

Curriculum Vitae
Veronica Y. Kang, Ph.D., BCBA-D

CONTACT INFORMATION

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CURRENT APPOINTMENT

2022- **Assistant Professor**, Department of Counseling, Higher Education, and Special Education
 University of Maryland at College Park
Faculty Affiliate, University of Maryland Autism Research Consortium

EDUCATION

2022 **Ph.D.**, Special Education, University of Illinois Chicago
 2021 **M.Ed.**, Measurement, Evaluation, Statistics & Assessment, University of Illinois Chicago
 2020 **M.Ed.**, Special Education, University of Illinois Chicago
 2015 **B.S.**, Psychology, University of Washington Seattle

PROFESSIONAL EXPERIENCE

2022 **Adjunct Faculty**, Department of Special Education, University of Illinois Chicago
 2020-2022 **Instructor**, Department of Special Education, University of Illinois Chicago
 2021-2022 **Doctoral Intern**, Division for Early Childhood, Council for Exceptional Children
 2020-2021 **Pre-doctoral Fellow**, Leadership Education in Neurodevelopmental & related
 Disabilities, Association of University Centers on Disabilities
 2018-2020 **Graduate Assistant**, Department of Special Education, University of Illinois
 2018-2019 **Personal Support Worker**, Illinois Department of Human Services
 2015-2018 **Registered Behavior Technician**, University of Washington Autism Center
 Applied Behavior Analysis Clinic
 2015-2016 **Research Coordinator**, Center on Human Development and Disability,
 University of Washington Seattle
 2014-2017 **Counselor**, Apex Summer Program, University of Washington Autism Center
 2013-2017 **Clinical Research Associate**, Center for Child Health, Behavior & Development
 Seattle Children's Research Institute
 2011-2013 **Research Assistant**, Psychiatry & Behavioral Science, University of Washington

CERTIFICATION

Board Certified Behavior Analyst, Behavior Analyst Certification Board, 1-21-55082 (2021-)
Certificate in the Foundations of College Instruction, University of Illinois Chicago (2021)
Autism Diagnostic Observation Schedule, Second Edition, Clinical Training (2020)
Certified Behavior Technician, Washington Department of Health, CB 60769089 (2015-2018)

RESEARCH TRAINING

National Center for Special Education Research, Institute of Education Sciences, U.S. Department
 of Education Summer Research Training Institute, Single-Case Intervention Research Design
 and Analysis, *Principal Investigators*: Wendy Machalicek & John Ferron (2022)
National Center for Education Research, Institute of Education Sciences, U.S. Department of

Education Summer Research Training Institute, Cluster-Randomized Trials, *Principal Investigators*: Larry Hedges & Elizabeth Tipton (2022)
Spencer Foundation, Single Case Research Design Conference, *Principal Investigator*: Jennifer Ledford (2022)

