early childhood education; education for individuals with autism and developmental

disabilities; communication interventions for children with disabilities; augmentative and alternative communication interventions; paraeducators; inclusion; single case design; mixed methods research design

**EDUCATION**

2011 **Doctor of Philosophy** Pennsylvania State University

Special Education with a cognate in Augmentative and Alternative Communication

2007 **Master of Education** Northern Arizona University

Special Education with Graduate Certificate in Assistive Technology

2003 **Bachelor of Science** Northern Arizona University

Elementary and Special Education, Magna Cum Laude

**PROFESSIONAL EXPERIENCES**

2020- Michigan State University, Associate Professor

2014-2020 Michigan State University, Assistant Professor

2012-2014 The Pennsylvania University, Assistant Professor of Special Education

2008-2011 The Pennsylvania University, Graduate Assistant

2004-2007 Flagstaff Unified School District, Flagstaff, AZ, Teacher, Students with

Multiple and Severe Disabilities

2003-2004 Flagstaff Unified School District, Flagstaff, AZ, Teacher, Students with

Learning, Developmental, and Emotional Disabilities

**SCHOLARSHIPS AND AWARDS**

Diversity Champion, MSU (2024)

Division for Autism and Developmental Disabilities Research Award (2024)

Faculty Outreach and Engagement Award, MSU (2023)

Best Research Poster Award, Annual Conference, TASH (2022)

Most Cited research Article in Topics in Early Childhood Special Education (2021) for Douglas,

Meadan, & Kammes, 2020

Funded Trainee for IES Research Training Institute in Single-Case Research (2019)

Teacher/Scholar Award Recipient (2019), Michigan State University

Best Research Poster Award, Annual Conference, TASH (2018)

Named Top 10 Special Education Article in Teacher Education and Special Education (2017 & 2018) for Douglas, Chapin, & Nolan, 2016

Best Research Poster Award, Annual Conference, TASH (2017)

Lavanda P. Muller Graduate Fellowship Recipient (2010-11), The Pennsylvania State University

College of Education Scholarship Recipient (2010), The Pennsylvania State University

POSSE Grant Recipient (2008-11), The Pennsylvania State University

ImPACT Grant Recipient (2005-07), Northern Arizona University

Meyerson/Arizona Department of Education Teacher Training Grant Recipient (2004-05),

Northern Arizona University

**PEER REVIEWED PUBLICATIONS**

*\*denotes student author*

Andary, J.\*, Nyland, M.,\* Lorang, E., **Douglas, S. N.,** & Venker, C. (in press). How Parents of

Children in Early Intervention Feel about Simplified Language Input. *American Journal*

*of Speech Language Pathology.* **IF 2.9**

**Douglas, S. N.,** Dunkel-Jackson, S., Bowles, R., Plavnick, J., Sun, T.\*, & Bagawan, A.\* (in

press). POWR+ intervention results: An online communication partner training

program for educational teams*. Communication Disorders Quarterly.* **IF 1.0**

Eddie, A.\*, Vallotton, C., **Douglas, S., N.,** & Brophy-Herb, H. (in press). The I can/you can

framework for ethnic-racial socialization in infancy and toddlerhood. *Young Children*. **IF**

**not available**

**Douglas, S. N**., & Josol, C.\* (in press). Friendship experiences of children with

neurodevelopmental disabilities and their peers: A meta-synthesis. *Focus on Autism and*

*Other Developmental Disabilities.* **IF 2.6**

Snodgrass, M. R., **Douglas, S. N.,** Walker, V. L., & Chung, Y.-C. (2024). Instructional decision-making of professionals who support children who use AAC. *Topics in Early*

*Childhood Special Education, 44*(1), 20-32*.* <https://doi.org/10.1177/02711214241237424>

**IF 2.2**

**Douglas, S. N.,** Dada, S., Tonsing, K., Samuels, A., & Owusu, P.\* (2024). Cultural

considerations in caregiver implemented naturalistic developmental behavioral

interventions: A scoping review. *Review Journal of Autism and Developmental*

*Disorders.* <https://doi.org/10.1007/s40489-024-00436-3> **IF 3.795**

**Douglas, S. N**., Bowles, R., Plavnick, J., Dunkel-Jackson, S., Sun, T.\*, Bagawan, A.\* (2024).

An online communication partner training program: POWR+ intervention results for

teachers, paraeducators, and children. *Rural Special Education Quarterly, 43*(2), 78-90*.*

<https://doi.org/10.1177/87568705241231599> **IF 1.4**

**Douglas, S. N.,** Shi, Y.\*, Das, S.\*, & Biswas, S. (2024). Validation of wearable sensor

technology to understand social interactions of young children. *Early Childhood*

*Research Quarterly, 67*, 343-351*.* <https://doi.org/10.1177/10883576211028223>**IF 4.4**

Bagawan, A.\*, **Douglas, S. N.**, & Dunkel-Jackson, S. (2024). Indonesian caregivers’

perspectives of the use of AAC for children with autism spectrum disorder. *Journal of*

*International Special Needs Education, 27*(1), 12-22*.* **IF .60**

Davila, A. L.\*, Douglas, S. N., Skibbe, L. (in press). Remote coaching conversations for infant

and toddler teachers. *Young Children.* **IF 1.02**

Ingersoll, B., **Douglas, S. N.**, Brodhead, M., Barber, L, Kaczmarek, L. (2024). Interdisciplinary

competencies for implementing NDBIs with young children with ASD. *Journal of Early*

*Intervention, 42*(2), 138-154*.* <https://doi.org/10.1177/10538151231218928> **IF 1.8**

D’Agostino, S., Dueñas, A., **Douglas, S. N**., & Meadan, H. (2023). Exploring perceptions and

use of compassionate care with early interventionists and caregivers: A mixed methods

investigation. *Behavior Analysis in Practice.* <https://doi.org/10.1007/s40617-023-00831-y>

**IF 2.4**

Chopra, R. V., Yates, P. A., **Douglas, S. N**., Morano, S., Sobeck, E. E., & Hepworth, W. K.

(2024). Paraeducators’ journey to teacher licensure: Critical supports and challenges. *The*

*Teacher Educator, 59*(1), 84-102*.* <http://doi.org/10.1080/08878730.2023.2219249>**IF 1.5**

**Douglas, S. N.,** Bowles, R., Plavnick, J., Sun, T.\*, Dunkel-Jackson, S., & Bagawan, A.\* (2024).

Iterative pilot testing of the POWR intervention: Online training to support paraeducator

implementation of augmentative and alternative communication strategies. *Journal of*

*Special Education Technology, 39*(1), 79-93*.*

<https://doi.org/10.1177/01626434231180591> **IF 2.155**

Dunkel-Jackson, S., Jensen, E.\*, Bagawan, A.\*, & **Douglas, S. N.** (2023). Baseball is for

everyone! Evaluation of an inclusive, community-based, baseball challenge league pilot

program. *DADD Online Journal.* [https://daddcec.com/publications/dadd-online-journal](https://urldefense.com/v3/__https:/daddcec.com/publications/dadd-online-journal__;!!HXCxUKc!3SFQLpXoXNunNlAoKZSWuFqs4YzE6cMYCKHL7oKNJVhu5EutLpgINY2HJynY-zj55odgjZBy_hA$)

**IF not available**

West, P.\*, Jensen, E. J.\*, **Douglas, S.N**., Wyatt, G., Robbins, L., & Given, C. (2023).

Perceptions of families with adolescents utilizing augmentative and alternative

communication technology: A qualitative approach. *Journal of Pediatric Nursing*, 71, e46-e56. [https://doi.org/10.1016/j.pedn.2023.04.014 **IF 2.891**](https://doi.org/10.1016/j.pedn.2023.04.014%20IF%202.891)

Kammes, R.\*, **Douglas, S. N.,** & Black, R. (2023).Parental role in intimate relationship:

Comparing adults with and without intellectual disabilities. *Journal of Intellectual and*

*Developmental Disability, 48*(4), 397-408*.*

<https://doi.org/10.3109/13668250.2023.2198344> **IF 2.267**

**Douglas, S. N.,** Bagawan, A.\*, & West, P. (2023). A theory-generating qualitative meta-

synthesis to understand the experiences of siblings of individuals with autism spectrum

disorders. *Review Journal of Autism and Developmental Disorders.*

<https://doi.org/10.1007/s40489-023-00360-y> **IF 3.795**

Sun, T.\*, Bowles, R., & **Douglas, S. N.** (2023). Chinese-English speaking family perspectives

of augmentative and alternative communication use with their children. *Journal of*

*Communication Disorders, 102*, 106315*.* <https://doi.org/10.1016/j.jcomdis.2023.106315>

**IF 2.610**

Jensen, E.\*, Gerde, H., & **Douglas, S. N.** (2023). Dispelling myths surrounding AAC use for

young children: Recommendations for professionals. *Inclusive Practices, 2*(1), 30-36.

[https://doi.org/10.1177/273247452211443](https://doi.org/10.1177/27324745221144308) **IF not available.**

Sun, T.\*, Bowles, R., **Douglas, S. N.**, Plavnick, J. (2023). Response time of young children

with complex communication needs following a communication opportunity. *Exceptional*

*Children, 90*(1), 27-42*.* <https://doi.org/10.1177/00144029221146574> **IF 5.587**

D’Agostino, S., **Douglas, S. N.**, & Meadan, H. (2023). Compassionate care within early

intervention caregiver coaching: “They won’t care what you know until they know you

care.” *Infants and Young Children, 36*(2), 147-163*.*

<https://doi.org/10.1097/IYC.0000000000000238> **IF 1.598**

Lu, Y.\*, Erickson, K., Sun, T.\*, **Douglas, S. N.,** & Hauck, J. (2023). Insights of caregivers

and neurotypical siblings on sibling-guided motor interventions for children with autism

spectrum disorder. *Education and Training in Autism and Developmental Disabilities, 58*

(3), 269-282*.* **IF 1.878**

**Douglas, S. N.**, Meadan, H., Biggs, E., Bagawan, A.,\* & Terol, K.\* (2023). Building

family capacity: Supporting multiple family members to implement aided language

modeling. *Journal of Autism and Developmental Disorders*, *53*(7), 2587-2599.

<https://doi.org/10.1007/s10803-022-05492-4> **IF 5.671**

Biggs, E. E., **Douglas, S. N.,** Therrien, M., & Snodgrass, M. (2023). Views of speech-language

pathologists on telepractice for children who use augmentative and alternative

communication. *Intellectual and Developmental Disabilities, 61*(6), 31-48.

[https://doi.org/10.1352/1934-9556-61.1.31 **IF 2.228**](https://doi.org/10.1352/1934-9556-61.1.31%20IF%202.228)

**Douglas, S. N**., Jensen, E.\*, & West, P.\* (2023). Barriers and benefits experienced by

caregivers seeking medical care for their children with autism spectrum disorders: A

qualitative meta-synthesis. *Review Journal of Autism and Developmental Disorders, 10*, 492-504*.* [https://doi.org/10.1007/s40489-022-00306-w](https://doi.org/10.1007/s40489-022-00306-w%20IF%203.493) **IF 3.493**

Bagawan, A.\*, **Douglas, S. N.,** & Gerde, H. (2023). Components of effective supervision and

training for paraeducators. *Intervention in School and Clinic, 58*(4), 264-272*.*

<https://doi.org/10.1177/10534512221093778> **IF 1.280**

**Douglas, S. N.,** Dunkel-Jackson, S., Sun, T.\*, & Owusu, P.\* (2022). A review of research

related to the POWR intervention: A communication partner intervention to support

children with neurodevelopmental disorders. *Current Developmental Disorders Report, 9*, 45-52*.* <https://doi.org/10.1007/s40474-022-00244-6> **IF 1.88**

Knowles, C., D'Agostino, S., Kunze, M., Uitto, D., & **Douglas, S. N.** (2022). A systematic

review of asynchronous online learning opportunities for paraeducators. *Journal of*

*Special Education, 56*(3), 168-178*.*[https://doi.org/10.1177/00224669221085306](https://doi.org/10.1177%2F00224669221085306) **IF 4.096**

Biggs, E., Rossi, E.\*, **Douglas, S. N.**, Therrien, M., & Snodgrass, M. (2022). Preparedness,

training, and support for AAC telepractice during the COVID-19 pandemic.

