

Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature Veronica Youn Kang

Date 12/4/2023

In general, do not list a work or activity more than once.

I. Personal Information

I.A. UID, Last Name, First Name, Middle Name, Contact Information

Kang, Veronica, Youn
3942 Campus Drive, College Park, MD 20742
vkang@umd.edu
<https://education.umd.edu/directory/veronica-kang>

I.B. Academic Appointments at UMD

- 2022- Assistant Professor
 Counseling, Higher Education, and Special Education
 University of Maryland at College Park
- Faculty Affiliate
 University of Maryland Autism Research Consortium
- 2023- Faculty Affiliate
 University of Maryland Research Equity and Access in Communication and Hearing

I.C. Educational Background

- 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

I.D. Continuing Education

- 2022 National Center for Special Education Research
 Institute of Education Science, U.S. Department of Education
 Summer Research Training Institute
 Single-Case Intervention Research Design and Analysis
 Principal Investigators: Wendy Machalicek & John Ferron
- National Center for Special Education Research
 Institute of Education Science, U.S. Department of Education
 Summer Research Training Institute
 Cluster-Randomized Trials, Principal
 Investigators: Larry Hedges & Elizabeth Tipton

Spencer Foundation
Single Case Research Design Conference
Principal Investigator: Jennifer Ledford

- 2020-21 Illinois Leadership Education in Neurodevelopmental & related Disabilities
Association of University Centers on Disabilities
- I.E. Professional Certifications, Licenses, and Memberships
- 2021- Board Certified Behavior Analyst, Behavior Analyst Certification Board, 1-21-55082
- 2018- American Educational Research Association
- Council for Exceptional Children
Division on Autism and Developmental Disabilities
Division for Early Childhood
Division for Research
- 2019- International Society for Autism Research
- 2022-23 Society for Research on Educational Effectiveness
- 2021 Certificate in the Foundations of College Instruction, University of Illinois Chicago
- 2020 Autism Diagnostic Observation Schedule, Second Edition, Clinical Training
- 2019-21 Association of Behavior Analysis International
- 2018-22 International Society on Early Intervention
- 2015-18 Certified Behavior Technician, Washington Department of Health, CB 60769089

II. Research, Scholarly, Creative and/or Professional Activities

II.A. Chapters

II.A.1. Books

- Yakubova, G., Pirone, J., Kang, V. Y., Kalpit, D., & Williams, J. (In press). Disability Culture. In E. Harikins (Ed.), *Incorporating intersectional needs of students: Disability, culture and inclusivity in schools*. Rowman and Littlefield, Inc.
- Kang, V. Y. & Kim, S. (2022). Cultural Competence in Special Education Assessment. In A. Perzigian & N. Aziz (Eds.), *Multicultural special education for inclusive classrooms*. Routledge.
<https://doi.org/10.4324/9781003127833>.
- Yan, M., Kim, S., & Kang, V. Y. (2022). Cultural Competence in Special Education Instruction. In A. Perzigian & N. Aziz (Eds.), *Multicultural special education for inclusive classrooms*. Routledge.
<https://doi.org/10.4324/9781003127833>.