PEER-REVIEWED JOURNAL ARTICLES

- Kim, S., Kim, H., & **Kang, V. Y.** (2022). Towards integrating severe disabilities with Korean American society: Voices of community-based program volunteers. *International Journal of Disability, Development and Education*. <https://doi.org/10.1080/1034912X.2022.2150752>
- Kang, V. Y.**, Kim, S., & Thomas, M. K. (2022). Experiences of Korean fathers of children with autism in the United States. *Inclusion*, 10(3), 183-200. <https://doi.org/10.1352/2326-6988-10.3.183>
- Kang, V. Y.** & Kim, S. (2022). Effects of enhanced milieu teaching and book reading on the target word approximations of young children with language delay. *Journal of Early Intervention*. <https://doi.org/10.1177/10538151221092406>
- Kim, S., **Kang, V. Y.**, Kim, H., Wang, J., & Gregori, E. (2022). Online literacy instruction for young Korean dual language learners in general education. *Journal of Behavioral Intervention*. <https://doi.org/10.1007/s10864-022-09470-9>
- Kim, S. & **Kang, V. Y.** (2021). The effect of enhanced milieu teaching on vocabulary acquisition for Korean-American children with Down syndrome. *Journal of Special Education*, 55(2), 113-126. <https://doi.org/10.1177/0022466920973452>
- Neuhaus, E., **Kang, V. Y.**, Kresse, A., Corrigan, S., Aylward, E., Bernier, R., Bookheimer, S., Dapretto, M., Jack, A., Jeste, S., McPartland, J. C., Van Horn, J. D., Pelphrey, K., & Webb, S.J. (2021). Language and aggressive behaviors in male and female youth with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorder*. <https://doi.org/10.1007/s10803-020-04773-0>
- Waitoller, F. R., Woodard, R., Rao, A., & **Kang, V. Y.** (2021). Untangling ideologies of disablement: The perils of the (in)visibility of dis/ability in urban teacher education programs. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2021.1956630>
- Neuhaus, E., Lowry, S. J., Santhosh, M., Kresse, A., Edwards, L. A., Keller, J., Libsack, E., **Kang, V. Y.**, Naples, A., Jack, A., Jeste, S., McPartland, J. C., Aylward, E., Bernier, R., Bookheimer, S., Dapretto, M., Van Horn, J. D., Pelphrey, K., Webb, S. J., & the ACE GENDAAR Network (2021). Resting state EEG in youth with ASD: age, sex, and relation to phenotype. *Journal of Neurodevelopmental Disorders*, 13(33), 1-15. <https://doi.org/10.1186/s11689-021-09390-1>
- Kang, V. Y.**, & Kim, S. (2020). Social Stories™ with self-modeling to teach social play behaviors to Korean American children with autism. *Child & Family Behavior Therapy*, 42(2), 73-97. <https://doi.org/10.1080/07317107.2020.1738709>
- Kim, S., & **Kang, V. Y.** (2020). iPad® video prompting to teach cooking tasks to Korean-American adolescents with autism spectrum disorder. *Career Development and Transition for Exceptional Individuals*, 43(3), 131-145. <https://doi.org/10.1177/2165143420908286>
- Kim, S., **Kang, V. Y.**, & McLeod, R. H. (2020). Effects of enhanced milieu teaching with book reading for children with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities*, 55(4), 451-465.
- Kim, S., Cambray-Engstrom, E., Wang, J., **Kang, V. Y.**, Choi, Y., & Coba-Rodriguez, S. (2020). Teachers' experiences, attitudes and perceptions towards early inclusion in urban settings. *Inclusion*, 8(2), 222-240. <https://doi.org/10.1352/2326-6988-8.3.222>
- Kim, S., Kim, H., Kim, J., Nichols, S.C., & **Kang, V. Y.** (2020). Experiences and impact of having children with autism spectrum disorder on the lives of their Korean-American mothers. *Exceptionality*. <https://doi.org/10.1080/09362835.2020.1727325>
- Kim, S., Kim, J., Yan, M-C., & **Kang, V. Y.** (2020). Korean American mother's perceptions of self-determination of primary school children with autism. *International Journal of Disability, Development, and Education*. <https://doi.org/10.1080/1034912X.2020.1821873>

Waitoller, F. R., Beasley, L., Gorham, A., & **Kang, V. Y.** (2019). Hacia una educación inclusive interseccional: El caso de los estudiantes afroamericanos y latinos con discapacidades en Chicago. *Publicaciones*, 49(3), 37-55. <https://doi.org/10.30827/publicaciones.v49i3.11403>

Under Review

Kang, V. Y., Coba-Rodriguez, S., & Kim, S. Qualitative inquiry of Korean parents' beliefs and practices of school readiness for preschoolers. *Early Childhood Research Quarterly*.

Kang, V. Y., Kim, S., & Kim, H. First-generation Korean immigrant parents' experience and perception of English literacy curriculum for their young children. *Early Education and Development*.

