



CURRICULUM VITAE
SUZI A. NAGUIB

Office Address:

3005 Boardwalk, suite 201
Ann Arbor, MI 48108
sunfieldcenter.com
sunfieldinstitute.com
sproutedsagecenter.com
(734) 222-9277

LICENSE

4/2008 - Present **Psychology License**
License #: 6301013843

EDUCATION

9/1999-10/2006 **Psy.D.**
Clinical Psychology
Illinois School of Professional Psychology/Argosy University, Chicago IL
Dissertation: *A Proposed Theoretical Framework for Culturally Sensitive
Clinical Assessment of Parenting Beliefs.*
Committee chair: Charles Davis, Ph.D.
Committee members: Arthur Robin, Ph.D., Carole Woolfurd-Hunt, Ph.D.

6/1997-1/2000 **M.S.**
Clinical Psychology
Loyola College in Maryland, Baltimore, MD.

9/1996-6/1997 **Graduate Student**
Biology Department, The Johns Hopkins University, Baltimore, MD.

6/1992-6/1996 **B.A.**
Psychology Major and Biology Minor
The American University in Cairo, Egypt



CLINICAL EXPERIENCE

08/2021- Present

Founder
Clinical Director
Sprouted Sage Full Circle
Intervention Center

- Founded Sprouted Sage Center dedicated to transforming the lives of children, adolescents and their families by providing evidence-based, nurturing, naturalistic care. Care includes ABA, OT and Speech therapy in addition to parent support and consultation provided by our clinical team of social workers and psychologists.

05/2015

Founder
Board Chair
LightUp
Ann Arbor, MI

- Founded LightUp, a nonprofit organization (501c3) in May of 2015 to develop exceptional research-informed programs and to make these programs accessible to those who need them the most. LightUp strives to create an open, supportive, and fun environment for individuals with special needs to actively participate within their community, develop meaningful ongoing relationships, and ultimately improve their overall health, happiness, and life satisfaction.

08/2010-Present

Founder
Clinical Director
Sunfield Center for Autism, ADHD and Behavioral Health.
Sunfield Institute
Ann Arbor, MI.

- Founded Sunfield Center in August 2011 to provide evidence-based and research-informed evaluations and treatments by a team of highly qualified professionals. As a center we are dedicated to increasing awareness of mental health needs as well as providing patients and their families a place that provides stability, trust, education, and ongoing support. All of our staff are trained in the delivery of state-of-the-art assessments and treatments of individuals across the age span (from toddlers to adults) presenting with Autism Spectrum Disorders. We also specialize in diagnostic assessment and treatment of Attention Deficit/Hyperactivity (ADHD) and Disruptive Behavior Disorders as well as Anxiety Disorders in children and adolescents.



08/2010-Present

**Founder
Director**

Sunfield Institute
Ann Arbor, MI.

- Founded Sunfield Institute, a professional development organization dedicated to providing mental health training for all professionals.

3/2012-6/2012

Clinical Consultant

Children's Hospital of Michigan Autism Center, Detroit Medical Center,
Novi, MI.

- Provided supervision to therapists in the applied behavior analysis center based program.

5/2008-10/2011

Clinical Psychologist

University of Michigan Autism and Communication Disorders Center.
University of Michigan, Ann Arbor, MI.

- Provided empirically-supported intensive (3 weekly sessions over a period of 9 months) in-home treatment through the Early Social Interaction Project (ESI) for toddlers with social-communication delays who are at risk for Autism Spectrum Disorders (ASD). ESI is a multisite research project (a collaboration between Florida State University and UMACC) funded by the US Department of Education/Office of Special Education Programs.
- Conducted comprehensive psychological evaluations of toddlers, children, adolescents and adults using the following assessment tools: Autism Diagnostic Interview-Revised (ADIR), Autism Diagnostic Observation Schedule (Modules 1-4 plus Toddler Module- ADOS), Mullen Scales of Early Learning, Wechsler Intelligence Scale, Wechsler Achievement Scale, Differential Ability Scale, Ravens Progressive Matrices, Peabody Picture Vocabulary Test.
- Reliable in all 4 Autism Diagnostic Observation Schedule (ADOS) Modules in addition to the Toddler Module, which was only recently made available to other researches outside of UMACC.
- Independent trainer for ADI-R and ADOS.
- Provided face-to-face school consultation services to improve child/adolescent academic and behavioral school functioning as well as to educate school staff about how to support a student with an ASD diagnosis.
- Provided face-to-face consultation with adult-patient-employers to help them develop a better understanding of Autism and how to support the adult in the work setting.
- Provided individual and family treatment to adolescents and adults with an ASD diagnosis.