II.B. Refereed Journals

II.B.1. Refereed Peer-reviewed Journal Articles

- Kim, S., Choi, Y-J., Kang, V.Y., Wang, J., Kim, N., & Kim, K-M. (In press). Early Childhood Educators' Perceptions and Attitudes Towards Inclusion in South Korea. *Infants and Young Children*.
- Kim, S., Kang, V. Y., Kim, N. & Kim, K. (In press). "It is natural for children with and without disabilities to get along together": Early Childhood Teachers' Experiences with Inclusion in South Korea. *Infants and Young Children*.
- Kim. S., Kang, V. Y., Kim, N., & Gregori, E. (In press). Feasibility and cultural relevance of evidence-based strategies in Korean online modules for caregivers of children with autism, *Education and Training in Autism and Developmental Disabilities*.
- Kang, V. Y., Coba-Rodriguez, S., & Kim, S. (2023). "We need to prepare and adjust": The school readiness beliefs and practices of Korean families with preschool-aged children. *Early Childhood Research Quarterly*, 67, 55-66. <https://doi.org/10.1016/j.ecresq.2023.11.005>
- Kang, V. Y. & Kim, S. (2023). Effects of enhanced milieu teaching and book reading on the target word approximations of young children with language delay. *Journal of Early Intervention*, 45(2), 122-144. <https://doi.org/10.1177/10538151221092406>
- Lee, J.D., Meadan, H., Kang, V. Y., Terol, K. (2023). Balancing Fidelity and Flexibility of Manualized Interventions in Cultural Adaptation: Issues to Consider. *Education and Treatment of Children*, 46, 263-273. <https://doi.org/10.1007/s43494-023-00102-z>
- Kang, V., Kim, S., & Wang, J. (2023). Experiences of Family Collaboration in Early Intervention among Korean and Chinese Caregivers. *International Journal of Multicultural Education*, 25(1), 30-52. <https://doi.org/10.18251/ijme.v25i1.3395>
- 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>
- 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*, 32, 743-767. <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*, 52(1), 454-462.
<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*, 36(2), 152-172.
<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., & and the ACE GENDAAR Network (2021). Resting state electroencephalography 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*, 29(5), 327-343. <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*, 69(5), 1601-1616.
<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>

II.B.2. Other, Manuscript Submitted for Publication

Kang, V. Y., Kim, S., Kim, N., & Yakubova, G. (2023). Virtual literacy instruction using behavioral strategies with Korean autistic children. [Manuscript submitted for publication]. Department of Counseling, Higher Education, and Special Education, University of Maryland College Park.

Kang, V. Y., Kim, S., & Kim, H. (2023). First-generation Korean immigrant parents' experience and perception of English literacy curriculum for their young children. [Manuscript submitted for publication]. Department of Counseling, Higher Education, and Special Education, University of Maryland College Park.

Zarate, K., Kang, V. Y., & Maggin, D. M. (2022). Training paraprofessionals to collect reading fluency data. [Manuscript submitted for publication]. Department of Counseling, Higher Education, and Special Education, University of Maryland College Park.

II.C. Conferences, Workshops, and Talks

II.C.1. Refereed Peer-reviewed Conference Presentations

Kang, V., Tejero-Hughes, M., & Passmore, A. (2024, April). *Exploration of Teacher Leadership Among Early Childhood Special Education Providers*. Paper accepted to the American Educational Research Association (AERA) Annual Meeting.

Kim, S., Kim, N., Gregori, E., & Kang, V. (2024, April). *Korean Caregivers' Use of Evidence-based Strategies for Their Children with Autism*. Paper accepted to the AERA Annual Meeting.

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 AERA Annual Meeting, Chicago, Illinois.

Kang, V. Y., & Kim, S. (2023, March). *Training siblings: implementation fidelity and social validity of Enhanced Milieu Teaching*. Paper presented at the Council for Exceptional Children Convention, Louisville, Kentucky.

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. (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.

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, California. (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 AERA Annual Meeting, San Francisco, California. (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, California. (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, California. (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, California. (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, Illinois.

Webb, S. J., Kresse, A., Kang, V. Y., Neuhaus, E., Corrigan, S., & Bernier, R. (2019, May). *Sex differences in youth with autism spectrum disorder: Language phenotype and relation to autism behaviors from the Autism Center for Excellence Gender Exploration of Neurogenetics and Development to Advanced Autism Research Network, Clinical presentation of autism spectrum disorder and access to care among girls*. Paper presented at the International Society for Autism Research Annual Meeting, Montreal, Canada.

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, Illinois.

II.C.2. Refereed Peer-reviewed Conference Posters

Passmore, A., Kang, V., & Tejero-Hughes, M. (2024, February). *Early Intervention and Early Childhood Special Education Providers: Exploring Teacher Leadership Voices*. Poster accepted to the Conference on Research Innovations in Early Intervention (CRIEI).

Kang, V., Lee, J. D., Terol, K. A., & Joo, S. (2024, February). *A meta-analysis of culturally responsive autism interventions for young children and families*. Poster accepted to the CRIEI.