Kang, V. Y., Kim, S., & Wang, J. Experiences of early intervention in Korean and Chinese parents in the United States. *International Journal of Multicultural Education*.

Zarate, K., **Kang, V. Y.**, & Maggin, D. M. Training Paraprofessionals to Collect Reading Fluency Data. *Journal of Learning Disabilities*.

Kim, S., Choi, Y., **Kang, V. Y.**, Wang, J., Kim, N., & Kim, K. Early Childhood Educators' Perception and Attitudes Towards Inclusion in South Korea. *International Journal of Inclusive Education*.

Manuscript in Progress

Kang, V. Y., Kim, S., Gregori, E. & Maggin, D. Systematic review of single case and group design studies of enhanced milieu teaching.

Kang, V. Y., Kim, S., Kim, N., & Yakubova, G. Online literacy instruction for children with autism.

Kang, V. Y. & Kim, S. Sibling-implemented enhanced milieu teaching for autistic children.

Kim, S., Choi, Y., **Kang, V. Y.**, Wang, J., Kim, N., & Kim, K. Survey of early childhood educators' practice of inclusion in South Korea.

Kim, S., Kim, N., Kim, K., & **Kang, V. Y.** "It is natural for children with and without disabilities to get along together": Early childhood teachers' experiences with inclusion in South Korea.

Kim, S., Gregori, E., **Kang, V. Y.**, & Kim, N. Online modules for Korean parents of children with autism.

Kim, N., Kim, S., & **Kang, V. Y.** Examining acculturative stress and coping ability among Korean immigrant parents of children with developmental disabilities.

Data Collection in Progress

Kang, V. Y., Yakubova, G., Safarha, E., & Vyas, T. Sibling-collaborative video-based learning of daily living skills for young autistic children.

Yakubova, G., **Kang, V. Y.**, Vyas, T., & Safarha, E. Sibling-collaborative video-based learning of daily living skills for autistic adolescents.

Passmore, A., **Kang, V. Y.**, & Tejero-Hughes, M. Teacher leadership in early intervention and early childhood special education.

Lee, D., Joo, S., Terol, K., & **Kang, V. Y.** Efficacy of cultural adaptation in autism intervention: Meta-analysis.

Yakubova, G., Gupta, S., Tingir, S., **Kang, V. Y.**, Shashikiran, S., & Vyas, T. Family-mediated daily living skills intervention: Systematic review.

Tingir, S., Chow, C., & **Kang, V. Y.** Systematic review of vocabulary instruction for autistic students. University of Illinois Chicago Department of Special Education. Single case design research and diverse research population in special education contexts.

University of Illinois Chicago Department of Special Education. Supporting Korean and Latinx parents of children with autism and speech, language, or developmental delay through online modules.

Study Development in Progress

- Kang, V. Y.,** Lee, D., & Kwak, D. Culturally adapted intervention for Korean American children with a diagnosis or prognosis of autism.
- Kang, V. Y.** Community-based Program for Asian American children with developmental delays or disabilities and their caregivers.
- Naqvi, N., & **Kang, V. Y.** Teacher training to promote autism awareness in Pakistan.
- Alsheri, M., **Kang, V. Y.,** & Saadeh, J. Perspectives of Arab and Asian Americans parents towards inclusive education of children with developmental disabilities.
- Correll, R. & **Kang, V. Y.** Cultural humility rubric for behavior analysts.
- Kim, I., Lee, D., Kim, K., & **Kang, V. Y.** Parent Taking Action (PTA) in Korean.

INVITED BOOK CHAPTERS

1. Yakubova, G., **Kang, V. Y.,** & Pirone, J. Disability Culture (in progress).
2. **Kang, V. Y.** & Kim, S. Cultural competence in assessment (2022).
3. Yan, M., Kim, S., & **Kang, V. Y.** Cultural competence in special education instruction and differentiation (2022).

