

Sondra M. Stegenga Ph.D., M.S., OTR/L

Assistant Professor – The University of Utah

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EDUCATION

Ph.D.	University of Oregon	DOCTOR OF PHILOSOPHY SPECIAL EDUCATION – Advisor Jane Squires, Ph.D. <i>Specialization in Quantitative and Mixed Methods</i>
M.Ed.	Grand Valley State University	MASTER OF EDUCATION IN LEADERSHIP <i>Deans Award for Outstanding Master's Thesis – Honorable Mention</i>
M.S.	Grand Valley State University	MASTER OF SCIENCE IN OCCUPATIONAL THERAPY <i>Specialization in Qualitative Inquiry</i>
B.S.	Grand Valley State University	BACHELOR OF SCIENCE IN BEHAVIORAL SCIENCES <i>Pre-health Sciences</i>

CERTIFICATIONS & LICENSURE

CITI RESEARCH CERTIFICATIONS

1) Social-Behavioral-Educational Researchers, 2) National Institute for Health (NIH)

OCCUPATIONAL THERAPY LICENSURE

State of Utah #11725335-4201

NATIONAL REGISTRATION IN OCCUPATIONAL THERAPY

National Board for Certification in Occupational Therapy (NBCOT) #1060408

DIRECTOR APPROVAL FOR SPECIAL EDUCATION ADMINISTRATION

M.Ed. in Educational Leadership with State of Michigan Full Approval

SCHOOL ADMINISTRATOR CERTIFICATION - ELEMENTARY PRINCIPAL

M.Ed. in Leadership with State of Michigan Certification

FIND (FILMING INTERACTIONS TO NURTURE DEVELOPMENT) COACH CERTIFICATION

Harvard Center on the Developing Child

HONORS

- ◆ Russell Sage Foundation and the Qualitative Data Repository – Building an Open Qualitative Science – Invitee Qualitative Replication Review Panel Conference to be held February 2024 in New York City
- ◆ Early Intervention Personnel Center for Equity – Faculty Cohort (January 2024-Present)
- ◆ Russell Sage Foundation – Building an Open Qualitative Science – Invitee to Special Issue Conference held December 2022 in New York City
- ◆ Invited member of the Center for Open Science Special Meeting and Workgroup – Creating an Open Science in Education held August 2022
- ◆ Early Childhood Personnel Center (ECPC) Best Practices Advocate & Mentor – Invited December 2021
- ◆ State of Utah - Interagency Coordinating Council for Infants and Toddlers with Disabilities – Council Member - Governor Appointed in December 2020

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- ◆ Early Childhood Personnel Center (ECPC) Division for Early Childhood Leadership Cohort (2019-December 2023)
- ◆ University of Oregon doctoral student appointed representative for the Higher Education Consortium for Special Education (HECSE) policy short course and winter summit in Washington, D.C. (January 2019)
- ◆ Russell Sage Foundation Summer Institute in Computational Social Science (SICSS) Seattle – Invitee (2018)
- ◆ Appointed representative on the Conference for Research Innovation in Early Intervention - Planning Committee (2017-18)
- ◆ Appointed representative on the UO Special Education Doctoral Committee (2016-17)
- ◆ Dean's Award for Outstanding Master's Thesis – Honorable Mention – Grand Valley State University (2015)
- ◆ Division for Early Childhood (DEC) Distinguished Volunteer (2015)
- ◆ Featured in Grand Valley State University's First Annual Health Report (2014)
- ◆ Governor appointed to the Council for Infants and Toddlers with Developmental Disabilities/Michigan Interagency Coordinating Council (2012)
- ◆ Appointed Co-Chair of Early Childhood Community of Practice for the Michigan Association of Administrators of Special Education (MAASE) – Professional Community with over 600 members (2013)
- ◆ Appointed Chair of Feeding Ad Hoc Committee of the Michigan Interagency Coordinating Council/Governors Council for Infants and Toddlers with Disabilities (2013)
- ◆ Appointed to the Grand Valley State University Occupational Therapy Advisory Board (2013-2015)
- ◆ Marines Distinguished Athlete Award (1995)

PROFESSIONAL EXPERIENCE

UNIVERSITY OF UTAH: UTAH EDUCATION POLICY CENTER – Salt Lake City, UT: Faculty Research Associate
January 2022-Present

- ◆ Conduct research and analysis relevant to educational policy
- ◆ Provide research briefs and varied forms of science communication

UNIVERSITY OF UTAH: PSYCHOLOGY DEPARTMENT – Salt Lake City, UT: Affiliate Faculty - Certificate Program in Infant Mental Health

November 2020-Present

- ◆ Assist with program vision and planning
- ◆ Guest lectures
- ◆ Annual admissions review

UNIVERSITY OF UTAH: SPECIAL EDUCATION DEPARTMENT – Salt Lake City, UT: Assistant Professor

July 2019-Present

- ◆ Dual appointment to the University of Utah Special Education Early Intervention/Early Childhood Special Education Program and Severe Disabilities.
- ◆ Research, teaching, and service focused on infants and young children with disabilities and their families.

Courses include:

- Individualizing for Diverse Learning Needs SP ED 5340/6340

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- Transdisciplinary Approaches to Severe Disabilities SP ED 5260/6260
- Collaborative Early Intervention SP ED 5350/6350
- Early Intervention Field Practicum SP ED 539/6390
- ◆ Interim Program Coordinator - EI/ECSE Program for 2021-2022 Year (covering sabbatical leave)

UNIVERSITY OF OREGON PREVENTION SCIENCE PROGRAM – Eugene, OR: Research Assistant on Policy Team

June 2018 – July 2019

- ◆ Research practice partnership policy contract with the state of Oregon for expertise on implementation, research, and policy related to Oregon Senate Bill 231 for improving mental health assessment and supports in higher education systems
- ◆ Design and lead research, data analysis, and data visualization
- ◆ Systematic literature reviews to identify evidence-based supports
- ◆ Collaborate with state officials to establish a Governor appointed interdisciplinary task force on mental health
- ◆ Translate findings to real world application using scientific principles for implementation and uptake
- ◆ Utilize best practice methods for data visualization and translation of research findings with a range of stakeholders

RAVIAN CONSULTING – Eugene, OR: Consultant - Research

March 2018 – July 2019

- ◆ Research design and analysis support for early childhood program evaluation projects, intervention research, and organizational change projects
- ◆ Survey analysis – statistical analysis and data visualization using R stats
- ◆ Report development including system and policy recommendations
- ◆ Early childhood state systems facilitation and strategic planning co-lead for a western state

UNIVERSITY OF OREGON SPECIAL EDUCATION PROGRAM– Eugene, OR: Supervisor

Sept. 2015-June 2018

- ◆ Supervision and evaluation of teacher practicum students
- ◆ Collaboration with community partners for pre-service placements
- ◆ Course development and teaching (e.g., Teaming Practices, Home Visiting)

OTTAWA AREA INTERMEDIATE SCHOOL DISTRICT INFANT DEVELOPMENT PROGRAM - Zeeland, MI: *Early On*® Coordinator, Infant Development Program Supervisor, and Project Find Coordinator

July 2011 – August 2015

- ◆ Program Direction
- ◆ Supervision of 43+ multidisciplinary staff (Occupational Therapist, Physical Therapist, Speech Language Pathologist, *Early On* Service Coordinators, Early Childhood Special Education Teachers/Service Coordinators, Paraprofessionals, Office Staff)
- ◆ Oversight and implementation of evidence-based practices and curriculum
- ◆ Staff evaluation
- ◆ Budget and grant management – Over \$3-million-dollar budget
- ◆ Developed and led staff meetings
- ◆ Led and organized professional development for staff

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- ◆ Facilitated service provider meetings (Occupational Therapist, Physical Therapist, Speech Language Pathologist, *Early On* Service Coordinators, Early Childhood Special Education Teachers/Service Coordinators, Paraprofessionals, Office Staff)
- ◆ Physical Therapy and Occupational Therapy Professional Development Groups – Ottawa Area Intermediate School District Administrative Liaison
- ◆ Follow through and direction for staff related to state monitoring and compliance
- ◆ Monitored data collection for state and federal reporting
- ◆ Provide guidance to local special education directors, parents, and staff regarding special education and IDEA Part C regulations
- ◆ Oversight and direction of referral intake
- ◆ Information and outreach related to Project Find and services for young children and families.
- ◆ Collaboration in the system of care for the early identification of and supports for young children with autism
- ◆ Facilitated research school collaborative efforts between program and local universities for pre-service learning and research initiatives
- ◆ Interagency collaboration through initiatives and active membership in both local and state committees including: Michigan Interagency Coordinating Council, Local Interagency Coordinating Council and Early Childhood Advisory, Early On Coordinators Community of Practice, Ottawa Area ISD Local Special Education Directors Meetings, Ottawa Area ISD Special Education Directors Meetings, Ottawa Area ISD Early Childhood Administrative Team, Great Start Collaborative (GSC), GSC Home Visit Committee, GSC Developmental Screening Committee

OTTAWA AREA INTERMEDIATE SCHOOL DISTRICT INFANT DEVELOPMENT PROGRAM - Allendale, MI: Occupational Therapist

June 2005 – July 2011

- ◆ Implemented and directed assessment, appropriate placement, intervention, and paperwork per *Early On* and special education requirements as part of an interdisciplinary team
- ◆ Progressive family-focused service provision in both home and community environments
- ◆ Supervision and monitoring of occupational therapy assistants
- ◆ Active member of multiple committees including: Natural Environment Committee, Budgeting Committee, Feeding Therapy Committee, and NICU Transitions Committee (Co-Chair)

NATIONAL HERITAGE ACADEMIES SCHOOLS - Grand Rapids, MI: Occupational Therapist

September 2003 - September 2005

- ◆ Evidence-based assessment and intervention for children pre-k through 8th grade
- ◆ Determined appropriate placement, intervention, and paperwork for children per special education guidelines as part of a multidisciplinary team
- ◆ Active team member including attending team meetings, family education, developing and implementing daily treatment, providing classroom recommendations, and developing home programs as appropriate to goals.
- ◆ Member of the Response to Intervention Team
- ◆ Engaged staff in training/learning sessions on classroom techniques and modifications for students with special learning needs.

