

# CIARA L. OUSLEY

University of Nebraska – Lincoln  
363 Barkley Memorial Center; Lincoln, NE  
cousley2@unl.edu

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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

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## PROFESSIONAL EXPERIENCE

- 2023 – Present      Research Affiliate, University of Nebraska System  
Nebraska Center for Research on Children, Youth, Families, and Schools
- Lab Director, University of Nebraska – Lincoln  
The Social Communication for Autism and Developmental Disabilities  
(SCADD) Lab
- 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)

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**GRANTS AND FUNDING*****Current***

- 2025 – 2027      *Understanding Sibling Relational Dynamics to Support Autistic Children Who Use AAC*  
 CYFS Signature Research Impact Program.  
 Amount: \$20,000  
 Award Period: 07/2025 – 06/2027  
 Role: Primary Investigator
- 2024 – 2026      *Understanding how Children with Autism and Cerebral Palsy Who Use AAC Interact During Play.*  
 SECD Research Funds  
 Amount: \$2,500  
 Award Period: 2024 – 2026  
 Role: Co-Primary Investigator with Kevin Pitt
- 2023 – 2025      *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 – 12/2025  
 Role: Primary Investigator
- 2022 – current      *Exploring the Experiences of Parenting Children with Disabilities, Delays, and Differences in Nebraska.*  
 Calvin’s Legacy Foundation Research Funds, NU Foundation  
 Amount: \$25,000 (funders committed to an additional \$10,000 in funds in 2025, not yet awarded)  
 Award Period: 03/2022 – Present  
 Role: Co-Primary Investigator with Dr. Susan Loveall

***Submitted/Pending******Completed***

2023 – 2024 *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

2021 – 2022 *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

***Unfunded/Cancelled Programs***

2025 *Let’s Play and Connect: Strengthening Communication Between Autistic and Non-Autistic Siblings (LOI)*  
 Organization for Autism Research – Applied  
 Amount Requested: \$50,000  
 Requested Award Period: 01/2026 – 02/2028  
 Role: PI

2024 Cancelled Before Formal Review of Applications: Project SPROUT – Supporting PhD Recruitment, Outreach, and Training: Naturalistic Approaches for Autism and AAC with Underrepresented Scholars and Children  
 Department of Education: Personnel Development to Improve Services and Results for Children with Disabilities, OSERS-OSEP  
 Amount Requested: \$3,504,634.41  
 Requested Award Period: 08/2025 – 7/31/2030  
 Role: Co-Project Director (UNL Site Director)

*Enhancing the quality of practice of the ECE workforce in parent-implemented interventions to promote the development of young children with disabilities (LOI)*  
 Foundation for Child Development – Young Scholars Program  
 Amount Requested: \$249,995  
 Requested Award Period: 01/2025 – 12/2027  
 Role: PI

Officially Cancelled March 2026 Before Formal Review of Applications: Project AWARE: Autism Wisdom to Advance Research and Early Intervention

Institute of Educational Sciences (IES) – Early Career Development and Mentoring, NCSER

Amount Requested: \$700,000

Requested Award Period: 07/2025 – 06/2029

Role: PI

*Peeling Back the Layers of Parent Training and Coaching (LOI)*

Organization for Autism Research – Applied

Amount Requested: \$50,000

Requested Award Period: 01/2025 – 12/2026

Role: PI

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)

## TRAININGS AND WORKSHOPS

2025

*AtKisson Training Group: Structuring Proposals for NIH*

University of Nebraska Medical Center

*Grant Writers' Seminars and Workshops: Write Winning Grant Proposals*

University of Nebraska System

*Photovoice: Powerful Images that Communicate Current Realities to Direct Social Change*

Qualitative Research Summer Intensive, Odum Institute for Research in Social Sciences, UNC