PEER-REVIEWED CONFERENCE PRESENTATIONS

- Kang, V. Y.,** Yakubova, G., & Kim, S. (Submitted). *Virtual Implementation of Pre-K Early Literacy Intervention for Korean American and Autistic Dual Language Learners*. International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
- Lee, J., **Kang, V. Y.,** Joo, S., & Terol, A. (Submitted). *Examining Efficacy of Culturally Responsive Interventions for Autistic Individuals: A Meta-Analysis*. INSAR Annual Meeting, Stockholm, Sweden.
- Yakubova, G., Al-Dubayan, M., Gupta, S., **Kang, V. Y.,** Chen, B., Defayette, M., & Proulx, A. (Submitted). *A Systematic Review of Interventions to Teach Functional Skills to Autistic Children in LMIC Contexts*. INSAR Annual Meeting, Stockholm, Sweden.
- Kang, V. Y.,** Kim, S., & Kim, N. (2023, April). *Examining Social Validity and Cultural Relevance of Dual Language Literacy Instruction for Korean Immigrant Preschoolers*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Kang, V. Y.,** & Kim, S. (2023, March). *Training Siblings: Implementation Fidelity and Social Validity of EMT*. Paper presented at the Council for Exceptional Children, Louisville, KY.
- Kang, V. Y.,** & Kim, S. (2023, January). *Effects of Sibling-facilitated Enhanced Milieu Teaching on Word Usage and Social Interaction*. Paper presented at the Division for Autism and Developmental Disabilities, Clearwater Beach, FL.
- Kang, V. Y.,** Coba-Rodriguez, S., & Kim, S. (2022, April). *Promoting Engagement of Korean Immigrant Families in Early Childhood Education*. Paper presented at the AERA Annual Meeting, Virtual.
- Kim, S., **Kang, V. Y.,** Kim, H., Wang, J., & Gregori, E. (2021, May). *Online literacy instruction to promote school readiness of Korean dual language learners*. Symposium at the 47th Association of Behavior Analysis International (ABAI) Annual Convention, Virtual.
- Gregori, E., Cushing, L., Kim, S., Maggin, D. M., & **Kang, V. Y.** (2021, May). *A systematic review of behaviorally based interventions for students with disabilities: Analysis of participant demographics across all disability categories*. Symposium at the 47th ABAI Annual Convention, Virtual.
- Neuhaus, E., Lowry, S. J., Santhosh, M., Kresse, A., Libsack, E. J., **Kang, V. Y.,** Bernier, R. A., Pelphrey, K. A., Webb, S. J., & GENDAAR Consortium (2021, May). *Frontal EEG asymmetry, maternal depression, & child internalizing & externalizing symptoms in Autism*, Poster presented at the International Society for Autism Research Annual Meeting, Virtual.
- Kang, V. Y.,** Kim, S., & Wang, J. (2021, April). *Experiences of family collaboration in early intervention*

