

Sandra Beatriz Vanegas

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EDUCATION

Loyola University Chicago

Ph.D. Developmental Psychology

2013

Minor: Statistics

Dissertation (with Distinction): *Biases in Children's Cognitive Styles: Investigating Local, Global, and Rule-Based Processing in Autism Spectrum Disorders and Typical Development*

University of Texas at Dallas

M.S. Human Development & Early Childhood Disorders

2007

Thesis: *Contributions of Language and Inhibition on Theory of Mind in Monolingual Spanish Preschoolers*

University of Rochester

B.A. Psychology

2005

B.A. Comparative Literature (Concentration: Italian and Spanish Literature)

PROFESSIONAL APPOINTMENTS

University of Illinois at Chicago

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) 2014-16

Department of Disability and Human Development

2016-Present

Postdoctoral Research Fellow

- Assessed language and narrative development in monolingual and bilingual children with ASD using quantitative and qualitative methods (PI)
- Collaborated on the development of a culturally and linguistically tailored parent-implemented social communication intervention for delivery in low-resource communities (Co-PI)
- Evaluated adverse childhood experiences in youth with intellectual and developmental disabilities and their caregivers (Co-PI)
- Investigated the cultural and linguistic adaptations of the Spanish ADI-R and its utility in the diagnostic process for Latino families of children with ASD
- Developed and conducted a program evaluation of the cultural and linguistic adaption of the Transition Together program, a psychoeducational program for Latino families of youth with ASD
- Coordinated the Illinois Autism Needs Assessment project to examine individual, family, and provider needs for ASD-specific services, supports, and training in rural counties of Illinois

- Administered psychological assessments for young children with suspected ASD and facilitated parent support groups of children with ASD in the Developmental Disabilities Family Clinic
- Collaborated in the development of an ASD-specific curriculum and training module on family supports for physician residents and families in Central Illinois
- Constructed protocols for assessing mental health needs of children and adolescents with developmental disabilities in the state welfare system as member of the Dual Diagnosis Taskforce (Department of Child & Family Services and UIC Family Clinic collaboration)
- Assisted in grant writing for autism surveillance program, autism intervention programs, and other federally funded grants

Harmony Public Schools

Data Analyst / Statistician

2013-14

- Evaluated student assessment data and outcome measures for instructional development
- Drafted reports on student, teacher, and school performance for curriculum directors, administration personnel, and board of directors
- Managed student and teacher data to inform teacher evaluation models
- Provided professional development training to data analysts, principals, and administrators on utilizing assessment data to inform instruction
- Constructed policies and procedures for the Harmony Public Schools Institutional Review Board; participated as a primary member in reviewing research proposals

TEACHING EXPERIENCE

University of Illinois at Chicago

Leadership Education in Neurodevelopmental and Related Disabilities (LEND);

Department of Psychology

Guest Lecturer

2016-Present

- Disparities in the Assessment of Latino Children with Autism Spectrum Disorders (Graduate)
- Screening & Diagnostic Assessment of Autism Spectrum Disorder (Graduate)

The Chicago School of Professional Psychology

Clinical Psychology Department

Clinical Adjunct Faculty

2013-14

- Cognitive Affective Bases of Behavior (Graduate)
- Psychopathology and Behavior Disorders-*Online* (Graduate)

- Psychology of the Lifespan-*Online* (Graduate)

Loyola University Chicago

Department of Psychology

Instructor

2011-13

- Research Methods in Psychology (Undergraduate)
- Developmental Psychology (Undergraduate)
- Lab in Developmental Psychology (Undergraduate)

OTHER TEACHING EXPERIENCE

Loyola University Chicago

Children's Language, Memory, and Cognition Research Lab

Graduate Assistant

2008-13

- Trained and supervised undergraduate students on basic research skills such as study paradigm development, data coding and data entry
- Supervised capstone research course for advanced and honor's undergraduate students, involving development of research ideas and producing research papers and poster presentations

Loyola University Chicago

Lab in Developmental Psychology

Teaching Assistant

2008-11

- Assisted in teaching of research methods, including grading of lab assignments and exams, proctoring exams, and developing teaching materials

Chicago Park District

Special Programs

Inclusion Aide

2010

- Assisted with events and educational activities designed for preschool children and children with special needs through the Chicago Park District summer programs