- Developed the “Piece of Cake Cooking Treatment Program” (PCC), designed to teach adults with ASD the necessary skills to independently manage their own dietary needs.
- Developed the first draft of an adult structured questionnaire designed to obtain information regarding daily living and organizational skills to help inform and prioritize treatment goals.
- Supervised graduate students completing their practicum at UMACC in their provision of treatment via the PCC program as well as individual treatment cases.

3/2008-4/2008

Consultant

Asperger Institute, Advanced Learning Lab (ALL). New York University Medical Center-Child Study Center, New York, NY.

- Restructured the ALL school, developed the therapeutic and behavioral component of the school. Wrote a program manual and trained the ALL staff.

9/2005-4/2008

Clinical Psychologist/Assistant Research Scientist

Institute for Attention Deficit Hyperactivity and Behavior Disorder, New York University Medical Center-Child Study Center, New York, NY.

- Conducted comprehensive psychological evaluations of children and adolescents presenting with a variety of concerns including anxiety, depression, attention and conduct problems, autism as well as learning difficulties. Interviewed parents and children and obtained additional information from teachers and referring psychologists and psychiatrists. Presented cases at interdisciplinary team meetings which included psychologists, psychiatrists, neuropsychologists and neurologists for consultation and feedback. Administered structured and semi-structured assessments/interviews including: Child Behavior Checklist (CBCL), Children’s Depression Inventory (CDI), Children’s Organizational Skills Scale (COSS), Multidimensional Anxiety Scale for Children (MASC), School-Aged Schedule for Affective Disorders and Schizophrenia (K-SADS), Social Responsiveness Scale (SRS), Swanson, Nolan and Pelham Questionnaire (SNAP), Teacher Report Form (TRF). Provided written and oral feedback to parents and referring professionals.
- Provided empirically-supported manualized treatments as well as principal based treatments in the center as well as home settings. Treatments provided included but are not limited to the following:
 - Empirically-supported group and individual behavioral parent training (BPT) treatment for ADHD and other behavioral

- disorders (Multimodal Treatment of Study of Children with ADHD).
- o Empirically-supported Parent-Child Interaction Therapy (PCIT) for conduct-disordered children ages 2-8 years. Parents are taught specific skills and are coached by way of a “bug in the ear” from behind a one way mirror (Sheila Eyberg., Ph.D.)
 - o Empirically-supported Habit Reversal Treatment for tic disorder (Douglas, W. Woods, Ph.D.).
 - o Empirically-supported cognitive behavior therapy for anxious children, Coping Cat (Philip Kendall, Ph.D.).
 - o Organizational Skills Treatment for children diagnosed with ADHD who present with organizational, time management and planning difficulties (Howard Abikoff, Ph.D., Richard Gallagher, Ph.D.)
 - o Behavioral treatment of selective mutism. T.A.L.K. - Totally Anxiety-Free Language K(c)ommunication (Richard Gallagher, Ph.D., Steven Kurtz, Ph.D.).
- Provided face-to-face school consultation services to improve child/adolescent academic and behavioral school functioning. Clarified diagnosis, function of presenting behaviors and an understanding of the impact of inadvertent reinforcers. Helped school staff identify target behaviors and develop and implement school-based interventions. Facilitated positive parent-school collaboration and assisted parents in obtaining needed services for their child/adolescent from the Board of Education. When needed, provided documents and collaborated with educational attorney to advocate for child/adolescent during appeal hearings through the Board of Education.
 - Provided behavioral training for teachers and paraprofessionals in regular and special education settings. This training was given one-on-one to help teachers/paraprofessionals implement specific interventions for identified child/adolescent patients.
 - Provided parent and teacher workshops at private and public schools in New York City. Topics include child/adolescent psychopathology as well as empirically-based treatments.
 - Provided lectures to psychology interns, externs and psychiatry residents on empirically-based treatment interventions.

Supervisors: Glenn Hirsch, M.D., Karen Fleiss, Psy.D., Steven Kurtz, Ph.D.

9/2005-5/2008

Clinical Supervisor

New York University-Summer Program for Kids (SPK), New York University Medical Center-Child Study Center, New York, NY. (Summer 2005, 2006, 2007).

