

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; inclusion; single case design; mixed methods research design

EDUCATION

2011	Doctor of Philosophy Special Education with a cognate in Augmentative and Alternative Communication	Pennsylvania State University
2007	Master of Education Special Education with Graduate Certificate in Assistive Technology	Northern Arizona University
2003	Bachelor of Science Elementary and Special Education, Magna Cum Laude	Northern Arizona University

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

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
 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*

Douglas, S. N., Bowles, R., Plavnick, J., Dunkel-Jackson, S., Sun, T.*, Bagawan, A.* (in press). An online communication partner training program: POWR system results for teachers, paraeducators, and children. *Rural Special Education Quarterly*. **IF 1.4**

Bagawan, A.*, **Douglas, S. N.**, & Dunkel-Jackson, S. (in press). Indonesian caregivers' perspectives of the use of AAC for children with autism spectrum disorder. *Journal of International Special Needs Education*. **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. (in press). Interdisciplinary competencies for implementing NDBIs with young children with ASD. *Journal of Early Intervention*. <https://doi.org/10.1177/10538151231218928> **IF 1.8**

D'Agostino, S., Dueñas, A., **Douglas, S. N.**, & Meadan, H. (in press). 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. (in press). Paraeducators' journey to teacher licensure: Critical supports and challenges. *The Teacher Educator*. <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.* (in press). Iterative pilot testing of the POWR intervention: Online training to support paraeducator implementation of augmentative and alternative communication strategies. *Journal of Special Education Technology*. <https://doi.org/10.1177/016264342311805> **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> **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**

- 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**
- 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**
- 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> **IF not available.**
- 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**
- 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**
- 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**

- 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> **IF 3.493**
- 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> **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*. <http://aasep.org/aasep-publications/journal-of-the-american-academy-of-special-education-professionals-jaasep/jaasep-winter-2022/index.html> **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*. <http://aasep.org/aasep-publications/journal-of-the-american-academy-of-special-education-professionals-jaasep/jaasep-springsummer-2022/index.html> **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*. <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*, 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**

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.* (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> **IF 1.633**

Most Cited Article in the Journal for 2021

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.000000000000118> **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

Lee, J. D., **Douglas, S. N.**, & Meadan, H. (in press). 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 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., (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

Douglas, S. N., Shi, Y.*, Das, S.*, & Biswas, S. (accept with minor revisions). Validation of wearable sensor technology to understand social interactions of young children. *Early Childhood Research Quarterly*. **IF 4.4**

Douglas, S. N., Dada, S., Tonsing, K., Samuels, A., & Owusu, P.* (revision under review). Cultural considerations in caregiver implemented naturalistic developmental behavioral interventions: A scoping review.

Douglas, S. N., & Josol, C. (revision under review). Friendship experiences of children with neurodevelopmental disabilities and their peers: A meta-synthesis.

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.

Snodgrass, M., **Douglas, S. N.**, Walker, V., & Chung, Y. C. (revise and resubmit). Instructional decision-making of professionals who support children who use AAC.

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.

Bhandari, C.*, & **Douglas, S. N.** (under review). Embedding mindfulness into early childhood classroom routines.

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.

Eddie, A.*, Vallotton, C., **Douglas, S., N.**, & Brophy-Herb, H. (revise and resubmit). The I can/you can framework for ethnic-racial socialization in infancy and toddlerhood.

Douglas, S. N., Bowles, R., Plavnick, J., Dunkel-Jackson, S., Sun, T.*, & Bagawan, A.* (revision under review). An online communication partner training program: POWR system results for teacher, paraeducators, and children.

GRANTS

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

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

SUBMITTED GRANTS

Douglas, S. N., Neal, J., & Biswas, S. (2024-2026). *Piloting a Sensor-based System to Support Teacher Implementation of an Evidence-Based Intervention for Children with Autism Spectrum Disorder*. National Institute of Health (Resubmission June 2023; \$450,000 direct cost request).

RECENT PRESENTATION

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). *Baseball 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, 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]. 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). *The 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 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* [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]. 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* [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, doctoral candidate

Emily Jensen, doctoral student

Prince Owusu, doctoral student
Chandani Bhandari, doctoral student

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 (2023)
Tiantian Sun (2023)

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
Marisol Mora, student

Other Graduate/Post Graduate Research Supervision

Shelley Chapin (2013-16) - Penn State University
Saila Subramaniam (2016-17)
Marisa Diaz (2017)
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 (2021-2022) – Michigan-LEND Trainee
Sarah Khan (2021-2022) – Michigan-LEND Trainee
Maeve Bartiss (2023-current) – Michigan-LEND Trainee

Undergraduate Student Research Supervision

Brandon Ahlgren (2015)	Sarah Chumas (2016-17)
Radiance Zeigler (2015)	Sarah Provencher (2015-18)
Hailey Dubreuil (2015)	Andrea Howes (2017)
Aly Klein (2015)	John Wenzel (2017)
Michaela Marks (2015)	Beth Lourerio (2017-18)
Lexy Barman (2015-16)	Kira Wadsworth (2017-18)
Jodie Gold (2015-16)	Kylie Vance (2017-18)
Emily Carmody (2015-17)	Kristen Breaks (2017-19)
Laura Cosentino (2016-17)	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)
 Natalie Magid (2021-current)

Kasey Boegner (2021-current)
 Abby Sherwood (2021-current)
 Ashleigh Strong (2021-23)
 Katie Bullock (2021-23)
 Justin Strong (2021-current)
 Shreya Kankanalapalli (2021-current)
 Ava Ballagh (2021-23)
 Brennan Haugen (2021-current)
 Aaditi Nambair (2021-current)
 Autumn David (2021-current)
 Annie Henseler (2021-23)
 Evan Hughes (2021-23)
 Zainab Alsalihi (2021-current)
 Grace Hetke (2022-current)
 Samantha Tanner (2022-23)
 Louise Cioban (2022-current)
 Dre'Ana O'Neal (2022-current)
 Joseph Kesto (2022-current)
 Bella Staley (2022-current)
 Lara Ilham (2023)
 Olivia Lang (2023-current)
 Brigid Harrington (2023-current)
 Yumi Yuag (2023-current)
 Alivia Slazinski (2023-current)
 Alekya Vudathu (2023-current)
 Latrell Massey (2023-current)
 Emily Stephenson (2023-current)
 Emma Riedel (2023-current)
 Casey Reed (2023-current)
 Liz Mallory (2024-current)
 Abby Mccarty (2024-current)
 Ava Taylor (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 2015-23)

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

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)

The Pennsylvania State University

SPLD 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

- 2020-present *Topics in Early Childhood Special Education* (Consulting Editor; Guest Editor for special issue July 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*
 2016-present *Journal of Early Intervention*
 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 *Focus on Autism and Other Developmental Disabilities*
 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	<i>Rural Special Education Quarterly</i>
2023	<i>Behavior Modification</i>
2023	<i>Child: Care, Health, & Development</i>
2021	<i>Journal of Intellectual Disabilities</i>
2021	<i>Early Childhood Education Journal</i>
2021	<i>Journal of Community Practice</i>
2020	<i>American Journal of Sexuality Education</i>
2020	<i>Family Relations</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

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
2017-2021	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

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
2023-2025	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 HDFFS
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)
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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

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=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: “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>