

## **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      January 4, 2025

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*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](mailto: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

2019- International Society for Autism Research  
Association of Behavior Analysis International

2018- American Educational Research Association  
Council for Exceptional Children  
Division on Autism and Developmental Disabilities  
Division for Early Childhood  
Division for Research  
International Society on Early Intervention

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

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. (2024). 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*.
- Kang, V. Y., Kim, S., Gregori, E. V., Maggin, D. M., Chow, J. C., & Zhao, H. (2025). Systematic Review and Meta-analysis of Enhanced Milieu Teaching. *Journal of Speech, Language, and Hearing Research*, 1-23. [https://doi.org/10.1044/2024\\_JSLHR-24-00260](https://doi.org/10.1044/2024_JSLHR-24-00260)
- Yakubova, G., Gupta, S., Intepe-Tingir, S., Kang, V. Y., Vyas, T., & Shashikiran, S. (2024). Family-Mediated Interventions When Teaching Daily Living Skills to Autistic Individuals: A Systematic Review. *Review Journal of Autism and Developmental Disorders*, 1-25. <https://doi.org/10.1007/s40489-024-00489-4>
- Lee, J. D., Kang, V. Y., Kim, G., Jung, S., Joo, S., Kim, H., Son, J., & Bearss, K. (2024). Cultural Adaptation of RUBI Intervention with Korean Families (K-RUBI): A Mixed Method Study. *Journal of Autism and Developmental Disorders*, 1-16. <https://doi.org/10.1007/s10803-024-06599-6>
- Kim, S., Kang, V. Y., Kim, N. & Kim, K. (2024). "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*. <https://doi.org/10.1097/IYC.0000000000000277>
- Kim, S., Kang, V. Y., Kim, N., & Gregori, E. (2024). Feasibility and Cultural Relevance of Evidence-based Strategies in Korean Online Modules for Caregivers of Children with Autism. *Education & Training in Autism & Developmental Disabilities*, 59(2), 200.
- Zarate, K., Kang, V., & Maggin, D. M. (2024). Training paraprofessionals to collect reading fluency data with accuracy. *Preventing School Failure: Alternative Education for Children and Youth*, 1-10. <https://doi.org/10.1080/1045988X.2024.2353021>
- Kim, N., Kim, S., Kang, V. & Cushing, L. (2024). Examining Acculturative Stress and Copings Among Korean Immigrant Parents of Children with Developmental Disabilities. *International Journal of Disability, Development and Education*, 1-16. <https://doi.org/10.1080/1034912X.2024.2361252>
- Kang, V. Y., Kim, S., & Kim, H. (2024). First-Generation Korean Immigrant Parents' Experience and Perception of Dual Language English Literacy Intervention for their Young Children in the United States. *Literacy Research and Instruction*, 1-24. <https://doi.org/10.1080/19388071.2024.2302587>
- Kim, S., Choi, Y.-J., Kang, V. Y., Wang, J., Kim, N., & Kim, K.-M. (2024). Validation of the Inclusion Scale: Early Childhood Educators' Perceptions and Attitudes Toward Inclusion in South Korea. *Infants and Young Children*. 37(3), 142-153. <https://doi.org/10.1097/IYC.0000000000000264>
- Kang, V. Y., Coba-Rodriguez, S., & Kim, S. (2024). "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 inclusiva 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.

## II.C. Conferences, Workshops, and Talks

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

- Kang, V. Y., Vyas, T., Yakubova, G., Awai, S., & Mann, M. (2025, January). *Sibling Implementation of Video Prompting to Support Independent Living Skills of Korean American Autistic Adolescents*. Paper presentation at the 26th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- Kang, V. Y., Tejero-Hughes, M., & Passmore, A. (2024, April). *Exploration of Teacher Leadership Among Early Childhood Special Education Providers*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Kim, S., Kim, N., Gregori, E., & Kang, V. Y. (2024, April). *Korean Caregivers' Use of Evidence-based Strategies for Their Children with Autism*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- 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*