- Provided clinical care for 28 children diagnosed with ADHD, asperger's syndrome and coexisting conditions during an eight week intensive treatment program. SPK provides social skills, problem solving, sports skills training, behavior therapy and parent education. This program is based on the empirically-supported Summer Treatment Program developed by William Pelham, Ph.D. and used in the Multimodal Treatment Study of Children with ADHD.
- Trained and supervise 24 counselors and 3 teachers in the implementation of behavioral interventions.
- Developed and oversaw the implementation of individualized treatment plans.
- Provided weekly group behavioral parent training.
- Coordinated treatment by communicating with parents, prescribing physicians, co-treating professionals and teachers.
- Provided follow-up services after the intensive treatment phase by consulting with the child's school and making recommendations regarding behavioral interventions in that setting.
- Co-developed a clinician training manual specific to SPK to help train new clinicians.

Supervisors: Howard Abikoff, Ph.D., Karen Fleiss, Psy.D.

9/2005-6/2006

School Coordinator

School Based Intervention Program, New York University Medical Center-Child Study Center, NY.

- Provided evidence-based treatments to middle school students at a public school in New York City.
- Attended planning and placement team meetings and made appropriate recommendations regarding identified children.
- Led anger and stress management group workshops for 6-8th graders.
- Facilitated parent-school collaborations.

Supervisor: Joshua Mandel, Psy.D.

9/2003-9/2005

Fellow

Institute for Attention Deficit Hyperactivity and Behavior Disorder, New York University Medical Center-Child Study Center, New York, NY.

- Conducted comprehensive psychological evaluations, provided written and oral feedback to parents and referring clinicians.
- Provided evidence-based behavioral and cognitive behavioral treatment for parent/child dyads.
- Received training in the following manualized interventions: Parent-Child Interaction Therapy (Sheila Eyberg, Ph.D.), Behavioral Parent Training (MTA Study), T.A.L.K. - Totally Anxiety-Free Language K(c)ommunication treatment of selective mutism (Richard Gallagher, Ph.D., Steven Kurtz, Ph.D.), Organizational Skills Training (Howard Abikoff, Ph.D., and Richard Gallagher, Ph.D.).
- Conducted school consultations, provided teacher/paraprofessional training and developed and coordinated behavioral interventions in the school setting.
- Presented on topics related to ADHD and behavior management strategies to teachers and educators at private and public schools in New York City and presented to parent groups in the community.

Supervisors: Howard Abikoff, Ph.D., Lori Evans, Ph.D., Steven Kurtz, Ph.D.

9/2002-9/2003

Clinical Psychology Internship (APA Accredited)

Department of Psychology and Psychiatry, Children's Hospital of Michigan, Wayne State University, Detroit, MI.

- Conducted comprehensive assessments of children in the Autism Assessment Clinic. Performed systematic play-based observations. Administered diagnostic measures, presented findings to a multidisciplinary team including psychologists, speech pathologists and neurologists. Interviewed parents and children, obtained additional information from teachers, scored parent and teacher rating scales and provided written and oral feedback to parents and referring clinicians.
- Conducted comprehensive assessments of children in the ADHD clinic. Performed IQ and Achievement tests using the Wechsler Intelligence Scale for Children (WISC-III) and the Wechsler Individual Achievement Test (WIAT-II). Interviewed parents, obtained additional information from teachers, scored tests and parent and teacher rating scales. Provided written and oral feedback to parents and referring clinicians.
- Conducted neuropsychological assessment at the Neuropsychology Clinic. Performed IQ and Achievement tests as well as other



neuropsychological tests including the Bender Visual Motor Gestalt Test/Recall, Category Test, Gordon Diagnostic System, MacArthur Test of Children's Achievement, Rey Osterreith Complex Figure Task, Stroop Color and Word Test, Test of Written Language, Trail Making Test A & B, Wechsler Preschool & Primary Scale of Intelligence (WPPSI-R), Wide Range Assessment of Memory and Learning (WRAML), Wisconsin Card Sorting Test. Scored tests, consolidated information and provided written and oral feedback to parents and referring clinicians.

- Participated in the following multidisciplinary pediatric clinics: Endocrinology, Nephrology and Human Immunodeficiency Virus. Provided supportive therapy and psychoeducation of medical condition. Assessed treatment adherence and developed behavioral interventions designed to increase adherence to medical regimen. Communicated findings to multidisciplinary team including physicians, nurses and social workers.
- Provided inpatient Consultation Liaison services addressing the following needs; adherence to medical regimen, coping with chronic illness, adjustment reactions, pain management, eating/feeding difficulties, and enuresis/ encopresis.
- Provided year round individual and family outpatient treatment through the ADHD and pediatric psychology service.

