

NICOLE SPARAPANI

Assistant Professor, School of Education, Learning and Mind Sciences
Faculty Member, UC Davis MIND Institute
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CURRICULUM VITAE

EDUCATION

- Ph.D. Florida State University. Tallahassee, FL (2013)
Major Area: Communication Science and Disorders
Advisor: Amy M. Wetherby, Ph.D.
- M.A. University of Northern Colorado. Greeley, CO (2003)
Major Area: Speech-Language Pathology
- B.A. University of Florida. Gainesville, FL (2000)
Major Area: Communication Sciences and Disorders

LICENSURE

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

ACADEMIC POSITIONS

- 2016–Present **Assistant Professor.** School of Education and the MIND Institute, University of California, Davis. Davis, CA
- 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/Coordinator.** Autism Spectrum Specialized Education and Training (ASSET) Project. College of Communication Science and Disorders, Florida State University. Tallahassee, FL
- 2009–2013 **Graduate Research Assistant and Content Coordinator.** Florida State University Autism Institute. Tallahassee, FL

CLINICAL POSITIONS

- 2015–2016 **Educational Consultant.** Learning Ovations, Inc., Phoenix, AZ
- 2003–2009 **Speech-Language Pathologist.** Cherry Creek School District, Greenwood Village, CO

HONORS, FELLOWSHIPS, AND AWARDS

- 2009–2012 Trainee, U.S. Department of Education, Florida State University. Interdisciplinary Preparation of Leadership Personnel to Serve Children and Youth with Autism Spectrum Disorder, U.S. Department of Education, Office of Special Education and Rehabilitation Services
- 2016 AERA Outstanding Reviewer

GRANTS AND OTHER SUPPORT

- Active U.S. Department of Education, Institute of Education Sciences, 84.305N2016–1
Optimizing Learning Opportunities for Students, Early Learning Observation System
P.I. Carol McDonald Connor
Role: Consultant
Grant Duration: July 1, 2016 – June 30, 2021
Grant Award: 1,630,568.00
- Pending National Institutes of Health, Division of Loan Repayment
Loan Repayment Program
Role: Awardee
Grant Duration: 2 years
Requested Repayment: 70,000
- National Institute of Mental Health, 1R21HD092121-01
Reading and Social Communication in Individuals with Autism
P.I. Emily Solari
Role: Co-Investigator
Grant Duration: 4 years
Requested Grant Award: 275,000
- Completed 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
Grant Duration: 4 years
Grant Award: 1,600,000
- 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
Grant Duration: 4 years
Grant Award: \$1,499,994

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: 4 years
Grant Award: \$2,999,364

PROFESSIONAL AFFILIATIONS

- University of California Center for Research on Special Education, Disabilities, and Developmental Risk
- Society for Research in Child Development
- International Society for Autism Research
- Society for the Scientific Study of Reading
- American-Speech-Hearing-Association Special Interest Group, Language and Education & School-Based Issues

PEER REVIEWED JOURNAL ARTICLES

1. **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. 10.1007/s10803-015-2615-2
2. 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*. 10.1111/cdev.12570
3. 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>
4. **Sparapani, N.**, Connor, C.M., Day, S., Wood, T., Ingebrand, S., Mclean, L., Phillips, B. (in press). Profiles of foundational learning skills among first graders. *Learning and Individual Differences*. <http://doi.org/10.1016/j.lindif.2016.07.008>
5. **Sparapani, N.**, Connor, C.M., McLean, L, Wood, T., Toste, J.R., Day, S. (under review). Mediating effects of social behaviors on reading comprehension development in first grade, *Contemporary Educational Psychology*.

MANUSCRIPTS IN PREPERATION

1. Connor, C.M., Kelcey, B., Petscher, Y., **Sparapani, N.**, Ingebrand, S., McLean, L., Carlisle, J. (in preparation). Creating opportunities to learn from text.
2. Morgan, L., **Sparapani, N.**, Reinhardt, V.P., Schatschneider, C., & Wetherby, A.M. (in preparation). Randomized controlled trial of the classroom SCERTS intervention for students with autism spectrum disorder.