Easter Seals Therapeutic School Chicago

After-School Program

Volunteer Teacher

2009

- Coordinated activities designed to enhance cognitive, social, and communicative behaviors in children and youth with ASD

University of Texas at Dallas-Center for BrainHealth®

Center for Advanced ADHD Research, Training, and Education (CAARTE)

SMART Program Trainer

2007-09

- Implemented SMART (Strategic Memory and Reasoning Training) intervention through the use of academic and social activities for children and adolescents with Attention-Deficit/Hyperactivity Disorder, Learning Disorders, and Behavioral/Emotional Difficulties
- Trained parents to utilize cognitive strategies to continue intervention goals in the home

DFW-Texas Star Academy

Preschool Teacher

2005-06

- Developed and implemented lesson plans for reading, science, and arts activities for preschool children with and without Autism
- Incorporated applied behavioral analysis techniques within instructional activities for children with Autism to address individual treatment goals (e.g., engagement, communication, socialization)

OTHER RESEARCH EXPERIENCE

Loyola University Chicago

Department of Psychology

Research Associate

2012-13

- Created assessment and intervention tools to assess emotion processing skills in children and adults with Autism Spectrum Disorders
- Recruited research participants through schools and parent groups located in Chicago and online community groups

Loyola University Chicago

Children's Language, Memory, and Cognition Research Lab

Graduate Assistant

2008-12

- Designed assessments to measure phonological and syntactical awareness in young monolingual and bilingual children
- Developed measures to capture recognition and recall of emotion within visual and linguistic stimuli to be used with children and adults
- Translated cognitive measures to use with Spanish-speaking children
- Conducted a program evaluation on the Sit Stay Read program (a dog facilitated reading intervention) with at-risk children
- Computed statistical analyses using SPSS for research projects and drafted reports on research findings for local and national dissemination

Loyola University Chicago

Children's Memory Study Lab

Graduate Assistant

2008-09

- Drafted Spanish-language scripts to use within museums to facilitate children's learning of exhibits
- Coded parent-child interactions during museum visits using Noldus Observer software

University of Texas at Dallas-Center for BrainHealth®

Center for Advanced ADHD Research, Training, and Education (CAARTE)

Research Coordinator/Consultant

2007-09

- Advised on behavioral paradigm development and intervention development for youth with ADHD
- Developed EEG/fMRI paradigms to assess cognitive processes using STIM and E-Prime software
- Coordinated and administered intelligence, behavioral, cognitive, and EEG assessments to children, adolescents, and adults
- Collaborated in the development of a summer training program for children and adolescents with ADHD
- Trained staff to administer cognitive and diagnostic measures and EEG techniques
- Translated cognitive assessments for use with Spanish-speaking children

University of Texas at Dallas

Developmental Neurolinguistics Laboratory

Research Assistant

2006-07

- Recruited local area preschools and community centers for research participation
- Translated experiment scripts to use with Spanish-speaking populations
- Administered experimental paradigm of novel verb learning to Spanish-speaking preschoolers and adults
- Assisted in manuscript preparation

University of Texas at Dallas

Dallas Child Care Project

Research Assistant

2006

- Conducted parent phone interviews using standardized and experimental questionnaires in English and Spanish
- Assessed preschool children using standardized English and Spanish measures of cognition and school readiness

J. Erik Johnson Community School

Research Consultant

2006

- Assessed 3-year olds using Pre-K Success (English and Spanish), an evaluation tool used to determine children's readiness for Kindergarten advancement

- Provided feedback to research and instructional coordinators on students' performance and recommendations on student advancement

University of Rochester

Developmental Neuropsychology Lab

Research Assistant

2005

- Assessed undergraduate students on a gesture comprehension paradigm using video presentation
- Scored diagnostic and observational assessments conducted with adolescents with Autism

University of Rochester

Studies to Advance Autism Research and Treatment (STAART Center)

Office Assistant

2004-05

- Conducted data entry and data verification of diagnostic evaluations using FileMaker program
- Obtained training on interpretation of diagnostic tools/procedures including the Autism Diagnostic Observation Schedule, Autism Diagnostic Interview-Revised, Child Behavior Checklist and the Mullen Scales of Early Learning.
- Confirmed diagnostic information and recommendations based on child evaluation outcomes

PUBLICATIONS

Magaña, S. & **Vanegas, S.** (In press). Diagnostic utility of the ADI-R and DSM-5 in the assessment of Latino children and adolescents. *Journal of Autism and developmental Disorders*.

