

Sarah N. Douglas

Michigan State University ♦ Human Development and Family Studies ♦ 552 W. Circle Drive, 2J Human Ecology ♦ East Lansing, MI 48824 ♦ 517-353-2193 ♦ sdouglas@msu.edu

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

EDUCATION

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| 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 EXPERIENCE

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| 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

- Teacher/Scholar Award Recipient (2019), Michigan State University
 Best Research Poster Award, Annual Conference, TASH (2018)
 Named Top 10 Special Education Article in the Journal (2017 & 2018) for Douglas, Chapin, & Nolan (2016) article
 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*

Bagawan, A. *, **Douglas, S. N.**, & Gerde, H. (in press). Components of effective supervision and training for paraeducators. *Intervention in School and Clinic*. **IF 1.280**

Iacono, T., Goldbart, J., **Douglas, S.N.**, & Melga, A.G.* (revise and resubmit). A scoping review and appraisal of AAC research in inclusive settings. *Journal of Developmental and Physical Disabilities*. **IF 1.992**

Iacono, T., **Douglas, S. N.**, Garcia-Melgar, A.* , & Goldbart, J. (in press). A scoping review of AAC research conducted in segregated school settings. *Research in Developmental Disabilities*. <https://doi.org/10.1016/j.ridd.2021.104141> **IF 3.586**

Biggs, E., Therrien, M., Snodgrass, M., & **Douglas, S. N.** (in press). 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*. **IF not available**

Douglas, S. N., Dunkel-Jackson, S., Bagawan, A.* , & Sun, T.* (in press). Five tips for implementing telepractice interventions with family members of young children with autism spectrum disorders. *Perspectives of the ASHA Special Interest Groups*. **IF not available**

Biggs, E., Therrien, M., **Douglas, S. N.**, & Snodgrass, M. (2021). AAC Telepractice During the COVID-19 Pandemic: A National Survey of Speech-Language Pathologists. *American Journal of Speech Language Pathology*,

Kammes, R.* , Lachmar, M.* , **Douglas, S. N.**, & Schultheiss, H.* (in press). “Life altering”: A qualitative analysis of social media birth stories from mothers of children with down syndrome. *Journal of Intellectual Disabilities*. **IF 2.309**

Douglas, S. N., Shi, Y.* , Das, S.* , & Biswas, S. (in press). Validation of wearable sensor technology to measure social proximity of young children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*. <https://doi.org/10.1177/10883576211028223> **IF 3.532**

D'Agostino, S.* , & **Douglas, S. N.** (in press). Preparation experiences of pre-service inclusive preschool teachers: A qualitative metasynthesis. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2021.1902435> **IF 1.171**

Douglas, S. N., Meadan, H., & Schultheiss, H.* (in press). A meta-synthesis of caregivers' experiences transitioning from early intervention to early childhood special education. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-021-01165-6> **IF 1.947**

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

functional communication of preschoolers with complex communication needs. *Young Exceptional Children*. <https://doi.org/10.1177/1096250620959664>
IF not available

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*. **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*. **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**

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*. Available at <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> **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*.

<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**

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. *National Head Start Association Dialogue*. 22(2), 1-21. **IF 1.00**

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> **IF 2.297**

Douglas, S. N., Meadan, H., & Kammes, R.* (2019). 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>

IF 1.633

- 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> **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> **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> **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> **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

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*. New York, NY: Oxford University Press.

Shi, Y.*, Das, S.*, **Douglas, S. N.**, & Biswas, S. (2017). An experimental wearable IoT 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. (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*. [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>

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>

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

MANUSCRIPTS UNDER REVIEW

Lu, Y.*, Hauck, J., **Douglas, S. N.**, Bagawan, A.* (revise and resubmit). Using neurotypical siblings as intervention agents to guide individuals with autism spectrum disorders: A systematic review.

D'Agostino, S., **Douglas, S. N.**, & Meadan, H. (revise and resubmit). Compassionate care within early intervention caregiver coaching: "They won't care what you know until they know you care."

Snodgrass, M., **Douglas, S. N.**, Walker, V., & Chung, Y. C. (revise and resubmit). Instructional decision-making approaches of AAC experts.

Kammes, R., **Douglas, S. N.**, & Black, R. (revise and resubmit). Parental role in intimate relationships for adults with and without intellectual disabilities.

Sun, T.*, Bowles, R., & Douglas, S. N. (under review). Chinese-English speaking family perspectives of augmentative and alternative communication use with their children.

Douglas, S. N., Dunkel-Jackson, S., Bagawan, A.*, & Sun, T.* (under review – invited submission). Five tips for implementing telepractice interventions with family members of young children with autism spectrum disorders.

