

**Nicole Sparapani**  
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## CURRICULUM VITAE

### EDUCATION

- Postdoctoral      Arizona State University, Learning Sciences Center. Tempe, AZ  
 Area: Developmental Psychology; Mentor: Carol McDonald Connor, Ph.D.  
 Completion Date: 06/2016
- Ph.D.                Florida State University. FSU Autism Institute. Tallahassee, FL  
 Major Area: Communication Science and Disorders; Advisor: Amy M. Wetherby, Ph.D.  
 Completion Date: 12/2013
- M.A.                University of Northern Colorado. Greeley, CO  
 Major Area: Speech-Language Pathology  
 Completion Date: 06/2003
- B.A.                University of Florida. Gainesville, FL  
 Major Area: Communication Sciences and Disorders  
 Completion Date: 06/2000

### LICENSURE

- 2005–Present      American Speech-Language-Hearing Association, Certificate of Clinical Competence  
 2004–2013        State of Colorado Professional Teacher License, Ages 0-21

### PERSONAL STATEMENT

I am currently an associate professor at the University of California, Davis in the School of Education and faculty of the UC Davis MIND Institute. I am also an active faculty member in three programs/centers at the UC Davis MIND Institute including, the Center for Excellence in Developmental Disabilities (CEDD), Leadership Education in Neurodevelopmental Disabilities (LEND), and the Autism Research Training Program (ARTP). I have a broad background in speech-language pathology, developmental psychology, and education and experience creating personalized educational programs for students with autism spectrum disorder (autism). My research interests center on the dynamic interaction between students with autism and their classroom environment. My line of research has focused on identifying and systematically measuring key components involved in classroom active engagement—primarily using systematic observational research methods. I also study the reciprocal influence that environmental-level characteristics (i.e., teacher language and instructional practices) and student-level characteristics (developmental and skill profiles) have on one another to shape learning over time.

## ACADEMIC AND CLINICAL POSITIONS

- 2016–Present     **Associate Professor.** School of Education and the MIND Institute, University of California, Davis. Davis, CA
- 2015–2016     **Education Consultant.** Learning Ovations, Inc., Tempe, AZ
- 2013–2016     **Postdoctoral Research Scholar and Project Coordinator.** Arizona State University and the Institute for the Science of Teaching and Learning, Tempe, AZ
- 2012–2013     **Curriculum Development Consultant.** Autism Spectrum Specialized Education and Training (ASSET) Project. Communication Science and Disorders, Florida State University. Tallahassee, FL
- 2009–2013     **Graduate Research Assistant and Content Coordinator.** Florida State University Autism Institute. Tallahassee, FL
- 2009–2012     **Early Interventionist,** Florida State University Autism Institute, Tallahassee, FL
- 2003–2009     **Speech-Language Pathologist.** Cherry Creek School District, Greenwood Village, CO

## PROFESSIONAL AFFILIATIONS

- 2021–Present     Faculty Mentor, Autism Research Training Program (ARTP), UC Davis MIND Institute; <https://health.ucdavis.edu/mindinstitute/centers/cedd.html>
- 2020–Present     Faculty Member, Human Development Graduate Group (HDGG); <https://humandevlopment.ucdavis.edu/>
- 2020–Present     Faculty Member, Leadership Education in Neurodevelopmental & Related Disabilities (LEND), UC Davis MIND Institute; <https://health.ucdavis.edu/mindinstitute/education/lend/lend-index.html>
- 2019–Present     Faculty Member, Center for Excellence in Developmental Disabilities (CEDD), UC Davis MIND Institute; <https://health.ucdavis.edu/mindinstitute/centers/cedd.html>
- 2017–2020     Early Career Faculty Member, Network Early Career Enhancement Program, Early Learning Network (ELN); <https://earlylearningnetwork.unl.edu/>
- 2016–Present     Faculty Steering Committee, University of California Center for Research on Special Education, Disabilities, and Developmental Risk (SPEDDR); <http://ucspeddr.ucdavis.edu/>
- 2016–Present     Faculty Member, UC Davis Graduate Group in Education (GGE); <https://education.ucdavis.edu/phd-education>
- 2010–Present     Full Member, International Society for Autism Research (INSAR)
- 2016–2018     Member, Society for Research in Child Development (SRCD)
- 2014–2018     Member, Society for the Scientific Study of Reading (SSSR)

2013–2015 Member, American-Speech-Hearing-Association Special Interest Group, Language and Education & School-Based Issues (ASHA)

## HONORS, FELLOWSHIPS, AND AWARDS

2021–2022 Faculty Development Award, UC Davis Office of the Provost and Executive Vice Chancellor

2020 University of California, Davis Hellman Fellowship Award (\$16,000)  
This award is intended to promote the scholarly growth of assistant professors who exhibit the potential for great academic distinction.

2019 Education Graduate Student Association Award for Outstanding Service to Students

2018 Deans Research Excellence Award (\$9,640)  
The purpose of this award is to support and promote innovative research conducted by School of Education faculty members that advance the mission of the school to confront and eliminate inequities in education.