- among Korean and Chinese American caregivers.* Poster presented at the AERA Annual Meeting, Virtual.
- Kim, S. & **Kang, V. Y.** (2021, April). *The effects of enhanced milieu teaching on vocabulary acquisition for Korean American children with Down syndrome.* Paper presented at the AERA Annual Meeting, Virtual.
- Kim, S., Kim, H., & **Kang, V. Y.** (2021, April). *Voices of community-based program volunteers for Korean American individuals with severe disabilities.* Poster presented at the AERA Annual Meeting, Virtual.
- Cambray, E., Kim, S., Wang, J., **Kang, V. Y.**, Choi, Y., & Coba-Rodriguez, S. (2020, April). *"In defining inclusion...": Inclusion experiences and beliefs of early childhood teachers working in urban settings.* Paper accepted for the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- Kang, V. Y.**, Kim, S., & Thomas, M. K. (2020, April). *Understanding the experiences of Korean American fathers of children with autism spectrum disorder.* Paper accepted for the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- Kim, H., Kim, S., & **Kang, V. Y.** (2020, April). *Creating better blended communities for Korean Americans with severe disabilities: a phenomenological study of volunteering experiences.* Paper accepted for the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- Kim, S., **Kang, V. Y.**, & McLeod, R. (2020, April). *The effects of enhanced milieu teaching with book reading for English language learners with autism.* Paper accepted for the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- Kim, S., Kim, J., Yan, M., & **Kang, V. Y.** (2020, May). *Korean American mothers' perceptions of self-determination of primary school children with Autism.* Paper accepted for the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- Kang, V. Y.**, & Kim, S. (2020, February). *Collaborating with individuals with severe disabilities: voices of Korean American volunteers.* Paper presented at the University of Illinois Chicago College of Education Research Day, Chicago, IL.
- Kang, V. Y.** & Kim, S. (2019, October). *Enhanced milieu teaching for dual language learners with language delay.* Poster presented at the Division of Early Childhood (DEC)'s 35th Annual International Conference on Young Children with Special Needs and Their Families, Dallas, TX.
- Kang, V. Y.** & Kim, S. (2019, October). *Parent-mediated social story intervention for Korean American children with autism.* Poster presented at the DEC's 35th Annual International Conference on Young Children with Special Needs and Their Families, Dallas, TX.
- Webb, S. J., Kresse, A., **Kang, V. Y.**, Neuhaus, E., Corrigan, S., & Bernier, R. (2019, May). *Sex differences in youth with ASD: Language phenotype and relation to autism behaviors from the ACE GENDAAR Network, Clinical presentation of ASD and access to care among girls.* Paper presented at the International Society for Autism Research Annual Meeting, Montreal, Canada.
- Kim, S., **Kang, V. Y.** & McLeod, R. H. (2019, May). *The effects of enhanced milieu teaching for young English language learners with autism.* Poster presented at the 45th Association of Behavior Analysis International (ABAI) Annual Convention, Chicago, IL.
- Kang, V. Y.** & Kim, S. (2019, May). *Use of parent-mediated social story intervention for social interaction of Korean American children with autism.* Poster presented at the 45th ABAI Annual Convention, Chicago, IL.
- Kim, S. & **Kang, V. Y.** (2019, May). *Use of video prompting to teach cooking tasks to Korean American adolescents with autism.* Poster presented at the 45th ABAI Annual Convention, Chicago, IL.
- Kang, V. Y.**, & Kim, S. (2019, February). *Educational experiences of Korean American fathers of children with autism spectrum disorder.* Paper presented at the University of Illinois Chicago College of Education Research Day, Chicago, IL.
- Kang, V.**, Pereverzeva, M., Geller, S., Lo, S., Ibañez, L.V., Stone, W.L., & Murray, S.O. (2016, May). *Evaluation of the pupillary light reflex as a potential biomarker in autism spectrum disorder.*

- Poster presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.
- Kang, V.**, Levesque, K., Anderson, A., Kresse, A., Faja, S., Neuhaus, E., Bernier, R., & Webb, S. J. (2015, May). *A study of siblings of individuals with autism: Comparison of pragmatic language ability*. Poster presented at the IMFAR, Salt Lake City, UT.
- Kang, V.**, Levesque, K., Anderson, A., Kresse, A., Faja, S., Neuhaus, E., Bernier, R., & Webb, S. J. (2014, May). *Heritability of pragmatic language in autism spectrum disorder: A study of twins*. Poster presented at the IMFAR, Atlanta, GA.
- Kang, V.**, Levesque, K., Anderson, A., Kresse, A., Faja, S., Neuhaus, E., Bernier, R., & Webb, S. J. (2014, May). *Language development in preterm and full-term twins with and without autism using the Pragmatic Rating Scale-Modified*. Poster presented at the University of Washington Undergraduate Research Symposium, Seattle, WA.
- Kang, V.**, Massand, E., Webb, S.J., & Kresse, A. (2013, May). *Can electroencephalography (EEG) be a predictor of medication response in children with autism?* Poster presented at the University of Washington Undergraduate Research Symposium, Seattle, WA.