MARY FREE BED REHABILITATION HOSPITAL – Grand Rapids, MI: Occupational Therapist, Inpatient Weekend Therapy Staff

September 2003 - January 2007

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- ◆ Provided therapy services to individuals of all ages and numerous disabilities requiring a vast knowledge of diagnoses and development
- ◆ Directed occupational therapy assessment and intervention according to goals and objectives
- ◆ Provided family education and implemented treatment plans

MARY FREE BED REHABILITATION HOSPITAL – Grand Rapids, MI: Occupational Therapist,
Inpatient Therapy

February 2002 - September 2003

- ◆ Provided detailed and evidence-based therapy assessment and intervention
- ◆ Monitored and supervised occupational therapy assistants and rehabilitation technicians on a daily basis
- ◆ Directed patient assignment
- ◆ Presented sensitive patient information in weekly team conference meetings with families, doctors, and other medical team members
- ◆ Provided patient and family education
- ◆ Collaborated with schools on discharge recommendations
- ◆ Provided home evaluations including recommendations for universal design and necessary accommodations
- ◆ Demonstrated outstanding productivity while keeping patient and family interests first
- ◆ Contributed to the development of assessment forms
- ◆ Presentations to therapy staff and doctors

POLICY EXPERIENCE

STATE OF UTAH INTERAGENCY COORDINATING COUNCIL – Salt Lake City, Utah: Governor
Appointed Council Member Representing Personnel Preparation/Higher Education

December 2020 –Present

- ◆ Advisory body to the State Lead Agency 'Baby Watch' Early Intervention System
- ◆ Assist and contribute to required meetings, committee, and special projects as determined by the committee via research, recommendations, and written documents
- ◆ Member – Finance Committee
- ◆ Member – Services Committee

OREGON DEPARTMENT OF EDUCATION: Policy and Data Special Project on Early Intervention Service
Delivery

June-Sept 2017

- ◆ Collaborated with the Oregon Department of Education Director of Early Childhood on program evaluation projects utilizing the state electronic recording and data system
- ◆ Data analysis in R statistical programming
- ◆ Visual Analysis in R statistical programming
- ◆ Provide support and assist to the State Department Director

GOVERNORS COUNCIL FOR INFANTS & TODDLERS WITH DISABILITIES/MICHIGAN INTERAGENCY
COORDINATING COUNCIL - Lansing, MI: Governor Appointed Council Member Representing
Service Providers

November 2012 –August 2015

- ◆ Advisory body to the Michigan Department of Education for the continuous improvement and evaluation of the *Early On* System

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- ◆ Assist and contribute to systems improvement via research, recommendations, and written documents
- ◆ Chair – Feeding Ad Hoc Committee
- ◆ Member – Core Team - State Systemic Improvement Planning (SSIP) Committee
- ◆ Member – State Systemic Improvement Planning Committee (SSIP)
- ◆ Member – Funding Committee
- ◆ Member – System of Services Committee

PUBLICATION HIGHLIGHTS AND NEWS

- **Interview and special feature by the New York State School Boards Association March 2023** – Article featured: Rosenberg, J., Borchers, C., Burchfield, M., Thomas, T., Anderson, D., **Stegenga, S.**, Fischer, C. (Published online – November 1, 2022). Posts about Students on Facebook: A Data Ethics Perspective. *Educational Researcher*. <https://doi.org/10.3102/0013189X221120538>
- **Special article highlight and announcement by the American Educational Research Association November 2022**– Article featured: Rosenberg, J., Borchers, C., Burchfield, M., Thomas, T., Anderson, D., **Stegenga, S.**, Fischer, C. (Published online – November 1, 2022). Posts about Students on Facebook: A Data Ethics Perspective. *Educational Researcher*. <https://doi.org/10.3102/0013189X221120538> **Highlight Link: <https://www.aera.net/Newsroom/Study-Schools-Social-Media-Posts-May-Be-Compromising-Student-Privacy>
- **Featured as the ‘Article to Action’ in ‘Young Exceptional Children’ the official journal of the Division for Early Childhood – March 2022** – Article featured: **Stegenga, S.M.**, Skubal, A., Corr, C., & Nagro, S. (2022). Your voice matters: A practitioner’s guide to policy through advocacy. *Young Exceptional Children*, 25(1), 42-56. **Highlight: *From Article to Action: Engaging in Policy through Advocacy by Camille Catlett March 2022 in Young Exceptional Children*.
- **Top downloaded article: ‘Psychology in the Schools’ Journal 2018-2019** – Article featured: Green, A., Maynard, D., & **Stegenga, S.** (2018). Common Misconceptions of Suspension: Ideas and Alternatives for School Leaders. *Psychology in the Schools*, 55(4), 419-428.

PERSONAL STATEMENT

My research, teaching and service centers on the development, implementation, and scale-up of evidence-based practices and policy in birth to three early intervention (EI) and educational systems. I have a unique history working as a provider (occupational therapist), administrator (program coordinator, special education admin), and state council member prior to my current work in academia. These experiences underlie my passion for this work and has led to the establishment of the following lines of research to address practice-centered needs: **1) social emotional assessment and intervention** (including provider, family, and infant mental health), **2) implementation science and policy** (to better understand how to improve implementation and scale up of needed interventions in complex systems), **3) interagency and interdisciplinary collaboration** (to improve fidelity and use of interventions in complex family- based systems of service delivery including home/community and schools), **4) data science and methods** (to better understand what works, for whom, and under what conditions with complex populations and settings – including advancing open science practices for improved accessibility and transparency). These lines of research are evidenced through my publications (including empirical articles, practitioner research to practice articles, policy papers, and national center reports), as well as conference presentations, headlining invited presentations, and grant proposals. These also are inextricably linked with my service since the majority of my research is partnership based due to its real-world focus on the development and implementation, including scale up, of interventions in real world EI/ESCE and educational systems.

PUBLISHED MANUSCRIPTS (PEER REVIEWED)

18. Burchfield, M., Rosenberg, J.M., **Stegenga S.M.** (Accepted – January 30, 2024). Informed or outdated consent: An investigation into the media release policies of school districts in the United States. *Journal of Research on Technology in Education*. *Preprint: <https://osf.io/j784d/>
<https://doi.org/10.1080/15391523.2024.2313614>
17. **Stegenga, S.M.**, Young, C., Lustick, H., Renbarger, R., Meyer, M., Reyes, L., Lee, L. (2023). Qualitative research at the crossroads of open science and big data: Ethical considerations. *Social and Personality Psychology Compass*. <http://www.doi.org/10.1111/spc3.12912>
16. Chen, C., Anunciação, L., **Stegenga, S.M.** (2023). Developmental and Social Emotional Screening: What Tests Can Tell Us. *Infants and Young Children*.
<https://doi.org/10.1097/IYC.0000000000000249>
15. Munger, K., **Stegenga, S.M.**, Storie, S., & Kinavey, E. (2023). Addressing challenges at the intersection of early intervention and child welfare. *Child Abuse and Neglect*.
<https://doi.org/10.1016/j.chiabu.2022.105852>
14. **Stegenga, S.M.**, Young, C., Lustick, H., Renbarger, R., Meyer, M., Reyes, L., Lee, L. (Accepted March 24, 2023). Open Science Practices in Early Childhood Special Education Research: A Systematic Review and Conceptual Replication. *Stage 1* Registered Report. *Collabra Psychology*. <https://osf.io/q2cfr/>
***This is a stage 1 registered report – analyses currently in process.
13. Renbarger, R., Adelson, J. L., Rosenberg, J. M., **Stegenga, S.M.**, Lowrey, O., Buckley, P. R., & Zhang, Q. (2023). Champions of transparency in education: What journal reviewers can do to encourage open science practices. *Gifted Child Quarterly*. <https://doi.org/10.1177/00169862231184575>
12. Steltenpohl, C., Lustick, H., Meyer, M., Lee, L., **Stegenga, S.**, Reyes, L., & Renbarger, R., (2023). Rethinking Transparency and Rigor from a Qualitative Open Science Perspective. *Journal of Trial and Error*. 'Unintended Consequences of Scientific Reform Special Issue.'
<https://doi.org/10.36850/mr7>
11. Rosenberg, J. M., Borchers, C., **Stegenga, S. M.**, Burchfield, M. A., Anderson, D., & Fischer, C. (2022). How educational institutions reveal students' personally identifiable information on Facebook. *Learning, Media and Technology*, 1-17.
<https://doi.org/10.1080/17439884.2022.2140672>
10. *Rosenberg, J., Borchers, C., Burchfield, M., Anderson, D., **Stegenga, S.**, Fischer, C. (2022). Posts about Students on Facebook: A Data Ethics Perspective. *Educational Researcher*.
<https://doi.org/10.3102/0013189X221120538> *Featured by AERA and also the New York State School Boards Association in March 2023 and AERA in November 2022.
9. Johnston, S., Blue, C., & **Stegenga, S.** (2022). AAC barriers and facilitators for children with Koolen deVries syndrome and childhood apraxia of speech: Parent Perceptions. *Augmentative and Alternative Communication*. *Published online November 30, 2022.
8. * **Stegenga, S.M.**, Skubal, A., Corr, C., & Nagro, S. (2022). Your voice matters: A practitioner's guide to policy through advocacy. *Young Exceptional Children*, 25(1), 42-56. **Highlighted as the "Article to Action". (Originally published online in 2020).
7. Bricker, D., Felimban, H., Lin, A., **Stegenga, S.**, & Storie, S. (2022). A proposed framework for enhancing collaboration in early intervention/early childhood special education. *Topics in Early Childhood Special Education*. *Note – authors are in alphabetical order for this publication. (Originally Published online in 2020).
6. **Stegenga, S. M.**, Sinclair, J., Knowles, C., Storie, S.O., & Seeley, J. R. (2021). Lived Experiences of Mental Health in Higher Education: A Comparative Analysis of Determinants to Supports and Services. *American Journal of Orthopsychiatry*. DOI: [10.1037/ort0000575](https://doi.org/10.1037/ort0000575)