2016–2017 AERA Outstanding Reviewer, Research Reviewer Certificate

2009–2012 Trainee, U.S. Department of Education, Office of Special Education and Rehabilitation Services Training Fellowship: Interdisciplinary Preparation of Leadership Personnel to Serve Children and Youth with Autism Spectrum Disorder

## FEDERAL GRANTS AND OTHER RESEARCH SUPPORT

Active U.S. Department of Education, Institute of Education Sciences, Exploration (\$1,699,998)  
*Examining How Teacher-Student Interactions within Mathematics and Literacy Instructional Contexts Relate to the Developmental and Academic Outcomes of Early Elementary Students with Autism*; Grant #R324A210288  
P.I. Sparapani (19%)  
Grant Duration: 7/1/2021 – 6/30/2025  
[https://ies.ed.gov/funding/grantsearch/details.asp?ID=4607&fbclid=IwAR0vk\\_gU9Rz9e\\_xxTw1EfnCBoH0e8nmUVwbd8Do-BQx2sA7eetD6CUxhS6Rs](https://ies.ed.gov/funding/grantsearch/details.asp?ID=4607&fbclid=IwAR0vk_gU9Rz9e_xxTw1EfnCBoH0e8nmUVwbd8Do-BQx2sA7eetD6CUxhS6Rs)

National Institutes of Health, HD024356  
*Language Development in Fragile X Syndrome*  
P.I. Len Abbeduto  
Role: Co-Investigator (4%)  
Grant Duration: 7/1/2018 – 6/31/2023

National Institute of Mental Health (NIMH), NCT03380078  
*Translating Evidence-based Interventions for ASD: Multi-Level Implementation Strategy (TEAMS)*  
P.I. Aubyn Stahmer  
Role: TEAMS - Leadership Institute Module Coach (5%)  
Grant Duration: 10/20/2017 – 8/31/2021

## Completed

Health Resources and Services Administration, UA3MC11055  
*Autism Intervention Research Network on Behavioral Health (AIR-B III Network)*  
 P.I. Aubyn Stahmer (@UC Davis)  
 Role: Senior Leader, Transition Protocol (5%)  
 Grant Duration: 9/1/2015 – 8/31/2020

Mental Health Services Act and the Department of Developmental Services  
*Evaluating the Social-Sexual Education Program for Adults with  
 Developmental Disabilities*  
 Contract with the North Bay Regional Center (\$20,000)  
 Grant Duration 2/1/2020 – 6/30/2020

UC Davis Small Grant in Aid of Research Program (\$2,000)  
*Evaluation of Teacher-Student Interactions within Classroom Literacy Activities*  
 Grant Duration: 7/1/2019 – 6/30/2020

UC Davis Small Grant in Aid of Research Program (\$2,000)  
 Evaluation of Teacher-Student Interactions within Classroom Literacy Activities  
 Grant Duration: 7/1/2018 – 6/30/2019

U.S. Department of Education, Institute of Education Sciences, R305N160013  
*Optimizing Learning Opportunities for Students, Early Learning Observation System*  
 P.I. Carol McDonald Connor  
 Role: Consultant  
 Grant Duration: 6/1/2016 – 5/31/2018

U.S. Department of Education, Institute of Education Sciences, R305A130058  
*Exploring Effective Reading Comprehension Instruction: Classroom Practice, Teacher,  
 and Student Characteristics*  
 P.I. Carol McDonald Connor  
 Role: Project Coordinator (2013 – 2016)  
 Grant Duration: 7/1/2013 – 6/30/2017

U.S. Department of Education, Institute of Education Sciences, R305A130517  
*Making Individualized Literacy Instruction Available to All Teachers: Adapting the  
 Assessment to Instruction (A2i) Software for Multiple Real-World Contexts*  
 P.I. Carol McDonald Connor  
 Role: Project Coordinator (2013 – 2016)  
 Grant Duration: 7/1/2013 – 6/30/2017

U.S. Department of Education, Institute of Education Sciences, R324A100174  
*Randomized Trial of the SCERTS Curriculum for Students with Autism Spectrum  
 Disorders in Early Elementary School Classrooms*  
 P.I. Amy M. Wetherby  
 Role: Content Coordinator  
 Grant Duration: 03/1/2010 – 2/28/2014