Davidson, D., **Vanegas, S. B.**, Hilvert, E., & Misiunaite, I. (In press). "I readed the book last week." The role of dominant language, receptive vocabulary and language structure on morphosyntactic awareness in monolingual and heritage language children. *Bilingualism: Language and Cognition*. Advance online publication. doi:10.1017/S136672891600078X

Vanegas, S.B., & Abdelrahim, R. (2016). Characterizing the systems of support for families of children with disabilities: A review of the literature. *Journal of Family Social Work*, 19, 286-327. doi:10.1080/10522158.2016.1218399

Vanegas, S. B., Magaña, S., Morales, M., & McNamara, E. (2016). Clinical validity of the ADI-R in a U.S.-based Latino population. *Journal of Autism and Developmental Disabilities*, 46, 1623-1635. doi:10.1007/s10803-015-2690-4

Vanegas, S. B., & Davidson, D. (2015). Investigating distinct and related contributions of Weak Central Coherence, Executive Dysfunction, and Systemizing Theories to

the cognitive profiles of children with Autism Spectrum Disorders and typically developing children. *Research in Autism Spectrum Disorders*, 11, 77-92.
doi:10.1016/j.rasd.2014.12.005

Davidson, D., & **Vanegas, S. B.** (2015). The role of emotion in the recall of central and peripheral information from script-based text. *Cognition and Emotion*, 29, 76-94.
doi:10.1080/02699931.2014.896319

Maguire, M.J., Hirsh-Pasek, K., Golinkoff, R. M., Imai, M., Haryu, E., **Vanegas, S.**, ... Sanchez-Davis, B. (2010). A developmental shift from similar to language specific strategies in verb acquisition: A comparison of English, Spanish, and Japanese. *Cognition*, 114(3), 299-319. doi:10.1016/j.cognition.2009.10.002

BOOK CHAPTERS

Davidson, D., Hilvert, E., **Vanegas, S. B.**, & Tuminello, E. (2015). Exploring in-group and stereotyping effects in children's recognition of emotions. In B. Flores (Ed.), *Emotional and Facial Expressions: Recognition, Developmental Differences, and Social Importance* (pp. 49-62). New York, New York: Nova Science.

Davidson, D., **Vanegas, S. B.**, & Hilvert, E. (2015). Theory of Mind and emotion perception in typically developing children. In B. Flores (Ed.), *Emotional and Facial Expressions: Recognition, Developmental Differences, and Social Importance* (pp. 25-48). New York, New York: Nova Science.

Davidson, D., **Vanegas, S. B.**, & Hilvert, E. (2014). A cognitive-developmental approach to emotion processing in children. In R. Chen (Ed.), *Cognitive Development: Theories, Stages & Processes and Challenges* (pp. 33-58). New York, New York: Nova Science.

Davidson, D., Raschke, V. R., & **Vanegas, S. B.** (2010). The formation of stereotypes in children: Evidence from age and race studies. In E. L. Simon (Ed.), *The Psychology of Stereotypes* (pp. 115-136). New York, New York: Nova Science.

OTHER PUBLICATIONS

Hedrick, L., Kastner, K., & **Vanegas, S.** (2015). Illinois Medicaid coverage of services for individuals with Autism Spectrum Disorder. *Illinois LEND Policy Brief*.

Sahin, A., Top, N., & **Vanegas, S. B.** (2014). Harmony STEM S.O.S.™ model increases students' college readiness and develops 21st century skills. *Harmony Public Schools, Research & Policy*, 1, 1-16.