Lu, Y.*, Erickson, K., Sun, T.*, **Douglas, S. N.**, & Hauck, J., (under review). Insights of caregivers and neurotypical siblings on sibling-guided motor interventions for children with autism spectrum disorder

Douglas, S. N., Jensen, E.*, & West, P.* (under review). A qualitative meta-synthesis of the medical experiences of children with autism spectrum disorders.

Jensen, E.*, Gerde, H., & **Douglas, S. N.** (under review). Dispelling myths surrounding AAC use for young children: Truths for Early Childhood Educators.

Douglas, S. N., Meadan, H., Biggs, E., Bagawan, A.*, & Terol, K.* (under review). Building family capacity: Supporting multiple family members to implement aided language modeling.

Biggs, E. E., **Douglas, S. N.**, Therrien, M., & Snodgrass, M. (under review). Perspectives of speech-language pathologists on telepractice for children who use augmentative and alternative communication.

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.

Chopra, R., Yates, P., **Douglas, S. N.**, Sobeck, E., & Morano, S. (under review). Paraeducator to teacher pathways: What we know and where we should go.

Douglas, S. N., Shi, Y.*, Das, S.*, & Biswas, S. (under review). Validation of wearable sensor technology to understand social interactions of young children.

Kammes, R.*, **Douglas, S. N.**, & Nordquist, E.* (under review). Sibling communication training: A case study.

GRANTS***FUNDED GRANTS***

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. (2018-2022). *Online Training for Paraeducators to Improve Communication Supports for Young Children with Complex Communication Needs*. Institute for Educational 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

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.* & **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.

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.

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.

SUBMITTED GRANTS

Neal, J., **Douglas, S. N.**, & Biswas, S. (2022-2024). *Piloting a Sensor-based System to Support Teacher Implementation of an Evidence-Based Intervention for Children with Autism Spectrum Disorder*. National Institute of Health (Submission September 2021; \$450,000 direct cost request).

Douglas, S. N., & Meadan, H. (2022-2026). *Pandemic Recovery: Accelerating Student's Communication Outcomes and Partner Use of Augmentative and Alternative Devices in Home and School Settings*. Institute for Educational Sciences (Submission September 2021; \$2 million request).

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., 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 presentation at the 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 presented at the 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 presented at the 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 at the 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.* Presentation at the 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.* Presentation at the 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 presentation at the 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 presentation at the 2022 International Conference on Autism, Intellectual Disability & Developmental Disabilities. Clearwater Beach, FL.

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

telepractice for typically developing siblings of children with disabilities. Poster presentation at the 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*. Presentation at the 2022 International Conference on Autism, Intellectual Disability & Developmental Disabilities. Clearwater Beach, FL.

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.

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 presentation at the 2021 Virtual Biennial Conference of the Society for Research in Child Development (SRCD).

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 presentation at the 2021 Virtual Biennial Conference of the Society for Research in Child Development (SRCD).

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 presentation at the 2021 Conference of the American Association on Intellectual and Developmental Disabilities. (virtual)

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*. Poster presentation at the International Society for Autism Research 2021 Annual 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 at the 2021 Council for Exceptional Children Annual Conference. (virtual)

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

- 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 at the 2021 Annual Conference of the Assistive Technology Industry Association. (virtual)
- 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 presentation at the 2021 Division for Autism and Developmental Disabilities Conference. (hybrid)
- 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 presentation at the 2021 Division for Autism and Developmental Disabilities Conference. (hybrid)
- 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 at the 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 at the 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 at the 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 presentation at the 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 presentation at the 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 in 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 at the 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 presented at the Midwest Nursing Research Society (MNRS) 44th Annual Conference, Schaumburg, 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 presented at the 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 at the 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 presented at the 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 presented at the 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 at the 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 presented at the 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 presentation at the Early On Conference, Acme, MI.

Douglas, S. N. (November, 2019). *Perfect partner: Supporting beginning communicators using augmentative and alternative communication (AAC)*. Invited presentation at the Early On Conference, Acme, MI.

- Douglas, S. N.** (November, 2019). *Creating Inclusive Environments for Youth*. Invited presentation at the 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 presented at the 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 presented at the 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 presented at the 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 at the 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 presented at the 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 presented at the 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 presented at the 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 at the 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 presented at TASH Annual Conference, Portland, OR.
- Kammes, R., **Douglas, S. N.**, & West, P. (2018, November). *The training experiences of AAC professionals*. Poster presented at 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 at #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 at #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 Presentation at the 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 Presentation at the 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 Presentation at the 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 Presentation at the 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*. Paper accepted for presentation at the National Conference on the Training and Employment of Paraeducators. Seattle, WA.
- Douglas, S. N.** (2018, April). *Paraeducator Practices in One State: Implications for Policy*. Paper accepted for presentation at the 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*. Paper accepted for presentation at the 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. 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.* 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.* 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.* 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.* Early On Conference. Kalamazoo, MI.

Douglas, S. N. (2017, November). *Communication partner skills: Supporting beginning communicators who use AAC.* #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.* 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 at the quarterly MSU RAIND meeting. East Lansing, MI.