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.

CONFERENCE PRESENTATIONS

1. **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*. Paper accepted to the Society for Scientific Study of Reading Annual Conference, Halifax, Nova Scotia
2. **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, San Francisco, CA.
3. 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*. Paper presented at the Society for Research in Child Development, Austin, TX.
4. 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, Porto, Portugal.
5. **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, Baltimore, MD.
6. **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, Denver, CO.
7. **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.
8. **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 Scientific Study of Reading Annual Conference, The Big Island, Hawaii.
9. 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, The Big Island, Hawaii.
10. 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, Salt Lake City, UT.

11. **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, Orlando, FL.
12. **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, Santa Fe, NM.
13. 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, Santa Fe, NM
14. 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, San Sebastian, Spain.
15. 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, Atlanta, GA.
16. 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, Atlanta, GA.
17. 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.
18. **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, Toronto, Canada.
19. **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, San Diego, CA.

INVITED TALKS

2017	Summer Institute, MIND Institute, University of California, Davis
2016	Profiles of foundational learning skills among first graders obtained using latent class analysis. Statistical Methodology in the Social Sciences Symposium, University of California, Davis
2011	Students Promoting Autism Awareness, Florida State University
2011	County Principals Meeting, Leon County Schools, Tallahassee, FL
2009	Cherry Creek Schools, Aurora, CO
2008	Cherry Creek Schools, Aurora, CO
2007	Cherry Creek Schools, Aurora, CO
2006	Cherry Creek Schools, Aurora, CO
2005	University of Northern Colorado, Greeley, CO

TEACHING AND MENTORING

Spring 2017	EDU198, Directed Group Study, University of California, Davis
Spring 2017	HDE099, Special Study for Undergraduates, University of California, Davis
Spring 2017	PSY199, Special Study, University of California, Davis
Winter 2017	EDU115 Educating Children with Disabilities, University of California, Davis
Winter 2017	EDU292, Seminar in Special Topics in Education, Quantitative Methods: Structural Equation Modeling, University of California, Davis
Winter 2017	PSY199, Special Study, University of California, Davis
Fall 2016	EDU295, Seminar in Special Topics in Learning and Mind Sciences, Development and Learning in Children with ASD, University of California, Davis
Fall 2011	SPA4004 Language Development and Disorders, Florida State University

Graduate Mentoring

2017–Present	Secondary Doctoral Advisor for Laurel Towers, School of Education, University of California, Davis
2017	Qualifying Exam Committee Member for Lu Yang, School of Education, University of California, Davis
2017	Dissertation Committee Member for Marilu Isiordia, Department of Psychology, University of California, Davis
2017	MA Capstone Committee Associate Advisor for Jake Yoshino, School of Education, University of California, Davis
2017	MA Capstone Committee Associate Advisor for Jacki Caro, School of Education, University of California, Davis

ACADEMIC PROFESSIONAL SERVICE

Peer Review Journal Activities

- *Child Development*
- *American Educational Research Association*
- *Autism Research*
- *Review of Educational Research*
- *Assessment for Effective Intervention*
- *Psychiatry Research*
- *Journal of Research on Educational Effectiveness*
- *Early Education and Development*
- *Communication Science and Disorders Student Journal*
- *Language Speech and Hearing Services in Schools*

UNIVERSITY SERVICE

Committees

2017	Ad Hoc Committee (Merit Review)
2017	Ad Hoc Committee (Merit Review)
2017	Master Symposium Committees (12 MA students)

Guest Lectures

2017 Teacher Education Program, Single Subject, University of California, Davis
2017 Teacher Education Program, Multiple Subjects, University of California, Davis
2017 Doctoral seminar, University of California, Davis
2016 EDU173, Language Development, University of California, Davis
2016 Teacher Education Program, University of California, Davis
2016 Doctoral Seminar, University of California, Davis
2015 PSY598, Language Development, Arizona State University
2013 SPA5432, Autism and Severe Communication Disorders, Florida State University
2011 SPA5432, Autism and Severe Communication Disorders, Florida State University
2011 SPA4056, Clinical Methods, Florida State University