2024

*Aspirational Teaching Institute Fellow*

CEHS, University of Nebraska – Lincoln

2023 – 2024

*Grant Writing for Grand Visions Program Fellow*

CEHS, University of Nebraska – Lincoln

2023

*Single-Case Design Research Training Institute Fellow*

NCSER, Institute of Education Sciences (IES)

*Grant Writers' Seminars and Workshops: Write Winning Grant Proposals*

University of Nebraska System

2022 – 2023 *Research Development Fellows Program*  
ORED, University of Nebraska – Lincoln

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## HONORS AND AWARDS

2026 *Early Career Research Award Recipient*  
Division on Autism and Developmental Disabilities, Council for Exceptional Children

2025 *University-wide Departmental Teaching Award (department award)*  
President of University of Nebraska System, Excellence Award

*Faculty Research SLAM Winner*  
SECD Department, University of Nebraska – Lincoln

2024 – 2025 *Empowering Voices: Advancing Emotion-Awareness in AAC at UNL*  
School of Computing Senior Design Team, Consultant

2024 *Emerging Scholar Research/Creative Activity Award (Nominated, not received)*  
College of Education and Human Sciences, UNL

2023 *Research SLAM Finalist*  
ORED, University of Nebraska – Lincoln

2022 *Best Student Research Paper of 2021*  
Augmentative and Alternative Communication (Peer-Reviewed Journal)

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## MANUSCRIPTS

# indicates student author

### *Published or In-Press (n = 21)*

Pitt, K., Thiessen, A., Washburn, T., **Ousley, C.**, Thistle, J. (in press). Early observations on how children with and without autism take photographs: Preliminary implications for AAC design. *International Journal of Speech-Language Pathology*.  
<https://doi.org/10.1080/17549507.2026.2654561>

Pitt, K., **Ousley, C.**, Gibbons, C., Martinez, E., Kirkpatrick, C., & Bubak, A. (in press). Artificial intelligence for enhancing emotional expression in AAC systems: A preliminary study including children both with and without autism. *American Journal of Speech-Language Pathology*.

- Ousley, C., #Szydlik, T., #Neiman, S., #Elliott, N.** (2026). Secondary analysis of a brief parent-implemented NDBI on activity-engaged triadic interactions within mother-child dyads. *Behavioral Sciences*. 16(1), 1 – 14. <https://doi.org/10.3390/bs16010147>
- Ousley, C. & Raulston, T. J.** (2025). “I became more confident and comfortable when playing with my son”: Parent perspectives following a strength-based video feedback intervention. *Focus on Autism and Other Developmental Disabilities*. OnlineFirst. 1 – 12. <https://doi.org/10.1177/10883576251396804>
- Pitt, K. M., Mikuls, A., **Ousley, C.**, Boster, J. B., Mahmoudi, M., McCarthy, J., & Burnison, J., & (2025). Considering whether brain-computer interfaces have prospective potential to support children who have the physical abilities for touch-based AAC access: A forum manuscript. *Augmentative and Alternative Communication*, 1 – 9. Advance online publication. <https://doi.org/10.1080/07434618.2025.2495897>
- Ousley, C., Raulston, T. J., & Gilhuber, C.S.** (2025). Telecoaching for parents of young autistic children using strength-based video feedback. *Journal of Autism and Developmental Disabilities*, 55(1), 14 – 29. <https://doi.org/10.1007/s10803-023-06199-w>
- Raulston, T. J., **Ousley, C.**, & Gilhuber, C. S. (2025). A scoping review of playdate literature with children on the autism spectrum. *Early Childhood Education Journal*, 53(2), 615 – 628. <https://doi.org/10.1007/s10643-023-01616-2>
- Pitt, K., & **Ousley, C.** (2024). Reimagining AAC for children during dynamic social situations by leveraging smart device design. *Augmentative and Alternative Communication*, 1 – 7. Advance online publication. <https://doi.org/10.1080/07434618.2024.2434673>
- Ousley, C., Gevarter, C., & D’Agostino, S.** (2024). Aligning intervention for Autistic beginning communicators with language development milestones using NDBIs. *Young Exceptional Children*, 27(4), 224 – 237. <https://doi.org/10.1177/10962506241300168>
- Raulston, T. J., **Ousley, C.**, Hinton, E. M., Ramirez, A. M. (2024). Beyond trial counts: Considerations for measuring play and engagement during early intervention for autistic children. *Behavior Analysis in Practice*, 17(4), 1216 – 1227. <https://doi.org/10.1007/s40617-024-01002-3>
- Bhana, N. B., Raulston, T. J., **Ousley, C. L.**, & Bagawan, A. (2024). Photographs and parent training to support conversations about past events between caregivers and children with autism. *Advances in Neurodevelopmental Disorders*, 8(2), 311 – 323. <https://doi.org/10.1007/s41252-023-00333-6>
- Ousley, C. & Raulston, T. J.** (2023). A guide to incorporate augmentative and alternative communication into functional communication training. *Intervention in School and Clinic*, 58(4), 249 – 256. <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, 42*(3), 246 – 258.  
<https://doi.org/10.1177/02711214221117087>
- Jung, S., **Ousley, C.,** McNaughton, D., & Wolfe, P. (2022). 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>
- Laubscher, E., Raulston, T. J., & **Ousley, C.** (2022). 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>
- 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, 37*(4), 229 – 240.  
<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>
- 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>