5. Green, A., Hatton, H., **Stegenga, S.**, Nese, R., & Eliason, B. (2021). Examining commitment to prevention, equity, and meaningful engagement: A review of school discipline policies. *Journal of Positive Behavior Interventions*. 23(3), 137-148. (Originally published online in 2020). <https://doi.org/10.1177/1098300720951940>
4. Jameson, J.M., **Stegenga, S.M.**, Ryan, J., Green, A. (2020). Free Appropriate Public Education (FAPE) in the Time of COVID-19. *Rural Special Education Quarterly*.
3. Johnston, S.S., Gevarter, C., Blue, C.W., Ivy, S., & **Stegenga, S.** (2020). Opportunity Barriers and Promising Practices for Supporting Individuals with Complex Communication Needs. *Current Developmental Disorders Reports*. Invited – Reviewed by Editor.
2. Anderson, D., Rowley, B., **Stegenga, S.**, Irvin, P.S., Rosenberg, J. (2020). Evaluating content-related validity evidence using a text-based, machine learning procedure. *Educational Measurement Issues and Practice*. <https://doi.org/10.1111/emip.12314>
1. Green, A., Maynard, D., & **Stegenga, S.** (2018). Common Misconceptions of Suspension: Ideas and Alternatives for School Leaders. *Psychology in the Schools*, 55(4), 419-428. ****Top downloaded article 2019.** <https://doi.org/10.1002/pits.22111>

PUBLISHED BOOKS AND CHAPTERS (PEER REVIEWED)_____

7. **Stegenga, S. M.** (January 2024 – Accepted). Chapter 8: Blindness. In Dunn, W., Wolf, T., Nilson, D., & Richards, L. (Eds.), *A Grounded Approach to Neuroscience: Seeing Brain Function through a Participation Lens* (pp. TBD). SLACK. Invited book chapter.
6. ****Batz, R., Blanchard, S., Rooks-Ellis, D., & Stegenga, S.M.** (Eds.) (2023). *Recommended practices monograph No. 9: Leadership - leading from where you are*. Sage. ISBN: 978-0-9978967-2-5. ****Alphabetical Order.**
5. ****Batz, R., Blanchard, S., Rooks-Ellis, D., & Stegenga, S.M.** (Eds.) (2023). A Message from the Editors: Leading from where you are. In Blanchard, S., Batz, R., Rooks-Ellis, D., & Stegenga, S.M. (Eds.) *Recommended practices monograph No. 9: Leadership - leading from where you are*. (pp. v-xii). age. ISBN: 978-0-9978967-2-5. ****Alphabetical Order.**
4. Storie, S., **Stegenga, S.**, & Squires, J. (2020). Viewing early childhood transitions through an implementation science lens. In Rous, McLaughlin, & Sandall, S. (Eds.). *DEC Recommended Practices Monograph Series 8: Transitions*. (pp. 13-24). SAGE. ISBN: 978-0-9978967-0-1
3. **Stegenga, S.**, Berry, M., & Fisher, P. (2018). Using video coaching to support parents and promote serve and return interactions. In J. McCollum, R.M. Santos, and J. Weglarz-Ward (Eds.). *DEC recommended practices series monograph series no. 5: enhancing children's access to responsive interactions* (pp. 17-26). Sage. ISBN: 978-0-9905128-6-8
2. Kinavey Wennerstrom, E. **Stegenga, S.**, & Lund, E. (2018). Coping with secondary traumatic stress: Self-care strategies for early childhood professionals. In C. Corr and D. Miller (Eds.). *Young exceptional children monograph no. 17: Maltreatment and toxic stress* (pp. 32-38). Los Angeles, CA: Division for Early Childhood of the Council for Exceptional Children.
1. Gothberg, J.G., **Stegenga, S.M.**, & Cate, D. (2017). Rethinking the Paradigm: Comprehensive Transition from Birth to Adulthood. In A.L. Ellis (Ed.), *Transitioning children with disabilities: From early childhood through adulthood*. Sense Publishers.

TECHNICAL REPORTS, POLICY PAPERS, AND THESES

11. Renbarger, R., **Stegenga, S.**, Lösch, T., Karcher, S., & Steltenpohl, C. (2021). Resources for practicing open science with qualitative research in education. <https://www.oercommons.org/courseware/lesson/80058/overview>
10. Kinavey Wennerstrom, M., **Stegenga, S.**, Allen, R., McIntosh, K., & Smith, J. L., Ferro, J., Winneker, A. Clayback K. (2021, May). UPDATE - Early Childhood Benchmarks of Quality cultural responsiveness companion. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports & National Center on Pyramid Model Innovations: https://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf
9. **Stegenga, S.** (2019). Maximizing pilot phase measures to inform quality improvement: Using a sequential mixed methods design with interrupted time series to examine feasibility, uptake, and drivers of an evidence-based practice in part c/early intervention systems. *Dissertation*.
8. Oregon Higher Education Coordinating Commission (HECC), Office of Academic Policy & Authorization (2018). Task force on student mental health support. (**Research/facilitation team member and report co-author**) Retrieved from: <https://www.oregon.gov/highered/research/Documents/Legislative/SB-231-Mental-Health-Task-Force.pdf>
7. Kinavey Wennerstrom, M., **Stegenga, S.**, Allen, R., McIntosh, K., & Smith, J. L. (2017, December). Early Childhood Benchmarks of Quality cultural responsiveness companion. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports: https://www.pbis.org/common/cms/files/pbisresources/ECBoQ_Cultural-Responsiveness-Companion.pdf.
6. **Stegenga, S.** (2017, August 10). DUP Week: Involving Families in the Data [blog post]. American Evaluation Association. Retrieved from: <http://aea365.org/blog/dup-week-involving-families-in-the-data-with-sondra-stegenga/>
5. **Stegenga, S.** (2015). *Children Birth to Age Three with Feeding Difficulties: Systems Level Perspectives of Supports, Needs, and Interagency Collaboration* (Unpublished Master's Thesis – Dean's Award Honorable Mention). Grand Valley State University, Allendale, MI.
4. Michigan Interagency Coordinating Council, Michigan Department of Education, & *Early On* Michigan (October, 2014). *Feeding and Swallowing Concerns: Guidance to the Field*. Lansing, MI. (**Committee chair and lead developer**). Retrieved from: http://www.michigan.gov/documents/mde/Feeding_and_Swallowing_Concerns_Guidance_Document_2015_505324_7.pdf
3. Michigan Association of Administrators of Special Education (MAASE) (May, 2014). *Comparing Early Childhood Systems Report*. Lansing, MI. (**Advising member**). Retrieved from: <http://maase.pbworks.com/w/file/attach/96292569/MAASE%20Birth%20Mandate%20States%20Report%20FINAL%2005.20.14.pdf>
2. Ottawa Area Intermediate School District (OAISD) Infant Development Program (March, 2014). *Paperwork Guidance Manual*. Holland, MI. (**Primary Developer**).
1. Brown (**Stegenga, S.**, Nichols, K., Paffhousen, M., & TenHarmsel, J. (2002). *Using the Model of Human Occupation in the Work Setting* (Unpublished Master's Project). Grand Valley State University, Allendale, MI.