- Lee, J., Kang, V. Y., Kim, G., Son, J. S., Kim, H., Jung, S., Joo, S., & Bearss, K. (2024, October). *Mixed Method Approach to Increase Access to Behavior Parent Training with Korean Caregivers of Young Autistic Children*. Poster presentation at the American Academy of Child and Adolescent Psychiatry, Seattle, WA.
- Kim, N., Kim, S., Wang, J., Kang, V. Y., & Choi, Y. (2024, July). *Inclusion Scale Validation: Early Childhood Educators' Perceptions and Attitudes Towards Inclusion in South Korea*. Poster presentation at the International Conference on Educational Research, Seoul, South Korea
- Kim, N., Kim, S., Kang, V. Y., Wang, J., & Choi, Y. (2024, July). *The Inclusion-Related Attitudes and Perceptions of Early Childhood Educators in South Korea: A Survey Study*. Poster presentation at the International Conference on Educational Research, Seoul, South Korea
- Kim, I., Lee, J., Kang, V. Y., Magana, S., & Kim, C. (2024, May). *Cultural Adaptation of a Peer-Led Psychoeducational Program for Korean Immigrant Caregivers of Autistic Children*. Poster presentation at the Annual Meeting of the International Society for Autism Research, Melbourne, Australia.
- Lee, J., Kang, V. Y., Terol, A. K., & Joo, S. (2024, May). *Efficacy of Culturally Responsive Interventions for Autistic Individuals and Their Families: A Meta-Analysis*. Poster presentation at the Annual Meeting of the International Society for Autism Research, Melbourne, Australia.
- Lee, J., Kang, V. Y., Terol, A. K., Joo, S., & Meadan, H. (2024, May). *Validation and Piloting the Cultural Self-Efficacy Scale for Early Intervention*. Poster presentation at the Annual Meeting of the International Society for Autism Research, Melbourne, Australia.
- Lee, J., Kang, V. Y., Kim, G., Son, J. S., Kim, H., Jung, S., Joo, S., & Bearss, K. (2024, May). *Cultural Adaptation and Pilot RCT of Rubi with Korean Families of Young Children*. Poster presentation at the Annual Meeting of the International Society for Autism Research, Melbourne, Australia.
- Yakubova, G., Gupta, S., Intepe-Tingir, S., Kang, V. Y., Vyas, T., & Shashikiran, S. (2024, May). *A systematic review of family-mediated interventions when teaching autistic children*. Poster presentation at the Annual Meeting of the International Society for Autism Research, Melbourne, Australia.
- Passmore, A., Kang, V., & Tejero-Hughes, M. (2024, February). *Early Intervention and Early Childhood Special Education Providers: Exploring Teacher Leadership Voices*. Poster Presented at the Conference on Research Innovations in Early Intervention.
- 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 presented at the Conference on Research Innovations in Early Intervention, San Diego, California.
- 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 presented at the Conference on Research Innovations in Early Intervention, San Diego,

California.

- Kang, V. Y., Kim, S., Kim, N., & Gregori, N. (2024, January). *Feasibility and Cultural Relevance of Evidence-based Strategies in Korean Online Modules for Caregivers of Children with Autism*. Poster presented at the Council for Exceptional Children Division for Autism and Developmental Disabilities Conference, Waikiki Beach, Honolulu, Hawaii.
- 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*

Kang, V. Y., Mann, M., Awasi, S., Lee, J., Kwak, D., Joo, S., Chow, J., & Sam, A. (2025, May). *Culturally Adapted Online Module and Coaching of NDBI Strategies for Parents of Korean Autistic Children*. Symposium at the Association of Behavior Analysis International 's 51<sup>st</sup> Annual Convention, Washington, D.C.

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.C.4. Grants*

2025-29 Office of Special Education Programs, U.S. Department of Education. H325D240048. (\$2,494,119.00) *Project SUSTAIN: Preparing Leaders with Expertise Promoting the Uptake, Implementation, and Sustainability of Evidence-Based Practices in Special Education*.

Role: Co-PI/Co-Director

PI: Jason Chow; Co-PIs: Jade Wexler, Jennifer Ledford, Kristen Granger

2024-25 Do Good Campus Fund (\$50,000)  
University of Maryland School of Public Policy  
*Promoting Meaningful Interaction and Social Engagement for Asian American Autistic Youth, Parents, and UMD Students*  
Role: PI

Research Practice Partnership Grant (\$20,000)  
University of Maryland College of Education Office of the Dean  
*Supporting Early Intervention Providers as Supporters of Early Language, Social, and Behavior Development for Culturally and Linguistically Diverse Children With or At Risk for Developmental Disabilities (SUCCEED)*  
Role: PI

Do Good Impact Digital Equity Internship Grant (\$3,300)  
University of Maryland School of Public Policy  
*Promoting Meaningful Interaction and Social Engagement for Asian American Autistic Youth*  
Role: PI

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)

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)

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)

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 preschoolers*  
Role: PI (Co-PI: Sunyoung Kim)

*II.C.5.        Grants, Submitted*

- 2024        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)

*II.C.6.        Grants, Not Funded*

- 2024        Institute of Education Sciences Unsolicited Grant Opportunities (\$374,582/2 years)  
*Towards Equitable Recruitment, Data Collection, and Dissemination of Characteristics of Demographically Diverse Individuals with Intellectual and Developmental Disabilities in Single Case Design Research*  
Role: PI (Co-PIs: Jennifer Cooper, Ana Dueñas)