Lee, J. D., Kang, V., Terol, K. A., Joo, S., & Meadan, H. (2024, February). *Development and preliminary validation of the Cultural Self-Efficacy Scale for Early Intervention (CSES-EI)*. Poster accepted to the CRIEI.

Kang, V. Y., Yakubova, G., & Kim, S. (2023, May). *Virtual Implementation of Pre-K Early Literacy Intervention for Korean American and Autistic Dual Language Learners*. Poster presented at the International Society for Autism Research Annual Meeting, Stockholm, Sweden.

Yakubova, G., Al-Dubayan, M., Gupta, S., Kang, V. Y., Chen, B., Defayette, M., & Proulx, A. (2023, May). *A Systematic Review of Interventions to Teach Functional Skills to Autistic Children in Low- or Middle-Income Country Contexts*. Poster presented at the International Society for Autism Research Annual Meeting, Stockholm, Sweden.

Neuhaus, E., Lowry, S. J., Santhosh, M., Kresse, A., Libsack, E. J., Kang, V. Y., Bernier, R. A., Pelphrey, K. A., Webb, S. J., & Autism Center for Excellence Gender Exploration of Neurogenetics and Development to Advanced Autism Research Network

- Consortium (2021, May). *Frontal electroencephalography 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 American Educational Research Association 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 American Educational Research Association Annual Meeting, Virtual.
- 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's Annual International Conference on Young Children with Special Needs and Their Families, Dallas, Texas.
- Kang, V. Y. & Kim, S. (2019, October). *Parent-mediated social story intervention for Korean American children with autism*. Poster presented at the Division of Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Dallas, Texas.
- 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 Association of Behavior Analysis International Annual Convention, Chicago, Illinois.
- 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 Association of Behavior Analysis International Annual Convention, Chicago, Illinois.
- 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 Association of Behavior Analysis International Annual Convention, Chicago, Illinois.
- 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 Society for Autism Research Annual Meeting, Baltimore, Maryland.
- 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 International Society for Autism Research Annual Meeting, Salt Lake City, Utah.
- 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 International Society for Autism Research Annual Meeting, Atlanta, Georgia.
- 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.

Kang, V., Massand, E., Webb, S.J., & Kresse, A. (2013, May). *Can electroencephalography be a predictor of medication response in children with autism?* Poster presented at the University of Washington Undergraduate Research Symposium, Seattle, Washington.

II.C.3. Refereed Peer-reviewed Conference Symposia

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 Association of Behavior Analysis International 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 Association of Behavior Analysis International Annual Convention, Virtual.

II.D. Sponsored Research and Programs – Administered by the Office of Research Administration (ORA)

2023-24 Faculty-Student Research Award (\$10,000)
Graduate School, University of Maryland College Park
Community-based program for Asian American children with developmental delays or disabilities and their caregivers
Role: PI (Co-PIs: Kate Lu & Ariel La)

2022-23 Support Program for Advancing Research and Collaboration (\$15,000)
College of Education, University of Maryland College Park
Culturally adapted interventions for Korean American children with a diagnosis or prognosis of autism.
Role: PI (Co-PIs: James Lee & Daniel Kwak)

II.D.1. Grants

2023-24 Dean's Research Initiative (\$19,463)
College of Behavioral and Social Sciences, University of Maryland College Park
Promoting Autistic Inclusion and Representation (PAIR) in STEM
Role: Co-I (PI: Jennifer Wessel; Co-Is: Elizabeth Redcay, Kathryn Dow-Burger, Shevaun Lewis)

2021-22 Public Awareness Grant (\$2,500)
Society of the Advancement of Behavior Analysis
Online module for Korean parents of children with autism
Role: Co-PI (PI: Sunyoung Kim; Co-PI: Emily Gregori)

2021-22 Award for Graduate Research (\$900)
Graduate College, University of Illinois Chicago

Virtual literacy instruction for autistic preschoolers
Role: PI (Co-PI: Sunyoung Kim)