MANUSCRIPTS IN PREPARATION & UNDER REVIEW

8. Pritchard, C., Rosenberg, J., Borchers, C., Fox, A., & **Stegenga, S.** (Under review – January 31, 2024). Personally identifiable information (PII) of students revealed by educational institutions on Twitter (X): The datafication of student information by schools and school districts. *Computers & Education – Special Issue*.
7. Szocik, K., Wade, C., Walters, H., Coogle, C., **Stegenga, S.**, & Nagro, S. (Under Review – January 26, 2024). Innovative approaches to preservice training for improving use of evidence-based practices in EI/ECSE. *Journal of Special Education Preparation*.
6. Lin, F., Yadav, A., & **Stegenga, S.** (Under Review – September 2023). Parents' Roles in Transdisciplinary Early Intervention Teams: A Scoping Review.
5. **Stegenga, S.**, O'Keeffe, B., & Anderson, D. (In process). Rethinking the childcare crisis in the United States: Differential impacts and resiliency factors using a multimethod text-based machine learning technique.
4. **Stegenga, S.**, Young, C., Lustick, H., Renbarger, R., Meyer, M., Reyes, L., Lee, L. (In process). Open Science Practices in Early Childhood Special Education Research: A Systematic Review and Conceptual Replication. *Stage 2 Registered Report*. *Note – the Stage 1 Registered Report has been accepted and posted and is listed in published manuscripts.
3. Lansey, K., Altermaat, B., Jung, S., Jameson, M., & **Stegenga, S.** (In process). Educational placement disparities across grade levels, years, and alternate assessment eligibility.
2. Fox, A., Borchers, C., **Stegenga, S.**, Rosenberg, J., Pritchard, C., Fischer, C., & Narayanan, A. (In process). Sharenting in educational social media: Risks, rewards, and concerns. *Computers in Human Behavior*.
1. Makel, M., Wong, V., Cook, B., **Stegenga, S.**, Mu, N., & Drummond, K. (In process). Big team science and systematic simultaneous replications within education research.

PRESENTATIONS: Regional, National, International

74. **Stegenga, S.** Implementation Science in Early Intervention: Making Real World Change. *Early On Michigan*. To be held in November 2024. Traverse City, MI. ****Invited 3 hour Preconference Headlining Speaker.**
73. Mitchell, J., **Stegenga, S.**, Davenport, L., Curry, J., & Banner, R. It Takes a Village: Supporting Young Children Through Cross-Disciplinary Perspectives in Infant/Early Childhood Mental Health. *Utah Association for the Education of Young Children*. Accepted for March 2024. Salt Lake City, UT.
72. Mannes, T., **Stegenga, S.**, & Squires, J. Multiple Appraisals of Progress for Infants, Toddlers, and Preschool Children: A Developmental Promotion, Early Detection, and Intervention Initiative (MAP-IT). Accepted for February 2024. *Conference for Research Innovation in Early Intervention (CRIEI)*. San Diego, CA.
71. **Stegenga, S.** Infant and Early childhood mental health. Utah council for Exceptional children. January 27, 2024. Murray, UT.
70. Batz, R., Blanchard, S., & **Stegenga, S.** RP9 – Recommended Practices Monograph on Leadership. Division for Early Childhood International Conference 2023. Invited DEC Editorial session – November 30, 2023. ****Alphabetical Order.**
69. Johnston, S., **Stegenga, S.**, Robbins, A., & Karpinnen, M. *Strategies for Success: Supporting Preservice Scholars in Online Courses*. Division for Early Childhood International Conference 2023. November 29, 2023.

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68. Storie, S., O., Batz, R., **Stegenga, S. M.**, O'Grady, C., Mickelson, A., Amsbary, J., Vinh, M., & Howe, B. (November 30, 2023). Research centered in social justice part 1: The why and the what. Invited session. The Division for Early Childhood (DEC) conference, Minneapolis, MN.
67. Storie, S., O., Batz, R., **Stegenga, S. M.**, O'Grady, C., Mickelson, A., Amsbary, J., Vinh, M., & Howe, B. (November 30, 2023). Research centered in social justice part 2: Getting started. Invited session to be presented at the Division for Early Childhood (DEC) conference, Minneapolis, MN.
66. Gunn, S., **Stegenga, S.**, & Nef, M. DEC Ethical Practices in Action: Reflective Practice in Advocacy & Policy. Division for Early Childhood International Conference 2023. November 29, 2023.
65. **Stegenga, S.** Early Warning Signs of Infant Mental Health. ECHO - Time to Act Mental Health Statewide Training Series. Invited expert speaker. Via Zoom. Oct. 18, 2023.
64. Young, C., Lustick, H., **Stegenga, S.** Renbarger, R., Meyer, M., Reyes, L., Lee, L. Advancing transparency and rigor: Current recommendations and future directions. 1.5 hour training. Society for the Improvement of Psychological Sciences. Padova, Italy. June 22-24, 2023.
63. Ryan-Jackson, K., **Stegenga, S.**, Chaparro, E., Groff, L., Schantin, T., Pizzuto, J., & Storie, S.. Data in Implementation: Collection, Analysis, & Application. Global Implementation Society – Special Speaker Series. Invited. Presentation series occurred March-April, 2023. March 20, April 3, April 17, May 1, and May 15, 2023. <https://globalimplementation.org/events/data-in-implementation-mar-20/>
62. **Stegenga, S.** O'Keeffe, B., & Anderson, D. Rethinking the childcare crisis in the United States: Differential impacts and resiliency factors using a multimethod text-based machine learning technique. Russell Sage Foundation - American Voices Project Invited Session. New York City. December 8, 2022.
61. **Stegenga, S.** & Mannes, T. Barriers and Solutions to Systems Implementation. ASQ Around the World: 4th Invitational Symposium of ASQ International Researchers. Invited Session Leads – Round-Table. Chicago, Ill. Oct. 1, 2022.
60. Mannes, T., & **Stegenga, S.** Multiple Appraisals of Progress for Infants, Toddlers, and Preschool Children: A Developmental Promotion, Early Detection, and Intervention Initiative (MAP-IT). ASQ Around the World: 4th Invitational Symposium of ASQ International Researchers. Chicago, Ill. Sept. 30, 2022.
59. Yang, H., Bagnato, S., **Stegenga, S.**, Mere-Cook, Y., Caldwell, A., & Macy, M. Voices from the Field: Using Authentic Assessments in Occupational Therapy. International Society for Early Intervention. Chicago, Ill. Sept. 29, 2022.
58. Batz, R., Blanchard, S., Rooks-Ellis, D., & **Stegenga, S.** A Conversation on Leadership: Innovating for the Future. RP9 Monograph Editors Invited Session. Division for Early Childhood National Conference. Chicago, Ill. Sept. 30, 2022.
57. Storie, S., Zimmerman, K., Howe, B., **Stegenga, S.**, Coogle, C., Riggleman, S., Passmore, A., Zaghlawan, H. Making it Work for Me – The What, Why, and How of Using Practices that Work. Research Committee invited session for Division for Early Childhood National Conference. Chicago, Ill. Sept. 29, 2022.
56. *Kinavey Wennerstrom, E., Wennerstrom, A., & **Stegenga, S.** Addressing the Heart of Compassion Fatigue. Accepted for the Division for Early Childhood National Conference. Sept. 27, 2022.
****Invited 3 hour Preconference Session.***
55. Mannes, T., Squires, J., & **Stegenga, S.** Putting Data to Work! Scaling-Up Early Screening to Improve Outcomes in EI. Accepted for the Division for Early Childhood National Conference. Chicago, Ill. Sept. 29, 2022.