Supervisor: Leanne Green-Snyder, Ph.D. Arthur Robin, Ph.D., Robert Rothermel, Ph.D.,

9/2001-6/2002

Pre-Doctoral Extern

Pediatric Psychosocial Clinic, Department of Pediatrics, University of Illinois, Chicago, IL.

- Performed intake interviews for children/adolescents ages 3-18 and provided oral feedback to parents and referring clinicians.
- Provided weekly individual and family therapy. Presenting problems included developmental and medical conditions as well as behavioral problems.

Supervisor: Anita Hurtig, Ph.D.



- 1/1999-6/1999 **Master's Level Extern**
Adolescent Outpatient Program, Johns Hopkins University Hospital,
Baltimore, MD.
- Provided group therapy and crisis intervention to adolescents diagnosed with substance abuse and coexisting psychiatric conditions.
 - Participated in weekly NA/AA meetings.
- 9/1998-12/1998 **Master's Level Extern**
Children's Center Partial Hospitalization Program, Johns Hopkins
University Hospital, Baltimore, MD.
- Provided individual, family and group therapy to parent/child dyads. Population included 4-8 year old children with developmental and behavioral disorders.
- 1/1997-4/1997 **Extern**
Adolescent Day Hospital, Shepard and Enoch Pratt Hospital,
Baltimore, MD.
- Co-led anger management groups and assisted in direct care and management of adolescents attending the day hospital.
- 9/1996-12/1996 **Extern**
Dissociative Disorder Inpatient Unit, Shepard and Enoch Pratt Hospital,
Baltimore, MD.
- Assisted in direct care of adult inpatients diagnosed with Dissociative Identity Disorder. Helped patients perform daily living skills.
- 1/1996-4/1996 **Extern**
Behman Psychiatric Hospital, Cairo Egypt.
- Provided supportive counseling to adult psychiatric inpatients.

ADDITIONAL ASSESSMENT EXPERIENCE

- 9/2004-6/2005 **Independent Evaluator**
New York University-Child Study Center, New York, NY.
- Independent evaluator in an NIMH-funded multi-site treatment outcome study (Treatment for Adolescent Suicide Attempter Study) comparing psychopharmacologic and cognitive-behavioral therapies for adolescent suicide attempters.
 - Structured Interviews and measures used included: Children's Depression Rating Scale-Revised (CDRS-R), Columbia Suicide History Form, Columbia Suicide Rating Scale, Diagnostic Interview for



Children and Adolescents (DICA-IV), School-Aged Schedule for Affective Disorders and Schizophrenia (K-SADS) Diagnostic Interview with parents, Suicide Intent Scale.

Supervisors: Barbara Coffey, Ph.D., Lori Evans, Ph.D., Kelly Posner, Ph.D.

7/2000-6/2001

Pre-Doctoral Extern

Hyperactivity, Attention and Learning Problems Clinic (HALP), Department of Psychiatry, University of Chicago, IL.

- Conducted full battery assessments to evaluate global functioning for diagnostic clarification and treatment planning. Population served included children presenting with attentional, behavioral and conduct problems, aspergers syndrome and learning difficulties. Objective tests and measures used included: Behavior Assessment System for Children (BASC), Conners' Rating Scales-Revised, Developmental Test of Motor Coordination, Developmental Test of Visual-Motor Integration, Developmental Test of Visual Perception, WISC-III, Wechsler Memory Scale III, WIAT.
- Presented findings to multidisciplinary team including developmental pediatricians, psychiatrists and psychologists.
- Co-led two evidence based children's social skills-behavior modification groups and one parent behavior management training group.

Supervisor: Kerry Brown, Ph.D., Sheeba Daniel, Ph.D. and Linda Pfiffner, Ph.D.

1/1999-5/1999

Master's Level Extern

Brain Imaging Center, National Institute of Drug Abuse, National Institute of Health (NIH), Baltimore, MD.

- Conducted structured diagnostic interviews with healthy adolescents and adolescents diagnosed with ADHD and conduct disorder. Diagnostic instruments used included: Diagnostic Interview for Children and Adolescents (DICA-IV) and the Drug Use Screening Inventory (DUSI) with adolescents and youth diagnosed with ADHD and conduct disorder.

Supervisor: Mi Chin, Ph.D.

ADDITIONAL RESEARCH EXPERIENCE

7/2006

Dissertation

A Proposed Theoretical Framework for Culturally Sensitive Clinical Assessment of Parenting Beliefs, Illinois School of Professional Psychology, Argosy University.