*Language, Speech, and Hearing Services in Schools*, *53*(2), 335-359.

<https://doi.org/10.1044/2021_LSHSS-21-00159> **IF 3.0**

Biggs, E., Therrien, M., Snodgrass, M., & **Douglas, S. N.** (2022). Voices from the field:

Strategies for effective telepractice for children with autism who use augmentative and

alternative communication. *Perspectives of the ASHA Special Interest Groups, 7* (2), 324-

337. <https://doi.org/10.1044/2021_PERSP-21-00229> **IF not available**

Iacono, T., **Douglas, S. N.**, Garcia-Melgar, A.\*, & Goldbart, J. (2022). A scoping review of

AAC research conducted in segregated school settings. *Research in Developmental*

*Disabilities, 120,* 104141*.* <https://doi.org/10.1016/j.ridd.2021.104141>**IF 3.586**

Iacono, T., Goldbart, J., **Douglas, S. N.,** & Melgar, A. G.\* (2022). A scoping review and

appraisal of AAC research in inclusive education settings. *Journal of Developmental and*

*Physical Disabilities, 34,* 963-985*.* <https://doi.org/10.1007/s10882-022-09835-y> **IF 1.992**

**Douglas, S. N.**, Dunkel-Jackson, S., Bagawan, A.\*, & Sun, T.\* (2022). Five tips for

implementing telepractice interventions with family members of young children with

autism spectrum disorders. *Perspectives of the ASHA Special Interest Groups, 7*(2)*,* 284-

294. <https://doi.org/10.1044/2021_PERSP-21-0022> **IF not available**

Kammes, R.\*, Lachmar, M.\*, **Douglas, S. N.,** & Schultheiss, H.\* (2022). “Life altering”: A

qualitative analysis of social media birth stories from mothers of children with down

syndrome. *Journal of Intellectual Disabilities, 26*(4), 919-937.<https://doi.org/10.1177/17446295211025960> **IF 2.309**

D'Agostino, S.\*, & **Douglas, S. N.** (2022). Preparation experiences of pre-service inclusive

preschool teachers: A qualitative metasynthesis. *Journal of Early Childhood Teacher Education, 43*(2), 307-326. <https://doi.org/10.1080/10901027.2021.1902435>**IF 1.171**

**Douglas, S. N.,** Meadan, H., & Schultheiss, H.\* (2022). A meta-synthesis of caregivers’

experiences transitioning from early intervention to early childhood special education.

*Early Childhood Education Journal, 50*(3), 371-383.

<https://doi.org/10.1007/s10643-021-01165-6> **IF 1.947**

Sun, T.\*, Bowles, R., Gerde, H. K., **& Douglas, S. N.** (2022). Supporting AAC use for

functional communication of preschoolers with complex communication needs.

*Young Exceptional Children, 25*(2), 101-112*.* <https://doi.org/10.1177/1096250620959664>

**IF not available**

Biggs, E., Therrien, M., **Douglas, S. N.,** & Snodgrass, M. (2022). Augmentative and alternative

communication telepractice during the COVID-19 pandemic: A national survey of

speech-language pathologists. *American Journal of Speech-Language Pathology, 31*(1),

303-321*.* <https://doi.org/10.1044/2021_AJSLP-21-00036> **IF 2.694**

**Douglas, S. N.,** Shi, Y.\*, Das, S.\*, & Biswas, S. (2022). Validation of wearable sensor

technology to measure social proximity of young children with autism spectrum

disorders. *Focus on Autism and Other Developmental Disabilities, 37*(1), 24-33. <https://doi.org/10.1177/10883576211028223> **IF 3.532**

**Douglas, S. N.**, Bowles, R., & Kammes, R.\* (2022). Elementary principals’ views on the

policies and practices of paraeducators in special education. *Journal of the American Academy of Special Education Professionals.*<https://www.naset.org/publications/jaasep-research-based-journal-in-special-education/jaasep-winter-2022/elementary-principals-views-on-the-policies-and-practices-of-paraeducators-in-special-education> **IF not available**

**Douglas, S. N.,** Bowles, R., & Kammes, R.\* (2022). Paraeducators: An important member of the

educational team for students with disabilities. *Journal of the American Academy of*

*Special Education Professionals.*<https://www.naset.org/publications/jaasep-research-based-journal-in-special-education/jaasep-spring/summer-2022/paraeducators-an-important-member-of-educational-team-for-students-with-disabilities> **IF not available**

Lu, Y.\*, **Douglas, S. N.**, Bagawan, A.\*, & Hauck, J., (2021). Using neurotypical siblings as

intervention agents to guide individuals with autism spectrum disorders: A systematic

review. *Research in Autism Spectrum Disorders, 89,*

<https://doi.org/10.1016/j.rasd.2021.101868> **IF 3.275**

**Douglas, S. N**., Taylor, J. T., Dexter, D. D., & McNaughton, D. B. (2021). Application of an

online peer review tool for preservice teachers. *Contemporary Issues in Technology*

*and Teacher Education - General. 21*(2), 556-579.**IF not available**

D'Agostino, S.\*, & **Douglas, S. N.** (2021). Early childhood educators' perceptions of

inclusion for children with autism spectrum disorder. *Early Childhood Education*

*Journal*, *49*, 725-737. <https://doi.org/10.1007/s10643-020-01108-7> **IF 1.135**

**Douglas, S. N.,** Biggs, E., Meadan, H., & Bagawan, A.\* (2021). The effects of telepractice to

support family members in modeling a speech generating device in the home. *American*

*Journal of Speech-Language Pathology, 30* (3)*,* 1157-1169*.* [https://doi.org/10.1044/2021\_AJSLP-20-00230 **IF 2.694**](https://doi.org/10.1044/2021_AJSLP-20-00230%20IF%202.694)

**Douglas, S. N.,** & Uitto, D. (2021). A collaborative approach to paraeducator training. *Beyond*

*Behavior, 30*(1), 4-13*.* <https://doi.org/10.1177/1074295621997177>**IF not available**

**Douglas, S.N.,** Uitto, D., & D'Agostino, S.\* (2021). Where is the paraeducator content in

introductory special education textbooks?. *Journal of the American Academy of Special Education Professionals.* [https://www.naset.org/publications/jaasep-research-based- journal-in-special-education/jaasep-fall-2021/where-is-the-paraeducator-content-in- introductory-special-education-textbooks](https://www.naset.org/publications/jaasep-research-based-%09journal-in-special-education/jaasep-fall-2021/where-is-the-paraeducator-content-in-%09introductory-special-education-textbooks) **IF not available**

Kammes, R.\*, **Douglas, S. N**., Maas, M., & Black, R. (2020). Parental support for sexuality

education and expression among adults with an intellectual disability. *Sexuality and*

*Disability, 38(4),* 669-686. <https://doi.org/10.1007/s11195-020-09659-8> **IF 1.889**

Frantz, R., **Douglas, S. N.,** Meadan, H., Sands, M., Bhana, N., & D'Agostino, S.\* (2020).

Exploring the professional development needs of early childhood paraeducators and

supervising teachers. *Topics in Early Childhood Special Education, 42*(1), 20-32.

<https://doi.org/10.1177/0271121420921237> **IF 3.495**

Sobeck, E., **Douglas, S. N**., Chopra, R., & Morano, S. (2020). Paraeducator supervision in

pre-service teacher preparation programs: Results of a national survey. *Psychology in the*

*Schools, 58*(4), 669-685. <https://doi.org/10.1002/pits.22383> **IF 2.273**

***Top Cited Article in the Journal for 2021-2022***

**Douglas, S. N.,** West, P.\*, & Kammes, R.\* (2020). The training experiences of AAC

practitioners in one Midwestern state. *Perspectives of the ASHA Special Interest Groups,*

*5*(1), 219-230. <https://doi.org/10.1044/2019_PERS-19-00053> **IF not available**

D’Agostino, S.\*, **Douglas, S. N.**, Horton, E. (2020). Inclusive preschool practitioners’

attainment of naturalistic developmental behavioral intervention using telehealth training.

*Journal of Autism and Developmental Disorders, 50, 864-880*.

<https://doi.org/10.1007/s10803-019-04319-z> **IF 5.671**

West, P.\*, Van Riper, M., Wyatt, G., Lehto, R., **Douglas, S. N.,** & Robbins, L. (2020).

Adaptation to technology use in families of children with complex communication

needs: An integrative review and family theory application. *Journal of Family*

*Nursing, 26*(2), 153-178. <https://doi.org/10.1177/1074840720915536> **IF 3.946**

Inbar-Furst, H., **Douglas, S. N**., & Meadan, H.(2020). Promoting caregiver coaching

practices: Reflection and feedback. *Early Childhood Education Journal, 48*(1), 21-27*.*

<https://doi.org/10.1007/s10643-019-00980-2> **IF 1.135**

Yates, P., Chopra, R., Sobeck, E., **Douglas, S. N.,** Walker, V., Morano, S., & Schulze, R.

(2020). Working with paraeducators: Tools and strategies for instructional planning,

performance feedback, and evaluation. *Intervention in School and Clinic, 56*(1), 1-8.

<https://doi.org/10.1177/1053451220910740> **IF 1.280**

Walker, V. L., Douglas, K. H., **Douglas, S. N.,** & D’Agostino, S.\* (2020). Paraprofessional-implemented systematic instruction for students with disabilities: A systematic literature review. *Education and Training in Autism and Developmental Disabilities.**55*(3), 303-317. **IF 2.383**

Gerde, H. K., Skibbe, L. E., Goetsch, M. E.\*, & **Douglas, S. N**. (2019). Head Start teachers’ beliefs and practices for letter and sound knowledge. *Head Start Dialogue: The Research to Practice Journal to the Early Childhood Field. 22*(2), 1-21. **IF 1.00**

**Douglas, S. N**., Meadan, H., & Kammes, R.\* (2020). Early interventionists’ caregiver coaching:

A mixed methods approach exploring experiences and practices. *Topics in Early*

*Childhood Special Education*. *40*(2), 84-96. [https://doi.org/10.1177/0271121419829899](https://doi.org/10.1177%2F0271121419829899)

**IF 1.633**

***Most Cited Article in the Journal for 2021***

D’Agostino, S.\*, **Douglas, S. N.,** & Duenas, A.\* (2019). Practitioner implemented naturalistic

developmental behavioral interventions in early childhood: A systematic review of social

validity prevalence and practice. *Topics in Early Childhood Special Education,* 39(3),

170-182*.*[https://doi.org/10.1177/0271121419854803](https://doi.org/10.1177%2F0271121419854803) **IF 2.297**

Gerde, H. K., Skibbe, L. E., Wright, T. S., & **Douglas, S. N**. (2019). Evaluation of Head

Start curricula for standards-based writing instruction. *Early Childhood Education*

*Journal, 47*, 97-105. <https://doi.org/10.1007/s10643-018-0906-x> **IF 1.052**

**Douglas, S. N.,** & Gerde, H. K. (2019). A strategy to support the communication of students

with autism spectrum disorders. *Intervention in School and Clinic. 55*(1), 32-38.