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54. **Stegenga, S.M.**, Storie, S., & Mickelson, A. Advancing Research Practice Partnerships in Early Intervention: Examining Current Uses and Recommendations for the Future. Accepted for the International Society for Early Intervention. Chicago, Ill. Sept. 28, 2022.
53. Burchfield, M., Rosenberg, J., & **Stegenga, S.** Updated or Outdated Consent? A Study of the Media Release Policies of U.S. K-12 School Districts. Social Media and Society 22. July 2022.
52. Young, C., Renbarger, R., Losch, T., & **Stegenga, S.** Beyond the IRB: Reimagining ethics in research. Society for the Improvement of Psychological Science (SIPS) Annual Conference 2022. June 2022.
51. Renbarger, R., **Stegenga, S.**, Losch, T., & Young, C. A critical perspective on conducting open science qualitative research. American Educational Research Association Annual Conference 2022. Roundtable session. April 26, 2022.
50. Kinavey Wennerstrom, E., **Stegenga, S.**, Villines, M., McComas, N., & Ferro, J. Early Childhood Benchmarks of Quality (EC-BoQ) Culturally Responsive Companion – Update! National Training Institute on Effective Practices (NTI). St. Petersburg, FL. April 20, 2022.
49. Renbarger, R., **Stegenga, S.**, Losch, T., & Young, C. Qualitative differences: Continuing the conversation on open science practices for qualitative research. Unconference 2022: Open Scholarship Practices in Education Research. February 2022.
48. * **Stegenga, S.** Implementation Science 101 for EI Providers and Administrators. Michigan *Early On* Conference 2021. November 2021. **Invited 3 hour Special Session.*
47. Kinavey Wennerstrom, E., Johnson, M., **Stegenga, S.** Promoting equity and improved outcomes through research practice partnerships. Zero to Three International Conference. October 2021.
46. Storie, S., Howe, E., **Stegenga, S.**, Zaghlawan, H., Mickelson, A., Coogle, C., Bravo, A., Lane, D., Amsbary, J., & Zimmerman, K. Measurement and Methodology- Rigorous and Applied Research Across Settings. Council for Exceptional Children - Division for Early Childhood Annual Conference. October 2021.
46. Storie, S., Howe, E., **Stegenga, S.**, Zaghlawan, H., Mickelson, A., Coogle, C., Quesenberry, A., & Amsbary, A. Mind the Gap! Recognizing and Working to Close the research to practice gap. Council for Exceptional Children - Division for Early Childhood Annual Conference. October 2021.
45. Edwards, N., **Stegenga, S.**, & Amsbary, J. Vital Role of Birth-5 Program Directors in Interdisciplinary Collaboration. Council for Exceptional Children - Division for Early Childhood Annual Conference. October 2021.
44. AERA Mixed Methods SIG Invited Session Mentor - How to Convey the Methodology of Mixed Methods Research in Conference Proposals. April, 2021.
43. **Stegenga, S.** Predictors of Scale-Up: Examining EBP Implementation in Early Intervention. Council for Exceptional Children Division for Early Childhood International Conference. Virtual Conference January, 2021.
42. **Stegenga, S.**, Storie, S. The What, Why, and How of Implementation Science: Making Real World Change. Council for Exceptional Children Division for Early Childhood International Conference. Virtual Conference January 2021.
41. **Stegenga, S.** Students with disabilities: Considerations and current issues with COVID-19. LIFT Learning Transfer Hub – Utah Education Policy Center. Salt Lake City, UT. May 22, 2020 via Zoom.
40. Kinavey Wennerstrom, E., & **Stegenga, S.** Early Childhood Benchmarks of Quality (EC-BoQ) Culturally Responsive Companion. National Training Institute on Effective Practices (NTI). St. Petersburg, FL. Invited for April, 2020 - conference cancelled due to Covid19.

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39. **Stegenga, S.**, & Anderson, D. Harnessing Electronic Data to Optimize Scale-Up of Assessment Use in Early Intervention. National Council on Measurement in Education (NCME). San Francisco, CA. Invited for April, 2020 - conference cancelled due to Covid19.
38. **Stegenga, S.** Maximizing Pilot Phase Measures to Inform Quality Improvement in Early Intervention Systems. Conference for Research Innovation in Early Intervention (CRIEI) International Conference. San Diego, CA. February, 2020.
37. **Stegenga, S.**, Kinavey Wennerstrom, E., Storie, S., & Squires, J. Utilizing Research Practice Partnerships to Advance Implementation of Evidence-Based Practices in EI/ECSE. Conference for Research Innovation in Early Intervention (CRIEI) International Conference. San Diego, CA. February, 2020.
36. **Stegenga, S.**, Corr, C., & Skubel, A. Your voice matters! A 'How To' for engaging with EI/ECSE policy. Division for Early Childhood Annual International Conference. Dallas, TX. October, 2019
35. **Stegenga, S.** Study updates & Implementation Recommendations. Michigan Department of Education – State Systemic Improvement Planning Implementation Committee. Lansing, MI (via Adobe Connect). May 21, 2019.
34. Kinavey Wennerstrom, E., **Stegenga, S.** Strategies and tools for promoting culturally responsive practices in early childhood: EC-BoQ cultural responsiveness companion & tool kit overview. National Training Institute (NTI). St. Petersburg, Florida. May 3, 2019.
33. Ryan-Jackson, K., Goff, L., Storie, S., **Stegenga, S.** Using implementation and improvement science to close longstanding disparities. Oregon RtI Conference. Eugene, Oregon. April 26, 2019.
32. **Stegenga, S.** Mental Health Task Force SB 231 History and Findings. Division of Undergraduate Research and Student Success - University of Oregon. Invited-Keynote. Eugene, OR. April 24, 2019.
31. Anderson, D., Rowley, B., **Stegenga, S.** Evaluating content related validity with text modeling. National Council on Measurement in Education (NCME). Toronto, CA. April 2019.
30. Kinavey Wennerstrom, E., **Stegenga, S.**, Clifford, M., & Wennerstrom, A. Secondary traumatic stress: Recognizing the signs and doing something about it. Infant and early childhood mental health institute. Anchorage, AK. April 2019.
29. Goff, L., Storie, S., Ryan-Jackson, K., & **Stegenga, S.** Intro to implementation science. Northwest Positive Behavior Intervention Supports (PBIS) Conference. Portland, OR. March 1, 2019.
28. Sinclair, J., Knowles, C., **Stegenga, S.**, Storie, S. Mental health and college readiness: Removing personal and institutional barriers. Oregon Statewide Transition Conference. Eugene, OR. March 7, 2019.
27. **Stegenga, S.** Effective Strategies for Promoting Inclusion Across the Lifespan of Transitions Through Access, Participation, and Supports. Invited presentation – Texas Transition Conference 2019. San Antonio, TX.
26. Gothberg, G., Field, S., **Stegenga, S.** Creating successful transitions across the lifespan – Conference Keynote. Texas Transition Conference 2019. San Antonio, TX.
25. Gothberg, G., **Stegenga, S.**, Field, S. Creating successful transitions across the lifespan: Toolkit for improved outcomes. Texas Transition Conference 2019. San Antonio, TX.
24. Knowles, C., Sinclair, J., **Stegenga, S.**, & Storie, S. Task Force on Student Mental Health – Findings Report. Higher Education Coordinating Commission (HECC) – HECC Board of Commissioners. Salem, Oregon. December, 2018.
23. **Stegenga, S.** Innovating Through Partnership for Improved Outcomes In Part C/Early Intervention: Examining Feasibility And Uptake Drivers Of An Evidence Based Practice – An Implementation Study. Michigan Department of Education – State Systemic Improvement Planning Implementation Committee. Lansing, MI (via Adobe Connect). December, 2018.

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22. Kinavey, E., Wennerstrom, A., & **Stegenga, S.** Secondary Traumatic Stress: Recognizing the Signs and Doing Something About Them. Zero to Three International Conference. Denver, CO. October, 2018.
21. **Stegenga, S.** Data Ethics: Considerations for Special Populations. Cascadia R Annual Conference (statistical programming). Portland, OR. June, 2018.
20. Garraway, R., **Stegenga, S.**, Bethea, C., McDaniels, K., &, Robinson, C. Exploring Possibilities: Effective Educational Approaches to Improve Outcomes for Marginalized Youth from Birth to Adult. American Educational Research Association Annual Meeting. April, 2018.
19. **Stegenga, S.**, Anderson, D., Munger, K., & Kinavey Wennerstrom, E. Big Data and Babies!? Methods, Tools, Ethics, and Implications for Researchers and Policy-Makers in Early Intervention. Conference for Research in Early Intervention Bi-Annual International Conference. San Diego, CA. Accepted for special feature opening night methodological poster symposium. March, 2018.
18. **Stegenga, S.**, Field-Hoffman, S., & Gothberg, J. Setting the Stage for Future Success: Linking *Early On* Practices and Transitions to Long-term Outcomes. *Early On* Bi-Annual Conference. Kalamazoo, Michigan. November, 2017.
17. Corr, C., Miller, D., Munger, K., **Stegenga, S.**, & Spence, C. Adoption, Maltreatment, Poverty, Foster Care: Supporting ALL families with DEC Recommended Practices. Division for Early Childhood Annual International Conference. Portland, Oregon. October, 2017.
16. Peak, S., Batz, R., & **Stegenga, S.** The FIND Model of Video Feedback Training for Caregivers of At-Risk Children. Division for Early Childhood Annual International Conference. Portland, Oregon. October, 2017.
15. **Stegenga, S.**, Squires, J., Waddell, M., Clifford, J., & Munger, K. Early Intervention Linked System for Building Social-Emotional Competence in Young Children. Division for Early Childhood Annual International Conference. Portland, Oregon. October, 2017.
14. **Stegenga, S.** Feeding difficulties: Systems level perspectives of supports, needs, and interagency collaboration: International Society for Early Intervention (ISEI) Annual International Conference. Stockholm Sweden. June, 2016.
13. **Stegenga, S.** Michigan Department of Education and Michigan Interagency Coordinating Council guidance to the field official document for coordinated systems: Michigan Interagency Coordinating Council/Governors Council for Infants & Toddlers with Disabilities. Lansing, Michigan (tele presentation). October, 2015.
12. Goldthwait, L., Younggren, N., Surbrook, N. & **Stegenga, S.** A new approach in professional development – a virtual book study: Council for Exceptional Children - Division for Early Childhood Annual International Conference. October, 2015.
11. **Stegenga, S.** Paperwork training for early intervention programs: Ottawa Area Intermediate School District *Early On*® and Infant Development Program. March, 2015.
10. Schinderle, B. & **Stegenga, S.** Membership challenges: IDEA state advisory panel. Early Childhood Technical Assistance. Lansing, Michigan (tele presentation). August, 2014.
9. **Stegenga, S.** Autism benefits changes in Michigan: Ottawa Area Intermediate School District Occupational Therapists. Holland, Michigan. September, 2014.
8. **Stegenga, S.** Early intervention supports and services: Grand Valley State University Speech Language Pathologists. Grand Rapids, Michigan. April, 2014.
7. **Stegenga, S.** Feeding difficulties - implications related to young children & services in Michigan: Governors Council for Infants & Toddlers with Disabilities/Michigan Interagency Coordinating Council. Lansing, Michigan. May, 2013.
6. **Stegenga, S.** Careers in allied health: Hope College Pre-Health Students. Holland, Michigan. October, 2011.