MANUSCRIPTS UNDER REVIEW / IN PREPARATION

- Davidson, D., **Vanegas, S. B.**, & Hilvert, E. (Under review). Proneness to self-conscious emotions in adults with clinical and subclinical levels of Autism traits.
- Davidson, D., **Vanegas, S. B.**, Hilvert, E., & Rainey, V. R. (Under review). Syntactic awareness in monolingual (English) and bilingual (English/Spanish, English/Urdu) children.
- Davidson, D., Franco, L. E. G., **Vanegas, S. B.**, & Hilvert, E. (Under review). Monolingual (English, Spanish) and bilingual (English/Spanish) children's use of shape on linguistic and non-linguistic tasks.
- Davidson, D., Rainey, V. R., **Vanegas, S. B.**, & Hilvert, E. (Under review). The effects of type of instruction, animacy cues, and dimensionality of objects on the shape bias in 3- to 6-year-old children.
- Davidson, D., Hilvert, E., & **Vanegas, S. B.** (In prep). In-group emotion biases in typically developing children.
- Davidson, D., **Vanegas, S. B.**, & Hilvert, E. (In prep). The experience of embarrassment in adults with clinical and subclinical levels of Autism traits.
- Vanegas, S. B.**, & Cutler, A. (In prep). Statewide disparities in treatment coverage for Autism Spectrum Disorders: A comparison of state mandates for public and private insurance.
- Vanegas, S. B.**, & Davidson, D. (In prep). Does Toozle have six legs? The role of language on deductive reasoning in Autism Spectrum Disorders and typical development.

RESEARCH & CONFERENCE PRESENTATIONS

- Vanegas, S. B.**, Acharya, K., & Magaña, S. (2017, May). *Parent and teacher report of behavioral symptoms in Autism Spectrum Disorders: Assessing the impact of demographic and socioeconomic factors*. Paper submitted to the annual meeting of the International Society for Autism Research, San Francisco, California.
- Vanegas, S. B.**, Acharya, K., & Magaña, S. (2017, May). *Profiles of academic achievement in children with Autism Spectrum Disorders with monolingual and bilingual experience*. Paper submitted to the annual meeting of the International Society for Autism Research, San Francisco, California.
- Davidson, D., Haman, E., Hilvert, E., Krysiak, K., Misiunaite, I., & **Vanegas, S.** (2017, April). *The effects of input language (English and Polish) on monolingual and bilingual*

- children's use of word formation devices*. Poster to be presented at the biennial meeting of the Society for Research in Child Development, Austin, Texas.
- Magaña, S., & **Vanegas, S.** (2016, August). *Examining the validity of the Spanish ADI-R in a US-based Latino population*. Paper presented at the International Association for the Scientific Study of Intellectual and Developmental Disabilities World Congress, Melbourne, Australia.
- Vanegas, S. B.**, & Acharya, K. (2016, May). *Evaluating the utility of narratives in assessing language abilities of bilingual children with Autism Spectrum Disorders*. Poster presented at the annual meeting of the International Society for Autism Research, Baltimore, Maryland.
- Vanegas, S. B.**, Acharya, K., & Sandman, L. (2016, May). *Adaptive behavior in children with ASD with monolingual and bilingual language experience*. Poster presented at the annual meeting of the International Society for Autism Research, Baltimore, Maryland.
- Vanegas, S. B.**, & Magaña, S. (2016, May). Assessing differences in lifetime item scores of the Spanish ADI-R in Latino children with ASD and children with DD. In J. Singh (Chair), *Understanding cultural differences in diagnostic and treatment services for children with ASD*. Symposium conducted at the annual meeting of the International Society for Autism Research, Baltimore, Maryland.
- Vanegas, S. B.** (2016, April). *Examining language profiles of bilingual children with ASD*. Paper presented at the 6th annual Making Lifelong Connections: Leadership, Networking, and Career Development for MCHB Trainees annual meeting, Albuquerque, New Mexico.
- Vanegas, S. B.**, Magaña, S., Morales, M., & McNamara, E. (2016, March). Examining the validity of the Spanish ADI-R in a U.S.-based Latino population. In S. L. Parish (Chair), *Diagnosis and services among vulnerable children from diverse backgrounds with ASD*. Symposium conducted at the 49th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California.
- Hilvert, E., Davidson, D., & **Vanegas, S. B.** (2015, July). *Exploring in-group, stereotyping and memory effects of basic and self-conscious emotions in children*. Poster presented at the annual meeting of the International Society for Research on Emotions, Geneva, Switzerland.
- Vanegas, S. B.**, Magaña, S., & Morales, M. (2015, May). *Discriminant validity of the ADI-R in Latino families: Identifying differences between Autism Spectrum Disorder and developmental delay*. Poster presented at the annual meeting of the International Society for Autism Research, Salt Lake City, Utah.