- 2020-22 Dissertation and Thesis Award (\$500)
College of Education, University of Illinois Chicago
Sibling-implemented Enhanced Milieu Teaching
Role: PI
- 2020-21 Albin & Young Award (\$1,000)
College of Education, University of Illinois Chicago
Effects of Enhanced Milieu Teaching and book reading on word approximations of young children with language delay Role: PI
- 2019-20 Dean's Office Collaborative Community Grant Award (\$5,000)
College of Education, University of Illinois Chicago.
Online literacy program for young Korean dual language learners
Role: Co-PI (PI: Sunyoung Kim)
- 2018-19 Dean's Office Collaborative Community Grant Award (\$5,000)
College of Education, University of Illinois Chicago.
Early literacy summer program for Korean immigrant pre-schoolers
Role: PI (Co-PI: Sunyoung Kim)

II.D.2. Grants, Submitted

- 2023 Early Career Grant (\$700,000/4 years)
National Center for Special Education Research, Institute of Education Sciences
A 2-Tier Naturalistic Language Intervention and Coaching Model for Early Childhood Educators and Caregivers Role: PI (Mentors: Ann Kaiser, Jade Wexler, & Jason Chow)
- Research Grants on Reducing Inequality (\$598,773/3 years)
William T Grant
A School-Family Literacy Program to Reduce Literacy Inequalities for Black and Latinx Middle School Students Role: Co-PI (PI: Jade Wexler)
- Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (\$599,529/2 years)
National Science Foundation
Promoting Autistic Inclusion and Representation in STEM Role: Co-I (PI: Jen Wessel)
- Do Good Campus Fund (\$50,000/1 year)
University of Maryland School of Public Policy
Promoting Meaningful Interaction and Social Engagement for Asian American Autistic Youth, Parents, and UMD Students Role: PI

II.D.3. Grants, Not Funded

- 2023 Research Grants on Education: Large (\$499,996/4 years)
The Spencer Foundation
Equitable demographic reporting in single case design studies on intellectual and

developmental disabilities.

Role: PI (Co-PIs: Jennifer Cooper, Ana Dueñas, Marianne Elmquist, & David Rehfeld)

- 2023 Public Awareness Grant (\$5,000)
Society of the Advancement of Behavior Analysis
Supporting Korean Immigrant Caregivers of Children with a Diagnosis or Prognosis of Autism. Role: PI
- 2022 Early Career Grant (\$700,000/4 years)
National Center for Special Education Research, Institute of Education Sciences
Supporting early intervention providers as caregiver coaches in IDEA Part C: Use of a 2-tier delivery model of Enhanced Milieu Teaching.
Role: PI (Mentors: Ann Kaiser & Jason Chow)
- 2022 Profound Autism Grant (\$35,000)
Autism Science Foundation
Family collaborative video-based learning of self-identified daily living skills for autistic youth in under-resourced communities
Role: PI (Co-PI: Gulnoza Yakubova)
- 2022 Pilot Grant (\$400,000)
Eagles Autism Foundation
Longitudinal analysis of family social networks in under-resourced communities
Role: PI (Co-PI: Jason Chow)
- 2022 Pilot Grant (\$6,650)
Prince Sattam Bin Abdulaziz University
Perspectives of Arab and Asian American parents towards inclusive education for children with developmental disabilities.
Role: Co-PI (PI: Majed Alsheri; Co-PI: Jeannine Saadeh)
- 2021 Focus Area A: Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs (CDFA 84.325K) (\$1,097,742/5 years)
Office of Special Education Programs, U.S. Department of Special Education
Project PRIDE: Preparing Responsive Interventionists in Disability, Early Childhood Special Education and Applied Behavior Analysis.
Role: Project Coordinator (PI: Emily Gregori; Co-PIs: Sunyoung Kim & Lisa Cushing)
- 2021 Minority Dissertation Fellowship (\$25,000)
American Educational Research Association
Sibling implemented Enhanced Milieu Teaching for language development of children with autism Role: PI
- 2020 Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K-1; Competitive Preference Priority 2) (\$1,097,742/5 years)
Office of Special Education Programs, U.S. Department of Special Education
Project PRIDE: Preparing Responsive Interventionists in Disability, Early Childhood Special Education and Applied Behavior Analysis.