GRANTS

Funded

- Kang, V. Y.** (2022). *Culturally adapted interventions for Korean American children with a diagnosis or prognosis of autism*. Support Program for Advancing Research and Collaboration (SPARC), College of Education, University of Maryland College Park (\$15,000).
- Kang, V. Y.** (2021). *Dissertation and Thesis Award*, College of Education, University of Illinois Chicago (\$500).
- Kang, V. Y.** (2021). *Award for Graduate Research*. Graduate College, University of Illinois Chicago (\$900).
- Kim, S., Gregori, E., & **Kang, V. Y.** (2021). *Public Awareness Grant*. Society of the Advancement of Behavior Analysis (\$2,500).
- Kang, V. Y.** (2020). *Albin & Young Award*. College of Education, University of Illinois Chicago (\$1,000).
- Kim, S., **Kang, V. Y.**, & Wang, J. (2019). *Dean's Office Collaborative Community Grant Award*. College of Education, University of Illinois Chicago (\$5,000).
- Kang, V. Y.** (2019). *Graduate College Student Presenter Award*. University of Illinois Chicago (\$200).
- Kang, V. Y.** (2019). *Student Travel Funding*. Department of Special Education, University of Illinois Chicago (\$400).
- Kang, V. Y.**, & Kim, S. (2018). *Dean's Office Collaborative Community Grant Award*. College of Education, University of Illinois Chicago (\$5,000).
- Kang, V. Y.** (2015). *Honors Travel Award*. Department of Psychology, University of Washington, Seattle (\$285).
- Kang, V. Y.** (2015). *Research Conference Award*. University of Washington, Seattle (\$600).
- Kang, V. Y.** (2014). *Research Conference Award*. University of Washington, Seattle (\$900).
- Kang, V.** (2014). *Undergraduate Summer Research Fellowship*. Autism Science Foundation (\$3,000). PI: Sara Jane Webb, Ph.D.

Submitted

- Kang, V. Y.** (2022). *Supporting Early Intervention Providers as Caregiver Coaches in IDEA Part C: Use of a 2-Tier Delivery Model of Enhanced Milieu Teaching*. IES Early Career Grant (\$700,000).
- Kang, V. Y.** (2022). *Community-based program for Asian American children with developmental delays or disabilities and their caregivers*. Faculty-Student Research Award, University of Maryland College Park (\$10,000).
- Kang, V. Y.** & Yakubova, G. (2022). *Family collaborative video-based learning of self-identified daily living skills for autistic youth in under-resourced communities*. Autism Science Foundation

Profound Autism Grant (\$15,000).

Kang, V. Y., & Chow, J. (2022). *Longitudinal analysis of family social networks in under-resourced communities*. Eagles Autism Foundation Pilot Grant (\$400,000).

Alsheri, M., Saadeh, J., & **Kang, V. Y.** (2022). *Perspectives of Arab and Asian American parents towards inclusive education for children with developmental disabilities*. Prince Sattam Bin Abdulaziz University (\$6,650).

Dababnah, S., **Kang, V. Y.** (Co-PI) (2022). *Comparing culturally relevant approaches to access autism-related services*. Patient Centered Outcomes Research Institute.

*Gregori, E.V. (2021). *Project PRIDE: Preparing Responsive Interventionists in Disability, Early Childhood Special Education and Applied Behavior Analysis*. U.S. Department of Special Education: Office of Special Education Programs (\$1,097,742/5 years).

Kang, V. Y. (2021). *Graduate Research Grant*, Organization for Autism Research (\$2,000).

Kang, V. Y. (2021). *Graduate Student Translational Research Grant*, Society for Experimental Analysis of Behavior (\$5,000).

Kang, V. Y. (2021). *Innovative Student Research Grant in Diversity, Equity, and Inclusion*, Society for the Advancement of Behavior Analysis (\$5,000).

