

CIARA L. OUSLEY

University of Nebraska – Lincoln
363 Barkley Memorial Center; Lincoln, NE
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EDUCATION

Ph.D. Special Education, 2022

The Pennsylvania State University
Major: Special Education
Cognate/Focus: Augmentative and Alternative Communication &
Applied Behavior Analysis

M.S. Special Education, 2017

Saint Joseph's University
Major: Special Education
Endorsement: Autism Spectrum Disorders

B.S. Education and Human Sciences, 2015

The University of Nebraska – Lincoln
Majors: Elementary Education & Special Education K – 6

PROFESSIONAL EXPERIENCE

- 2023 – Present Research Affiliate, University of Nebraska System
Nebraska Center for Research on Children, Youth, Families, and Schools
- 2022 – Present Assistant Professor, University of Nebraska-Lincoln
Department of Special Education and Communication Disorders
- 2022 Adjunct Faculty, Niagara University
The Jewish Colonization Association (ICA) ABA Graduate Program
- 2016 – 2018 Intervention Specialist, Beacon School
Athens County Board of Developmental Disabilities, Athens, OH
Grades: 2, 3, 4, and 5 | Severe Developmental Disabilities
- 2015 – 2016 Special Education Teacher, West Bay Elementary
Elkhorn Public Schools, Elkhorn, NE
Grades: 1, 2, 4, and 5 | Mild to Moderate Disabilities
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CERTIFICATIONS

Board Certified Behavior Analyst – Doctoral (BCBA-D) | Certification number: 1-22-59183
Ohio Resident Teaching Certification | Intervention Specialist K – 12 (expired)

Nebraska Teaching Certification | Elementary & Special Education K – 6 (expired)

GRANTS AND FUNDING

Current

- 2023 *The Effects of Embedding Augmentative and Alternative Communication within Storybook Reading and Play Time for Young Children with Autism Spectrum Disorder.*
Layman Seed Grant, Office of Research and Economic Development
University of Nebraska – Lincoln
Amount: \$10,000
Award Period: 08/2023 – 07/2024
Role: Primary Investigator
- Partnering with Nebraska Families to Understand the Accessibility and Success of Government-Funded Early Intervention Services.*
Calvin’s Legacy Foundation Research Funds, NU Foundation
Amount: \$15,000
Award Period: 03/2022 – Present
Role: Co-Primary Investigator with Dr. Susan Loveall
- RDFP Award: Research Dissemination at DADD Conference*
Prem S. Paul New Faculty Scholar Award Fund, NU Foundation
Award: \$2,000
Award Period: 08/2023 – 07/2024
Role: Primary Investigator

Submitted/Pending

- 2023 *Partnering with Caregivers: Empowering Diverse Family Members to Promote Augmentative and Alternative Communication Use*
Institute of Educational Sciences (IES)
Amount Requested: \$2,000,000
Requested Award Period: 07/2024 – 06/2028
Role: Consultant (PI: J.B. Ganz)

Completed

- 2021 *Coaching Families of Young Children with Autism and Minimal Speech in Naturalistic Developmental Behavioral Strategies Using Video Feedback.*
Graduate Research Grant, The Organization for Autism Research
Amount: \$2,000
Award Period: 08/2021 – 05/2022

Role: Primary Student Investigator
 Advisors: Tracy J Raulston and David McNaughton

HONORS AND AWARDS

2023 - 2024	Grant Writing for Grand Visions Program CEHS, University of Nebraska – Lincoln
2022 – 2023	Research Development Fellows Program ORED, University of Nebraska – Lincoln
2022	Best Student Research Paper of 2021 <i>Augmentative and Alternative Communication</i>
2020 – 2022	Lavanda P. Muller Graduate Fellowship in Education College of Education, The Pennsylvania State University
2014 – 2015	Distinguished Scholar Big Ten Conference
2015	Sportsmanship Award The University of Nebraska – Lincoln, Big Ten Conference
2014	Franco’s List of Integrity and Character Award The University of Nebraska – Lincoln