- Davidson, D., Franco, L. G., Hilvert, E., & **Vanegas, S. B.** (2015, March). *Monolingual (English, Spanish) and bilingual (English-Spanish) children's use of the shape bias*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Davidson, D., **Vanegas, S. B.**, & Hilvert, E. (2014, May). *Proneness to self-conscious emotions and Theory of Mind in adults with Autism Spectrum Disorders*. Poster presented at the annual meeting of the International Society for Autism Research, Atlanta, Georgia.
- Davidson, D., Grabiec, K., Hilvert, E., Misiunaite, I., & **Vanegas, S.** (2013, October). *Preference for compounding and derivation word formation strategies in children depends on input language*. Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, Tennessee.
- Davidson, D., **Vanegas, S.**, & Hilvert, E. (2013, August). *Memory for thematically-induced emotion in stories*. Poster presented at the biannual meeting of the International Society for Research on Emotion, Berkeley, California.
- Vanegas, S. B.**, Davidson, D. (2013, May). *Examining the role of cognitive biases on language profiles in Autism Spectrum Disorders and typical development*. Poster presented at the annual meeting of the International Society for Autism Research, Donostia-San Sebastian, Spain.
- Davidson, D., & **Vanegas, S. B.**, Tuminello, E., & Hilvert, E. (2013, April). *Exploring in-group and stereotyping effects in children's recognition of basic and self-conscious emotions*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Davidson, D., & **Vanegas, S. B.**, Raschke, V. R., & Khan, R. (2013, April). *Monolingual and bilingual children's syntactic awareness: The role of receptive vocabulary and grammatical constructions*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Vanegas, S. B.**, & Davidson, D. (2013, April). *Do Toozles have six legs? Counterfactual reasoning in Autism Spectrum Disorders and typical development*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Raschke, V. R., Davidson, D., **Vanegas, S. B.**, & Khan, R. (2012, May). *Development of executive functions in bilingual (English/Spanish-speaking) child language brokers*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, Illinois.

- Davidson, D., **Vanegas, S. B.**, Raschke, V. R., & Peiffer, B. (2012, May). *The role of emotion on the recall of central and peripheral information*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, Illinois.
- Vanegas, S. B.**, Davidson, D., & Falotico, M. (2012, May). *Uncovering the role of executive functioning in children's cognitive biases*. Poster presented at the annual meeting of the International Society for Autism Research, Toronto, Canada.
- Vanegas, S. B.** (2012, April). *Systemizing linguistic input: Exploring rule-based processing in children with autism spectrum disorders*. Paper presented at the 5th Annual Interdisciplinary Research Symposium of Loyola University Chicago Graduate School, Chicago, Illinois.
- Davidson, D., Alarian, H., **Vanegas, S.**, Raschke, V., Haas, K., & Schneider, M. (2011, October). *An impact evaluation of the Sit Stay Read Intervention program*. Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, Pennsylvania.
- Vanegas, S. B.** (2011, May). *Evaluating verbal and nonverbal inhibitory control in Spanish-speaking preschoolers*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois.
- Vanegas, S. B.** (2011, April). *Linking the trees with the forest: Central coherence and systemizing abilities in typically developing children*. Poster presented at the 4th Annual Interdisciplinary Research Symposium of Loyola University Chicago Graduate School, Chicago, Illinois.
- Davidson, D., **Vanegas, S. B.**, Raschke, V. R., & Dada, S. (2011, April). *Syntactic awareness in young monolingual and bilingual (English-Urdu) children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Davidson, D., Raschke, V. R., & **Vanegas, S. B.** (2010, May). *The role of emotion in the recall of script-based events*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois.
- Davidson, D., **Vanegas, S. B.**, Raschke, V. R., & Tell, D. (2010, April). *Young children's memory and understanding of emotion in illustrated stories*. Poster presented at the biennial meeting of the Conference on Human Development. New York, New York.
- Maguire, M., Hirsh-Pasek, K. A., Golinkoff, R. M., Imai, M., **Vanegas, S.B.**, & Pulverman, R. (2009, April). *Language specific strategies to verb acquisition: A comparison of English, Japanese, and Spanish*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, Colorado.