<https://doi.org/10.1177/1053451219833021> **IF .645**

**Douglas, S. N**., Uitto, D. J., Reinfelds, C. L., & D’Agostino, S.\* (2019). A systematic review

of paraprofessional training materials. *Journal of Special Education. 52*(4), 195-207.<https://doi.org/10.1177/0022466918771707> **IF** **2.394**

Meadan, H., **Douglas, S. N.**, Kammes, R.\*, & Schraml-Block, K.\* (2018). "I'm a different

coach with every family": Early interventionists beliefs and practices*. Infants and Young*

*Children*. *31*(3), 200-214. <https://doi.org/10.1097/IYC.0000000000000118> **IF 1.158**

**Douglas, S. N.**, Kammes, R.\*, Nordquist, E.\*, & D’Agostino, S.\* (2018). A pilot study to teach

siblings to support children with complex communication needs. *Communication*

*Disorders Quarterly, 39*(2), 346-355. [https://doi.org/10.1177/1525740117703366](https://doi.org/10.1177%2F1525740117703366) **IF .968**

**Douglas, S. N.,** Kammes, R.\*, & Nordquist, E.\* (2018). Online communication

training for parents of children with autism spectrum disorders. *Communication*

*Disorders Quarterly, 39*(3), 415-425. [https://doi.org/10.1177/1525740117727491](https://doi.org/10.1177%2F1525740117727491) **IF .968**

**Douglas, S. N**., Nordquist, E.\*, Kammes, R.\*, & Gerde, H. (2017). Online parent

communication training for young children with complex communication needs.

*Infants and Young Children, 30* (4), 288-303.<https://doi.org/10.1097/IYC.0000000000000101> **IF 1.158**

**Douglas, S. N.,** Chapin, S.\*, & Nolan, J. (2016). Special education teachers’ experiences supporting and supervising paraeducators: Implications for special and general education settings. *Teacher Education and Special Education, 39* (1), 60-74*.*

[https://doi.org/10.1177/0888406415616443](https://doi.org/10.1177%2F0888406415616443) **IF 1.481**

***Listed in the Top 10 Special Education Articles for 2017***

**Douglas, S. N**., McNaughton, D. B., & Light, J. C. (2014). Online training for paraeducators

to support the communication of young children. *Journal of Early Intervention, 35* (3),

223-242*.* [https://doi.org/10.1177/1053815114526782](https://doi.org/10.1177%2F1053815114526782) **IF 2.165**

***Featured for COVID-19 special open access 2020***

**Douglas, S. N.,** Light, J. C., & McNaughton, D. B. (2013). Teaching paraeducators to

support the communication of young children with complex communication needs.

*Topics in Early Childhood Special Education, 33* (2), 91-101.

<https://doi.org/10.1177/0271121412467074> **IF 2.297**

**Douglas, S. N.** (2012). Teaching paraeducators to support the communication of individuals who

use augmentative and alternative communication: A literature review. *Current Issues in*

*Education, 15*(1). <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/906> **IF .4**

**OTHER PEER REVIEWED PUBLICATIONS**

Lee, J. D., **Douglas, S. N.**, & Meadan, H. (2024). Partnering with Family Members to Support

Children's Development. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.),

*Handbook of Special Education* (3rd ed.). Routledge.

Sobeck, E. E., **Douglas, S. N.**, & Uitto, D. J. (2023*). Supporting Paraeducators in Special*

*Education and Inclusive Settings*. Slack.

Brophy-Herb, H. E., Bockneck, E., Choi, H. H.\*, Senehi, N.\*, & **Douglas, S.** (2019) Terrific

Twos: Promoting Toddlers’ Competencies in the Context of Important Relationships. In

A. Sheffield Morris & A. C. Williamson (Eds.), *Building early social and emotional*

*relationships with infants and toddlers: Integrating research and practice*. Oxford

University Press.

Shi, Y.\*, Das, S.\*, **Douglas, S. N.,** & Biswas, S. (2017). An experimental wearable loT for data-driven management of autism. *In 2017 9th International Conference on Communication Systems and Networks (COMSNETS)*. IEEE. (peer reviewed, published preceding) <https://www.doi.org/10.1109/COMSNETS.2017.7945435>

**OTHER PUBLICATIONS**

**Douglas, S. N.** (2024). Innovation and advances in supporting young children with complex

communication needs (editorial). *Topics in Early Childhood Special Education, 44*(1), 4-

5. <https://doi.org/10.1177/02711214241244442> **IF 2.2**

Bhandari, C.\*, & **Douglas, S. N.** (2024). Embedding mindfulness into early childhood

classroom routines. *Childhood Education, 100*(4), 20-29*.* **IF .5**

**Douglas, S. N.,** (August, 2021). *POWR+:” A strategy to help paraeducators support students*

*who use augmentative and alternative communication.* Invited virtual training as part of

the Council for Exceptional Children “Supporting Paraeducators” training series.

**Douglas, S. N.,** (August, 2021). *Considerations for training paraeducators: Live and virtual*

*delivery.* Invited virtual training as part of the Council for Exceptional Children

“Supporting Paraeducators” training series.

**Douglas, S. N.** (2021). Telehealth training to educators can support communication

intervention implementation by educators and increase high school students’ use of

speech-generating devices**.** *Evidence-Based Communication Assessment and*

*Intervention, 15*(4), 167-172.[Commentary on Carnett, A., Hansen, S., Tyllis, X., &

Machalicek, W. (2021). Using behavioural skills training via telehealth to increase

teachers use of communication interventions and increase student use of speech-

generating devices in a high school functional skills classroom. *Journal of Intellectual*

*Disability Research, 65(12),* 133-148. <https://doi.org/10.1080/17489539.2021.2009233>

Yates, P., Chopra, R., **Douglas, S. N.,** Walker, V., Schulze, R., Sobeck, E., & Morano, S. (2019). Preparing teachers for effective paraeducator supervision. Teacher Education Division Policy Brief. <https://tedcec.org/wp-content/uploads/2019/11/TED_Brief_3_Para_Supervision.pdf>

**Douglas, S. N**. (2018). Effective strategies for working with paraeducators: A book review.

*International Journal of Developmental Disabilities, 65*(4), 313-314. <https://doi.org/10.1080/20473869.2018.1509494>

**Douglas, S. N.** (2017). Paraeducator Training, Supervision, and Evaluation*. Michigan Applied*

*Public Policy Brief*. <http://www.ippsr.msu.edu/mappr/paraeducator-training-supervision-and-evaluation-michigan>

**MANUSCRIPTS UNDER REVIEW**

West, P.\*, Robbins, L., **Douglas, S. N**., Given, C., DeCicco, B., Pathak, D., & Watt, G. (under

review). Family adaptations to AAC devices among adolescents with developmental

disabilities.

**Douglas, S. N.**, Gao, K.\*, Bhuyan, A.\*, Dutta, H.\*, Biswas, S., Bhandari, C.\* (under review).

Sensor technology to measure social interactions in preschool: Preliminary findings.

Ramlan, M. A.\* Van der Stoep, G. & **Douglas, S. N.** (under review). Understanding the complex

interplay between constraints, facilitators, and participation in outdoor recreation activity

among person with disabilities.

**Douglas, S. N**., Walker, V., & Bonnet, L. (under review). Perceptions and recommendations of

speech language pathologists who support students who use AAC in general education

settings.

Sobeck, E., Tapp, M., Walker, V., **Douglas, S. N.**, Reilly, A.\* (under review). “I’m out of ideas”:

A mixed-methods study of paraeducators’ experiences supporting students’ behavioral

needs.

Jensen, E. J.\*, **Douglas, S. N**., Khan, S.\*, Bullock, K.\* (revise and resubmit). “She’s going to

write her own story”: A mixed-methods study exploring caregivers’ experiences with

their children with medical complexities.

Dunkel-Jackson, S. M., **Douglas, S. N**., & Riggs, A. M. (under review). Data collection wins and

woes when partnering with early childhood programs pre- and post-pandemic.

Walker, V., **Douglas S. N.,** Reilly, A., Tapp, M., & Sobeck, E. (under review). Paraeducator

training to support students’ behavioral needs: Administrator, teacher, and paraeducator

perspectives.

Jensen, E., **Douglas, S. N.,** & Strong, J. (under review). “I keep going till I get what she needs”:

A mixed-methods study investigating the educational experiences of caregivers of

children with medical complexity.

Bhandari, C., **Douglas, S. N.,** Jensen, E., & West, P. (revision under review). Emotions, stress,

and coping for caregivers of individuals with down syndrome: A meta-synthesis of

qualitative research.

**Douglas, S. N.,** Dunkel-Jackson, S., & Bowles, R. (in preparation). An iterative model of

intervention development: The POWR intervention to support young children with

complex communication needs.

**GRANTS**

***PENDING GRANTS***

Cagliani, R. & **Douglas S. N.** (2025-2030). *Development and Testing of Parent-Implemented*

*On-Toilet Void Training for Young Children with Intellectual and Developmental*

*Disabilities: POTTY Telepractice Intervention.* Institute of Education Sciences (New

Submission August 2024; $699,326 requested).

Bhana-Lopez, N., **Douglas, S. N.**, Ousley, C., D’Agostino, S., & Ganz, J. B. (2025-2031).

*SPROUT-Supporting PhD Recruitment, Outreach, and Training: Naturalistic Approaches for Autism and AAC with Underrepresented Scholars and Children.* Office of Special Education Programs Doctoral Traning Grant Mechanism (New Submission November 2024; $3,504,632 requested).

***FUNDED GRANTS***

Biswas, S., & **Douglas, S. N.** (2023-2026). *SCH: A Data-driven Classroom Intervention*

*Framework for Children with Social Peer Engagement Deficits.* National Science

Foundation ($600,000).

**Douglas, S. N.**, & Meadan, H. (2023-2027). *The Development and Testing of a Professional*

*Development Intervention to Support Family Member use of Augmentative and*

*Alternative Communication*. Institute of Education Sciences ($2,000,000).

**Douglas, S. N.,** & Dada, S. (2021-2022). *A Partnership to Support Practitioners and*

*Researchers in Developing and Carrying out Culturally Competent Interventions for*

*Children and Families with Disabilities*. Alliance for African Partnership Transforming

Institutions Strategic Funding. ($22,500).

**Douglas, S. N.,** Bowles, R., Plavnick, J. (2018-2024). *Online Training for Paraeducators to*

*Improve Communication Supports for Young Children with Complex Communication*

*Needs.* Institute of Education Sciences ($1,400,000)

**Douglas, S. N.** (2019-2020). *Supporting the Communication of Children who use Augmentative*

*and Alternative Communication: A Whole Family Training Approach.* Faculty Initiatives

Fund ($7,180).

**Douglas, S. N.** & Biswas, S. (2017-18). *Validation and Feasibility of a Wearable Sensor*

*Technology as a Tool to Measure Social Interaction for Young Children with Autism*.

Research in Autism, Intellectual and other Neurodevelopmental Disabilities, Michigan State University ($50,000).

**Douglas, S. N.** & Bowles, R. (2016-17). *Paraeducator Training and Supervision in Michigan:*

*Current Practice, Policies, and Future Recommendations.* Michigan Applied Public

Policy Research($22,082).