Douglas, S. N. (2017, April). *Using wearable sensor technology to analyze the social interactions of young children.* Michigan Division of Early Childhood Conference, Mt. Pleasant, MI.

Douglas, S. N. (2017, April). *Training Communication Partners to Support Children with Complex Communication Needs: Lessons Learned.* 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 presented at the 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.* In H. Gerde (Chair), Write time, write place: Implications of the Common Core Writing Standards for preschool writing

instruction. A symposium presented at the 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*. Paper presented at the 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*. Division on 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*. 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*. Paper presented at the 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 presented at the 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 speaker 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 speaker 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 presented at the 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 speaker 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*. Doctrid IV. Belfast, Ireland.

- Douglas, S. N.** (2015, April). *Tips from Teachers: Working with Paraeducators*. Paper presented at the International Conference on the Training and Employment of Paraeducators. Hartford, CT.
- Douglas, S. N.** (2014, November). *Supporting communication in individuals with autism*. Invited grand round lecture at Munson Medical Center, Traverse City, MI.
- Douglas, S. N., Linscott, L. L., & Richtsmeier, A. J.** (2014, November). *Understanding Autism*. Invited panel discussion at Northwestern Michigan College, Traverse City, MI.
- Douglas, S. N.** (2014, April). *PPOWR – A strategy to support communication for children with complex communication needs*. Poster accepted for presentation at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Douglas, S. N.** (2013, October). *uJudge: An online peer review tool*. Invited presentation at the 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*. Paper accepted for presentation at the 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*. Paper accepted for presentation at the 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*. Paper accepted for presentation at the Assistive Technology Industry Association, Orlando, FL.
- Douglas, S. N.** (2012, August). *Chat it up! Supporting children who use augmentative and alternative communication*. Invited presentation at the 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 accepted for presentation at the International Society for Augmentative and Alternative Communication, Pittsburgh, PA.
- Douglas, S. N.** (2012, March). *Considerations for online training to paraeducators*. Paper accepted for presentation at the 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*. Paper accepted for presentation at the National Conference for Paraeducators and Related Service Providers, San Antonio, TX.

TEACHING EXPERIENCE

**Denotes online course*

Michigan State University

HDFS 449 – Children with Disabilities and their Families (Spring 2015, 2016, 2017, 2018, 2019, 2021)

HDFS 303* – Assessment of Young Children (Spring 2016, Summer 2017, Spring 2018, 2019, 2020, Spring 2021)

HDFS 825 - Families and Children with Special Needs (Fall 2015, Fall 2017, Fall 2019, Fall 2021)

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

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

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*

2016-present *Journal of Early Intervention*

2017-present *Remedial and Special Education*

2017-present *Journal of Research on Educational Effectiveness*

2017-present	<i>International Journal of Child Care and Education Policy</i>
2018-present	<i>Teacher Education Quarterly</i>
2018-present	<i>Research and Practice in Severe Disabilities</i>
2019-present	<i>Exceptional Children</i>
2019-present	<i>Teaching Exceptional Children</i>
2019-present	<i>International Journal of Developmental Disabilities</i>
2019-present	<i>American Journal of Speech Language Pathology</i>
2020-present	<i>Language, Speech, and Hearing Services in Schools</i>
2020-present	<i>Topics in Early Childhood Special Education</i>
2021	<i>Journal of Intellectual Disabilities</i>
2021	<i>Early Childhood Education Journal</i>
2021	<i>Inclusive Practices</i>
2021	<i>Journal of Community Practice</i>
2021	<i>Review Journal of Autism and Developmental Disorders</i>
2021	<i>Social Development</i>
2020	<i>American Journal of Sexuality Education</i>
2020	<i>Family Relations</i>
2020	<i>Focus on Autism and Other Developmental Disabilities</i>
2020	<i>Review Journal of Autism and Developmental Disorders</i>
2019	<i>Teacher Education and Special Education</i>
2017	<i>Research in Developmental Disabilities</i>
2017	<i>Infant Mental Health Journal</i>
2015	<i>Intellectual and Developmental Disabilities</i>
2013	<i>Current Issues in Education</i>

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

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

2020-current	Co-chair C-RAIND Internal Advisory Committee
2020-current	Department Advisory Board
2018-current	RAIND Brownbag Committee Member (Chair 2020-current)

2019-current	William J. Beal Award Selection Committee
2018-2020	Department Graduate Education Committee
2016-current	Faculty Affiliate Michigan Institute for Public Policy and Research
2015-current	Child Development Laboratory Research Co-Director, Human Development & Family Studies
2014-current	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)
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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>

Mass Media Publications

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=IwAR3gZhxp5XtRi8kzo1DCJIWjJ2okf_nSEfsYBMii9C9Nj2015c6geSGxgVM
- 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>
- 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: “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>