***Under Review (n = 7)***

#Kitsmiller, H., Pitt, K., **Ousley, C.**, Harvey, J., Pitt, A. (submitted). Co-designing static and animated emotion symbols in augmentative and alternative communication: Preliminary design insights

**Ousley, C.**, #Rogers, J., #Ericson, K., #Kitsmiller, H. (revisions requested). “Come as you are”: Parent and student-athlete reflections following a community engagement event for youth and adults with developmental disabilities.

Pitt, K., **Ousley, C.**, Underwood, K., Kirkpatrick, C. (submitted). From characters to communication: Using AI to tailor personally relevant AAC systems for children.

**Ousley, C.**, #Bellamy, M., #Crawford, #Kitsmiller, H., #Adams, A., Pitt, K. (revisions requested). Effects of NDBI strategies and VSDs on autistic children’s joint engagement.

#Burke, K., **Ousley, C.**, Macy, M., Burke, S. (revisions requested) Enhancing inclusion for children in early childhood education: Strategies, challenges, and practical approaches.

Bhana-Lopez, **Ousley, C.**, Wattanawongwan, S., Royslance, A., Ganz, B. (revisions requested). Overlooked and underreported: Cultural and linguistic gaps in AAC research on autism and/or intellectual and developmental disabilities.

Stevenson, N. A., Peltier, C. J., Cosottile, D. W., Pollack, M., ... **Ousley, C.**, ... & Lüke, T. (revisions requested). Crowdsourced analysis of single-case experimental design data.

**CONFERENCE PRESENTATIONS**

\* indicates invited presentation; # indicates student presenter

***National/International***

2026 **Ousley, C. & Kang, V.** (2026, February). *Family-Implemented NDBIs for Young Children with Disabilities: A Systematic Review*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Bhana-Lopez, N. B., **Ousley, C.**, Wattanawongwan, S., Ganz, J. B. (2026, January). *Overlooked and underreported: Cultural and linguistic gaps in AAC research on autism and/or intellectual and developmental disabilities*. Presented at the Division for Autism and Developmental Disorders (DADD) Conference, Long Beach, CA.

2025 Pak, N., **Ousley, C.**, Derby, E. (2025, November). *A systematic review of visual scene display interventions in early childhood*. Poster presented at

the American Speech–Language–Hearing Association Convention (ASHA), Washington, DC.

**Ousley, C.,** D’Agostino, S., Gevarter, C. (2025, October). *Enhancing language interventions for autistic children using NDBIs*. Presented at the Division for Early Childhood's Annual International Conference (DEC), Portland, OR.