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5. Smith, K., Vaughn, M., & **Stegenga, S.** Treatment of visual perception in acute rehabilitation: Mary Free Bed Rehabilitation Hospital Grand Rounds for Physicians. Grand Rapids, Michigan. October, 2005.
4. **Stegenga, S.** Grasp development: Chandler Woods Charter School Staff Meeting. Grand Rapids, Michigan. September, 2004.
3. Brown (**Stegenga**), **S.** Chronic obstructive pulmonary disease and energy conservation: Grand Valley State University Health Professions. Grand Rapids, Michigan. April, 2003.
2. Brown (**Stegenga**), **S.** Using the model of human occupation in the work setting: Mary Free Bed Rehabilitation Hospital Staff Meeting. Grand Rapids, Michigan. April, 2002.
1. Brown (**Stegenga**), **S.**, Nichols, K., Paffhousen, M., & TenHarmse, J. Factors that impact occupational performance in an office work setting: Grand Valley State University Student Scholarship Day. Allendale, Michigan. April, 2002.

GRANTS & RESEARCH SUPPORT

Funded

SCIENCE-ESN: Systems Change for Inclusive Education, a National Collaborative Effort for Students with Extensive Support Needs. 2023 U.S. Department of Education, Office of Special Education Programs 325D. \$2,150,000. PIs: Jameson, M., & Lansey, K. Role: Co-PI Stegenga Co-PIs: Tefera, A. & Gonzalez, T. A collaboration between University of Utah and University of Arizona. Funded for 2024-2029.

Project CHANGE for Inclusive Early Childhood: Creating High Impact Agents of Change for the Next Generation of Early Educators. U.S. Department of Education, Office of Special Education Programs 325K. \$1,000,000. Awarded to the University of Cincinnati. PIs: Dr. Jennifer Ottley and Dr. Sloan Storie. Role: Expert Consultant in Implementation Science. Funded for 2023-2028.

Open Science Practices in Early Childhood Special Education Research: A Systematic Review and Conceptual Replication. Stage 1 Registered Report. Funding for Project Support - \$2500. Society for the Improvement of Psychological Sciences (SIPS). Role: PI. Funded for 2023.

Project IPEP: Interdisciplinary Preparation of Early Childhood Professionals for Mental Health Promotion, Prevention, and Intervention. 2022 U.S. Department of Education, Office of Special Education Programs 325K. \$1,088,69. Role: PI – Stegenga, S. Co- PIs: Johnston, S., Loomis, A., & Baffour, T. Funded for 2022-2027.

Dean's Research Fellowship Award. University of Utah. Two Years of Doctoral Student Funding. Funded for 2023-2025. \$40,000.

University of Utah – Training Opportunities in Preschool Special Education (UU-TOPS). (Utah State Board of Education. PI: Dr. Susan Johnston Role: Key Personnel. \$124,275. Funded) for 2022-2024.

University of Utah – Training Opportunities in Preschool Special Education -2 (UU-TOPS2). Utah State Board of Education. Role: PI. \$150,820. Funded for 2021-2023.

Project ACER: Advancing Collaboration and Equity in Research through Open Science Innovation in Special Education. University of Utah Post-Pandemic Innovation Grant. Role: PI \$10,800. Funded for 2021-2023.

Early Childhood Leaders in Education: Advancing Data-use for Scale-up (Project EC Leads). University of Utah LEARN grant. Role: PI. \$8,000. Funded for 2020-2023.

University of Utah – Training Opportunities in Preschool Special Education (UU-TOPS). Utah State Board of Education. PI: Dr. Susan Johnston Role: Co-PI. \$90,000. Funded for 2020-2022.

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Project TSDBOT (Teachers of Students with Deafblindness and Occupational Therapists) – Interdisciplinary Training Grant. Office of Special Education Programs. PI: Dr. Sarah Ivy and Dr. Lorie Richards. Role: Senior Personnel. \$997,423. Funded for 2020-2025.

Submitted – Not Funded

A Multimethod Data Science Approach to Understand Educational Sharenting and Advance Privacy-Protecting Social Media Use. National Science Foundation (NSF) SaTC CORE. Role: Co-PI. \$584,798. Submitted February 2023.

Leading Educational Advancement through Democratizing Data Science (LEAD-DS). PI: Dr. Shaun Kellogg. Role: Co-PI. Institute for Educational Sciences - Methods Training for Data Science in Education. \$798,591. Submitted September of 2022 – not funded.

Community, Opportunity, and Disparity in Educational Systems: Project CODES. Institute of Educational Sciences (IES) Goal 1. PI: Dr. Daniel Anderson. Role: Co-PI. \$1,800,000. Submitted August 2021 – not funded.

Air Quality Impacts on Education. National Science Foundation (NSF) Convergence Grant. PI: Dr. Daniel Mendoza. Role: Senior Personnel. \$3,160,816. Submitted February 2020 – not funded.

Get set for success! The SELECT efficacy trials. Institute of Educational Sciences (IES) Goal 3. PI: Dr. Jane Squires. Role: Co-PI \$3,300,000. Submitted August 2019 and 2020 – not funded.

OTHER GRANTS AND SCHOLARSHIPS

GRANT RECIPIENT: Bricker Dissertation Award

2019 Award for Research \$6000

GRANT RECIPIENT: Cascadia R – Conference on Statistical Programming in R

2018 Travel grant \$100

GRANT RECIPIENT: American Educational Researchers Association (AERA)

2018 Travel grant for promising research in early education \$500

SCHOLARSHIP RECIPIENT: Kaplan Scholarship in Early Intervention

2018-2019 \$2000

2017-2018 \$2000

SCHOLARSHIP RECIPIENT: Louis and Sarah G. Kaplan Scholarship in Educational Leadership

2018-2019 \$1250

SCHOLARSHIP RECIPIENT: Florence Wolford Scholarship in Education for promising educational leaders

2017-2018 \$3000

SCHOLARSHIP RECIPIENT: Hill M. Walker Scholarship

2016-2017 \$2500

SCHOLARSHIP RECIPIENT: University of Oregon Alumni Fund Scholarship

2016-2017 \$2500

ADDITIONAL RESEARCH EXPERIENCE *(Selected)*

QUALITATIVE RESEARCH LEAD FOR QUALITY IMPROVEMENT

Project SELECT with Dr. Jane Squires, Ph.D.

Fall 2018 – July 2019

Federally funded Goal 2 IES grant for curriculum development on early social emotional skills for infants and toddlers with disabilities. Core development team member and lead for the qualitative analysis and research related to Plan Do Study Act Cycles as part of the product improvement process.

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LEAD INVESTIGATOR

Dissertation – Maximizing pilot phase measures to inform quality improvement: Using a sequential mixed methods design with interrupted time series to examine feasibility, uptake, and drivers of an evidence based practice in part c/early intervention systems.

Spring 2018 – June 2019

Formal research practice partnership with the State of Michigan Department of Early Education to analyze processes related to quality improvement and implementation within policy mandated initiatives. Using time series analysis and mixed methods to examine readiness and implementation in policy mandated improvement processes.

POLICY RESEARCH TEAM MEMBER

Oregon State Mental Health Task Force (Senate Bill 231) with Dr. John Seeley, Ph.D.

Winter 2018 – July 2019

Oregon State Mental Health Task Force Research contract with the University of Oregon. Conducted interviews, focus groups, and data analysis using qualitative content analysis. Designed interview questions incorporating phenomenological inquiry to gather “lived experiences” according to Senate Bill 231. Collaborative survey design including engagement of stakeholders. Part of the facilitation team for the governor appointed task force meetings including stakeholder engagement for project work.

USABILITY & QUALITY IMPROVEMENT PILOT PARTICIPANT

National Implementation Research Network (NIRN) Coaching Module

Winter 2019

Participated in the pilot and quality improvement trial of the “Module 3 – Coaching” for NIRN. Provided feedback for rapid cycle quality improvement related to usability and links to evidence-based practices.

CLINICAL RESEARCH TEAM PARENT COACH

Filming Interactions to Nurture Development (FIND) Harvard Center on the Developing Child with Dr. Philip Fisher, Ph.D.

Spring 2016 - Summer 2017

Certified parent coach providing intervention as part of two large scale randomized control trials. Engaged in fidelity and feedback trails of the intervention in homes throughout the community.