- Gamino, J. F., Chapman, S. B., Hart, J., **Vanegas, S. B.**, Hull, E., & Cook, L. (2009, March). *New hope for executive function and reasoning remediation in children with ADHD: Strategic Memory And Reasoning Training (SMART)*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, California.
- Gamino, J. F., Chapman, S. B., Hart, J., & **Vanegas, S. B.** (2009, February). *Improved reasoning in children with ADHD after Strategic Memory And Reasoning Training: A novel intervention for strategic learning impairment*. Poster presented at annual meeting of the International Neuropsychological Society, Atlanta, Georgia.
- Gamino, J. F., Chapman, S. B., Cook, L. G., Burkhalter, M., & **Vanegas, S.** (2008, February). *Strategic learning in children with ADHD*. Poster presented at the annual meeting of the International Neuropsychological Society, Waikoloa, Hawaii.
- Maguire, M. J., Sanchez-Davis, B., & **Vanegas, S. B.** (2007, October). *In a manner of speaking: Verb learning patterns in English, Spanish, and Japanese preschoolers*. Poster presented at the biennial meeting of the Cognitive Development Society, Santa Fe, New Mexico.
- Vanegas, S. B.**, & Maguire, M. J. (2007, October). *Theory of Mind, inhibition, and language: One process or many?* Alternate poster presented at the biennial meeting of the Cognitive Development Society, Santa Fe, New Mexico.

PROFESSIONAL & INVITED PRESENTATIONS

- Vanegas, S. B.**, & Acharya, K. (2016, November). *Evaluating the utility of narratives in assessing language abilities of bilingual children with Autism Spectrum Disorders*. Poster presented at the annual University of Illinois at Chicago Applied Health Sciences Research Day, Chicago, Illinois.
- Vanegas, S. B.**, Acharya, K., & Sandman, L. (2016, November). *Adaptive behavior in children with ASD with monolingual and bilingual language experience*. Poster presented at the annual University of Illinois at Chicago Applied Health Sciences Research Day, Chicago, Illinois.
- Vanegas, S. B.** (2016, May). *El desarrollo de niños bilingües con Autismo* [The development of bilingual children with Autism]. Invited talk presented at the monthly meeting of Grupo SALTO parent support group, Chicago, Illinois.
- Vanegas, S. B.** (2016, April). *Why are we here?* Invited talk presented at the 6th annual Making Lifelong Connections: Leading, Networking, and Career Development in the Real and Virtual World meeting, Albuquerque, New Mexico.

- Magaña, S. & **Vanegas, S. B.** (2016, April). *Utility of the Spanish-language ADI-R in ASD Diagnoses across DSM-IV and DSM-5 Criteria*. Invited paper presented to the Midwest Autism Consortium meeting, Chicago, Illinois.
- Vanegas, S. B.** (2015, November). *Examining profiles of executive function and semantic fluency in monolingual and bilingual children with Autism Spectrum Disorders*. Poster presented at the annual University of Illinois at Chicago Applied Health Sciences Research Day, Chicago, Illinois.
- Vanegas, S. B.,** Magaña, S., & Morales, M. (2015, November). *Discriminant validity of the ADI-R in Latino families: Identifying differences between Autism Spectrum Disorder and developmental delay*. Poster presented at the annual University of Illinois at Chicago Applied Health Sciences Research Day, Chicago, Illinois.
- Cichon, L., **Vanegas, S. B.,** & Okada, H. (2015, April). *Autism and mental health: Mining the National Database for Autism Research*. Poster presented at the annual Illinois LEND Open House, Chicago, Illinois.
- Vanegas, S. B.** (2015, April). *Development of children with Autism Spectrum Disorder referred to the UIC Family Clinic: 2004-2014*. Poster presented at the annual Illinois LEND Open House, Chicago, Illinois.
- Vanegas, S. B.** (2014, November). *Myths about bilingualism and autism*. Presentation conducted at the University of Illinois at Chicago Family Clinic Parent Support Group meeting, Chicago, Illinois.
- Vanegas, S. B.** (2013, April). *Investigating local, global, and rule-based processing in autism spectrum disorders and typical development*. Invited presentation conducted at the Geisinger-Bucknell Autism and Developmental Institute, Danville, Pennsylvania.
- Vanegas, S. B.** (2011, March). *Disentangling cognitive biases: Understanding central coherence and systemizing abilities in young children*. Paper presented at Loyola University Developmental Psychology Brownbag Meeting, Chicago, Illinois.
- Dunkel, T., & **Vanegas, S. B.** (2009, November). *What's new with APA: The 6th edition updates*. Presentation conducted at Loyola University Developmental Psychology Brownbag Meeting, Chicago, Illinois.
- Vanegas, S. B.** (2009, October). *Navigating graduate admissions. Building Roads to Increase Diversity in Graduate Education (BRIDGE). Symposium*. Symposium conducted at the annual meeting of Loyola University's Graduate Students of Color Alliance, Chicago, Illinois.
- Vanegas, S. B.** (2009, September). *Immersion in Colombia: Interdisciplinary reactions to Colombia's approach to the United Nations Convention on the Rights of the Child*.