**Ousley, C.,** #Szydlik, T. (2025, October). *Collateral effects of parent-implemented NDBI on child joint engagement*. Poster presented at the Division for Early Childhood's Annual International Conference (DEC), Portland, OR.

#Crawford, K., **Ousley, C.** (2025, October). *Impact of implementation quality of an NDBI on autistic child outcomes*. Poster presented at the Division for Early Childhood's Annual International Conference (DEC), Portland, OR.

#Burke, K., **Ousley, C.,** Macy, M., Burke, S. (2025, October). *Strategies for inclusive play and assessment in early childhood: Promoting diversity, equity, and family engagement*. Poster presented at the Division for Early Childhood's Annual International Conference (DEC), Portland, OR.

#Bellamy, M., #Kitsmiller, H., **Ousley, C.** (2025, January). *Additive effects of Visual Scene Displays as communication supports within a play-based NDBI for autistic children*. Poster presented at the International Conference on Autism, Intellectual Disability, & Developmental Disabilities (DADD), Clearwater, FL.

**Ousley, C.,** #Bellamy, M., #Rogers, J., #Ericson, K., #Kitsmiller, H. (2025, January). *Educating student-athletes on how to interact with children with disabilities in sport*. Poster presented at the International Conference on Autism, Intellectual Disability, & Developmental Disabilities (DADD), Clearwater, FL.

2024

#Kitsmiller, H., Pitt, K., **Ousley, C.,** Pitt, A. (2024, December). *Investigating child-designed animated and static emotion symbols for AAC*. Poster to be presented at the annual ASHA Conference, Seattle, WA.

Pitt, K., Thiessen, A., **Ousley, C.,** Thistle, J., Orth, M., Washburn, T. (2024, December). *Visual Scene Displays: learning from how typically developing children and those with autism take photographs*. Poster presented at the annual ASHA Conference, Seattle, WA.

**\*Ousley, C.** (2024, October). *Naturalistic, Developmental, and Behavioral? Oh My!: An Overview and Application-Focused Discussion Covering Naturalistic Developmental Behavioral Interventions for Young Children*. Invited Lecture Presented at the annual Richard L. Simpson Conference on Autism, Overland Park, Kansas.

**Ousley, C.** (2024, April). Coaching parents of young autistic children using flexible scheduling and strength-based video feedback. Seminar presented within Symposium titled, *Embracing Family Practices in Early Intervention for Young Autistic Children*. Symposia presented at the 56<sup>th</sup> Gatlinburg Conference, Kansas City, KS.

**Ousley, C.,** Gilhuber, C. S. (2024, January). *Partnering with and Empowering Parents through Video Feedback*. Session presented at the 25<sup>th</sup> International Conference on Autism, Intellectual Disability, & Developmental Disabilities (DADD), Honolulu, HI.

#Willems, K., **Ousley, C.,** Loveall, S. (2024, January). *Review of Emergent Literacy and Phonics Interventions for Autistic Individuals*. Poster presented at the 25<sup>th</sup> International Conference on Autism, Intellectual Disability, & Developmental Disabilities (DADD), Honolulu, HI.

2023

Mikuls, A., Pitt, K., Mahmoudi, M., Burnison, J., Boster, J., McCarthy, J., **Ousley, C.** (2023, November). *Considering How Brain-Computer Interface Applications Can Support AAC Intervention for Children Without Physical Disabilities*. Poster presented at the Annual American Speech-Language-Hearing Association (ASHA) Convention, Boston, MA.

**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!* Lecture presentation 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 Social 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*

- 2025 #Rogers, J., **Ousley, C.**, (2025, October). *Educating student-athletes on how to interact with children with disabilities in sport*. Poster presented at the Annual Nebraska Speech Language Hearing Association Conference (NSLHA), Omaha, NE.
- 2024 **Ousley, C.** (2024, April). *Partnering with Parents Using NDBIs and Video Feedback*. Lecture presented at the 2024 Nebraska State Autism Network Conference.
- 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.