MANUSCRIPTS

Published or In-Press (n = 11)

- Bhana, N. B., Raulston, T. J., **Ousley, C. L.**, Bagawan, A. (in press). Sequential Analysis of Photographs and Parent Training to Support Conversations about Past Events between Caregivers and Children with Autism. *Advances in Neurodevelopmental Disorders*.
- Ousley, C.** & Raulston, T. J. (2023). A guide to incorporate augmentative and alternative communication into functional communication training. *Intervention in School and Clinic*. <https://doi.org/10.1177/10534512221093785>
- Ousley, C. L.**, Raulston, T. J., & Gilhuber, C. S. (2022). Incorporating Video Feedback within a Parent-Implemented Naturalistic Developmental Behavioral Intervention Package via Telepractice. *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214221117087>

- Coburn, K.L., Jung, S., **Ousley, C.**, Sowers, D. J., Wendelken, M., & Wilkinson, K. (2021). Centering the family in their system: A framework to promote family-centered AAC services. *Augmentative and Alternative Communication*.
<https://doi.org/10.1080/07434618.2021.1991471>
- Raulston, T. J., Bhana, N., McIntyre, L., & **Ousley, C.** (2021). Brief Report: Collateral joint engagement during a playdate intervention for children with and at risk for autism. *Journal for Autism and Developmental Disorders*. 51(1), 357 – 363.
<https://doi.org/10.1007/s10803-020-04544-x>
- Jung, S., **Ousley, C.**, McNaughton, D., & Wolfe, P. (2021). The effects of technology supports on community grocery shopping skills for students with intellectual and developmental disabilities: A meta-analysis. *Journal of Special Education Technology*. 1 – 12.
<https://doi.org/10.1177/0162643421989970>
- Babb, S., Jung, S., **Ousley, C.**, McNaughton, D., & Light, J. (2021). Personalized AAC intervention to increase participation and communication for a young adult with Down Syndrome. *Topics in Language Disorders*, 41(3), 232 – 248.
<https://doi.org/10.1097/TLD.0000000000000240>
- Bhana, N., McNaughton, D., Raulston, T., & **Ousley, C.** (2020) Supporting communication and participation in shared storybook reading using visual scene displays. *TEACHING Exceptional Children*. 52(6), 383 – 391. <https://doi.org/10.1177/00400059920918609>
- Ousley, C.**, & Raulston, T. J. (Commentary authors, 2020). Preliminary evidence suggests that functional reinforcement contingencies may result in more rapid acquisition of initial auditory-visual discriminations for some individuals with autism spectrum disorder. *Evidence-Based Communication Assessment and Intervention*. 14(3), 152 – 159.
<https://doi.org/10.1080/17489539.2020.1765472>
- Ousley, C.**, Raulston, T. J., Gregori, E., McNaughton, D., Bhana, N., & Mantzoros, T. (2020). A comparison of single-case quality evaluation tools applied to functional communication training with augmentative and alternative communication supports for students with developmental disabilities. *Research in Developmental Disabilities*. 107, 1 – 14. <https://doi.org/10.1016/j.ridd.2020.103803>
- Laubscher, E., Raulston, T. J., & **Ousley, C.** (2020). Supporting peer interactions in the inclusive preschool classroom using visual scene displays. *Journal of Special Education Technology*. 1 – 9. <https://doi.org/10.1177/0162643420981561>
- Under Review (n = 5)**
- Raulston, T. J., **Ousley, C.**, & Gilhuber, C. S. (revisions requested). A scoping review of playdate literature with children on the autism spectrum: An emerging and understudied area

Raulston, T. J., **Ousley, C.**, Hinton, E. M., Ramirez, A. M. (submitted). Is there an incorrect way to play? Measurement alternatives in naturalistic play-based ABA.