## PEER REVIEWED JOURNAL ARTICLES

1. **Sparapani, N.**, Tseng, N., Birkeneder, S., Kamiri, S., Towers, L., Wood, T., & Nullally, A.D (under review). Teacher language by mathematics context predicts classroom engagement in preschool through third grade learners with autism, *Social Sciences & Humanities Open (Revised and resubmitted February 2022)*.
2. Birkeneder, S. & **Sparapani, N.** (under review). Measurements of spontaneous communication initiations in children with autism in preschool through third grade classrooms. *Research in Autism Spectrum Disorders (Submitted February 2022)*.
3. Connor, C.M., May, H., **Sparapani, N.**,...Day, S. (under review). Developing and testing a scalable version of assessment-to-instruction (A2i) technology to support implementation of individualized student instruction with monolingual and dual language learners. *Journal of Educational Psychology (Revised and Resubmitted January 2022)*.
4. Toste, J. R., McLean, L., Peng, P., \*Didion, L. A., \*Filderman, M. J., **Sparapani, N.**, & Connor, C. M. (under review). Do teacher perceptions of students' academic and behavioral skills influence time spent in small-group reading instruction? *The Elementary School Journal (Revised and Resubmitted January 2022)*.
5. Pedrift, K. & **Sparapani, N.** (under review). The development of a social-sexual education project for adults with neurodevelopmental disabilities: Starting the discussion. *Sexuality and Disability (Revised and resubmitted December 2021)*.
6. Abbeduto, L., Klusek, J., Taylor, J.L., Abdelnur, N., **Sparapani, N.**, & Thurman, A.J. (September 2021). Utility of expressive language sampling in treatment studies: Evidence of associations with functional outcomes for adolescents and adults with Fragile X Syndrome, *Brain Sciences*.
7. **Sparapani, N.**, Reinhardt, V., Hooker, J., Morgan, L., Schatschneider, C. Wetherby, A.M. (May 2021). Evaluating teacher language within general and special education classrooms serving elementary students with autism. *Journal of Autism and Developmental Disabilities*; 10.1007/s10803-021-05115-4
8. Nuske, H., Shih, W., **Sparapani, N.**,.... Mandell, D., Kasari, K. (April 2021). Emotion regulation skills predict friendship quality in children with autism. *International Journal of Developmental Disorders*.
9. **Sparapani, N.**, Solari, E., Towers, L., McIntyre, N., Henry, A., Zajic, M., (August 2020). Secondary analysis of interactions between students with autism and their interventionists within a scripted reading curriculum. *Journal of Speech, Language, and Hearing Research*, 63 (9); [https://doi.org/10.1044/2020\\_JSLHR-19-00146](https://doi.org/10.1044/2020_JSLHR-19-00146)
10. McLean, L., **Sparapani, N.**, Day, S., Connor, C.M., (April 2020). Students' problem behaviors and teachers' warmth, responsiveness, and classroom control as predictors of students' classroom instructional experiences in first grade. *Contemporary Education Psychology*, 61; <https://doi.org/10.1016/j.cedpsych.2020.101863>
11. Connor, C.M., Kelcey, B., **Sparapani, N.**, Petscher, Y., Siegal, S.W., Adams, A., Hwang, J.K., Carlisle, J.F. (December 2019). Predicting second and third graders' reading comprehension gains from analysis of teacher and student talk during reading lessons. *Scientific Studies of Reading*, 24 (5); <https://doi.org/10.1080/10888438.2019.1698583>

12. **Sparapani, N.**, Connor, C.M., Day, S., Wood, T., Ingebrand, S., Mclean, L., Phillips, B. (February 2019). Profiles of foundational learning skills among first graders. *Learning and Individual Differences*. <http://doi.org/10.1016/j.lindif.2016.07.008>
13. **Sparapani, N.** Carlisle, J., Connor, C.M. (November 2018). Observations of vocabulary activities during second- and third-grade reading lessons. *Education Sciences*, 8, 198; doi: 10.3390/educsci8040198
14. Morgan, L., Hooker, J., **Sparapani, N.**, Reinhardt, V.P., Schatschneider, C., & Wetherby, A.M. (June 2018). Cluster randomized trial of the classroom SCERTS intervention for elementary students with autism spectrum disorder. *Journal of Consulting and Clinical Psychology*, <http://dx.doi.org/10.1037/ccp0000314>
15. **Sparapani, N.**, Connor, C.M. McLean, L., Wood, T., Toste, J., Day, S. (March 2018). Direct and reciprocal effects among social skills, vocabulary, and reading comprehension in first grade. *Contemporary Educational Psychology*, 53, 159–167. doi:10.1016/j.cedpsych.2018.03.003
16. McLean, L, **Sparapani, N.**, Toste, J.R., Day, S., Connor, C.M. (June 2016). Classroom quality in first grade settings predicts students' time spent in non-instructional activities and subsequent literacy achievement. *Journal of School Psychology*, 56, 45–58. <http://doi.org/10.1016/j.jsp.2016.03.004>
17. Connor, C.M., Day, S., Phillips, B., **Sparapani, N.**, Ingebrand S., McLean, L., Barrus, A., Kaschak, M. (June 2016). Reciprocal effects of reading, vocabulary, and executive functioning in early elementary school. *Child Development*. doi: 10.1111/cdev.12570
18. **Sparapani, N.**, Morgan, L., Reinhardt, V.P., Schatschneider, C., Wetherby, A.M. (March 2016). Evaluation of active engagement in elementary students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 1–15. 782–796. doi: 10.1007/s10803-015-2615-2

## BOOK CHAPTERS

1. Connor, C.M., Ingebrand, S., **Sparapani, N.** (2015). What does effective teaching really look like? In: Taylor & Francis. *Evaluating Literacy Instruction*, 151–175. Routledge., New York, NY.

## MANUSCRIPTS IN PREPERATION

1. **Sparapani, N.**, Alexander, C., Vega Garcia, J., (in preparation). Preparing teachers to work with learners with disabilities: A model to support inclusion within general education classrooms.
2. **Sparapani, N.**, Nullally, A.D. (in preparation). Predictors of teachers' responsiveness in preschool through third grade classrooms serving students with autism.
3. Nullally, A.D...**Sparapani, N.**...Kasari, C., (in preparation). Building better bridges: Factors related to teachers' perceptions of transition success for their students with autism.
4. Alexander, C.J., **Sparapani, N.**, Nullally, A.D., Thurman, A.J. & Abbeduto, L. (in preparation). Linking observable self-regulatory behavior with biophysical measures of stress in a sample of 15 to 22 year-old males with Fragile X Syndrome.