Kang, V. Y. (2020). *Minority Dissertation Fellowship*, American Educational Research Association (\$25,000).

Kim, S., Gregori, E.V., & **Kang, V. Y.** (2020). *Public Awareness Grant*, Society of the Advancement of Behavior Analysis. (\$2,500).

*Gregori, E.V. (2020). *Project PRIDE: Preparing Responsive Interventionists in Disability, Early Childhood Special Education and Applied Behavior Analysis*. U.S. Department of Special Education. (\$1,097,742/5 years).

Kim, S. & **Kang, V. Y.** (2019). *Public Policy Research Grant*, Institute for Research on Race & Public Policy, University of Illinois Chicago.

TEACHING EXPERIENCE

University of Maryland at College Park

EDSP 416 Reading and Writing Instruction in Special Education (Spring 2023)

University of Illinois Chicago

SPED 410 Exceptional Learners

SPED 463 Literacy Instruction for Diverse Learners

SPED/EPsy 482 Collaborating with Families, Community, & Professionals

Guest Lectures

University of Illinois Chicago

SPED/EPsy 482 Collaborating with Families, Community, & Professionals

Family Systems Theory

SPED 508 Methods of Instruction & Assessment of Children with Disabilities

Literacy Instruction & Reinforcement in Inclusive Classrooms

SPED 563 Literacy Instruction for Diverse Learners

Alphabetic Principles

PSCH 270 Abnormal Psychology

Autism Spectrum Disorder

PSCH 271 Resilience: The Science of Positive Adaptation

Operant Conditioning, Avoidance & Negative Reinforcement

PROFESSIONAL SERVICE

University Service**University of Maryland at College Park**

Search Committee, Department of Counseling, Higher Education, and Special Education (2022-)
 Graduate Committee, Division of Special Education (2022-)

University of Illinois Chicago

Senate Educational Policy Committee (2020-2022)
 Graduate Student Council (2020-2022)
 Equity & Diversity Committee, College of Education (2019-2022)

Dissertation Committees

Julianna Kim, Special Education, University of Maryland at College Park
 Jeannine Saddeh, Special Education, University of Illinois Chicago

External Service**Professional Organizations**

Co-chair, Division for Early Childhood's Consortium for Innovations in Doctoral Excellence (2022-)

Peer-reviewed Conferences

Chair, *Using Longitudinal Data Sets to Answer Pressing Questions in Special Education*, American Educational Research Association (2022-)
 Discussant, *Autism and Intersectionality: Varying Perspectives in Research*, American Educational Research Association (2022-)
 Review Panel, Division for Early Childhood (2022-)
 Review Panel, American Educational Research Association (2021-)

Peer-reviewed Journals

Guest Reviewer, *Multiple Voices* (2022-)
 Field Reviewer, *Journal of Disability Policy Studies* (2022-)
 Guest Reviewer, *Journal of Autism and Developmental Disorders* (2021-)
 Guest Reviewer, *BioMed Central Public Health* (2021-)

Community Outreach

Special Education Legislative Summit Team Maryland (2022-)
 Inter-agency Network for Education in Emergencies Inclusive Education Working Group (2021-)
 Special Education Legislative Summit Team Illinois (2021-2022)

AWARDS

Chancellor's Student Service Award, Student Leadership & Civic Engagement, University of Illinois Chicago (2022)
Graduate Student Excellence in Teaching and Mentoring Award, Center for the Advancement of Teaching Excellence, Honors College, & Graduate College, University of Illinois Chicago (2022)
Award for Graduate Research, Graduate College, University of Illinois (2021)

MEMBERSHIP

American Educational Research Association, Council for Exceptional Children, Division on Autism and Developmental Disabilities, Division for Early Childhood, International Association of Special Education, International Society on Early Intervention, International Society for Autism Research, Society for Research on Educational Effectiveness