- This project considered how parenting beliefs may vary across cultures and developed a culturally sensitive framework for the clinical assessment of parenting beliefs. Based on the results of a comprehensive literature review of the assessment of parenting beliefs across cultures, and a review of theories regarding child development and cultural dimensions, this project proposed the Cultural and Relational Environmental (CARE) model as a framework for culturally sensitive assessment of parenting beliefs. The CARE model suggests that influences on parenting beliefs are multidimensional, with culture (both mainstream culture and culture of origin) encompassing one of the five interrelated influences on parenting beliefs. The other dimensions included in the CARE model are, parent characteristics, child characteristics, child settings, and parent's social and emotional resources. This project also considered how the CARE model can inform culturally sensitive clinical practice.

Committee chair: Charles Davis, Ph.D.

Committee members: Arthur Robin, Ph.D., Carole Woolfurd-Hunt, Ph.D.

6/2004

Chart Review/Program Evaluation of ADHD Service

Institute for Attention Deficit Hyperactivity and Behavior Disorder, New York University-Child Study Center, New York.

- Helped prepare a proposal for IRB submission requesting approval to use patient clinical data collected at the Institute for Attention Deficit Hyperactivity and Behavior Disorder at the Child Study Center for program evaluation purposes.

5/1998-5/1999

Senior Research Coordinator

Division of Behavioral Biology-Department of Psychiatry, Johns Hopkins University, Baltimore, MD.

- Coordinated all subject recruitment and outreach efforts, evaluated subjects and assisted in data management for the following studies: 1) Individual Differences in Response to Marijuana and Alcohol, 2) Altering the Effects of Alcohol with Nicotine, and 3) Altering the Effects of Alcohol with Non-Prescription Medication. Clinical



assessments used included: the Structured Clinical Interview for DSM-IV Axis I Disorders (SCID), and the Semi Structured Assessment for the Genetics of Alcoholism (SSAGA).

PROFESSIONAL PRESENTATIONS/TEACHING EXPERIENCE

11/2021 Han, R., Naguib, S., Owen, C. K., Druskin, L. R., Victory, E. J., Keen, K. R., Piper, R. L., Holbert, S. N., Shank, S., & McNeil, C. B. (2021, November 18-21). *Comparison of PCIT for children with and without autism in a private practice with community-based providers*. 55th Annual Association for Behavioral and Cognitive Therapies Convention, New Orleans, LA, United States.

10/2021 Aman, E., Keen, K., Han, R., Naguib, S., Piper, R., McNeil, C.C. (2021, October 16 Virtual). *Changes in Joint Engagement after Child-Directed Interaction for Children with Autism Spectrum Disorder*. WVPA Fall Conference, Morgantown, WV, United States.

10/2020 Han, R. C., Naguib, S., Keen, K., Victory, E., Owen, C., Druskin, L., Piper, R., & McNeil, C. B. (2020, October 10). *Differences in parent verbalizations during dyadic play interactions between children on the autism spectrum and children with disruptive behavior disorders*. [Poster presentation] West Virginia Psychological Association Poster Presentation on Demand, Online. https://wvpaconference.online/poster_sessions/

10/2020 Naguib, S. (2020, October). Case Study: Telehealth PCIT for ASD. C. C. Lieneman & McNeil, C. PCIT for children with autism spectrum disorder: Clinical considerations, case studies, and research support. Symposium presented at the 2020 Midwest Parent-Child Interaction Therapy Conference, Omaha, NE.

08/2020 Nathanson, E. W.*, Rispoli, K. M., Naguib, S., & Piper, R. Factors related to retention and success in community-based PCIT. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

06/2020 Rispoli, K. M., Nathanson, E. W., Norman, M. Z., Nelson, S. R., Warren, N., & Naguib, S. (June 2020, online due to COVID-19). Comparative analysis of child behavior outcomes following participation in Parent-Child Interaction Therapy for children with and without autism. Poster presented at the annual meeting of the International Society for Autism Research, Seattle, WA.



05/2019 Rispoli, K. M., Curtiss, S. L., & Naguib, S. (2019, May). Development of a brief, family-centered transition intervention using caregiver input. Poster presented at the annual meeting of the International Society for Autism Research, Montreal, CA

Rispoli, K. M., Curtiss, S. L., & Naguib, S. Feasibility and promise of a short-term, caregiver-focused transition intervention for youth with Autism Spectrum Disorder.

