

Ariana Riccio
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a. Professional Preparation

City University of New York, Graduate Center	Developmental Psychology	Ph.D., 2020
City University of New York, Graduate Center	Psychology	M.A., 2018
Tufts University	Biology & Community Health	B.S., 2013

b. Appointments

Education Development Center

Research Associate

- *IDEAS2: Inventing, Designing and Engineering for All Students (2019-2022)*. Involved in all research activities of this NSF-funded ITEST proposal with the goals of making engineering design Maker programming available and sustainable in a wide range of autism inclusion schools in New York City.
- *Promoting Engagement in Informal STEM Learning as a Path to Employment for Adolescents with Autism Spectrum Disorder (2020-2023)*. Leads the evaluation team of this NSF AISL project that project seeks to empower adolescents with autism to seek out careers that are well-matched with their strengths and interests.
- *NASA’s Neurodiversity Network (N3): Creating Inclusive Informal Learning Opportunities Across the Spectrum (2021-2026)*. This research is focused on building upon the strengths of autistic people and prioritizes working alongside autistic adolescents and young adults as part of the research team.

City University of New York

Doctoral Research Fellow, Ph.D., Program in Developmental Psychology (2015-2020),

Completed various research projects as part of doctoral training including (1) a two-year study to assess effects of maker-based technology workshops on transition, soft skills, and autistic identity development in autistic adolescents through classroom observation, mixed-methods questionnaires, and in-person interviews. (2) a survey study to better understand experiences of autistic college students across institutions with measures to assess institutional supports and programming, community-building, autistic identity, and other factors which may contribute to success at university and (3) the creation of a multi-modal scale of emotions and autistic identity as a methodological tool to assess identity across the spectrum. The scale was designed with a participatory group of autistic and non-autistic researchers.

Tech Kids Unlimited

Program Evaluator (2016-Present), Collects and analyzes qualitative and quantitative data on social-emotional and technological skill outcomes to inform an iterative and maker-based technology curriculum for children with autism and other learning disabilities. Produces annual reports to disseminate evaluation findings, which serves 250+ students/year through weekly and summer-long workshops.

Project REACH, College of Staten Island

Program Coordinator (2017-2019), Coordinate group and on-on-one mentorship for students enrolled in Project REACH, an initiative to better serve the growing population of college students with autism. Designed weekly training modules focused on self-advocacy, leadership, social, and academic skills for college students. Adapted program evaluation methods to capture measures of student progress and program fidelity/efficacy through qualitative and quantitative analyses.

c. Selected Publications and Presentations

Riccio, A., Martin, W., Gutierrez, J., Yu, J., Wei, X., Patten, K., *The IDEAS Maker program: Development, results, and future directions within an inclusive public education setting.* Paper to be presented at the American Educational Research Association (AERA) Annual Meeting, 2021.

Riccio, A., Kapp, S. K., Jordan, A., Dorelien, A.M., Gillespie-Lynch, K., (2020) How is autistic identity in adolescence influenced by parental disclosure decisions and perceptions of autism? *Autism*. doi:10.1177/1362361320958214

Martin, W. B., Yu, J., Wei, X., Vidiksis, R., Patten, K. K., & **Riccio, A.** (2020). Promoting science, technology, and engineering self-efficacy and knowledge for all with an autism inclusion maker program. *Frontiers in Education* (Vol. 5, p. 75). 10.3389/feduc.2020.00075

Riccio, A., Delos Santos, J., Kapp, S. K., Jordan, A., DeNigris, D., & Gillespie-Lynch, K. (2020). Developing the multidimensional visual scale assessing affect, anxiety, pride, and energy through a research partnership with autistic scholars. *Autism in Adulthood*, 2(1), 87-100. doi: 10.1089/aut.2019.0067

Gillespie-Lynch, K., Hotez, E., Zajic, M., **Riccio, A.,** DeNigris, D., Kofner, B., Bublitz, D., Gaggi, N., Luca, K. (2020). Alleviating the double empathy problem in collaboration with autistic college students: A comparison of the writing skills of autistic and non-autistic college students. *Autism*. doi:10.1177/1362361320929453

Riccio, A., Kapp, S. K., Cage, E., Vincent, J., DeNigris, D., Jordan, A., Delos Santos, J., Dwyer, P., Kofner, B., Solomon, J., Hossain, M., Gillespie-Lynch, K., *An Overview of University Accommodations and Supports for Autistic Students: A Cross-Institutional Survey Study.* E-poster presented at the INSAR Annual Meeting, Seattle, WA, 2020.

Riccio, A., Herrell, J., Goodman, C., Hossain, M., Rosenberg, B., Gillespie-Lynch, K. *Learning about Learning: Evaluating and Iterating Curricula for Neurodiverse Youth using Universal Design.* Talk presented at the CUNY Neurodiversity Conference, New York, NY, 2019.

Riccio, A., Herrell, J., Hossain, M., Rosenberg, B., Gillespie-Lynch, K., *A Participatory Evaluation of an Innovative Technology-Based Program for Adolescents with Autism.* Paper presented at the Connected Learning Summit, Cambridge, MA, 2018.