5. Nuske, H.J., Smith, T., Levato, L., Bronstein, B., **Sparapani, N.**,...Kasari, C., (in preparation). Building Better bridges: Outcomes of a community-partnered new school transition intervention for students with autism.

## RESEARCH CONFERENCE PRESENTATIONS

1. Vega Garcia, J., Fann, H., Sparapani, N. (January 2022). *Exploring the association between teachers' use of responsive language and teacher-level characteristics within preschool through 3rd grade classrooms serving children with autism*. Oral presentation accepted to the University of California Center for Research on Special Education, Disabilities, and Developmental Risk (SPEDDR) Annual Conference, Los Angeles, CA.
2. Nuske, Smith, T.,...**Sparapani, N.**,...Kasari., C. (May 2021). *Outcomes of a community-partnered school transition intervention for students with autism*. Oral presentation at the International Society for Autism Research (INSAR) annual meeting, Virtual.
3. **Sparapani, N.**, Tseng,..Wood., T. (May 2021). *Teacher-student interactions within mathematics instructional contexts in classrooms serving students with autism*. Poster uploaded to the International Society for Autism Research (INSAR) annual meeting, Virtual.
4. **Sparapani, N.**, Tseng, N., Towers, L., & Wood, T. (April 2021). *Classroom math learning opportunities provided to students with autism*. Interactive posted presented at the American Educational Research Association (AERA) annual conference, Virtual.
5. Hochheimer, S., Castellon, F.,...**Sparapani, N.**, Stahmer, A., Vejnaska, S., & Kasari., C. (May 2020). *Timing of placement and transition practices in primary and secondary school transitions of children with ASD*. Poster uploaded to the International Society for Autism Research (INSAR) Annual Conference, Virtual.
6. Towers, L. E., **Sparapani, N.** & Tseng, N. (2020, Apr 17-21) *Coder characteristics and observational coding of emotion regulation in students with autism* [Symposium]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA <http://tinyurl.com/umea815> (Conference Canceled).
7. Butler, D. & **Sparapani, N.** (March 2020). *Investigating whether implementation of MTSS and UDL frameworks correlate to teachers' attitudes, knowledge, and confidence in teaching students with autism in mainstream classrooms*. Paper uploaded to and published by the California Council on Teacher Education SPAN, Virtual.
8. Vega Garcia, J., Fann H., Towers, L., & **Sparapani, N.** (January 2020). *Examining teachers' responsiveness with preschool-3rd grade students with autism spectrum disorder during classroom activities*. Poster presented at the University of California Center for Research on Special Education, Disabilities, and Developmental Risk (SPEDDR) Annual Conference, Los Angeles, CA.
9. Birkeneder, S.L., Mundy, P.C., **Sparapani, N.** (January 2020). *Joint attention in school-aged children with ASD and frequencies related to child features*. Poster presented at the University of California Center for Research on Special Education, Disabilities, and Developmental Risk (SPEDDR) Annual Conference, Los Angeles, CA.
10. Towers, L., Karimi, S., **Sparapani, N.**, (January 2020). *Supporting emotion regulation in students with autism spectrum disorder across classroom contexts*. University of California Center for Research on Special Education, Disabilities, and Developmental Risk Annual Conference (SPEDDR), Los Angeles, CA.

11. McIlraith, A., Cooper, C., Dodge, K., Farquharson, K., Hall, J., Hutchins, C., **Sparapani, N.** Towers, L. (November 2019). *Understanding and overcoming persistent barriers to effective EBP implementation*. Oral presentation presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Orlando, FL.
11. Towers, L., **Sparapani, N.**, Traser, J., Karimi, S., & Gao, Xu. (November 2019). *Observations of communication initiations and teacher language supports within classrooms serving students with autism*. Poster presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Orlando, FL.
12. Kasari C., AIRB3 Team (July 2019). Measuring the Impact of AIR-B III Community Collaborations using Social Network Analysis. Autism CARES Meeting, Washington DC
13. **Sparapani, N.**, Reinhardt, V., Traser, J., Stahmer, A., & Mundy, P. (May 2019). *Latent profiles of classroom social interaction and patterns of teacher responsiveness in students with autism spectrum disorder*. Poster presented at the International Society for Autism Research Annual Conference (INSAR), Montreal, Canada.
14. **Sparapani, N.**, Tseng, N., Wood, T., Karimi, S., Rodriguez, J., & Singh, K. (May 2019). *Classroom mathematical learning opportunities for students with autism spectrum disorder*. Oral presentation presented at the International Society for Autism Research Annual Conference (INSAR), Montreal, Canada.
15. Nuske, H., Shih, W., Mandell, D., Stahmer, A., **Sparapani, N.**, Atkinson-Diaz, Z., Fischer, E., & Kasari, C. (May 2019). *Emotion regulation skills predict friendship quality in children with autism*. Poster presented at the International Society for Autism Research Annual Conference (INSAR), Montreal, Canada.
16. McLean, L., **Sparapani, N.**, Connor, C.M., Day, D. (March 2019). *Student problem behaviors and teacher warmth, discipline predicting student classroom instructional experiences in first grade*. Poster presented to the Society for Research in Child Development Bi-Annual Conference (SRCD), Baltimore, MD
17. Wood, T., Tseng, N., & **Sparapani, N.** (January 2019). *Mathematics learning opportunities for students with autism: A classroom observation approach*. Poster presented at the University of California Center for Research on Special Education, Disabilities, and Developmental Risk Annual Conference (SPEDDR), Davis, CA.
18. Jimenez-Silva, M. & **Sparapani, N.** (January 2019). *Determining capacity to prepare teachers to meet the needs of complex learners and English learners within general education classrooms*. Spoken paper presented at the Hawaii International Conference on Education, Waikiki, Hawaii.
19. **Sparapani, N.**, Koziol, N., Mackintosh, B. (October 2018) *Measurement invariance of foundational learning skills in kindergarten boys with and without autism: A secondary data analysis*. Oral presentation presented at the Society for Research in Child Development (SRCD), Special Topic Meeting, Phoenix, AZ.
20. Connor, C.M., Kelcey, B., **Sparapani, N.**, Petscher, Y., Ingebrand, S., Adams, A., Hwang, J., Carlisle, J. (July 2018). *Talking in class? Talking predicts students' reading gains*. Spoken paper presented at the Society for Scientific Study of Reading Annual Conference (SSSR), Brighton, United Kingdom.