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## UNIVERSITY TEACHING

### *University of Nebraska – Lincoln*

SPED 201: Introduction to Special Education (2025)

SPED 480: Educating Students with Low-Incidence Disabilities (2022 – 2023, 2025 – 2026)

Apprenticeship Program: Low-Incidence Disabilities (2025 – 2026)

### *Niagara University*

EDU 756ICAF: Advanced Principles of Applied Behavior Analysis (2022)

### *Pennsylvania State University – University Park and World Campus*

SPLED 418: Assistive Technology for General Education Teachers (2021)

SPLED 419: Assistive Technology for General Education Teachers (2019 – 2022)

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## INVITED PRESENTATIONS, GUEST LECTURES, AND PANELS

- 2025 *Interprofessional Practice Panel*  
Autism & Speech-Language Pathology  
Towson University

- 2023 *Applied Behavior Analysis and Speech Language Pathology: Collaborating with Behavior Analysts through Common Practical Intervention Strategies*  
Severe Disabilities and Autism: Communication Assessment and Intervention  
University of Nebraska – Lincoln
- Augmentative and Alternative Communication in School Settings*  
Augmentative and Alternative Communication  
University of Nebraska – Lincoln
- 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

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**STUDENT MENTORING**

***Doctoral Students***

Kendall Willems-Cygen (Special Education), Dissertation Committee Member (2023 – 2025)  
Dissertation: *Teaching young autistic children letter-sound correspondences and decoding using a modified phonics intervention*

Melinda Henson (Special Education), Dissertation Committee Member (2023 – current)  
Dissertation: *Exploring the relations between employer beliefs and workplace practices: Organizational factors related to autism outcomes*

Kelce Burke (Early Childhood), Dissertation Committee Member (2025 – current)  
Dissertation: *TBD*

***Master Students***

Tess Szydluk (Special Education), Master’s Advisor and Thesis Chair (2025 – present)  
Thesis Title: *Supporting early numeracy through storybooks embedded in visual scene displays for preschool children with complex communication needs*

Jenna Rogers (Communication Disorders), Master’s Thesis Co-Chair (2024 – present)  
Thesis Title: *Effects of NDBI with just-in-time programming of VSDs on communication of children with ASD*

Hannah Kitsmiller (Communication Disorders), Graduate Assistant Supervisor; Master’s Thesis Committee Member (2023 – 2025)  
Thesis Title: *Investigating child-informed considerations for animated picture symbols representing emotion for AAC use in those with ASD.*

Darian Wilson (Literacy and Cultural Studies), Master’s Thesis Committee Member (2024 – 2025)  
Thesis Title: *“Re-Storying” the Pathologized Child: ADHD Tropes in Anne of Green Gables and Focused*

Mallory Bellamy (Communication Disorders), Master’s Thesis Chair (2025 – present)  
Thesis Title: *Visual scene displays for adolescents and adults with developmental disabilities: A systematic review and methodological quality analysis*

Grace Faltin (Communication Disorders), Master’s Thesis Committee Member (2025 – present)  
Thesis Title: *Parenting stress related to child executive function in caregivers of children with neurodevelopmental disorders and developmental delays in Nebraska*

Katie Softley (Communication Disorders), Master’s Thesis Committee Member (2026 – present)  
 Thesis Title: *TBD*

***Undergraduate Students***

Mallory Bellamy, Layman Seed Grant Student Researcher Supervisor (2023 – 2025)  
 Project: *The Effects of Embedding Augmentative and Alternative Communication within Storybook Reading and Play Time for Young Children with Autism Spectrum Disorder*  
 Awards: CEHS Travel Award, SECD Travel Award

Karli Crawford, UCARE Supervisor (2024 – 2025)  
 Project: *Impact of implementation quality of an NDBI on autistic child outcomes*