**Douglas, S. N**., & Meadan, H. (2016-17). *Michigan Early Interventionists: Experience and*

*Perceptions Related to Coaching Caregivers of Young Children with Disabilities*. Early

On Michigan Faculty Grant ($6,913.65).

**Douglas, S. N.,** McNaughton, D. B., Taylor, J. T., Ricommini, P., Ullman, L., & Hoffman, K.

(2013-14). *uJudge: An online peer review tool*. Center for Online Innovation in Learning

Research Initiation Grant, Penn State University ($26,416).

***STUDENT GRANT FUNDING***

Alsalihi, Z., & **Douglas, S. N.** (2024-25). Sensor Technology to Measure Social Interactions of

Children with Disabilities. MSU PURI Undergraduate Research Award. ($2,000)

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Reed, C., & **Douglas, S. N.** (2024-25). Telepratice Intervention to Support Caregiver Use of

Augmentative and Alternative Communication. MSU PURI Undergraduate Research

Award. ($2,000)

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Stephenson, E., & **Douglas S. N.** (2023-24). Application of Sensor Technology to Aid Early

Childhood Educators in Supporting the Interactions of Children with Disabilities. MSU

PURI Undergraduate Research Award. ($2,000)

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Fisher, A.\*, Leppek, M.\*, & **Douglas, S. N.** (2022-23). POWR Test: Supporting the

Communication of Preschool Children with Disabilities Through Paraeducator Training

and Coaching. MSU PURI Undergraduate Research Award. ($2,667).

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Ballagh, A.\*, Nambair, A.\*, & **Douglas, S. N.** (2022). Stay-Play-Talk an Intervention to Support

Relationships Between Typically Developing Children and their Siblings with

Developmental Disability. MSU PURI Undergraduate Research Award. ($3,000).

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Rosseau, A.\*, Lignell, C.\*, & **Douglas, S. N.** (2021). Supporting the Communication of

Preschool Children with Disabilities Through Paraeducator Training and Coaching. MSU

PURI Undergraduate Research Award. ($5,000).

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Leppek, M.\*, & **Douglas, S. N.** (2021). A Research Project to Understand Paraeducator Training

in Challenging Behavior. Leadership Council Sophomore Research Initiative Award. ($2,000).

Provided supporting materials for the proposal for this funding and served as a mentor

and supervisor throughout the project.

Carpenter, K.\* & **Douglas, S. N.** (2020-21). A qualitative meta-synthesis to understand the

friendship experiences of individuals with developmental disabilities. MSU PURI

Undergraduate Research Award. ($2,500).

Wrote and submitted the proposal for this funding and served as a mentor and supervisor

throughout the project.

Carpenter, K.\* & **Douglas, S. N.** (2020). Supporting the inclusion of students who use AAC.

MSU PURI Undergraduate Research Award. ($2,250).

Wrote and submitted the proposal for this funding and served as a mentor and supervisor

throughout the project.

Elms, R.\* & **Douglas, S. N.** (2020). A qualitative meta-synthesis to understanding experiences

of siblings for children with ASD. MSU PURI Undergraduate Research Award. ($2,250).

Wrote and submitted the proposal for this funding and served as a mentor and supervisor

throughout the project.

Schultheiss, H.\*, Brown, A.\*, & **Douglas, S.N.** (2019). The Transition Experiences of Families

moving from Early Intervention to Early Childhood Special Education: A Qualitative

Meta-Synthesis. MSU PURI Undergraduate Research Award. ($5,500).

Wrote and submitted the proposal for this funding and served as a mentor and supervisor throughout the project.

West, P.\*, Lehto, R., Wyatt, G., **Douglas, S. N.**, Robbins, L., & Van Riper, M. (2019-2020).

Adaptation in Families of Adolescents with Complex Communication Needs Utilizing Alternative and Augmentative Communication Technologies. Sigma Theta Tau

International Alpha Psi Chapter Research Grant. (Submission for 2019 cycle; $1,000).

Supported the writing for this proposal and serve as a content mentor for this project.

Kammes, R.\* (2019). *Parental role and attitudes regarding sexuality and intimate*

*relationships: Comparing adult children with an intellectual disability to their typically*

*developing siblings.* Michigan State University College of Social Science Dissertation

Completion Fellowship ($7,000).

Supported this application with a letter of support and feedback for the application

materials.

Kammes, R.\* (2019-2020). *Parental role and attitudes regarding sexuality and intimate*

*relationships: Comparing adult children with an intellectual disability to their typically*

*developing siblings.* Jean Davis Schlater Dissertation Endowment ($1,300).

Supported this application with a letter of support and feedback for the application

materials.

Kammes, R.\* (2019-2020). *Parental role and attitudes regarding sexuality and intimate*

*relationships: Comparing adult children with an intellectual disability to their typically*

*developing siblings.* Verna Lee and John R. Hildebrand Dissertation Fellowship ($4,300).

Supported this application with a letter of support and feedback for the application

materials.

Schultheiss, H.\*& **Douglas, S.N**. (2018-19). The transition to parenthood: Down syndrome,

mood disorders, and social media. MSU PURI Undergraduate Research Award. ($4,000).

Wrote and submitted the proposal for this funding and served as a mentor and supervisor throughout the project.

Kammes, R.\* (2017-2018). *Parental role and attitudes regarding sexuality and intimate*

*relationships: Comparing adult children with an intellectual disability to their typically*

*developing siblings.*  Verna Lee and John R. Hildebrand Dissertation Fellowship ($3,900).

Supported this application with a letter of support and feedback for the application

materials.

**OTHER FUNDED PROJECTS**

**Douglas, S. N.,** & McNaughton, D. B. (2013*). iPads to support preservice teacher*

*knowledge of augmentative communication applications* ($3,790 for 8 iPads,

communication applications and storage materials).

Role: Purchase and upkeep for 8 iPads with communication applications

**RECENT PRESENTATIONS**

**Douglas S. N.** (October, 2024). *AI for ALL: Enhancing Accessbility and Inclusion.*[invited panel member]. National Disability Awareness Month live virtual event hosted by Michigan Rehabilitation Services and Michigan Department of Labor and Economic Opportunity.

**Douglas, S. N.** (October, 2024). *The Role of Families in Creating an Inclusive Society* [invited keynote]. Nonformal Education International Conference. Virtual event held in Indonesia.

**Douglas, S. N.** (October, 2024). *Supporting Paraeducator Professional Development Needs for Those Supporting Children with Autism in Early Childhood Settings* [invited workshop]. Richard L. Simpson Conference on Autism. Overland Park, Kansas.

**Douglas, S. N.** (February, 2024). *Conducting Reviews* [invited speaker]. Virtual graduate seminar at University of Illinois Urbana-Champaign.

Sun, T., Bowles, R. P., **Douglas, S. N**., Lu, Y., Bagawan, A., Sun, S., & Liu, J. (2024, February).

*Language and Communication Measures of Children who Use AAC: A Scoping Review*

[poster presentation]. 2024 Biennial Conference on Research Innovations in Early

Intervention (CRIEI). San Diego, CA.

**Douglas, S. N.** (2024, February). *POWR+ful Strategies to Support AAC Implementation in*

*Classrooms.* [invited virtualworkshop]. Minnesota Developmental/Communication

Disabilities and Autism Spectrum Disorder Community of Practice.

Sobeck, E., Chopra, R., Yates, P., **Douglas, S. N.,** Morano, S. (2024, January). *Paraeducators’*

*Journey to Teacher Licensure: Critical Supports and Challenges.* [invited expert panel

presentation]. National Virtual Conference on the Training and Employment of

Paraeducators.

**Douglas, S. N.** (2024, January). *Give them the POWR to Communicate: Augmentative and*

*Alternative Communication Strategies to Support Students* [invited presentation].

National Virtual Conference on the Training and Employment of Paraeducators.

Bhandari, C., **Douglas, S. N.**, Jensen, E., & West, P. (2024, January). ***Stressors and Coping***

***Strategies for Caregivers of Individuals with Down syndrome: A Meta-synthesis of***

***Qualitative Research* [poster presentation].** International Conference on Autism,

Intellectual Disability, and Developmental Disability - Council for Exceptional Children.

Waikiki, HI.

D’Agostino, S., **Douglas, S. N.**, & Meadan, H. (2024, January). ***Compassionate Care Practices***

***within Caregiver Coaching* [poster presentation].** International Conference on Autism,

Intellectual Disability, and Developmental Disability - Council for Exceptional Children.

Waikiki, HI.

**Douglas, S. N.**, Meadan, H., Biggs, E., Bagawan, A., & Terol, K. (2024, January). ***Partnering***

***with Family Members: An Aided Language Modeling AAC Intervention* [presentation].**

International Conference on Autism, Intellectual Disability, and Developmental

Disability - Council for Exceptional Children. Waikiki, HI.

Jensen, E., & **Douglas, S. N.** (2024, January). ***Children with co-occurring medical complexities***

***and developmental disabilities: Insights from caregiver experiences in medical and***

***educational settings* [poster presentation].** International Conference on Autism,

Intellectual Disability, and Developmental Disability - Council for Exceptional Children. Waikiki, HI.

Sobeck, E., Walker, V., **Douglas, S. N.**, Tapp, M., & Reilly, A. (2023, November).

*Paraeducator training in challenging behavior: Current practices and implications for*

*the field* [virtual presentation]. OCALI Online.

**Douglas, S. N.** (2023, August). *Supporting paraeducator professional development needs for*

*those working with young children with autism in early childhood settings* [invited

workshop]. National Autism Conference. State College, PA.

**Douglas, S. N.**, Bagawan, A., Bhana, N., Rangel-Rodriguez, G., & Galley, K. (2023, July).

*Including families in AAC interventions: Culturally relevant practices and*

*considerations for various cultural contexts* [panel]. International Society for

Augmentative and Alternative Communication Conference. Cancun, Mexico.

**Douglas, S. N.**, Bagawan, A., Bowles, R., Plavnick, J., Dunkel-Jackson, S., & Sun, T. (2023, July). *Development and testing of online training for educators to support young children who use AAC* [presentation]. International Society for Augmentative and Alternative Communication Conference. Cancun, Mexico.

**Douglas, S. N.**, & Dada, S. (2023, July). *The cultural collaborative: An initiative to support culturally relevant AAC interventions* [presentation]. International Society for Augmentative and Alternative Communication Conference. Cancun, Mexico.

**Douglas, S. N.,** Walker, V. L., Kurth, J., & Brock, M. (2023, May). *Recruiting, retaining, and*

*riding in out: Weathering the storm of the data collection with low incidence populations*

[panel]. Institute for Education Sciences Principal Investigators Meeting. Virtual.

Jensen, E. J.& **Douglas, S. N.** (2023, May). *Exploring Caregivers’ Experiences with Their Children with Medical Complexities* [poster]. Michigan Division for Early Childhood Conference. Mount Pleasant, MI.

Jensen, E. J.& **Douglas, S. N.** (2023, April). *A Mixed-Methods Study Exploring Caregiver*

*Experiences with their Children with Medical Complexities* [poster]. Michigan

Association for the Education of Young Children Conference. Grand Rapids, MI.

Sun, T., Bowles, R., **Douglas, S.,** Lu, Y., & Bagawan, A. (2023, April). *A Scoping Review of*

*Measurement for Evaluating Language and Communication Skills of Children with*

*CCN* [panel]. American Educational Research Association Annual Meeting. Virtual.

Jensen, E. J. & **Douglas, S. N**. (2023, March). *Caregivers of children with medical complexities: Insights into medical care, educational services, and the impact of COVID-19* [presentation]. Michigan Council for Exceptional Children Conference. Grand Rapids, MI.