21. **Sparapani, N.**, Towers, L., Traser, J., Suhrheinrich, J., Rieth, S., Stahmer, A., (2018 May). *Analysis of teacher-student interactions within classroom activities: Implications for effective instructional practices*. Poster presented at the International Society for Autism Research Annual Conference (INSAR), Rotterdam, Netherlands.
22. Fitton, L., McIlraith, A., Hooker, J., **Sparapani, N.**, Wood, C., & Adlof, S. (2017 November). *Adapting to the modeling revolution: A guide to SEM & HLM*. Oral presentation presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Los Angeles, CA.
23. **Sparapani, N.**, Solari, E., McIntyre, N., Zajic, M., Henry, A. (2017 June). *Analysis of instructor-student interactions within a listening comprehension intervention for children with autism: Implications for instructional effectiveness*. Poster presented at the Society for Scientific Study of Reading Annual Conference (SSSR), Halifax, Nova Scotia.
24. **Sparapani, N.**, Solari, E., McIntyre, N., Zajic, M., Henry, A., Mundy, P. (2017 May). *Strategic reading comprehension intervention for children with ASD: Developing an observational tool to identify patterns of active engagement and instructional support*. Poster presented at the International Meeting for Autism Research Annual Conference (IMFAR), San Francisco, CA.
25. Connor, C.M., **Sparapani, N.**, Vandell, D., (2017 April). *Using assessment and the OLOS observation system to inform and promote effective early learning opportunities for young children*. Oral panel presented at the Society for Research in Child Development (SRCD), Austin, TX.
26. Connor, C.M., **Sparapani, N.**, May, H., Wood, T., Fishman, B., Morrison, F. (2016 July). *From research to practice: Supporting teachers' efforts to individualize literacy instruction using A2i technology*. Paper presented at the Society for Scientific Study of Reading Annual Conference (SSSR), Porto, Portugal.
27. **Sparapani, N.**, Reinhardt, V.P., Morgan, L., Schatschneider, C., & Wetherby, A.M. (2016 May). *Latent profiles of classroom active engagement among early elementary students with autism spectrum disorder*. Poster presented at the International Meeting for Autism Research Annual Conference (IMFAR), Baltimore, MD.
28. **Sparapani, N.**, Ingebrand, S., Day, S., Wood, T., McLean, L., Connor, C.M. (2015 November). *Developmental profiles of early elementary students*. Paper presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Denver, CO.
29. **Sparapani, N.**, Ingebrand, S., Wood, T., Day, S., Connor, C.M. (2015 October). *Latent profile growth models of literacy skills in elementary students at-risk or identified with learning disabilities*. Poster presented at the Council for Learning Disabilities Annual Conference, Las Vegas, NV.
30. **Sparapani, N.**, Ingebrand, S., Day, S., Connor, C.M. (2015 July). *Latent profiles of school readiness in a sample of first grade students*. Poster presented at the Society for the Scientific Study of Reading Annual Conference (SSSR), The Big Island, Hawaii.
31. McLean, L., **Sparapani, N.**, Toste, J., Connor, C.M. (2015 July). *Classroom quality as a predictor of student time in non-instructional activities and literacy achievement in first grade*. Poster presented at the Society for Scientific Study of Reading Annual Conference (SSSR), The Big Island, Hawaii.