Grace Faltin, Secondary UCARE Supervisor (2024 – 2025)  
 Project: *Exploring the stress of parents of children receiving Early Intervention*

Grace Fowler, UCARE Supervisor (2024 – 2025 and 2025 – 2026)  
 Project: *Exploring the self-efficacy of parents of children receiving Early Intervention*

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?*  
 Awards: CEHS Undergraduate Research Award – Student Research Days 2024

***SCADD Lab Student Researchers***

2025 – 2026 (*n* = 8)  
 2024 – 2025 (*n* = 5)  
 2023 – 2024 (*n* = 8)

**SERVICE**

***Discipline/Profession***

*Committee Member*

Recommended Practices Committee – Research Synthesis, DEC (2022 – 2024)  
 Nebraska Autism Spectrum Disorder Network Committee (2023 – Present)

*Conferences*

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

Submission Reviewer, Family STRAND, DEC Annual Conference (2022 – 2025)  
 Planning Committee, Richard L Simpson Conference on Autism (2024 – Present)  
 Topic Committee, AAC, ASHA Conference (2026 – Present)

*Consultant*

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

*Journal Editorship*

Behavioral Sciences, Co-Guest Editor, Special Issue: “Early Communication Intervention for Individuals with Autism” (2025 – 2026)

*Manuscript Reviewer*

Advances in Neurodevelopmental Disorders (2021 – 2022)  
 American Journal of Speech-Language Pathology (2025)  
 Assistive Technology (2022 – 2023)  
 Augmentative and Alternative Communication (2021, 2024)  
 Behavior Modification (2025 – 2026)  
 Behavioral Interventions (2021)  
 Child: Care, Health, and Development (2023 – 2024)  
 Discover Education (2024)  
 Exceptional Children (2024)  
 Folia Phoniatica et Logopaedica (2024 – 2025)  
 International Journal of Developmental Disabilities (2023)  
 Journal of Autism and Developmental Disorders (2023 – 2024)  
 Journal of Early Intervention (2023)  
 Journal of Physical and Developmental Disabilities (2020 – 2024)  
 Research and Practice for Persons with Severe Disabilities (2025)  
 Research in Autism Spectrum Disorders (2020 – 2021)  
 Topics in Language Disorders (2025)

*Department/College/University*

*Committee Member*

SECD Ad-Hoc SPED Ed.D. Planning/Development Committee (2023)  
 SECD Ad-Hoc SPED Ph.D. Milestone Planning Committee (2023 – 2024)  
 SECD Ad-Hoc SPED Ph.D. Planning Committee (2024 – 2025)  
 SECD Artwork Committee (2023 – 2025)  
 SECD Chair’s Advisory Committee (2024 – Present)  
 SECD Department Chair’s Search Committee (2024 – 2025)  
 SECD Graduate Faculty Committee (2022 – Present)  
 SECD Special Education Graduate Governance Committee (2025 – Present)  
 SECD Speech-Language Pathology Faculty (2) Search Committee (2025 – 2026)

SECD Technology Committee (2022 – Present)

*Participant*

ORI Identity Area Ideation Workshop – Social, Behavioral, Educational, and Prevention Sciences (2026)

*Proposal Reviewer*

Grand Challenges Planning Grant Proposals (2024)  
UCARE Student Research Proposals (2023 – 2024)

*Invited Guest*

Early Career Faculty Representative – New Faculty Orientation, UNL (2024)

***Community/Society***

*Participant*

Lincoln Lancaster County Health Department LCEN Access of Care Environmental Scan (2023)

*Professional Development Presenter*

Head Start of Lancaster and Saunders Counties ( $n = 4$ ; 2024)  
Topic: Autism Spectrum Disorders in early childhood: What it is, what it isn't, and how to best support.  
Head Start of Lancaster and Saunders Counties ( $n = 3$ ; 2025)  
Topic: Evidence-Based Strategies to Support Autistic Learners.

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**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

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