Dunkel-Jackson, S., Jensen, E., Bagawan, A., & **Douglas, S. N.** (2023, January). *B****aseball is for***

***everyone! Description and evaluation of an inclusive, community-based, baseball***

***challenge league pilot* [poster]**. International Conference on Autism, Intellectual

Disability, and Developmental Disability, Council for Exceptional Children. Clearwater,

FL.

Bagawan, A., & **Douglas, S. N.** (2023, January). *Stay-Play-Talk Intervention Via Telepractice*

*for Typically Developing Siblings of Children with Disabilities* [poster]. International

Conference on Autism, Intellectual Disability, and Developmental Disability, Council for

Exceptional Children. Clearwater, FL.

Jensen, E., & **Douglas, S. N.** (2023, January). *Caregivers’ experiences with their children with*

*medical complexities* [poster]. International Conference on Autism, Intellectual

Disability, and Developmental Disability, Council for Exceptional Children. Clearwater,

FL.

West, P., & **Douglas, S. N.** (2023, January). *Perceptions of families with adolescents utilizing*

*communication technology: A qualitative approach* [presentation]. International

Conference on Autism, Intellectual Disability, and Developmental Disability, Council for

Exceptional Children. Clearwater, FL.

**Douglas, S. N.,** Bowles, R., Plavnick, J., Sun, T., Dunkel-Jackson, S., & Bagawan, A. (2023,

January). *Giving them the POWR to communicate: An online training program for*

*paraeducators and teachers to support young children who use augmentative and alternative communication* [presentation].  International Conference on Autism, Intellectual Disability, and Developmental Disability, Council for Exceptional Children. Clearwater, FL.

Jensen, E., & **Douglas, S. N.** (2022, December). *Caregivers’ experiences with their children with*

*medical complexities* [poster]*.* TASH Conference. Phoenix, AZ.

*\*Won award for best research poster award TASH 2022 conference*

**Douglas, S. N.,** Dunkel-Jackson, S., Bagawan, A., Bowles, R., Plavnick, J., Sun, T. (2022,

December). *An online training for educators to support young children with complex*

*communication needs* [presentation]*.* TASH Conference. Phoenix, AZ.

**Douglas, S. N.,** & D’Agostino, S. (2022, December). *A qualitative meta-synthesis exploring*

*preservice experiences of inclusive early childhood educators* [poster]*.* TASH

Conference. Phoenix, AZ.

**Douglas, S. N.,** Bowles, R., Plavnick, J., Sun, T., Dunkel-Jackson, S., & Bagawan, A. (2022,

October). *Giving children the POWR to communicate: Evaluation of the POWR Training*

*System in schools* [poster]. Michigan Autism Conference. Kalamazoo, MI.

**Douglas, S. N.,** & Owusu, P. (2022, September).*Culturally responsive practice: A scoping*

*review of naturalistic developmental behavioral interventions implemented with*

*caregivers* [presentation]*.* DEC/ISEI conference. Chicago, IL.

Jensen, E., & **Douglas, S. N.** (2022, September). *A mixed method study exploring caregiver*

*experiences with their children with medical complexities* [presentation]. DEC/ISEI

conference. Chicago, IL.

**Douglas, S. N.,** & Jensen, E. (2022, July). *Autism and medical complexity* [invited panel].

6th annual Autism/Neurodevelopmental Disabilities Family-

Professional Conference. East Lansing, MI.

**Douglas, S. N.,** & Jensen, E. (2022, May). *Children with medical complexity: Putting their*

*voices at the center* [invited grand round lecture]. Helen DeVos Children’s Hospital.

Grand Rapids, MI.

**Douglas, S. N.,** Sun, T., Meadan, H., & Lee, J. (2022, February). *Culturally responsive practices*

*to support young children with disabilities: What we know and where we should go*

[panel chair]. 2022 Biennial Conference on Research Innovations in Early Intervention.

San Diego, CA.

**Douglas, S. N.,** Meadan, H., Biggs, E., Bagawan, A., & Terol, A. K. (2022, February). *A whole*

*family telehealth training approach to support young children who require augmentative*

*and alternative communication* [poster]*.* 2022 Biennial Conference on Research

Innovations in Early Intervention. San Diego, CA.

Sun, T., Bowles, R. P., **Douglas, S. N.,** & Plavnick, J. (2022, February). *Response time of*

*children with complex communication needs following a communication opportunity* [poster]. 2022 Biennial Conference on Research Innovations in Early Intervention. San Diego, CA.

**Douglas, S. N**., Bowles, R., Plavnick, R., Sun, T., Bagawan, A., Dunkel-Jackson, S. (2022,

January). *Development and testing of an online training for paraeducators and teachers*

*to support young children who use augmentative and alternative communication* [presentation]*.* 2022 International Conference on Autism, Intellectual Disability &

Developmental Disabilities. Clearwater Beach, FL.

**Douglas, S. N.**, Josol, C., Carpenter, C. (2022, January). *A qualitative meta-synthesis of the*

*friendship experiences of individuals with developmental disabilities and their peers*

[poster]. 2022 International Conference on Autism, Intellectual Disability &

Developmental Disabilities. Clearwater Beach, FL.

**Douglas, S. N.**, Meadan, H., Biggs, E., Bagawan, A., Terol, K. (2022, January). *A whole family*

*telepractice training and coaching approach to support augmentative and alternative*

*communication use for children with ASD* [poster].2022 International Conference

on Autism, Intellectual Disability & Developmental Disabilities. Clearwater Beach, FL.

Sun, T., Bowles, R. P., **Douglas, S. N**., & Goodwin, S. (2022, January). *The perspectives and*

*experience of AAC communication in Chinese-English speaking families* [poster]. 2022

International Conference on Autism, Intellectual Disability & Developmental Disabilities. Clearwater Beach, FL.

Sun, T., Bowles, R. P., **Douglas, S. N.** & Bagawan, A. (2022, January). *A systematic review of*

*interventions supporting language and literacy development of young children with*

*complex communication needs* [poster].  2022 International Conference on Autism,

Intellectual Disability & Developmental Disabilities. Clearwater Beach, FL.

Bagawan, A., **Douglas, S. N**., Lu, Y., & Sun, T. (2022, January). *Stay-play-talk intervention via*

*telepractice for typically developing siblings of children with disabilities* [poster]*.* 2022

International Conference on Autism, Intellectual Disability & Developmental

Disabilities. Clearwater Beach, FL.

Lu, Y., **Douglas, S.,** Bagawan, A., & Hauck, J. (2022, January). *Using neurotypical siblings as*

*intervention agents to guide individuals with Autism Spectrum Disorders: A systematic*

*review* [poster]*.* 2022 International Conference on Autism, Intellectual Disability &

Developmental Disabilities. Clearwater Beach, FL.

Sun, T., Bowles, R. P., **Douglas, S. N.**, & Plavnick, J. (April, 2021). *Response time of children*

*with complex communication needs following a communication opportunity* [poster]. 2021 Virtual Biennial Conference of the Society for Research in Child Development.

Sun, T., Bowles, R. P., **Douglas, S. N**., & Goodwin, S. (2021, April). *Chinese-English Speaking*

*Family Perspectives of AAC Use with Their Children Who Have Complex*

*Communication Needs* [poster]*.* 2021 Virtual Biennial Conference of the Society for Research in Child Development.

Biggs, E., Therrien, M., Snodgrass, M., & **Douglas, S. N.** (June, 2021). *AAC telepractice: What*

*we know from the COVID-19 pandemic and where we might go* [poster]*.* 2021 virtual

Conference of the American Association on Intellectual and Developmental Disabilities.

Lu, Y., Erickson, K., Sun, T., **Douglas, S. N.**, & Hauck, J. (May, 2021). *Perspectives of primary*

*caregivers and neurotypical siblings on a prospective sibling-guided motor intervention*

*for children with Autism Spectrum Disorder* [presentation]. 2021 Annual Meeting

International Society for Autism Research.

Sun, T., Bowles, R., **Douglas, S.** **N**., & Plavnick, J. (April, 2021). *Response time of children with complex communication needs following a communication opportunity* [poster]. 2021 virtual Society for Research in Child Development Biennial Meeting.

Sun, T., Bowles, R., **Douglas, S.** **N**., & Goodwin, S. (April, 2021). *Chinese-English speaking family perspectives of AAC use with their children who have complex communication need* [poster]. 2021 virtual Society for Research in Child Development Biennial Meeting.

Yates, P., Chopra, R., **Douglas, S. N.,** Morano, S., & Sobeck, E. (March, 2021). *Paraeducator to teacher pathways: Creative solutions to alleviate teacher shortages* [presentation]. 2021 virtual Council for Exceptional Children Annual Conference.

Bagawan, A., **Douglas, S. N.**, & Gerde, H. (March, 2021). *Successful approaches for working with paraeducators* [presentation]. 2021 virtual Michigan Council for Exceptional Children Conference.

Biggs, E., Therrien, M., **Douglas, S. N**., & Snodgrass, M. (January, 2021). *A sudden shift: Teletherapy for children who use aided AAC before and during the COVID-19 pandemic* [presentation]. 2021 virtual Annual Conference of the Assistive Technology Industry Association.

**Douglas, S. N.,** Bagawan, A., West, P., & Elms, R. (January, 2021). *A qualitative meta-synthesis to understand the experiences of siblings for individuals with autism spectrum disorders* [poster]. 2021 virtual Division for Autism and Developmental Disabilities Conference.

**Douglas, S. N.,** Jensen, E., & West, P. (January, 2021). *A qualitative meta-synthesis of the medical experiences of caregivers of children with autism spectrum disorders* [poster]. 2021 virtual Division for Autism and Developmental Disabilities Conference.

**Douglas, S. N.,** Snodgrass, M. R., Walker, V., & Chung, Y. C. (August, 2020). *Instructional decision-making to promote communicative competence for pre-linguistic communicators: Perspectives of AAC experts* [presentation]*.* 2020 Biennial Conference of International Society for Augmentative and Alternative Communication. Cancun, Mexico. (conference canceled)

**Douglas, S. N.,** Biggs, E., Meadan, H., & Bagawan, A. (August, 2020). *A whole family training approach to AAC intervention* [presentation]. 2020 Biennial Conference of International Society for Augmentative and Alternative Communication. Cancun, Mexico. (conference canceled)

**Douglas, S. N.**, Bowles, R., Sun, T. (August, 2020). *Development of an online training program to support young children with complex communication needs* [presentation]. 2020 Biennial Conference of International Society for Augmentative and Alternative Communication. Cancun, Mexico. (conference canceled)

Sun, T., Bowles, R. P., **Douglas, S. N**., & Goodwin, S. (August, 2020). *Family Perspectives of the Experience of Bilingual Children with Complex Communication Needs Who Use AAC* [poster].  2020 Biennial Conference of International Society for Augmentative and Alternative Communication. Cancun, Mexico. (conference canceled)

Sun, T., Bowles, R. P., **Douglas, S. N.** & Bagawan, A. (August, 2020).  *Systematic Review of Interventions Supporting Language and Literacy Development of Children with Complex Communication Needs* [poster]. 2020 Biennial Conference of International Society for Augmentative and Alternative Communication. Cancun, Mexico. (conference canceled)

**Douglas, S. N.** (April, 2020). *Use of Technology in Research* [invited speaker]. Virtual graduate seminar at University of Illinois Urbana-Champaign.

**Douglas, S. N.** (April, 2020). *Coaching Parents via Telehealth: Applications for Supporting Children with Communication Challenges* [invited presentation]. AGSOCI Virtual Conference.