32. Morgan, L., Reinhardt, V.P., **Sparapani, N.**, Schatschneider, C., & Wetherby, A.M. (2015 May). *Randomized controlled trial of the classroom SCERTS intervention project for students with ASD*. Paper presented at the International Meeting for Autism Research Annual Conference (IMFAR), Salt Lake City, UT.
33. **Sparapani, N.**, McLean, L., & Connor, C.M. (2014 November). *The influence of social skills on vocabulary and reading outcomes in elementary students*. Paper presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Orlando, FL.
34. **Sparapani, N.**, Morgan, L., Reinhardt, V.P., & Wetherby, A.M. (2014 July). *Instructor language and student active engagement in elementary students with autism spectrum disorder*. Poster presented at the Society for the Scientific Study of Reading Annual Conference (SSSR), Santa Fe, NM.
35. Carlisle, J., Connor, C.M., Kelcey, B., Petscher, Y., **Sparapani, N.**, Ingebrand, S. (2014 July). *Development of an observation system: creating opportunities to learn from text*. Paper presented at the Society for the Scientific Study of Reading Annual Conference (SSSR), Santa Fe, NM.
36. Morgan, L., **Sparapani, N.**, & Wetherby, A.M. (2013 February). *Classroom active engagement for students with autism spectrum disorder: The classroom SCERTS intervention project*. Paper presented at the International Meeting for Autism Research Annual Conference (IMFAR), San Sebastian, Spain.
37. Wetherby, A.M., Woods, J., Brown, J., & **Sparapani, N.** (2012 November). *Effects of the early social interaction project for toddlers with autism spectrum disorder*. Paper presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Atlanta, GA.
38. Morgan, L., **Sparapani, N.**, & Wetherby, A.M. (2012 November). *The CSI project: classroom SCERTS intervention for students with autism spectrum disorder*. Paper presented at the American Speech-Language-Hearing Association Annual Convention (ASHA), Atlanta, GA.
39. Morgan, L., **Sparapani, N.**, Ramos, J., & Wetherby, A.M. (2012 June). *A confirmatory factor analysis of the classroom SCERTS intervention measure of transactional support for students with autism spectrum disorder*. Paper presented at the International Conference on Innovative Research in Autism, France.
40. **Sparapani, N.**, Morgan, L., & Wetherby, A.M. (2012 May). *Evaluation of classroom performance in students with autism spectrum disorder*. Poster presented at the International Meeting for Autism Research (IMFAR), Toronto, Canada.
41. **Sparapani, N.**, Morgan, L., Bartley, J., Reinhardt, V.P., & Wetherby, A.M. (2011 May). *Evaluation of active engagement in toddlers with autism spectrum disorder*. Poster presented at the International Meeting for Autism Research (IMFAR), San Diego, CA.

## INVITED TALKS

- 2021 Redwood SEEDS Scholars Program – Disability Studies, Neurodiversity, Mentorship: How To Be An Ally, *Universal Design for Learning*  
<https://redwoodseed.ucdavis.edu/mentors>
- 2021 UC Davis Autism & Neurodiversity Community, *Topics in Education and Autism*;  
<https://neurodiversity-community.herokuapp.com/>

- 2021 UC Davis Disabilities Issues Administrative Awareness Committee (DIAAC), *Teacher Language as an Intervention Target for Elementary Students with Autism*; <https://diversity.ucdavis.edu/about>
- 2020 SENIA International Conference, *Mathematical Learning Opportunities for Early Elementary Students with Autism*, Virtual; <https://www.seniainternational.org/homepagekorea2020/>
- 2020 Redwood SEEDS Scholars Program – Disability Studies, Neurodiversity, Mentorship: How To Be An Ally, *Universal Design for Learning*; <https://redwoodseed.ucdavis.edu/mentors>
- 2020 UC Davis MIND Institute Neurodiversity Summit, *Teacher-Student Interactions within Elementary Classrooms Serving Students with Autism*, Virtual; <https://youtu.be/LAzZrpUsYDg>
- 2020 UC Davis MIND Summer Institute, Panel Moderator, *Life on the Spectrum: Women Sharing their Unique Experiences*; <https://youtu.be/o6NFgyOVG-4>
- 2019 UC Davis Research Seminar Series, *Mathematical Learning Opportunities for Students with Autism*, UC Davis MIND Institute, Sacramento, CA
- 2018 The Help Group Annual Summit Conference, *Ingredients for Success: Practical Strategies for Educators to Promote Participation and Learning in Students with ASD*, Los Angeles, CA; <https://www.thehelpgroup.org/thgevent/summit-2018-2/>
- 2017 MIND Summer Institute, *Promoting Active Engagement in Students with Autism Spectrum Disorder, Grades Preschool–2<sup>nd</sup>*, University of California, Davis, CA; <https://youtu.be/PK-1WgzUmKc>
- 2016 Statistical Methodology in the Social Sciences Symposium, *Profiles of Foundational Learning Skills among First Graders Using Latent Class Analysis*, University of California, Davis, CA

## TEACHING, ADVISING AND MENTORING

### University of California, Davis

#### Graduate and Undergraduate Courses

*Doctoral Preliminary Exam Course – EDU298 (fall 2021, winter 2022)*

*Application in Educating Children with Disabilities: Teacher Education Program – EDU115/199 (fall 2020, 2021)*

*Educational Research – EDU200 (fall 2018, fall 2019, fall 2020)*

*Special Topics in Education, Observational Research across Educational Contexts – EDU292 (spring 2018, spring 2020, spring 2021)*

*Educating Children with Disabilities: Teacher Education Program – EDU115-T* (fall 2017, fall 2018, fall 2019)

*Educating Children with Disabilities: Undergraduate – EDU115* (winter 2017; spring 2018; winter 2019)  
*Special Topics in Education, Structural Equation Modeling – EDU292* (winter 2017; spring 2019)

*Special Topics in Learning and Mind Sciences, Development and Learning in Children with ASD – EDU295*, (fall 2016)