CONTENT SPECIALIST IN MOTOR DEVELOPMENT

Ages & Stages Questionnaire (ASQ) Fourth Edition Update with Dr. Jane Squires, Ph.D.

Winter 2016 – Winter 2017

Provided content expertise related to early motor development as part of the development, revision, and additions to the Fourth Edition updates to the ASQ.

DATA COLLECTOR

Peer Mediated Joint Attention in Students with Autism Spectrum Disorder

Dr. Sarah Hansen Ph.D.

Spring 2016

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Trained data collector as part of a single subject trial on peer mediated joint attention. Engaged in fidelity training and interrater reliability trials. Collected data on site in a variety of early childhood education school-based settings.

LEAD INVESTIGATOR

Master's Thesis - *Children Birth to Age Three with Feeding Difficulties: Systems Level Perspectives of Supports, Needs, and Interagency Collaboration.*

Formalized research practice partnership with the Michigan Department of Education to examine interagency collaboration. Partnership was established due to an identified need stemming from work of the Governor's Council for Infants and Toddlers with Disabilities. This research resulted in formalized state level Provider Guidance to the Field as well as increased training and supports.

UNIVERSITY INSTRUCTION

UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
Seminar in Systems Change, Coaching, and Consulting in Educational and Community Settings (SP ED 7831) *Fall 2023 – Present*

UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
Research Internship I (SP ED 7920)
Fall 2023 – Present

UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
University Teaching Internship (SP ED 7121)
Fall 2023 – Present

UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
Early Intervention for Infants & Toddlers with Developmental Delays – Student Teaching (SP ED 5390/6390)
Summer 2021 – Present

UNIVERSITY OF UTAH - SPECIAL EDUCATION – Salt Lake City, UT: Interdisciplinary Seminar Series (Sp Ed 6960 - TSDBOT Seminar 1, TSDBOT Seminar 2, TSDBOT Seminar 3)
Co-Taught with Dr. Sarah Ivy and Dr. Lorie Richards
Spring 2021 - Present

UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
Transdisciplinary Approaches for Students with Severe Disabilities (SP ED 5260/6260)
Spring 2020 - Present

UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
Collaborative Early Intervention for Infants and Toddlers with Developmental Delays (SP ED 5350/6350)
Spring 2020 - Present

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UNIVERSITY OF UTAH – SPECIAL EDUCATION – Salt Lake City, UT:
Individualizing for Diverse Learning Needs (SP ED 5340/6340)
Fall 2019 - Present

UNIVERSITY OF OREGON – EDUCATIONAL METHODOLOGY POLICY AND LEADERSHIP – Eugene, OR: Lab
Teaching Assistant for support in R stats – Multiple Regression in Educational Research (EDUC 610)
Mentor: Dr. Daniel Anderson, Ph.D.
Fall 2018

UNIVERSITY OF OREGON SPECIAL EDUCATION – EARLY INTERVENTION PROGRAM – Eugene, OR:
Teaching Assistant – Teacher Practicum (SPED 609)
Mentor: Linda Albi, M.Ed.
Fall 2015- Spring 2018

UNIVERSITY OF OREGON PREVENTION SCIENCE PROGRAM – Eugene, OR: Teaching Assistant and Co-
Developer – Implementation Science (PREV 634)
Mentor: Dr. John Seeley, Ph.D.
Winter 2018

UNIVERSITY OF OREGON EDUCATION PROGRAM – Eugene, OR: Teaching Assistant – Curriculum (SPED
683)
Mentor: Dr. Jantina Clifford, Ph.D.
Spring 2017

UNIVERSITY OF OREGON EDUCATION PROGRAM – Eugene, OR: Teaching Assistant – Educational
Statistics (EDUC 614)
Mentor: Dr. Roland Good III, Ph.D.
Winter 2017

UNIVERSITY OF OREGON SPECIAL EDUCATION – EARLY INTERVENTION PROGRAM – Eugene, OR:
Teaching Assistant – Methods III (SPED 689)
Mentor: Dr. Lois Pribble, Ph.D.
Spring 2016

UNIVERSITY OF OREGON SPECIAL EDUCATION – EARLY INTERVENTION PROGRAM – Eugene, OR:
Teaching Assistant – Foundations of Early Intervention (SPED 680)
Mentor: Dr. Jantina Clifford, Ph.D.
Fall 2015

COURSE DEVELOPMENT

UNIVERSITY OF UTAH SPECIAL EDUCATION DEPARTMENT – Salt Lake City, UT: Early Intervention and
Early Childhood Special Education Program - Specialization Hybrid Courses
Spring 2020 – Spring 2022

- *Part of a two-year course development and pilot for moving specialization year EI/ECSE courses to a hybrid format of 2/3 content being asynchronous and 1/3 being synchronous via Zoom. Includes integrating best practices in adult learning, online learning pedagogy, and alignment with new and updated DEC EI/ECSE standards released in 2020.*

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UNIVERSITY OF UTAH SPECIAL EDUCATION DEPARTMENT – Salt Lake City, UT: Interdisciplinary Seminar Series (TSDBOT 1, TSDBOT 2, TSDBOT 3)

PIs: Dr. Sarah Ivy and Dr. Lorie Richards

Spring 2020 – Fall 2021

- *Part of a five-year OSEP 325K Interdisciplinary training grant that included a 1.5 year development team for creating the content of the three part interdisciplinary teaming and collaboration seminar series.*

UNIVERSITY OF OREGON PREVENTION SCIENCE PROGRAM – Eugene, OR: Implementation Science (PREV 634).

Mentor: Dr. John Seeley, Ph.D.

Winter 2018

- *Part of a yearlong co-development team for a new course in implementation science including practice-based applications. Independently developed lectures on policy and science communication related to implementation and dissemination.*

UNIVERSITY OF OREGON SPECIAL EDUCATION – EARLY INTERVENTION PROGRAM – Eugene, OR: Teaching Assistant – Teacher Practicum (SPED 609)

Mentor: Linda Albi, M.Ed.

Fall 2015-Spring 2018

- *Collaborated on updating forms, observation protocols and mentoring processes. Also developed new course lectures on home visiting and collaborative teaming.*

INVITED LECTURES

UNIVERSITY OF UTAH – FAMILY AND CONSUMER STUDIES

Part C early Intervention, Infant Mental Health, and Interdisciplinary Approaches to Supporting Families
December 6, 2022 and November 9, 2023.

UNIVERSITY OF UTAH – COLLEGE OF SOCIAL WORK

The Importance of Interdisciplinary Collaboration for Intervention and Improving Outcomes for Infants and Toddlers with Disabilities and their Families
Sept. 8, 2020.

UNIVERSITY OF OREGON – EDUCATIONAL METHODS POLICY AND LEADERSHIP (EMPL)

Introduction to data ethics in educational research: Considerations for special populations
June 3, 2020 via Zoom.

UNIVERSITY OF OREGON – HEALTH AND HUMAN STUDIES (HHS)

An Introduction to Qualitative Research Methods
Winter 2019

UNIVERSITY OF ALASKA – EARLY CHILDHOOD EDUCATION

Feeding Issues in Early Intervention
Winter 2018

Sondra M. Stegenga Ph.D. M.S., OTR/L

UNIVERSITY OF OREGON SPECIAL EDUCATION – EARLY INTERVENTION PROGRAM

Home visiting

Winter 2016, Winter 2017, Winter 2018

UNIVERSITY OF OREGON SPECIAL EDUCATION – EARLY INTERVENTION PROGRAM

Collaborative Interdisciplinary Teaming

Fall 2016, Fall 2018

GRAND VALLEY STATE UNIVERSITY – SPEECH AND LANGUAGE PATHOLOGY PROGRAM

Early Intervention Services – Supporting Infants and Toddlers with Disabilities and their Families

Winter 2014, Winter 2015

STUDENT ADVISING & COMMITTEES

- ◆ Doctoral Dissertation Committee Member – Special Education: University of Utah
 - 2022-2023: 3 students (SPED, educational policy, OT)
 - 2021-2022: 2 students (SPED)
 - 2020-2021: 3 students (SPED)
 - 2019-2020: 3 students (SPED)
- ◆ Master's Committee Member for Special Education Students: University of Utah
 - 2022-2023: 9 students (4 as chair)
 - 2021-2022: 11 students (9 as chair)
 - 2020-2021: 5 students (1 as chair)
 - 2019-2020: 4 students
- ◆ Advisees
 - 2022-2023: 10 students
 - 2021-2022: 18 students
 - 2020-2021: 5 students
 - 2019-20: 0 Students (no advisees in first year as faculty)
- ◆ Master's Thesis Committee Member for Occupational Therapy Students: Grand Valley State University (2006, 2013, 2014, 2015, 2016, 2017)
- ◆ Supervisor of Pre-Occupational Therapy students: Hope College (2009, 2010)
- ◆ Occupational Therapy Fieldwork Student Supervisor – Level I Placement: Grand Valley State University (2008)

EDITORIAL EXPERIENCE

EDITOR

DIVISION FOR EARLY CHILDHOOD MONOGRAPH SERIES – Special monograph on Leadership

Recommended Practices #9. (Co-Editor)