West, P., Wyatt, G., Lehto, R., **Douglas, S. N**., Robbins, L. & Van Riper, M. (April, 2020). *Communication Devices & Families of Children with Developmental Disabilities: An Integrative Review with Family Theory Application* [poster]*.* Midwest Nursing Research Society (MNRS) 44th Annual Conference, Schaumberg, IL. (conference canceled)

Kammes, R., Lachmar, E. M., **Douglas, S. N.**, Schulthiess, H. (April, 2020). *Examining birth*

*stories on social media of parents of children with down syndrome* [poster]*.* Gatlinburg Conference, San Diego, CA. (conference canceled)

D’Agostino, S., & **Douglas, S. N.** (March, 2020). *Coaching practices in early childhood*

*settings: supporting parents and practitioners* [invited presentation]. Annual Conference

of the Michigan Council for Exceptional Children. Grand Rapids, MI.

**Douglas, S. N.**, & Meadan, H. (February, 2020). *Family transition experiences from early*

*intervention to early childhood special education: A qualitative meta-synthesis* [poster].

Conference on Research Innovations in Early Intervention. San Diego, CA.

Oldenstadt, R. F., **Douglas, S. N.** (February, 2020). *Exploring professional development needs of*

*early childhood paraeducators and teachers* [poster]. Conference on Research

Innovations in Early Intervention. San Diego, CA.

Sobeck, E., Chopra, R., **Douglas, S. N.,** Morano, S. (February, 2020). *Are teachers prepared to*

*supervise paraeducators? Results of a national survey* [presentation]*.* Council for

Exceptional Children Conference, Portland, OR.

**Douglas, S. N.,** Bowles, R., & Plavnick, J. (January, 2020). *Development of online training*

*materials for paraeducator/teacher teams to support the communication of young*

*children who use AAC* [poster]. Institute for Education Sciences Principal Investigators

Meeting, Washington, DC.

**Douglas, S. N.** (December, 2019). *Understanding and accepting neurodiversity* [invited

presentation]. Okemos District Parent Council. Okemos, MI.

**Douglas, S. N.** (November, 2019). *Becoming a successful coach: Rationale, implementation, and*

*Refinement* [invited pre-conference workshop]*.* Early On Conference. Acme, MI.

**Douglas, S. N.** (November, 2019). *Perfect partner: Supporting beginning communicators using*

*augmentative and alternative communication (AAC)* [invited presentation]*.* Early On

Conference. Acme, MI.

**Douglas, S. N.** (November, 2019). *Creating Inclusive Environments for Youth* [invited

presentation]*.* Michigan YMCA Leaders Conference. Lansing, MI.

Lachmar, E. M., Kammes, R.,**Douglas, S. N.**, & Schultheiss, H. (2019, August). *The transition*

*to parenthood: Down syndrome, mood disorders, and social media* [poster]. Annual

conference of the American Association for Marriage and Family Therapy. Austin, TX.

Kammes, R.,Lachmar, M., **Douglas, S. N.,** & Schultheiss, H. (2019, June). *The transition to*

*parenthood: Down syndrome, mood disorders and social media* [poster]. American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Paul, MN.

Schultheiss, H., Kammes, R., Lachmar, M., & **Douglas, S. N.** (2019, April). *The transition to*

*parenthood: Down syndrome, mood disorders and social media* [poster]. Undergraduate

Research and Arts Forum, East Lansing, MI.

**Douglas, S. N.** (2019, March). *POWR to the partner: Augmentative and alternative*

*communication skills for communication partners* [invited presentation]*.* Michigan

Speech-Language-Hearing Association Annual Conference. East Lansing, MI.

**Douglas, S. N**., Walker, V., Snodgrass, M., & Chung, Y. (2019, January). *Promoting*

*communicative competence among individuals who use AAC: A survey of AAC experts*

[poster]. Division for Autism and Developmental Disabilities Annual Conference. Maui,

HI.

**Douglas, S. N.,** West, P., Kammes, R., & Schultheiss, H. (2019, January). *The training*

*experiences of AAC professionals* [poster]. Division for Autism and Developmental

Disabilities Annual Conference. Maui, HI.

**Douglas, S. N.,** Kammes, R., Schultheiss, H., Biswas, S., Shi, Y., & Das, S. (2019,

January). *Sensor technology to measure social interactions of children with autism*

*spectrum disorders* [poster]. Division for Autism and Developmental Disabilities Annual

Conference. Maui, HI.

**Douglas, S. N**., Kammes, R., D’Agostino, S., Frantz, R. (2019, January). *Paraeducators:*

*What we know and where we should go* [presentation]*.* Division for Autism and

Developmental Disabilities Annual Conference. Maui, HI.

Kammes, R., Lachmar, E. M., **Douglas, S. N.,** & Schultheiss, H. (2018, November). *The*

*transition to parenthood: Down syndrome, mood disorders and social media* [poster].

TASH Annual Conference. Portland, OR.

Kammes, R., **Douglas, S. N.,** & West, P. (2018, November). T*he training experiences of AAC*

*professionals* [poster]*.* TASH Annual Conference. Portland, OR.

*\*Won award for best research poster award TASH 2018 conference*

**Douglas, S. N.,** West, P., Kammes, R., & Schultheiss, H. (2018, November). *Voices from the Field: Results from an AAC Practitioner Focus Group* [presentation]. #talkingAAC Conference, East Lansing, MI.

**Douglas, S. N.,** Walker, V., Snodgrass, M., & Chung, Y. C. (2018, November). *AAC Decision-making: Learning from Experts in the Field* [presentation]. #talkingAAC Conference, East Lansing, MI.

Frantz, R., **Douglas, S. N.,** Meadan, H., Sands, M., D’Agostino, S., Hacker, R., & Adams, N. (2018, October). *Their Words: The Professional Development Needs of Paraeducators and Their Supervising Teachers* [poster]*.* Division for Early Childhood Conference. Orlando, Florida.

D’Agostino, S., & **Douglas, S. N.** (2018, October). *Preschool Inclusion of Children with Autism: Perceptions of Preservice Teachers, In-service Teachers, and Administrators* [poster]*.* Division for Early Childhood Conference. Orlando, Florida.

**Douglas, S. N.,** Snodgrass, M. R., Walker, V., & Chung, Y. (2018, July). *Decision-Making to Promote Communicative Competence Among Individuals Who Use AAC: A Survey of AAC Experts* [poster]*.* International Society for Augmentative and Alternative Communication. Gold Coast, Australia.

**Douglas, S. N.,** West, P., Kammes, R. (2018, July). *Wisdom from the Field: The Training*

*Experiences of AAC Practitioners* [poster]*.* International Society for Augmentative and Alternative Communication. Gold Coast, Australia.

**Douglas, S. N.** (2018, May). *Partner Training for AAC Implementation* [invited facilitator].

#KeepTalkingAAC. Charlotte, MI.

Sobeck, E., Chopra, R., **Douglas, S. N.**, Morano, S., & Uitto, D. (2018, April). *To What Degree*

*are Institutions of Higher Education Preparing Pre-service Teachers to Supervise and*

*Manage Paraeducators? Creation of a National Survey* [presentation]*.* National

Conference on the Training and Employment of Paraeducators. Seattle, WA.

**Douglas, S. N.** (2018, April). *Paraeducator Practices in One State: Implications for Policy*

[presentation]. National Conference on the Training and Employment of Paraeducators.

Seattle, WA.

**Douglas, S. N.** (2018, April). *Paraeducator Training Curricula – Current Strengths and*

*Challenges with Available Materials* [presentation]*.* National Conference on the Training

and Employment of Paraeducators. Seattle, WA.

**Douglas, S. N**., Meadan, H., & Kammes, R. (2018, March). *Mixing methods: Early*

*interventionists’ experiences and perceptions coaching caregivers* [poster]*.* Conference

on Research Innovations in Early Intervention. San Diego, CA.

**Douglas, S. N.,** Uitto, D., Reinfelds, C., & D’Agostino, S. (2018, February). *A comprehensive review of paraeducator training materials* [poster]*.* Pacific Coast Research Conference. San Diego, CA.

**Douglas, S. N.,** Bowles, R, & Kammes, R. (2018, February). *A statewide survey of administrators, teachers, and paraeducators: Paraeducator supports for students with disabilities* [poster]*.* Pacific Coast Research Conference. San Diego, CA.

Walker, V. L., Douglas, K. H., **Douglas, S. N**., D’Agostino, S., & Kammes, R. (2017, December). *A literature review of studies involving paraprofessional-implemented systematic instruction* [poster]. TASH Conference. Atlanta, GA.

*\*Won award for best research poster award TASH 2017 conference*

**Douglas, S. N.,** Meadan, H., & Kammes, R. (2017, November). *Caregiver coaching experiences*

*of early interventionists in Michigan* [presentation]*.* Early On Conference. Kalamazoo,

MI.

**Douglas, S. N.** (2017, November). *Communication partner skills: Supporting beginning*

*communicators who use AAC* [presentation]*..* #talkingAAC Conference. East Lansing,

MI.

**Douglas, S. N.,** Meadan, H., & Kammes, R. (2017, October). *Early interventionists’ experiences*

*and perceptions: Coaching caregivers of young children with disabilities* [presentation]*.*Division for Early Childhood Conference. Portland, OR.

**Douglas, S. N.** (2017, September). *Validation of wearable sensor technology as a tool to*

*measure social interaction for young children with autism* [invited presentation]*.*

Quarterly MSU RAIND meeting. East Lansing, MI.

**Douglas, S. N.** (2017, April). *Using wearable sensor technology to analyze the social*

*interactions of young children* [poster]*.* Michigan Divisionof Early Childhood

Conference. Mt. Pleasant, MI.

**Douglas, S. N.** (2017, April). *Training Communication Partners to Support Children with*

*Complex Communication Needs: Lessons Learned* [poster]*.* Michigan Division of Early

Childhood Conference. Mt. Pleasant, MI.

**Douglas, S. N.** (2017, January). *Teaching siblings to support the communication of young children with disabilities* [poster]. Division for Autism and Developmental Disabilities Conferences. Clearwater Beach, FL.

Gerde, H. K., Wright, T. S., Skibbe, L. E., & **Douglas, S. N.** (2016, December). *Curricular supports for writing in Head Start classrooms* [presentation]. Annual conference of the Literacy Research Association. Nashville, TN.

**Douglas, S. N**., Nordquist, E., Kammes, R., D’Agostino, S. (2016, November). *POWR: A Communication Strategy for Professionals Working with Parents of Children with a Disability* [presentation]*.* Parenting Awareness Michigan Conference. East Lansing, MI.

**Douglas, S. N.,** Biswas, S., Shi, Y., Das, S., Kammes, R., & Nordquist, E. (2016, October*).*

*Using wearable sensor technology to analyze the social interactions of young children*

[poster]*.* Divisionon Early Childhood Conference. Louisville, KY.

**Douglas, S.N.,** Kammes, R., Nordquist, E., & D’Agostino, S. (2016, October). *Training*

*Communication Partners to Support Children with Complex Communication Needs:*

*Lessons Learned* [poster]*.* Division on Early Childhood Conference, Louisville, KY.

**Douglas, S. N.,** Norquist, E., & Kammes, R. (2016, August). *Interactive online training to parents to support the communication of children with complex communication needs* [presentation]*.* International Society for Augmentative and Alternative Communication. Toronto, Canada.

**Douglas, S. N.,** Kammes, R., & Nordquist, E. (2016, January). *Interactive Online*

*Communication Training for Parents of Young Children with Autism Spectrum*

*Disorders* [poster]. Division for Autism and Developmental Disabilities Conference.