ADOS-2 Introductory Clinical Workshop, Sunfield Center, Michigan.

ADI-R Introductory Clinical Workshop, Sunfield Center, Michigan.

Parenting Children and Adolescents with ASD and ADHD, Michael Golds Conference, Michigan.

A Social Skills Adapted Physical Activity Program for Adults with ASD, Intentional Communities of Washtenaw County, Michigan.

Adult Social and Life Skills Development- Enriching the Lives of Adults with Autism Spectrum Disorders (ASD) by Increasing Functional Behavior and Social Activities in Daily Life, Michigan Rehabilitation Services, Michigan.

Workplace Accommodations for Adolescents & Adults with ASD, Southeast Michigan Career Development Facilitator Association, Michigan.

ADHD Seminar, New York University-Child Study Center, New York.

Intern workshop: *Structure of and Interventions Used at the NYU-Summer Program for Kids*.

New York City Department of Education, Special Education District 75, New York.

Provided a series of *Behavior Management/Classroom Intervention/Functional Behavioral Assessment* workshops to teachers, paraprofessionals, as well as school psychologists and social workers from District 75.

Manhattan Association of Speech and Language Pathologists, New York. Staff Presentation: *Treatment of Selective Mutism*.

New York City Department of Education, Special Education District 75, New York.

Staff workshop: *Depression and Suicidal Behavior In Adolescents*.

Anxiety and Mood Disorders Psychiatry Resident Training Workshop, New York University-Child Study Center, New York. Resident presentation: *Behavior Management Strategies to be Used during Office Visits*.



ADHD Seminar, New York University Medical Center-Child Study Center, New York.
Intern workshop: *Organizational Skills Treatment Case Presentation With Video*.

The Sunny and Abe Rosenberg Foundation Lecture Series, New York University Medical Center-Child Study Center, New York. Presented with Steven Kurtz, Ph.D.
School staff workshop: *Realistic Behavior Management of ADHD in the Classroom*.

The Sunny and Abe Rosenberg Foundation Lecture Series, New York University Medical Center-Child Study Center, New York. Presented with Steven Kurtz, Ph.D.

PUBLISHED WORK

11/2021 [Robin C. Han, Suzi Naguib, Christopher K. Owen, Lindsay R. Druskin, Kelsey R. Keen, Rachel Piper, Samantha N. Holbert, Sophia D. Shank, Erinn J. Victory & Cheryl B. McNeil \(2022\) An Effectiveness Trial of PCIT for Children with and without Autism Spectrum Disorder in a Private Practice Setting, Evidence-Based Practice in Child and Adolescent Mental Health, 7:1, 125-141, DOI: 10.1080/23794925.2021.1993109](#)

12/2021 Nathanson, E. W., Rispoli, K. M., Piper, R., & Naguib, S. (2021). Predictors of Parent Engagement in Community-Based Parent–Child Interaction Therapy: A Brief Report. *Journal of Early Intervention*, 10538151211057553.

2000 McBurnett, K., Naguib, S., and Brown, K. (2000). Biological Substrates of Conduct Disorder (CD) and Antisocial Behavior in Children and Adolescents. *Portuguese Journal of Pedagogy*, 36.

BLOGS

Sunfieldcenter.com - Blogs

COLLABORATIONS

2021- Present **University of Michigan- Taubman College of Architecture and Urban Planning** - Sean Ahlquist - Associate Professor of Architecture

Dr. Naguib and the Sunfield/Sprouted Sage teams are currently collaborating with Professor Sean Ahlquist in his research projects related to creating technology-embedded multi-sensory environments for children with autism spectrum disorder. The research involves the development of therapies which utilize the reinforcing capabilities of a multi-sensory experience for skill-building tasks related to fine/gross motor control and social interaction.



2018- Present **West Virginia University - Clinical Child Psychology Department -**
Dr. Cheryl McNeil, Professor Emeritus

Dr. Naguib and the Sunfield PCIT training team has been collaborating with Dr. McNeil and her research team at WVU to copublish research based on treatment data collected at Sunfield Center.

2015- Present **Michigan State University - School Psychology Department -**
Dr. Kristin Rispoli, Associate Professor and Director of the Family
School Community Connections Lab.

Dr. Naguib and the Sunfield Team collaborates with Dr. Rispoli in several research projects including publishing research based on interventions provided at Sunfield Center as well as piloting new interventions developed at MSU.

FOREIGN LANGUAGES

Fluent: Portuguese
Very proficient: Spanish and Arabic