Symposium conducted at the meeting of Loyola University's Center for the Human Rights of Children, Chicago, Illinois.

Vanegas, S. B. (2009, March). *Building Roads to Increase Diversity in Graduate Education (BRIDGE). Symposium.* Symposium conducted at the annual meeting of Loyola University's Graduate Students of Color Alliance, Chicago, Illinois.

MEDIA COVERAGE

Griswold, A. (2016, August 26). For children with autism, multiple languages may be a boon. *Spectrum News*. Retrieved from <https://spectrumnews.org/news/for-children-with-autism-multiple-languages-may-be-a-boon/>

GRANT FUNDING

Health Resources and Services Administration (R40) Under review
Co-Principal Investigator (Co-PI: Sandra Magaña, University of Illinois at Chicago)
Project Title: *ASD Screening and Parent ENGagement (ASPEN)*
\$300,000

American Educational Research Association Under review
Principal Investigator
Project Title: *Examining the Dynamic and Developmental Relations between Sociocultural Factors, Classification Status, and Academic Skills in Diverse Children with Autism Spectrum Disorders*
\$35,000

The Autism Program (TAP) of Illinois Awarded
Principal Investigator
Project Title: *Validity of Standardized Assessments and Narrative Samples in Measuring Language Abilities of Bilingual Children with ASD*
March 2015-July 2015
\$2,000

AWARDS

Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities

Theodore Tjossem Postdoctoral Award 2016

International Society for Autism Research

Diversity Travel Award 2013, 2017

Loyola University Chicago

The Graduate School-Travel Award	2009-13
Department of Psychology-Travel Award	2009-13
The Graduate School-Dissertation Research Funding Award	2011, 2012
Research & Teaching Assistantship	2008-12
Research Mentoring Program	2010
Cognitive Development Society	
Travel Award	2011
University of Rochester	
Rochester National Grant	2001-05
Urban League Scholarship	2001-05

STUDENT MENTORING & ADVISEMENT

Masters Committees

Angela Mammolito	2014-15
Rush University Medical Center, Speech Language Pathology	
Project Title: <i>Code-switching and grammatical error rates of Spanish-English bilingual school-aged children with a language disorder</i>	

Graduate Research

Laurene Cichon	2015
University of Illinois at Chicago, LEND Family Discipline	
Project Title: <i>Autism and mental health: Mining the National Database for Autism Research</i>	

Undergraduate Research

Joann Dynkin	2013-14
Loyola University Chicago, Psychology	
Project Title: <i>The relationship between Facebook feedback, self-esteem, and introversion</i>	
Shaleen Dada	2010-11
Loyola University Chicago, Psychology	
Project Title: <i>Children's executive functioning: Examining the role of autism traits in typically developing children</i>	

PROFESSIONAL DEVELOPMENT

National Research Mentoring Network-Big 10 Academic Network

Professional Development & Grantwriting Workshop	2016
Postdoctoral Mentor Training Workshop	2016
University of Illinois at Chicago	
SPSS Workshop: Logistic Binary Regression	2016