Honolulu, HI.

**Douglas, S. N.** (2015, December). *Interactive Online Communication Training for Parents of*

*Young Children with Autism Spectrum Disorders* [invited presentation]*.* Michigan State

University Research in Autism and Neurodevelopmental Disabilities Brownbag Series.

**Douglas, S. N.** (2015, November). *Teaching Communication Partners to Support Young*

*Children with Complex Communication Needs* [invited presentation]*.* Michigan State

University Human Development Initiative Speaker Series.

Nordquist, E., Kammes, R., **Douglas, S. N.** (2015, October). *POWR: A Strategy to Help Families*

*Support the Communication of Children with Disabilities* [poster]. Michigan Association

of Marriage and Family Therapy. East Lansing, MI.

**Douglas, S. N.** (2015, September). *Communication Partner Training for Partners of Young*

*Children with Complex Communication Needs* [invited presentation]*.* Michigan State

University Communication Sciences and Disorders Colloquium.

Plavnick, J., Linscott, L., **Douglas, S.,** Fisher, M., Rispoli, K., Ingersoll, B., & Volker. M.

(2015, April). *A Comprehensive Model of Behavioral Therapy for Children with Autism*

*Spectrum Disorders: The Early Learning Institute (E.L.I.) at Michigan State University*

[poster]. Doctrid IV. Belfast, Ireland.

**Douglas, S. N**. (2015, April*). Tips from Teachers: Working with Paraeducators* [presentation].

International Conference on the Training and Employment of Paraeducators.

Hartford, CT.

**Douglas, S. N.** (2014, November). *Supporting communication in individuals with autism* [invited

presentation]. Grand Rounds Munson Medical Center, Traverse City, MI.

**Douglas, S. N.,** Linscott, L. L., & Richtsmeier, A. J. (2014, November). *Understanding Autism*

[invited panel discussion]*.* Northwestern Michigan College, Traverse City, MI.

**Douglas, S. N.** (2014, April). *PPOWR – A strategy to support communication for children with*

*complex communication needs* [poster]*.* Council for Exceptional Children Convention

and Expo. Philadelphia, PA.

**Douglas, S. N.** (2013, October). *uJudge: An online peer review tool* [invited presentation]*.* Penn

State COIL (Center for Online Innovation in Learning) Conference, University Park, PA.

**Douglas, S. N.** (2013, April). *PoWR UP! Supporting children who use augmentative and alternative communication* [presentation]*.* National Conference on the Training and Employment of Paraeducators. Salt Lake City, UT.

**Douglas, S. N.** (2013, April). *Stellar supervision: Teachers’ experiences supporting and supervising paraeducators* [presentation]*.* National Conference on the Training and Employment of Paraeducators. Salt Lake City, UT.

McNaughton, D., & **Douglas, S. N.** (2013, January). *Preparing professionals to support assistive technology: Pre-service approaches* [presentation]. Assistive Technology Industry Association, Orlando, FL.

**Douglas, S. N**. (2012, August). *Chat it up! Supporting children who use augmentative and alternative communication* [invited presentation]*.* Paraeducator Conference. Bellefonte, PA.

**Douglas, S. N.,** Light, J., McNaughton, D. (2012, August). *Online training for paraeducators to support the communication of young children with complex communication needs* [poster]. International Society for Augmentative and Alternative Communication. Pittsburgh, PA.

**Douglas, S. N.** (2012, March). *Considerations for online training to paraeducators*

[presentation]. National Conference for Paraeducators and Related Service Providers. San

Antonio, TX.

**Douglas, S. N.** (2012, March). *Teaching multi-step skills to students with severe disabilities* [presentation]*.* National Conference for Paraeducators and Related Service Providers. San Antonio, TX.

**MENTORING**

(students at Michigan State University unless otherwise noted)

**Doctoral Committee Chair**

Rebecca Kammes, graduate (2019)

Sophia D’Agostino, graduate (2019)

Atikah Bagawan, graduate (2024)

Emily Jensen, doctoral candidate

Prince Owusu, doctoral candidate

Chandani Bhandari, doctoral candidate

**Doctoral Committee Member**

Aswad Ramlan, graduate (2019)

Erica Nordquist, graduate (2019)

Rebecca Hacker, graduate (2021) - University of Illinois at Urbana-Champaign

Patricia West, graduate (2021)

Yuemei Lu, graduate (2022)

Haiden Perkins, graduate (2023)

Tiantian Sun, graduate (2023)

Kyla McRoy, graduate (2024)

Annamiguel Pomales Ramos, doctoral candidate

Kristin Hauck, doctoral candidate

Elizabeth Liffley, doctoral candidate

**Master’s Committee Chair**

Marisol Mora, student

Shanna Fortner, student

Ayesha Rehman, student

**Master’s Committee Member**

Valerie Steele, graduate (2019)

Chanel Miller, graduate (2020)

Andi Mills, graduate (2020)

Alex Hanania, graduate (2021)

Danielle Zukowski, graduate (2021)

Megan Nyland, graduate (2022)

Ellen Searle, graduate (2022)

Hannah Tokish, student

Rachel Sarto, student

**Other Graduate/Post Graduate Research Supervision**

Shelley Chapin (2013-16) - Penn State University

Saila Subramaniam (2016-17) – Research Assistant

Marisa Diaz (2017) – RADD lab volunteer

Rebecca Frantz (2017- 20) - University of Illinois Urbana Champaign

Michele Tucker (2017-18) - Michigan-LEND Trainee

Patricia West (2018-19) - Michigan-LEND Trainee

Kristen Columbus (2019-20) - Michigan-LEND Trainee

Cynde Josol (2020-21) - Michigan-LEND Trainee

Amy Barto (2021-22) – Michigan-LEND Trainee

Sarah Khan (2021-22) – Michigan-LEND Trainee

Maeve Bartiss (2023-24) – Michigan-LEND Trainee

Daniella Mata (2024-25) – Michigan-LEND Trainee

Aliza Lambert (2024-25) – MSU Community Engaged Research Fellow

Anashua Roy (2024-current) – RADD lab volunteer

Serife Demirdagli (2024-2025) – Visiting Scholar

Zhenzhen Zhang (2025) – Visiting Scholar

**Undergraduate Student Research Supervision**

Brandon Ahlgren (2015)

Radiance Zeigler (2015)

Hailey Dubreuil (2015)

Aly Klein (2015)

Michaela Marks (2015)

Lexy Barman (2015-16)

Jodie Gold (2015-16)

Emily Carmody (2015-17)

Laura Cosentino (2016-17)

Sarah Chumas (2016-17)

Sarah Provencher (2015-18)

Andrea Howes (2017)

John Wenzel (2017)

Beth Lourerio (2017-18)

Kira Wadsworth (2017-18)

Kylie Vance (2017-18)

Kristen Breaks (2017-19)

Hannah Schultheiss (2017-20)

Lindsey Amcheslavsky (2018-19)

Madison Sewick (2018-19)

Kaitlyn Millard (2018-19)

Kate Cavataio (2018-19)

Jacqueln Kielb (2018-19)

Alyssa Brown (2018-20)

Alanna de Sibour (2018-22)

Paige Stearn (2018-2023)

Emily Stehouwer (2019)

Anna Havener (2019)

Megan Southworth (2019)

Scarlett Shaman (2019-20)

Stephanie Lankfer (2019-21)

Dana Decarteret (2019-22)

Amy Keyorkgy (2019-23)

Vic Roberts (2020)

Kaitlyn Kramer (2020)

Emily Smith (2020) – Central MI University

Katelyn Jones (2020-21)

Sam Carter (2020-21)

Karli Carpenter (2020-21)

Rachel Elms (2020-21)

Taz Amin (2021)

Kayla Knoche (2021)

Daphne Kilborne (2021)

Maddie Ozog (2021)

Braelynn Bobo (2021-22)

Fatima Saeed (2021-22)

Anna Rousseau (2020-23)

Madeline Leppek (2020-23)

Carolyn Lignell (2021-23)

Anna Fisher (2021-23)

Autumn David (2021-23)

Natalie Magid (2021-24)

Kasey Boegner (2021-24)

Abby Sherwood (2021-24)

Ashleigh Strong (2021-23)

Katie Bullock (2021-23)

Justin Strong (2021-24)

Shreya Kankanalapalli (2021-current)

Ava Ballagh (2021-23)

Brennan Haugen (2021-24)

Aaditi Nambair (2021-24)

Annie Henseler (2021-23)

Evan Hughes (2021-23)

Zainab Alsalihi (2021-current)

Grace Hetke (2022-24)

Samantha Tanner (2022-23)

Louise Cioban (2022-24)

Dre’Ana O’Neal (2022-current)

Joseph Kesto (2022-current)

Bella Staley (2022-24)

Lara Ilham (2023)

Olivia Lang (2023-24)

Brigid Harrington (2023-24)

Yumi Yuag (2023-current)

Alivia Slazinski (2023-24)

Claire Szmansky (2023-24)

Alekya Vudathu (2023-current)

Latrell Massey (2023-current)

Emily Stephenson (2023-current)

Emma Riedel (2023-current)

Casey Reed (2023-current)

Liz Mallory (2024)

Abby Mccarty (2024-current)

Ava Taylor (2024-current)

PJ Pfieffer (2024-current)

Alina Acosta (2024-current)

Isabel Culling (2024-current)

Charlize Haworth (2024-current)

Sinhu Marthi (2024-current)

Neha Menon (2024-current)

Haley Doss (2024-current)

Shreshta Sinha (2024-current)

Dominque Smith (2024-current)

**TEACHING EXPERIENCE**

***\*****Denotes online course*

***Michigan State University***

HDFS 490 – Study Abroad (Summer 2023)

HDFS 449 – Children with Disabilities and their Families (Spring 2015-2024)

HDFS 449L – Lab Associated with HDFS 449 (Spring 2023-2024)

HDFS 303\* – Assessment of Young Children (Spring 2016, Summer 2017, Spring 2018-23)

HDFS 825 - Families and Children with Special Needs (Fall 2015, 2017, 2019, 2023)

HDFS 827 – Language and Literacy Development from Infancy to Formal Schooling (Fall 2022,

2024)

***The Pennsylvania State University***

SPLED 400 – Inclusive Special Education Foundations (Fall 2011; Spring 2012 – 2 sections;

Fall 2012 – 5 sections; Spring 2013; Fall 2013 - 4 sections)

SPLED 403A – Evidence-based Methods for Elementary Students with Disabilities (Spring

2012; Spring 2013 - 2 sections)

SPLED 418 - – Technologies for Persons with Disabilities (Fall 2012)

SPLED 419\* – Introduction to Assistive Technology for General Education Teachers (Summer

2012; Summer 2013 – 3 sections, Summer 2014 – 3 sections)

SPLED 496/596 - Research projects with graduate and undergraduate students

SPLED 596 - Independent Study with PhD Speech Language Pathology Students

(Communication Partner Training)

SPLED 502 - Graduate Seminar in Autism Spectrum Disorders (Spring 2012, Spring 2013)

**CURRICULUM DEVELOPMENT**

2022 Creation of HDFS 449 Lab

2015 Creation of online course for Great Plains IDEA – Assessing Young Children and Their Environments to Enhance Development

2015 Creation of HDFS 449 course materials

2015 Creation of HDFS 825 course materials

2013 Committee member for creation of pre-student teaching practicum in low incidence disabilities

2013 Creation of SPLED 800 – New online graduate level course in inclusive special

education foundations

**EDITORIAL REVIEW BOARD EXPERIENCE**

2020-present *Topics in Early Childhood Special Education* (Consulting Editor; Guest Editor for

special issue July 2024)