June 2021-December 2023

EDITORIAL BOARD

JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS

December 2021-Present

GUEST REVIEWER

JOURNAL OF SPECIAL EDUCATION PREPARATION

Sondra M. Stegenga Ph.D. M.S., OTR/L

Feb. 2024-Present
JOURNAL OF CHILD AND FAMILY STUDIES
Jan. 2021-Present
JOURNAL OF EARLY INTERVENTION
Sept. 2020-Present
YOUNG EXCEPTIONAL CHILDREN
August 2020-Present
GLOBAL IMPLEMENTATION RESEARCH AND APPLICATIONS
June 2020-Present
AUSTRALIAN OCCUPATIONAL THERAPY JOURNAL
February 2020 – Present
PEDIATRICS: OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS
December 2019 to present
TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION
December 2019 to present
EDUCATIONAL MEASUREMENT: ISSUES AND PRACTICE
August 2019 to present
JOURNAL OF NEURODEVELOPMENTAL REHABILITATION
November 2015 to present
EUROPEAN JOURNAL OF PEDIATRICS
September 2017 to present
YOUNG EXCEPTIONAL CHILDREN: Special Issue Reviewer on Child Maltreatment
August 2017
TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION: Special Issue on Child Maltreatment
February to May 2017

SERVICE

UNIVERSITY APPOINTMENTS

- University of Utah Academic Senate (February 2022-Present)
- University of Utah – Child Care Committee (November 2021-Present)

COLLEGE COMMITTEE APPOINTMENTS

- University of Utah College of Education – UITE Admissions Committee (Spring 2023)
- University of Utah College of Education – Research Award Committee (Fall 2022-Present)
- University of Utah College of Education - Faculty Advisory Committee on Teacher Education (FACTE) Committee (Fall 2020 – Present)

DEPARTMENT COMMITTEE APPOINTMENTS

- Master's Comprehensive Portfolio Design Team (Fall 2021-Spring 2022 and Summer 2023-Present)
- Interim Program Coordinator for the Early Intervention and Early Childhood Special Education Program (EI/ECSE) in the Department of Special Education at the University of Utah (May 2021 through July 2022) **Covering sabbatical leave*
- Early Childhood Special Education Program Area Committee Member (July 2019-Present)
- Search Committee Member
 - Severe Program – Tenure Faculty (Fall 2023-present)
 - Adaptive Physical Education – Tenure Faculty (2020 -2021)

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- EI/ECSE Program Clinical Faculty (2022)

STATE AND NATIONAL APPOINTMENTS

- State Interagency Coordinating Council (SICC) for Part C Early Intervention (Utah Baby Watch) – **Governor Appointed Member Representing Pre-Service/Higher Education (December 2020-Present)
- State Interagency Coordinating Council (SICC) for Part C Early Intervention (Utah Baby Watch) – Invited Member of the Family Engagement Subcommittee (August 2020-Present)
- Early Childhood Utah – Invited State Subcommittee Member for Early Care and Education (Oct. 2019- Present)
- Early Childhood Utah – Invited State Subcommittee Member for Family Engagement (Oct. 2019 – Present)
- Division for Early Childhood of the Council for Exceptional Children – Appointed Research Committee Member (2020-Present)
- Division for Early Childhood of the Council for Exceptional Children – Appointed Co-Editor of the Recommended Practices Monograph on Leadership (RP9). June 2021 to present.
- Early Childhood Personnel Center (ECPC) – Leadership Cohort Member (2019-Present)

OTHER SERVICE

- Invited panel reviewer for expertise in culturally responsive practices for the Ohio Dean's Compact Focus Area: Supporting Initiatives to Improve Literacy Practices (2023)
- Invited panel reviewer for expertise in culturally responsive practices for the Ohio Dean's Compact Focus Area: Supporting Initiatives to Improve Diversity in the Educator Workforce (2021 and 2022)
- HECSE Doctoral Student Pre-course 2020 Invited Reviewer (November and December 2019)
- American Educational Researcher Association: Mixed Methods Special Interest Group – Conference proposal reviewer for 2019, 2020, 2021, and 2022 Conferences (Reviews completed in summer 2018, 2019, 2020, and 2021)
- American Educational Researcher Association: Early Education and Child Development Special Interest Group – Conference proposal reviewer (2018, 2019)
- Western Implementation Society for Practice and Research (WISPR) Founding Member (2018-Present)
- Eugene R Users (R statistical Programming) Social Media Lead (2017- June 2019)
- Child & Family Wellbeing Lab: National Interdisciplinary Research Collaborative focused on research to prevent and mitigate the effects of child maltreatment – Team Member (2016-2018)
- Conference for Research Innovation in Early Intervention (CRIEI) – Conference Proposal Reviewer (2017)
- DEC Evidence-Based Practices Manuscripts – Journal Special Issue Reviewer (2017)
- Division for Early Childhood – Annual International Conference Proposal Reviewer (2017, 2018, 2019, 2020, 2021)
- Conference for Research in Early Intervention (CRIEI) – Planning Committee Member – Student Representative (2018 Planning Committee)
- Oregon State Interagency Coordinating Council (SICC) – Student Involvement (2016-17)
- University of Oregon Doctoral Committee – Student Representative (2016-17)
- Grand Valley State University Occupational Therapy Advisory Board (2013-2015)
- Michigan Association of Administrators of Special Education Early Childhood Community of Practice Co-Chair (2013-2015)

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- Local Interagency Coordinating Council and Early Childhood Advisory (2011-2015)
- *Early On* Coordinators Community of Practice (2011-2015)
- Ottawa Area Intermediate School District (ISD) Local Special Education Directors (2011-2015)
- Ottawa Area ISD Directors Meetings (2011-2015)
- Ottawa Area ISD Early Childhood Administrative Team (2011-2015)
- Great Start Collaborative (GSC) (2011-2015)
- GSC Home Visiting Committee (2011-2015)
- GSC Developmental Screening Committee (2011-2015)
- State Systemic Improvement Planning Committee (SSIP) – Governors Council for Infants & Toddlers with Disabilities/Michigan Interagency Coordinating Council (2013-2015)
- Core Team – State Systemic Improvement Planning Committee – Governors Council for Infants & Toddlers with Disabilities/Michigan Interagency Coordinating Council (2014-2015)
- System of Services Committee – Governors Council for Infants & Toddlers with Disabilities/Michigan Interagency Coordinating Council (2012-2013)
- Funding Committee – Governors Council for Infants & Toddlers with Disabilities/Michigan Interagency Coordinating Council (2013-2014)
- *Early On* center for Higher Education Grants Reviewer (2013, 2014, 2015, 2016)
- Michigan Association of Administrators of Special Education Advisory Committee – Comparing Early Childhood Systems in IDEA Early Intervention Birth Mandate States. (2012-2014)
- Advisory member for State Pilot for Best practices in Early Intervention – Michigan Department of Education and *Early On* Training and Technical Assistance (2013-2015)
- Provider Credentialing Committee member – *Early On* Training and Technical Assistance and *Early On* Center for Higher Education (2012-2015)
- Part 10 Michigan Administrative Rules for Special Education Committee – *Early On* Training and Technical Assistance (2011-12)
- State Autism System of Care – Michigan Advisory Group (2011-2015)
- Family Hope Foundation: Secretary (2010-2011)
- Family Hope Foundation: Board Member (2009-2015)
- Focus Group on Continuing Education: Grand Valley State University (2010)
- Leukemia and Lymphoma Society Team in Training Fundraiser 100 Mile Bike Ride (2006)

SPECIALIZED TRAINING

- From R User to R Programmer. Posit Conference (R Studio conference in statistical programming). Chicago, Illinois. Sept. 17 and 18, 2023.
- Facilitating Attuned Interactions (FAN) Supervisor Training. The Children's Center & Erickson Institute. August 21 and 28, 2023 via Zoom.
- NIH Grant Writing Academy. University of Utah Office of Research Education. November 5-7, 2021.
- An Introduction to Big Data and Machine Learning for Survey Researchers and Social Scientists with Dr. Trent Buskirk. ICPSR-University of Michigan. July 10-12, 2020 via Zoom.
- Finding, Accessing, and Managing Existing Data for Secondary Analysis with Drs. Graham, Malcom, & Redman. ICPSR-University of Michigan. June 9-11, 2020 via Zoom.
- Time Series and Forecasting in R with Dr. Rob Hyndman January 27 and 28, 2020. San Francisco, CA.
- R Studio Conference 2020. January 29-31, 2020. San Francisco, CA.

PROFESSIONAL MEMBERSHIPS

- ◆ American Occupational Therapy Association (AOTA)
- ◆ American Educational Research Association (AERA)
- ◆ Council for Exceptional Children (CEC)
 - Division for Early Childhood (DEC)
 - Council for Administrators of Special Education (CASE)
 - Division for Research (DR)
 - Utah Division for Early Childhood (U-DEC)
- ◆ Global Implementation Society (GIS)
- ◆ National Board for Certification in Occupational Therapy (NBCOT)
- ◆ Society for Implementation Research Collaboration (SIRC)
- ◆ Utah Association of Infant Mental Health (U-AIMH)