Role: Project Coordinator (PI: Emily Gregori; Co-PIs: Sunyoung Kim & Lisa Cushing)

II.E. Research Fellowships, Prizes and Awards

- 2023 Emerging Special Educators of Color Leadership Travel Award
Council for Exceptional Children
- 2022 Award for Graduate Research
Graduate College, University of Illinois Chicago
- 2014 Undergraduate Summer Research Fellowship
Autism Science Foundation
A study of twins of individuals with autism: Heritability of pragmatic language ability in autism spectrum disorder.
Role: Fellow (PI: Sara Jane Webb)

III. Teaching, Extension, Mentoring, and Advising

III.A. Courses Taught

University of Maryland College Park

- Fall 2023 EDSP 443 Language and Literacy Acquisition in Children with Disabilities
N = 13, in-person
- Spr 2023 EDSP 416 Reading and Writing Instruction in Special Education
N = 11, in-person

University of Illinois Chicago

- Sum 2022 SPED/EPsy 482 Collaborating with Families, Community, & Professionals
N = 46, synchronous online
- Spr 2022 SPED 463 Literacy Instruction for Diverse Learners
N = 25, synchronous and asynchronous online
- Sum 2021 SPED/EPsy 482 Collaborating with Families, Community, & Professionals
N = 29, synchronous and asynchronous online
- Spr 2021 SPED 463 Literacy Instruction for Diverse Learners
N = 34, synchronous and asynchronous online
- Fall 2021 SPED 410 Introduction to Special Education
N = 28, asynchronous online
- Sum 2020 SPED/EPsy 482 Collaborating with Families, Community, & Professionals
N = 58, synchronous and asynchronous online

III.B. Advising: Research

III.B.1. Supervision for Undergraduate Research Assistantship

University of Maryland College Park

2023- Vrishha Sookraj, Psychology
Leslie Kim, Biological Sciences: Physiology and Neurobiology
Lakshmi Latchi, Neurobiology and Physiology
Jhennifer Celestino Alva, Public Health Science and Disability Studies
Hadiza Moulaye, Biological Sciences
Fiona Persaud, Social Data Science – Psychology
Raina Saraiya, Neuroscience

III.B.2. Faculty advisor for EDSP 498 Special Problems in Special Education

2022- Emily Bamberger, Psychology, University of Maryland College Park

III.B.3. Doctoral advisor

University of Maryland College Park, Special Education

2023- Melody Mann
Yang Fu

III.B.4. Supervisor for Graduate Research Assistantship

University of Maryland College Park

2023- Jung-Eun Kim, International Education Policy
Youngsun Lee, International Education Policy
Emmanuel Simiyu Wanjala, International Education Policy
Jasmine Stephens, International Education Policy
Isabel Ruiz Quintanilla, School Counseling
Dhara Bharatkumar Patel, Clinical Psychological Sciences
Shizhan Yuan, Curriculum and Instruction
2022- Elnaz Safarha, International Education Policy

III.B.5. Dissertation Committee Member

University of Maryland College Park, Special Education

2023- Stuti Gupta
Monerah Al-Dubayan
Sara Anne Pepkin Dataram
2022- Julianna Kim

University of Illinois Chicago, Special Education

2022- Jeannine Saadeh

III.C. Mentorship

III.C.1. Undergraduate

2023-27 Gemstone Honors Program, Honors College, University of Maryland at College Park

III.C.2. *Doctoral*

2022- Claire Winchester, Special Education, Vanderbilt University
Role: Mentor for the Division for Early Childhood Consortium for Innovations in
Doctoral Excellence

III.D. Professional and Extension Education

III.D.1. *Workshops*

2023 Autism Awareness and Knowledge Training
Karachi, Pakistan
Teaching Strategies, Evidence-based Interventions, and Individualized Education Program,
N = 98, in-person

2022 Professional Development Session
Maryland Mentor Corps, University of Maryland College Park
Applied Behavior Analysis
N = 23, virtual