2020-present *Focus on Autism and Other Developmental Disabilities* (Consulting Editor since

2024)

2016-present *Journal of Early Intervention* (Editorial board since 2024)

2024-present *Education and Training in Autism and Developmental Disabilities* (Editorial

Board since 2024)

2024-present *BMC Pediatrics* (Editorial Board since 2024)

2013-present *Augmentative and Alternative Communication*

2014-present *Journal of Speech, Language, and Hearing Research*

2015-present *International Journal of Early Childhood*

2015-present *International Journal of Speech-Language Pathology*

2017-present *Remedial and Special Education*

2017-present *Journal of Research on Educational Effectiveness*

2017-present *International Journal of Child Care and Education Policy*

2018-present *Teacher Education Quarterly*

2018-present *Research and Practice in Severe Disabilities*

2019-present *Exceptional Children*

2019-present *Teaching Exceptional Children*

2019-present *International Journal of Developmental Disabilities*

2019-present *American Journal of Speech Language Pathology*

2020-present *Language, Speech, and Hearing Services in Schools*

2020-present *Topics in Early Childhood Special Education*

2020-present *Review Journal of Autism and Developmental Disorders*

2021-present *Inclusive Practices*

2021-present *Social Development*

2023 *Perspectives of American Speech Language Hearing Association Special Interest*

*Groups*

2023 *Rural Special Education Quarterly*

2023 *Behavior Modification*

2023 *Child: Care, Health, & Development*

2021 *Journal of Intellectual Disabilities*

2021 *Early Childhood Education Journal*

2021 *Journal of Community Practice*

2020 *American Journal of Sexuality Education*

2020 *Family Relations*

2019 *Teacher Education and Special Education*

2017 *Research in Developmental Disabilities*

2017 *Infant Mental Health Journal*

2015 *Intellectual and Developmental Disabilities*

2013 *Current Issues in Education*

**PROFESSIONAL ASSOCIATIONS**

The Council for Exceptional Children (subdivisions: Division for Early Childhood, Division for Autism and Developmental Disabilities, Teacher Education Division)

International Society for Augmentative and Alternative Communication

**PROFESSIONAL SERVICE**

2024-2026 What Works Clearing House Practice Guide Panel member - Supporting Young Children with Disabilities or Developmental Delays

2024 William T. Grant Foundation Reviewer – Reducing Inequality Program

2023-2024 Planning committee National Resource Center for Paraeducators 2024 Virtual Conference, Lead of leadership session

2023-2028 Institute for Education Sciences Research Grant Reviewer - Principal Committee Member EIECE

2023 Institute for Education Sciences Research Grant Reviewer - Ad-Hoc Committee Member EIECE

2023-current Research Associate, University of Pretoria (South Africa)

2022 ASHA AAC Strand Conference Proposal Reviewer

2022 Division for Early Childhood Conference Proposal Reviewer

2017-2021 Advisory Board Member, Youth Engaged Learning Leading, Michigan Disability Rights Coalition

2017-current Faculty Mentor, Michigan Leadership in Education and Neurodevelopmental and Related Disabilities

2013-current Secretary, Paraeducator Special Interest Group, Teacher Education Division of the Council for Exceptional Children

**UNIVERSITY SERVICE**

***Michigan State University***

2024-current Faculty Affiliate African Studies Core

2016-current Faculty Affiliate Michigan Institute for Public Policy and Research

2015-current Child Development Laboratory Research Co-Director, Human Development & Family Studies

2023-2024 Search committee member for Chair of HDFS

2023-2024 Department Graduate Education Committee

2021-2023 GPIDEA – ECEMS department representative

2020-2022 Co-chair C-RAIND Internal Advisory Committee

2021-2022 Search committee member for Faculty Position in HDFS

2020-2021 Department Advisory Board

2018-2022 C-RAIND Brownbag Committee Member (Chair 2020-2022)

2019-2021 William J. Beal Award Selection Committee

2018-2020 Department Graduate Education Committee

2014-2022 Faculty Affiliate, Research in Autism, Intellectual and Neurodevelopmental Disabilities

2017-2019 Department Curriculum Committee Human Development & Family Studies

2015-2016 College of Social Science, Undergraduate Curriculum Committee

2014-2019 Assisted interviewing for new faculty positions (Human Development and Family Studies, Communication Sciences and Disorders)

2015-2018 Search committee member for Developmental Behavioral Physician (College of Human Medicine)

2015-2018 Search committee member for Neurodevelopmental Disabilities Physician (College of Human Medicine)

***The Pennsylvania State University***

2013 Search committee member for fixed term faculty position (Special Education)

2012-2013 Advisor for Student Chapter of Council for Exceptional Children

***Northern Arizona University***

2005-2006 Committee member of The Association for Severe Handicaps (TASH)

**OUTREACH & ENGAGEMENT**

*Community Events*

2021: Panelist for WKAR viewing and discussion of “The Gene” – Advances in gene research

and implications for individuals with autism and their families

2021: Virtual workshop presenter through the Council for Exceptional Children “Supporting

Paraeducator Series”<https://exceptionalchildren.org/improving-your-practice/supporting-paraeducators/workshop-descriptions>

*Media Publications*

# 2024: Diversity Champion: Dr. Sarah Douglas

# <https://socialscience.msu.edu/news-events/news/2024-07-23-3.html>

# 2024: Michigan Radio Interview for Stateside Podcast with April Baer (aired on 5/6/24) – NSF

# sensor work

# 2024: Research Spotlight for 3DA (Delegation for Developmental Disability Advocacy)

# <https://www.3da.org/post/msu-utilizing-ai-in-special-education-research>

# 2024: “Sarah Douglas and language disabilities” – Podcast interview with Supporting Child

# Caregivers

<https://urldefense.com/v3/__https://supportingchildcaregivers.org/podcasts__;!!HXCxUKc!yrGQSwuH5Ul0gNqHe0UG33p3hFmZkIieTVZeQy95TXXVXCzhSe5vzOucDWgoZYwmgFnb5CpgUlco6tJpKRfB$>

# 2024: “Improving student communication through paraeducator and teacher training” – Inside

# IES Research featured blogpost

# <https://ies.ed.gov/blogs/research/post/improving-student-communication-through-paraeducator-and-teacher-training>

# 2023: “New AI-powered sensors could tell teachers what’s really going on with students” – Research featured in Education Week article

<https://www.edweek.org/teaching-learning/new-ai-powered-sensors-could-tell-teachers-whats-really-going-on-with-students/2023/10>

# 2023: “New AI technology to support teachers” – Media interview with Fox47 News (live

# broadcast only)

# 2023: “Michigan State uses AI to help students with disabilities” – Media interview with WILX

# News 10 <https://www.wilx.com/2023/09/28/michigan-state-uses-ai-help-students-with-disabilities/>

## 2023: “Parents are using Ford F-150 Lightning’s front trunk for diaper changes” – Quoted in

## Detroit Free Press Article highlighting this as a need for caregivers of children with

## disabilities. <https://www.freep.com/story/money/cars/ford/2023/01/18/ford-f-150-lightning-front-trunk-parents-diaper-changes/69812621007/>

## 2022: “Sarah Douglas discusses autism and developmental disabilities” - Podcast interview with

## Telepractice Today <https://www.3cdigitalmedianetwork.com/telepractice-today-podcast>

## 2021: “Online learning communities support children with complex communication needs” <https://engagedscholar.msu.edu/magazine/volume15/douglas.aspx>

## 2020: “Building online learning communities to support young children with complex

## communication needs” <https://engagedscholar.msu.edu/enewsletter/volume13/issue1/douglas.aspx>

## 2020: “Ensure paraprofessionals are trained for return to school” – Interview/article with

## Special Ed Connection. Copy of article available upon request.

## 2020: “Free telepractice research reviews” Research highlight of Douglas, Nordquist, Kammes,

## & Gerde, 2018 on the Informed SLP special telepractice highlight in light of COVID-19

## pandemic. <https://www.theinformedslpmembers.com/free-telepractice-research-reviews>

## 2019: “Bridging communication gaps for those with disabilities”

## <https://msutoday.msu.edu/news/2019/bridging-communication-gaps-for-those-with-disabilities/?fbclid=IwAR3gZhxp5XtRi8kzo1DCJIWiJ2okf_nSEfsYBMii9C9Nj20l5c6geSGxgVM>

## 2019: “8 tips for supporting paraeducators” – Invited guest post for Communication Matrix

## Community. <https://www.communicationmatrix.org/Community/Posts/Content/24410>

## 2019: “What’s in a name? Introducing paraeducators” – Invited guest post for Communication

## Matrix Community.

## <https://www.communicationmatrix.org/Community/Posts/Content/24408>

## 2019: “Communication partner training for paraeducators” – Invited guest post for

## Communication Matrix Community.

## <https://www.communicationmatrix.org/Community/Posts/Content/24409>

## 2019: “Survey says: Include these 4 elements in your paraprofessional training” –

## Interview/article with Special Ed Connection. Copy of article available upon request.

## 2019: “What your paraprofessionals need to know to work with students with intellectual

## Disabilities” – Interview/article with Special Ed Connection. Copy of article available

## upon request.

## 2019: “C-RAIND working to improve quality of life for people with neurodevelopmental

## disabilities.” [https://www.wkar.org/post/c-raind-working-improve- quality-life-people- neurodevelopmental-disabilities#stream/0](https://www.wkar.org/post/c-raind-working-improve-%09quality-life-people-neurodevelopmental-disabilities#stream/0)

## 2019: “Early Interventionists Swear by Coaching Model Despite Challenges”

## <https://msutoday.msu.edu/news/2019/early-interventionists-swear-by-coaching-model->

## despite-challenges/

## 2018: “Parent training: Supporting complex communication needs” Research highlight of

## Douglas, Nordquist, Kammes, & Gerde, 2018 on the Informed SLP.

## <https://www.theinformedslpmembers.com/ei-reviews/parent-training-supporting-complex-communication-needs?rq=online%20parent%20training>

## 2018: “Provide Paraeducators Ongoing Professional Development” – Interview with Special

## Education e-news. Copy of article available upon request.

## 2018: “I find peace in him” – State News highlight of one of my students with interview about

## my support as her professor. <http://specials.statenews.com/2018/4/single-parent-student/>

## 2018: “Sensory Friendly Performances at the Wharton” – WKAR highlight with interview about

## my involvement in the program. Retrieved from:

## <https://www.facebook.com/WKARFamily/videos/10155471588992083/>

## 2017: “Michigan’s Need for Policies and Systematic Training for Paraeducators”- Michigan

## State University’s Institute for Public Policy and Social Research Blog

## <https://ippsr.msu.edu/public-policy/michigan-wonk-blog/michigan%E2%80%99s-need-policies-and-systematic-training-paraeducators>

## 2017: “Training Benefits Families of Kids with Limited Speech”

## <https://www.futurity.org/online-training-special-needs-1528682-2/>

## 2017: “Improving Communication Between Parents and Siblings of Special Needs Youth”

## <http://msutoday.msu.edu/news/2017/improving-communication-between-parents-and-siblings-of-special-needs-youth/>

## 2017: Research highlight of Douglas, Kammes, & Nordquist, 2017 on the Informed SLP.

[https://www.theinformedslpmembers.com/reviews/and-more- 3?rq=online%20communication%20training](https://www.theinformedslpmembers.com/reviews/and-more-%203?rq=online%20communication%20training)