Maryland Catalyst Fund (\$50,000/1 year)  
New Directions Fund Track C Racial and Social Justice Research Award  
*Partnership with Asian American Autistic Children and Families at the Intersection of Racism and Ableism & Building a Future Workforce in Human Development and Education*  
Role: PI

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)

- 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)
- 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)
- 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)
- 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)
- Pilot Grant (\$400,000)  
Eagles Autism Foundation  
*Longitudinal analysis of family social networks in under-resourced communities*  
Role: PI (Co-PI: Jason Chow)
- 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)
- 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.D. 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*

Spr 2024 EDSP 211 Introduction to Special Education  
N = 11, in-person

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 = 13, 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

2024- Rebecca Scheerer, Hearing and Speech Science  
Ketsia Mandjila, Hearing and Speech Science  
Emerson Heaton, Hearing and Speech Science  
Denilson Mejia-Rivera, Hearing and Speech Science  
Sydney Scanlon, Psychology  
Saintania Myrtil, Psychology  
2023- Vrisha 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*

2022-24 Emily Bamberger, Psychology, University of Maryland College Park

#### *III.B.3. Doctoral advisor*

##### University of Maryland College Park, Special Education

2024- Sara Anne Pepkin  
2023- Melody Mann  
Yang Fu

#### *III.B.4. Supervisor for Graduate Research Assistantship*

##### University of Maryland College Park

2024- Stuti Gupta, Special Education  
Rory Sullivan, School Counseling  
Sarah Keshavarz, Clinical Psychological Sciences  
Nay Myo Thura, International Education Policy  
Fransiska Elisabeth Silitonga, International Education Policy

- 2023- Dionne Ramsey-Redhead, International Education Policy  
 Kaiyi Zhang, Clinical Mental Health Counseling, George Washington University  
 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

- 2024- Elnaz Safarha  
 Anjali Manojkumar Sheth  
 2023- Stuti Gupta  
 Monerah Al-Dubayan  
 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.C.3. Graduate-level Capstone Projects*

- 2024 Ryan Gaines, School of Public Policy, University of Maryland

III.D. Professional and Extension Education

*III.D.1. Workshops and Invited Talks*

- 2024 Maryland Department of Special Education  
 Prince George's County Infants and Toddlers Program  
*Autism, Behavior, and Social and Communication Development*

University of Texas Austin  
 Autism Consortium of Texas Spring Series  
*Family Centered & Culturally Adapted Practices Informed by the Voices and Lived*

*Experiences of Immigrant Families of Autistic Individuals*

National Association of Korean Parents of Disabled Persons  
*Strength-based and Naturalistic Parenting Strategies to Implement at Home*

2023 University of Maryland College Park  
Dept of Human Development and Quantitative Methodology  
Human Development Colloquium  
*Promoting Meaningful Interaction & Social Engagement for Asian American Autistic Youth*

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

2022 University of Maryland College Park Maryland Mentor Corps  
Professional Development Session  
*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. Peer-reviewed Journals and Conferences**

*IV.A.1. Editorial Board for Peer-reviewed Journals*

2024- Journal of Early Intervention  
Journal of Developmental and Physical Disabilities  
2023- Single Case in the Social Sciences

*IV.A.2. Ad-hoc Review for Peer-reviewed Journals*

2024- Neuroscience and Biobehavioral Reviews  
Education and Training in Autism and Developmental Disabilities  
Remedial and Special Education

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.3. Peer-reviewed Conferences*

2024- Society of Research on Educational Effectiveness  
2022- Division for Early Childhood  
2021- American Educational Research Association

**IV.B. Committees, Professional & Campus Service**

*IV.B.1. Campus Service – Department*

- 2024- Tenure Track Faculty Merit Review Committee  
Department of Counseling, Higher Education, and Special Education  
University of Maryland College Park
- 2022- Search Committee  
Department of Counseling, Higher Education, and Special Education  
University of Maryland College Park
- Graduate Committee  
Department of 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 (AERA)
- Chair & Discussant  
Special Interest Group - Special and Inclusive Education Research  
American Educational Research Association (AERA)
- IV.B.5. Other Non-University Committees, Memberships, Panels, etc.*
- 2024 Member  
AERA Division C Graduate Student Research Excellence Award Committee
- 2023- Member  
Early Stage Investigator and Diversity, Equity, Inclusion and Accessibility Committee  
Gatlinburg Conference
- 2022-24 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 & Program Chair  
AERA Special Interest Group - Family, School, Community Partnerships

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*

2024- Maryland Equity Coalition for People with Disabilities, Member

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