III.D.2. *Guest Lectures*

Fall 2022- EDSP 470 Introduction to Special Education
University of Maryland College Park
Applied Behavior Analysis

Spr 2022 SPED 563 Literacy Instruction for Diverse Learners
University of Illinois Chicago
Alphabetic Principles

Spr 2022 SPED 508 Methods of Instruction & Assessment of Children with Disabilities
University of Illinois Chicago
Literacy Instruction & Reinforcement in Inclusive Classrooms

Spr 2021 PSCH 271 Resilience: The Science of Positive Adaptation
University of Illinois Chicago
Operant Conditioning

Fall 2021 PSCH 270 Abnormal Psychology
University of Illinois Chicago
Autism Spectrum Disorder

Spr 2020 PSCH 271 Resilience: The Science of Positive Adaptation
University of Illinois Chicago
Operant Conditioning

Fall 2020 PSCH 270 Abnormal Psychology
University of Illinois Chicago
Autism Spectrum Disorder

Spr 2019 SPED 508 Methods of Instruction & Assessment of Children with Disabilities
University of Illinois Chicago
Literacy Instruction & Reinforcement in Inclusive Classrooms

III.E. Teaching Awards

2022 Graduate Student Excellence in Teaching and Mentoring Award
Center for the Advancement of Teaching Excellence, Honors College, & Graduate
College, University of Illinois Chicago

IV. Service and Outreach

IV.A.1. Reviewing Activities for Peer-reviewed Journals

2023- International Journal of Inclusive Education
Developmental Medicine and Child Neurology
Journal of Developmental and Physical Disabilities
Research in Autism Spectrum Disorder
Journal of Early Intervention

2022- National Council of Teachers of English Language Arts
Exceptional Children
Multiple Voices
Journal of Disability Policy Studies

2021- Journal of Autism and Developmental Disorders
BioMed Central Public Health

IV.A.2. Reviewing Activities for Peer-reviewed Conferences

2022- Division for Early Childhood
2021- American Educational Research Association

IV.B. Committees, Professional & Campus Service

IV.B.1. Campus Service – Department

2022- Search Committee, Counseling, Higher Education, and Special Education
University of Maryland College Park

Graduate Committee, Counseling, Higher Education, and Special Education
University of Maryland College Park

IV.B.2. Campus Service – College

2023-25 College Senate, College of Education, University of Maryland at College Park

2019-22 Equity & Diversity Committee, College of Education, University of Illinois Chicago

IV.B.3. Campus Service – University

2020-22 Graduate Student Council, University of Illinois Chicago
Senate Educational Policy Committee, University of Illinois Chicago

IV.B.4. Leadership Roles in Meetings and Conferences

2022- Chair & Discussant
Special Interest Group - Family, School, Community Partnerships
American Educational Research Association

Chair & Discussant
Special Interest Group - Special and Inclusive Education Research
American Educational Research Association

IV.B.5. Other Non-University Committees, Memberships, Panels, etc.

2023- Member
Early Stage Investigator and Diversity, Equity, Inclusion and Accessibility Committee
Gatlinburg Conference

2022- Member
Division for Early Childhood Racial Equity Point of View Working Group

2022-24 Co-chair
Division for Early Childhood Consortium for Innovations in Doctoral Excellence

2023-25 Member-at-large
Special Interest Group - Family, School, Community Partnerships
American Educational Research Association

2021- Member
Inclusive Education Working Group
Inter-agency Network for Education in Emergencies

IV.C. External Service and Consulting

IV.C.1. Community Engagements, Local, State, National, International

2023- Maryland Family Network
Professional Development for Early Head Start and Family Support Centers Staff

Prince George's County Public Schools Infants and Toddlers Program
Professional Development for Early Intervention Providers

2022- Chinese Culture and Community Service Center &
Special Education Equal Development Society of MC-CAPA
Monthly Parent Support Group

Special Education Legislative Summit Team Maryland

2021-22 Special Education Legislative Summit Team Illinois

IV.D. Service Awards and Honors

2022 Chancellor's Student Service Award
Student Leadership & Civic Engagement, University of Illinois Chicago