Ousley, C., Raulston, T. J., & Gilhuber, C. S. (revisions requested). Telecoaching parents of young autistic children using strength-based video feedback

Ousley, C., Raulston, T. J. (revisions requested). “I became more confident and comfortable when playing with my son”: Parent perspectives following a NDBI

Pitt, K. M., Mikuls, A., Mahmoudi, M., Burnison, J., Boster, J. B., McCarthy, J., & **Ousley, C.** (submitted). Are Brain-Computer Interfaces just for those with severe speech and physical impairments? Considering how BCIs can also bolster intuitive AAC development for children without physical difficulties.

In Preparation (n = 2)

Ousley, C., D’Agonstino, S., & Gevarter, C. (in preparation) Building a robust communicative repertoire: Suggestions to avoid overgeneralized words and phrases.

Ousley, C., Kang, V. (in preparation). A scoping review of non-traditional family member’s implementation of Naturalistic Developmental Behavioral Interventions.

CONFERENCE PRESENTATIONS

* indicates invited presentation

National/International

2023 **Ousley, C.**, Raulston, T. J., Gilhuber, C. (2023, May). Effects of a parent-implemented intervention using strength-based video feedback coaching during playtime. [Symposium]. Seminar presented within *Unique Application of Telehealth*. Discussants: Sarah Hansen [in place of Wendy Machalicek], at the 49th Annual Convention for the Association of Behavior Analysis International, Denver, CO.

2021 ***Ousley, C.** (2021, November). *Strategies and tools to empower parents and caregivers during playtime!* Presented at OCALICON Virtual Conference.

McNaughton, D., **Ousley, C.**, Baker, K., Bhana, N., Cherry, M., & Stroschein, B. (2021, July). *A scoping review of video modeling interventions to support community participation for autistic adolescents and adults*. Paper presentation at The Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) National Conference.

Ousley, C. & Raulston, T. J. (2021, February). *DICE: A strategy for practitioners on how to decrease challenging behavior and replace it with appropriate communication*. Posted presented at The Council for Exceptional Children Virtual Conference.

Ousley, C. & Raulston, T. J. (2021, February). *The effects of functional communication training with augmentative and alternative communication supports on decreasing challenging behavior*. Poster presented at The Council for Exceptional Children Virtual Conference.

2020

Ousley, C., & Raulston, T. J. (2020, August). *Functional communication training utilizing augmentative and alternative communication supports: Who do we know about?* Poster presented at The Women in Behavior Analysis Virtual Conference.

McNaughton, D., Light, J., Babb, S., Caron, J., Jung, S., & **Ousley, C.** (2020, August). *Video with visual scene displays to support participation and communication for adolescents who require AAC*. [Seminar]. Accepted for presentation at the Biannual Conference of the International Society for Augmentative and Alternative Communication, Cancun, Mexico. (cancelled due to COVID-19).

Ousley, C., Raulston, T. J., Gregori, E., McNaughton, D., Bhana, N., & Mantzoros, T. (2020, May). *Comparing single-case design quality appraisal tool outcomes: Functional communication training with communicative supports in schools*. Posted presented at the Association for Behavior Analysis International Virtual Conference.

Babb, S. & **Ousley, C.** (2020, May). The effects of speech-generating devices on the communication of adolescents with autism spectrum disorder during social interactions. [Symposium]. Seminar presented within *Teaching the use of different speech-generating device displays to individuals with autism during natural routines*. Discussants: Cindy Gevarter C and Elizabeth Lorah, at the 46th Annual Convention for the Association of Behavior Analysis International, Virtual Presentation.

Jung, S., **Ousley, C., Wolfe, P., & McNaughton, D.** (2020, February). Using technology supports to teach shopping skills to students with developmental disabilities: A systematic review. Presentation delivered at the Council for Exceptional Children Conference, Portland, OR.

Babb, S., McNaughton, D., O'Neill, T., Jung, S., & **Ousley, C.** (2020, February). Supporting participation and communication with video visual scene displays. Poster presented at Assistive Technology Industry Association, Orlando, FL.