### **Graduate and Undergraduate Research Mentorship Courses**

*Undergraduate Honors Thesis* (fall 2019 (1), fall 2020 (1), winter 2021 (2), spring 2021 (1))

*Graduate Research* (winter 2019 (1), fall 2019 (1), winter 2020 (2), spring 2020 (1), fall 2020 (3), winter 2021 (3), spring 2021 (2))

*Undergraduate Internship* (spring 2018 (1); fall 2018 (1), spring 2019 (1), spring 2021 (1))

*Undergraduate Human Development Special Study* (spring 2017 (1); fall 2017 (1), winter 2018 (2), spring 2018 (1), fall 2018 (1), spring 2019 (1))

*Undergraduate Education Directed Group Study* (spring 2017 (2) fall 2017 (3), winter 2018 (4), spring 2018 (1), fall 2018 (2), winter 2019 (4), spring 2019 (5), fall 2019 (4), winter 2020 (1), spring 2020 (1), fall 2020 (1))

*Undergraduate Psychology Special Study* (winter 2017 (2); spring 2017 (2));

### **Student Advising and Mentorship**

#### Postdoctoral Mentoring

2021–Present            Secondary Advising Mentor for Amanda Dimachkie Autism Research Training Program (ARTP)

#### Primary Doctoral Advising

2019–Present            Sandy Birkeneder, School of Education (Doctoral Student)  
2019–Present            Johanna Vega Garcia, School of Education (Doctoral Student)  
2018–Present            Laurel Towers, School of Education (Doctoral Student)

#### Secondary Doctoral Advising

2021–Present            Shahin Pamatmat, School of Education (Doctoral Student)  
2020–Present            Mayu Lindblad, School of Education (Doctoral Student)  
2019–Present            Emily Mak, School of Education (Doctoral Student)

#### Undergraduate Honors Thesis Advising

2021                        Cameron Alexander, Human Development & Psychology  
2020–2021                Julie Daseking, Human Development & Design  
2019                        Dana Bulter, Neurobiology & Behavior

### Qualifying Exam and Dissertation Committee Member

2021–2022	Qualifying Exam Committee Member, Susan Rowe, School of Education
2020–2021	Dissertation Committee Member, Becky French, UCLA School of Education
2020–2021	Dissertation Committee Member, Mayu Lindblad, School of Education
2020	Qualifying Exam Committee Chair, Mayu Lindblad, School of Education
2020	Dissertation Committee Member, Lauren Bullard, Developmental Psychology
2020	Qualifying Exam Committee Member, Jennifer Bullen, School of Education
2018–Present	Dissertation Committee Member, Sarah Fulton Vejnaska, Developmental Psychology
2018	Qualifying Exam Committee Member, Lauren Bullard, Human Development
2018	Qualifying Exam Committee Member, Sarah Fulton Vejnaska, Developmental Psychology
2017	Qualifying Exam Committee Member, Alyssa Henry, School of Education
2017	Qualifying Exam Committee Member, Lu Yang, School of Education
2017	Qualifying Exam Committee Member, Marilu Isiordia, Quantitative Psychology
2017	MA Capstone Committee Associate Advisor, Jake Yoshino, School of Education
2017	MA Capstone Committee Associate Advisor, Jacki Caro, School of Education

### ACADEMIC PROFESSIONAL SERVICE

2021–2022	Reviewer, UC Davis Redwood SEED Scholar Program application submission
2021–2022	Committee Member, Autism Spectrum Disorders Topic Area for the American Speech-language Hearing Association (ASHA) annual convention
2018–2020	Reviewer, International Society for Autism Research (INSAR) annual conference abstract submissions
2018	Reviewer, University of California CTERIN grant program submissions
2015	Reviewer, Learning Disabilities Association of America annual conference abstract submissions

### Peer Review Journal Activities

2021	Reviewer for <i>The Educational and Developmental Psychologist</i> (1)
2021	Reviewer for the <i>Society for the Scientific Study of Reading</i> (1)
2021	Reviewer for the <i>Journal of Autism and Related Disorders</i> (2)
2021	Reviewer for the <i>Journal of Early Intervention</i> (3)
2020	Reviewer for <i>Applied Psycholinguistics</i> (1)
2020	Reviewer for the <i>International Journal of Language and Communication Disorders</i> (1)
2020	Reviewer for the <i>Journal of Research in Childhood Education</i> (1)
2019–Present	Reviewer for <i>Autism</i> (3)
2019–Present	Reviewer for <i>Early Childhood Research Quarterly</i> (1)
2018–Present	Reviewer for <i>Education Sciences</i> (1)
2018–Present	Reviewer for the <i>Journal of Early Childhood Education Research</i> (1)
2018–Present	Reviewer for the <i>Journal of Education Psychology</i> (2)
2017–Present	Reviewer for <i>School Mental Health</i> (7)

2014–2018	Reviewer for <i>Child Development</i> (11)
2014–Present	Reviewer for the <i>American Educational Research Association</i> (18)
2016–Present	Reviewer for <i>Autism Research</i> (2)
2016–2017	Reviewer for <i>Review of Educational Research</i> (2)
2016	Reviewer for <i>Assessment for Effective Intervention</i> (1)
2016	Reviewer for <i>Psychiatry Research</i> (1)
2014	Reviewer for the <i>Journal of Research on Educational Effectiveness</i> (1)
2014	Reviewer for <i>Early Education and Development</i> (1)
2012	Reviewer for <i>Communication Science and Disorders Student Journal</i> (1)
2011	Reviewer for <i>Language Speech and Hearing Services in Schools</i> (1)