The Chicago School of Professional Psychology

Learning to Teach: Module 2 Curriculum Design and Assessment 2014

Learning to Teach: Module 1 Teaching Online Pedagogy and Standards Course 2013

Society for Research in Child Development

Teaching Mentoring Program 2012-13

Loyola University Chicago: Office of Research Services

Responsible Conduct of Research and Scholarship 2011

Loyola University Chicago: Center for the Human Rights of ChildrenEssentials of Human Rights & Strength Building
2009**SERVICE TO PROFESSION & COMMUNITY**

Coalición Nacional para Latinxs con Discapacidades/National Coalition for Latinxs with Disabilities

Founding Member 2016-Present

Resource Coordinator 2016-Present

Illinois Act Early Network

Member 2014-Present

International Society for Autism Research

Editor of Cultural Diversity Newsletter 2015-Present

Co-Chair of Cultural Diversity Committee 2014-Present

Maternal and Child Health Bureau-Making Lifelong Connections Annual Meeting

Planning Committee Member 2015-16

Autism Speaks Early Access to Care

Volunteer Clinician 2014-15

Center for Applied Linguistics / Word-Class Instructional Design and Assessment

PODER/PUEDE Field Test Administrator 2013

Society for Research on Child Development Biennial Meeting

Meeting Volunteer 2009-13

Pearson Assessment

WPPSI-IV Tryout Examiner 2011

DEPARTMENTAL & UNIVERSITY SERVICE

Loyola University Chicago Developmental Psychology Department

Brownbag Presentation Co-Coordinator 2009-12

Solidarity in Education "The Children of Zaragoza" Program Assistant 2010-11

Loyola University Chicago

Advisory Committee on Diversity, Graduate Student Member	2012
Research Symposium Committee	2011
Council of Graduate Programs, Graduate Student Member	2010-11
Graduate Students of Color Alliance, President	2010-11
International Education Week, Planning Committee	2010
Graduate Student Orientation Planning Committee	2009-10
Graduate Students of Color Alliance, Vice-President	2009-10
Graduate Students of Color Alliance, Treasurer	2008-09

AD HOC REVIEWING

Journals

Autism
 Autism Research
 American Journal on Intellectual and Developmental Disabilities
 International Journal of Disability, Development, and Education
 Journal of Intellectual Disability Research
 Journal of Speech, Language, and Hearing Research
 Research in Developmental Disabilities
 The Clinical Neuropsychologist

Conferences

Society for Research in Child Development
 International Society for Autism Research

PROFESSIONAL AFFILIATIONS

American Psychological Association
 Association for Psychological Science
 Cognitive Development Society
 Global Partnership for Children with Disabilities
 Global Partnerships in the Epidemiology of Developmental Disabilities
 International Society for Autism Research
 Coalición Nacional para Latinxs con Discapacidades/National Coalition for Latinxs with Disabilities
 Society for Research on Child Development
 Society for Research on Child Development-Latino Caucus

RESEARCH INTERESTS

Social and cultural influences on child and youth development

Language development (Typical development, bilingualism, delays, impairments)
Neurodevelopmental disorders (Autism Spectrum Disorders, ADHD)
Cognitive development, executive functions in early and middle childhood
Mixed Methods (Quantitative, qualitative, behavioral, and neural methodologies)
Statistical modeling of developmental processes
Assessment tools (Validity of diagnostic, cognitive, and language tools)
Health and educational disparities
Family support (Racial/ethnic minority, low-income families)
Ethics in developmental and psychological research

TEACHING INTERESTS

Child Development
Cross-Cultural Development / Child Development in Diverse Contexts
Language Development / Bilingual Language Development
Cognitive Development
Bilingual/ Cross-Cultural Assessment Practices
Atypical Development / Developmental Psychopathology
Research Methods
Statistics
Theories of Development
Ethics in Developmental / Educational Research

PROFESSIONAL SKILLS

Databases: Eduphoria, CHILDES
Learning management systems: Blackboard, Canvas, Moodle, Sakai
Neuroimaging software: SCAN
Online survey systems: Qualtrics, SNAP, Survey Monkey
Programming, presentation software: E-prime, STIM, SuperLab
Statistical applications & software: HLM, SPSS
Transcription software: CHAT, CLAN
Video recording software: Camtasia Studio 8

LANGUAGES

Spanish-Native fluency
English-Native fluency