Jung, S., & Ousley, C. (2020, January). Supporting participation and communication in community shopping using video VSDs. Poster presented at Assistive Technology Industry Association, Orlando, FL.

State/University

2019 * Jung, S. & Ousley, C. (2019). Using Video Visual Scene Displays to Support Individual with Disabilities. Invited to present at The Pennsylvania State University College of Education Technology Committee Round Table, University Park, PA.

INVITED CLASS PRESENTATIONS, GUEST LECTURES, AND PANELS

2022 *Coaching Parents of Young Autistic Children in Naturalistic Developmental Behavioral Interventions using Strength-Based Video Feedback*
 Naturalistic Developmental Behavioral Intervention SIG – Free CEU
 Applied Behavior Analysis International

Using Video Feedback to Coach Parents of Autistic Children: Breaking Down the Experimental Design
 Single-Case Design Methodology
 Niagara University

2020 *Assistive Technology and AAC*
 Intervention for Students with Severe Disabilities
 The Pennsylvania State University

2019 *Assistive Technology and AAC*
 Intervention for Students with Severe Disabilities
 The Pennsylvania State University

Autism Spectrum Disorders
 Foundations of Special Education, Etiologies, Law, and Implications for Practice
 The Pennsylvania State University

Collaboration Between Special Educators and SLPs
 Introduction to Augmentative and Alternative Communication
 The Pennsylvania State University

Experiences from Former and Current Special Educators (Panel)
 Family-School Partnership
 The Pennsylvania State University

What's the Big IDEA?: Working with Students with Disabilities and Their Families

Parent Involvement in the Home, Community, and Class Instruction
The Pennsylvania State University

UNIVERSITY TEACHING

University of Nebraska – Lincoln

SPED 480: Educating Students with Low-Incidence Disabilities

Niagara University

EDU 756ICAF: Advanced Principles of Applied Behavior Analysis

Pennsylvania State University – University Park and World Campus

SPLED 418: Assistive Technology for General Education Teachers

SPLED 419: Assistive Technology for General Education Teachers

STUDENT MENTORING

Doctoral Students

Kendall Willems-Cygen, Dissertation Committee Member (2023 – current)

Dissertation: *TBD*

Melinda Henson, Supervisory Committee Member (2023 – current)

Dissertation: *TBD*

Undergraduate Students

Jenna Rogers, UCARE Supervisor (2023 – 2024)

Project: *Educating student athletes on how to interact with children with disabilities in sport*

Abbie Summers, UCARE Supervisor (2023 – 2024)

Project: *What are the differences in social communication of autistic males versus females?*

SERVICE

Discipline/Profession

Committee Member

Recommended Practices Committee – Research Synthesis, DEC (2022 – Present)

Conferences

Chair/Discussant, Poster Session on IDD, ABAI Conference (2023)

Submission Reviewer, Family STRAND, DEC Annual Conference (2022 – 2023)

Consultant

NCLII-2 Content Expert, Autism and Communication Needs (2022 – 2023)
 CEC 5 – 7 Year Strategic Planning Focus Group Invitee (2021)

Manuscript Reviewer

Advances in Neurodevelopmental Disorders (2021 – 2022)
 Assistive Technology (2022 – 2023)
 Augmentative and Alternative Communication (2021)
 Behavioral Interventions (2021)
 Child: Care, Health, and Development (2023)
 Journal of Autism and Developmental Disorders (2023)
 Journal of Early Intervention (2023)
 Journal of Physical and Developmental Disabilities (2020 – 2021)
 Research in Autism Spectrum Disorders (2020 – 2021)

Department/College

Committee Member

Ad-Hoc SPED Ed.D. Planning/Development Committee (2023)
 Artwork Committee (2023)

Proposal Reviewer

UCARE Student Research Proposals (2023)

Student Mentorship (see above)

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Association for Applied Behavior Analysis International
 Naturalistic Developmental Behavioral Intervention Special Interest Group

The Council for Exceptional Children
 Division on Autism and Developmental Disabilities
 Division for Early Childhood