## UNIVERSITY SERVICE

### Committees

2020–2021	<i>Senate Member, School of Education, Teacher Education Executive Committee.</i> Two (2) 2-hour meetings in the fall 2020 and 2-hour bi-weekly meetings in the winter and spring 2021 to oversee the general administration of the Teacher Education program. Quarterly 1-hour meetings with the School of Education Policy Committee to ensure shared governance.
2020	<i>Member, School of Education, Ad Hoc Committee</i> (1 merit review, fall 2020)
2020–2021	<i>Chair, School of Education Courses Committee and Ex-Officiate of the Campus Senate Courses Committee (COCI).</i> Monthly campus-wide meetings, communication between the COCI and the School of Education courses committee, and internal review of new and revised course proposals as needed.
2020	<i>Reviewer, School of Education, Dean’s Research Excellence Awards.</i> Two (2) 2-hour meetings to review and discuss 2 proposals.
2020	<i>Member, School of Education, Master Symposium Committee</i> (15 MA students, spring)
2019	<i>Member, School of Education, Courses Committee.</i> Two (2) meetings to review and discuss a proposal for a new course.
2019–2021	<i>Member, School of Education, Re-Imagining Teacher Education Committee.</i> Ten (10) 2-hour meetings in 2019/2020 and 4 1-hour meetings in 2020/2021. Gather information from Teacher Education programs across the nation, begin the discussion on re-imagining the Teacher Education program, and prepare a written summary (draft), outing key ideas.
2019–2022	<i>Member/Learning and Mind Sciences Representative, School of Education, Graduate Group in Education (GGE), Admissions and Fellowship Committee.</i> Regular 2-3 hour meetings in the winter and spring to plan and organize graduate admission efforts. Organize and lead recruitment efforts for the Learning and Mind Sciences emphasis area. Review, discuss, and award scholarships to doctoral students. Plan, organize, and launch the new student “visit day.” Review and update admissions criteria for the 2021 admissions process.

- 2019–2020 *Member, School of Education, Teacher Education Executive Committee. Quarterly meetings in the fall and winter and weekly meetings in the spring and summer to prepare for Teacher Education accreditation. Syllabi review of all Teacher Education courses.)*
- 2019 *Member, School of Education, Master Symposium Committee (12 MA students, spring)*
- 2019 *Member, School of Education, Ad Hoc Committee (2 merit reviews)*
- 2018–2022 *Member, UC Davis MIND Institute, MIND Summer Institute Planning Committee. Four (4) meetings in 2018–2019, 7 meetings in 2019–2020, 4 meetings in 2021–2022. Organized and participated in the 2019 conference, 2020 virtual conference, and 2021 conference.*
- 2018–2019 *Member, School of Education, Teacher Education Scholarship Committee. Two (2) meetings annually to review, discuss, and award scholarships to applicants in the Teacher Education program.*
- 2018 *Member, UC Davis MIND Institute, MIND Institute Big Ideas Strategy Planning Committee (2 meetings)*
- 2018 *Member, School of Education, Ad Hoc Committee (1 excellence review)*
- 2018 *Reviewer, School of Education, Dean’s Research Excellence Awards. One 2-hour meeting to review and discuss 3 proposals.*
- 2018 *Member, School of Education, Ad Hoc Committee (1 merit review)*
- 2018 *Member, School of Education, Master Symposium Committee (22 MA students, spring)*
- 2018 *Member, School of Education, Undergraduate Program Working Group. Nine (9) meetings across the year to examine the capacity for an undergraduate program in education at UC Davis.*
- 2017 *Member, School of Education, Ad Hoc Committee (2 merit reviews)*
- 2017 *Member, School of Education, Master Symposium Committee (12 MA students, spring)*

### **Guest Lectures – UC Davis Teacher Education Program**

*Teacher Education Program, Multiple Subject M.A. – EDU206C (fall 2020)*

*Teacher Education Program, Effective Instruction – EDU275 (summer 2018, summer 2019, summer 2020)*

*Teacher Education Program, Single Subject Program (spring 2017, spring 2018, spring 2019)*

*Teacher Education Program, Multiple Subject M.A. – EDU206D (winter 2019)*

*Teacher Education Program, Multiple Subject Program – (spring 2016, spring 2017)*

*Teacher Education Program, Resident Teacher Breakfast (fall 2018)*

*Teacher Education Program, Supervising Teacher Institute (fall 2018)*

**Guest Lectures – Other**

*School of Education Enrichment Camp (summer 2018)*

*Graduate Group in Education Brownbag Talk (winter 2018 winter 2021)*

*GAANN Fellowship Weekly Seminar (fall 2018)*

*Doctoral Seminar (fall 2016, fall 2017)*

*Language Development (fall 2016)*

*LEND Neurodevelopmental Disorders Survey Course, Understanding School Services for Children with Neurodevelopmental Disorders (fall 2017, fall 2018, fall 2019, fall 2020, winter 2022)*